Training of trainers.

Trainers Manual

Colophon

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Introduction
How to use this manual

Sensitisation & minors

Health, rights and safety

Training of trainers

Aidsfonds wishes you an inspiring and joyful training experience.

Training programme

Facilitating a workshop or designing training is a valuable skill for sex workers. It enables them to exchange knowledge and skills with their peers or sensitise others in an effective manner.

This manual supports trainers giving the three-day course 'Training of Trainers'. The objective of the course is to give new trainers the knowledge, skills and practical experience required to provide workshops on any of the topics that they consider relevant. This course can be used as an addition to the other training courses of Aidsfonds. Adding the Training of Trainers course enables participants to train others in an effectively. This manual is a continued development of the Training of Trainers Health, Rights & Safety and examples from this training are used to practice training methods.

Potential participants for this training programme are sex workers and staff of community based organisations concerned with sex work. The effectiveness of this training increases when participants hold various (professional) backgrounds. The training is interactive and participatory by design, using innovative methods that draw on the knowledge and experience of the group, rather than passive, classroom style teaching and lectures. The training requires a three-day programme and is best followed over a short period in the order the manual suggests.

Preparation by the trainer in advance

The exercises require facilitation skills from the trainer to extract the knowledge and experience that is already present in the group. Each topic is addressed at different didactic levels. The exercises touch upon attitudes, knowledge, and skills regarding the topic. Models and theory are adjusted to daily practice and the exercises connect the lessons learned to the daily practice of the participants. The training schedule gives the approximate time it will take to do the exercises. Each exercise is accompanied by a section called 'Notes for the trainer', which provides additional information.

Materials needed

It is recommended to prepare a document for the participants containing the learning content and the hand-outs. In case participants do not read English, it is advisable to translate the material in the appropriate language beforehand. Some hand-outs can be translated on the spot by the trainer or an interpreter.

Development of the training and the manual

The Sex Work Programme and Aidsfonds have developed this manual. The training has been designed in collaboration with international sex worker organisations and is pre-tested and evaluated by sex workers and professionals. This manual is one of seven training manuals. There are training manuals available on the following topics: peer-based outreach, counselling skills, leadership, financial skills, minors and sex work, IEC material development, and Health, Rights & Safety.

DAY 1 — **Output**

● **Introduction to the training**
- ✔ Learning expectations
- ✔ Conditions
- ✔ Tasks

● **Share training experience**
- ✔ Instructional video

● **Find out what your group needs**
- ✔ Theory

● **Training Need Assesment (TNA)**
- ✔ TNA plan

DAY 2 — **Output**

● **Learning principles**
- ✔ Theory

● **Training methods**
- ✔ Theory

● **Training methods practise**
- ✔ Workshop plan

DAY 3   **Output**

● **Group dynamics**
- ✔ Theory

● **Training skills**
- ✔ Theory

● **Workshop design**
- ✔ Workshop plan

DAY 1

	Time	Method
Introduction	09:30 AM – 10:30 AM	Lecture
Introducing the training model		Group work
Experiential learning model		
Trainers' web		
Break		
Share training experience	10:45 AM – 01:00 PM	Video
Social learning theory		Group work
How to make an instructional video		
Lunch		
Find out what your group needs	02:00 PM – 03:00 PM	Lecture
Build a bridge		Group work
Assess the needs of your group		Group discussion
Design a TNA	03:00 PM – 04:30 PM	Case study
Closing the day	04:30 PM	Group exercise

DAY 2

	Time	Method
Recap of day 1		
Learning principles	09:00 AM – 10:30 AM	Group discussion
Exploring principles		Group work
Conditions for learning		
Use of principles in training design		
Break		
Training methods	10:45 AM – 01:00 PM	Group work
Let's cook		
Teach others		
Lunch		
Training methods practice	02:00 PM – 04:30 PM	Ice breaker
Start of training		Quiz
Sharing knowledge		Role play
Building skills		Case study
Changing attitudes		
Closing the day	04:30 PM	

DAY 3

	Time	Method
Recap of day 2		
Group dynamics	09:00 AM – 10:30 AM	Video
Dealing with difficulties		Group discussion
		Individual reflection
Break		
Training skills	10:45 AM – 01:00 PM	Group work
Facilitate learning		
Reflective listening		
Types of questions		
Lunch		
Design a workshop	02:00 PM – 03:30 PM	Group work
Evaluation & Certificates	03:30 PM	

Day 1.

1. Introduction to the training

Indicated time:
- 60 minutes

Materials:
- Markers
- Tape
- Hand-outs 1 and 2

Method:
- Group work
- Individual exercise

Page (18)-(19) →
Hand-outs 1 and 2

Exercises

Welcome participants

This exercise sets the training off to a positive start in a humorous way. Tell the group that you are glad to be there and hope that they are. To explore this, go around the group asking, "If you weren't here today, what would you be doing that you're glad you don't have to do?" Kick off by answering this yourself, keeping the answer light. Keep the pace of response fast-moving. This exercise should take about 10 minutes, depending on the group size. Reflect with everyone what they observed during this exercise. Can they think of other exercises that could create a short, light introduction? Discuss why it's beneficial to start training like this.

Getting to know each other

The trainers welcome the participants and introduce themselves. If appropriate, the participants get to know each other better by doing one or more of the introduction exercises.

Setting the stage

A safe and positive learning space is crucial for a successful training experience. The trainer explains the importance of a joint set of conditions and agreements. Ask the groups, what would help to create a safe learning environment for everyone in the group? Ask them to agree on important rules and conditions that will support this. Think about the following themes: working together, respect, and confidentiality. Each group can write the rules and conditions they find important on the flipchart that will be in the room during the training so that participants can refer back to it.

Divide roles and responsibilities

Some participants will take on specific responsibilities to facilitate the process during training sessions. The trainer invites participants to take on the following roles:
- Time keeper
- 'Energiser' moderator
- Recap and summary moderator
- Group spokesperson.

The participants assign the roles among themselves and the trainer writes them down on a flipchart, visible to everyone in the room. The roles rotate during the training days.

Create a trainers' web

The trainer asks participants to think of trainer skills they want to learn or develop during this training. The participants write the different skills in the boxes on hand-out 1. Then they plot the level of confidence they have about this skill on the line – a mark near the centre shows they have very little confidence about that skill, while a mark closer to the edge shows they are very confident.
The participants connect the dots on the line, thereby creating a 'web'.
Each participant can list different skills, and each is likely to have different webs. During the training participants can review their progress, and at the end of the training they should draw a web with a different colour on the same figure to show how they have progressed/developed through the training.

Tell the participants that this is an individual exercise. The aim of the exercise is for participants to gain insight into their individual learning needs so they can focus on these during the training. The learning benefit will increase when participants are honest and open to reflection.

Introducing the training model

The trainer introduces the learning model to be used for this training programme. The model is based on the theory of experiential learning. It is based on the idea that people have a natural tendency to learn and that they are open to personal change and growth. The role of the trainer is to facilitate such learning. The trainer sets a positive climate for learning and makes sure the necessary resources are available.

The trainer explains that a model has been created that looks like the layers of an onion. The trainer draws an onion on the flipchart and writes the functions of the different layers next to the onion. This model is based on the experiential learning theory. This actively involves participants and incorporates their own experiences. Participants have the opportunity to develop their skills and receive immediate feedback. It also creates the opportunity to participate in the training exercises and techniques first-hand before engaging others in such exercises.

The onion model

The experiential learning model includes four elements: participation, reflection on the experience, generalisation (lessons learned), and application of lessons learned.

How the experiential learning model is like an onion:

- **Centre:** The middle is the exercise itself. The trainer facilitates the exercise and the participants experience the training exercise first-hand.
- **Layer 1:** Reflection on the learning effect. The trainer invites participants to reflect on the learning effect of the exercise.
- **Layer 2:** Reflection on the facilitator skills that were demonstrated. The trainer invites participants to reflect on the skills that were demonstrated by the trainer.
- **Layer 3:** Participants perform the exercise in a real-life situation (or in the classroom if that is impossible) and receive feedback.

2. Sharing training experiences

Indicated time:
- 120 minutes

Materials:
- Smart phones or cameras
- Projector
- Hand-out 3
- Props or materials to support filming

Method:
- Group work

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Hand-out 3

Exercises

The social learning theory

Bandura's social learning theory states that people learn from one another and emphasises the importance of observing and modelling the behaviours, attitudes, and emotional reactions of others. Individuals are more likely to adopt a modelled behaviour: if the results have a functional value; when the model shows resemblance; and when individuals are motivated to do so. In the following exercise, participants share the training experiences by creating a 1-minute educational video. In that way, they 'model' their training skills for the other participants.

How to make an instructional video

Each pair must decide on the training skill they want to model. Why is this specific skill of interest to others? When this is decided, ask participants to consider the following four points for their video:

Take-away Specific-Concrete-Useable	**Significance** What's in it for me?
Structure Easy to follow	**Imagery** Don't tell but show

To prepare, participants can watch this video:
www.youtube.com/watch?v=IRgL76ermo4

They then fill out hand-out 3. Ask them to consider the setting, light and background noise of their filming location. When they've finished, play the recordings on the screen or they can watch them individually on their phones. The trainer asks the group for feedback: what is the main message? In what way is the video educational?

3. Find out what your group needs

Indicated time:
- **150 minutes**

Materials:
- **A4 paper, tape, string, scissors**
- **Hand-out 4**

Methods:
- **Game**
- **Group work**
- **Group discussion**

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Hand-out 4

Exercises

Building a bridge

Divide into groups of five. Each group appoints a project leader. The trainer is a local mayor who wants a bridge built in his village. The mayor communicates only with the project leaders. The groups will get 10 minutes to build the bridge between two tables that are 1 metre apart using the material distributed to them. (= 1 metre of tape, two A4 paper and a piece of rope to each group).

Create a bit of chaos on purpose by increasing time pressure and not giving out enough information. After 10 minutes, the mayor walks around and tries out the bridges by testing them with his/her (toy) car. No bridge will be strong enough.

What happened? Start a discussion with the group on the importance of finding out needs before you start designing. Was the assignment clear? Did you have the right materials? Was the objective clear? Are the different roles of the group members clear?

Explain to the group: The goal of the training or a workshop is that your participants get new knowledge and skills they can use in their work. Maybe you even want them to change their ideas or attitude towards certain topics. Therefore, the first step in developing training or workshop is to look through their eyes and closely observe their daily practice and work. Asking what your participants do not know or what they would like to learn does not usually work. It will not bring you any closer to finding out their needs. How do we find out what our participants want from us as trainers?

Assess the needs of your group

If you want your training session to be effective the objectives, content, and method should meet the needs of your audience. Did you ever attend a training session where they covered material you already knew or a session that confused you from the start because you were missing essential information? Maybe if the trainer had asked you beforehand what you needed it would have been different. Learning experiences are like a journey. The journey starts where the learner is now and ends when the learner is successful. The endpoint of the journey is not just more knowledge, it is also being able to think and reflect, to do more.

To find out someone's training needs you must first identify the gap between a learner's current situation and what they need to do in order to be successful. If you can identify the gap, you can design better training. There are different types of gaps: for example knowledge gap, skills gap, motivation gap. Sometimes you will find that a workshop or training session cannot cover the gap. Some situations do not change by learning new skills, changing attitudes or increasing knowledge.

When preparing for a workshop or training session it is important to assess the training needs of your participants. You can do this by answering the following questions:

1. What is the current situation of participants? What is their challenge?
2. What kind of behaviour is associated with this challenge?
3. Can you change this behaviour in training or a workshop?
4. What new behaviour will help to overcome this challenge?

Current learner   **The gap**   **Awesome future learner**

DAY 1
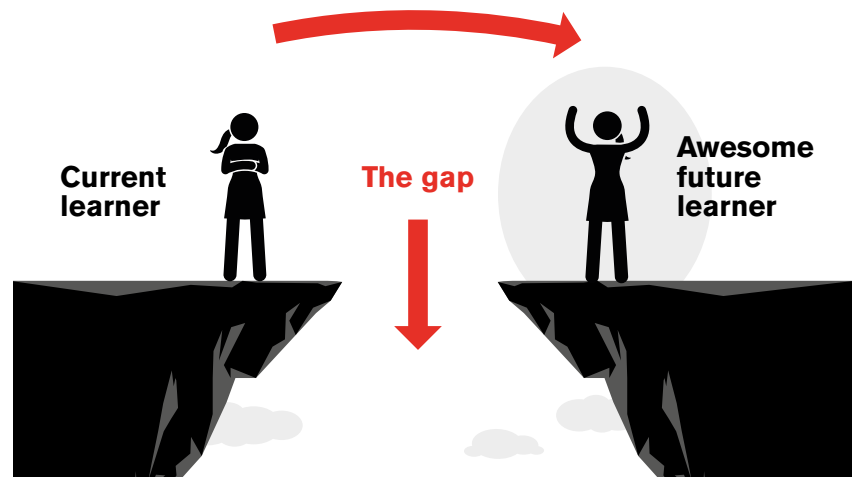
The trainer asks the group to come up with challenges faced by sex workers in their community. Note the responses on a flipchart. Assign each group with a challenge and ask them to answer the following questions:

1. What kind of behaviour is associated with this challenge?
2. Can you change this behaviour in training or a workshop?
3. What would be the objective of a workshop addressing this specific difficulty?

Example: In the present situation, my participants find it difficult to have their learners participate in group discussions. In the desired situation, my participants would increase participation in their training by using reflective listening and asking different types of questions. My workshop can contribute by teaching reflective listening and questioning skills.

Training Needs Assessment
A Training Needs Assessment (TNA) is a tool to identify the gap between the existing skills, knowledge, and attitudes of your group and the required skills, knowledge and attitude they need to deal with a specific challenge.

Discuss with the group what type of information you need to collect to identify the gap between the existing and required situation:

▪ List the type of information you need from your target group
▪ How will you collect this information?

The trainer collects information from the group and writes it down in two columns (type of info / how to collect) on the flipchart. Discuss the advantages and disadvantages of the different collection methods.

Existing
- Skill
- Knowledge
- Attitudes

TNA
is a tool to identify the gap

Required
- Skill
- Knowledge
- Attitudes
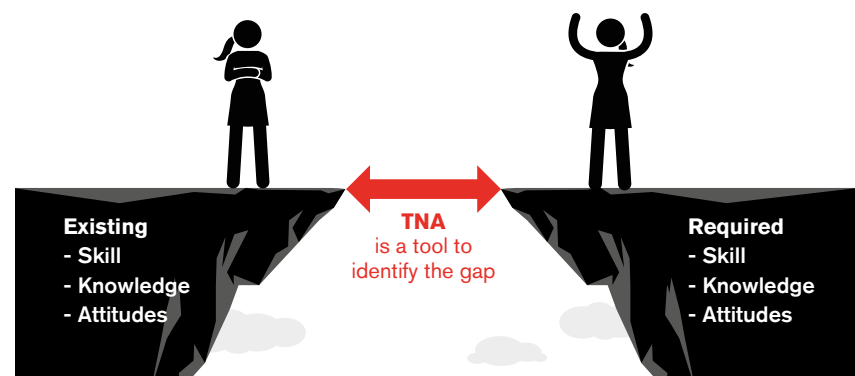
Design a TNA case study

Ask the groups to design their own TNA for the following case. The assignment is how to find out the training needs of young migrant sex workers. The trainer walks around and assists the groups – make sure the groups focus on training needs and not on programme design. The groups present their plan to the others.

The nurse from the road wellness centre asked for your help in designing a workshop in her district. She noticed an increase of chlamydia in her district over the last three months and she is worried that this might continue if nothing is done. She invited you and your colleagues to the road wellness centre to discuss options for a workshop. During your meeting the nurse gives you the following information:

▪ Sex workers carry a disproportionate burden of the increase in chlamydia;
▪ It is mainly young migrant girls that come to her clinic with symptoms;
▪ There is an increase of construction workers in town due to a large roadworks.

With the nurse, you agree to do a TNA before designing a workshop. In your group, first decide what you need to know to discover the 'gap' between the current and desired situation. Then decide on how you are going to collect that information. Work out the method you are going to use.

Closing the day

Tell the group that we covered a lot today and you are going to do a quick review to check what has been learnt so far. Tell them that before you close for today, you want to hear 10 things they have learnt so far. Then ask for their responses as quickly as possible. After each one, say, "Thank you, that is one" and so on until 10 key points have been made.

Hand-outs Day 1.

Hand-out 1
Trainers' web
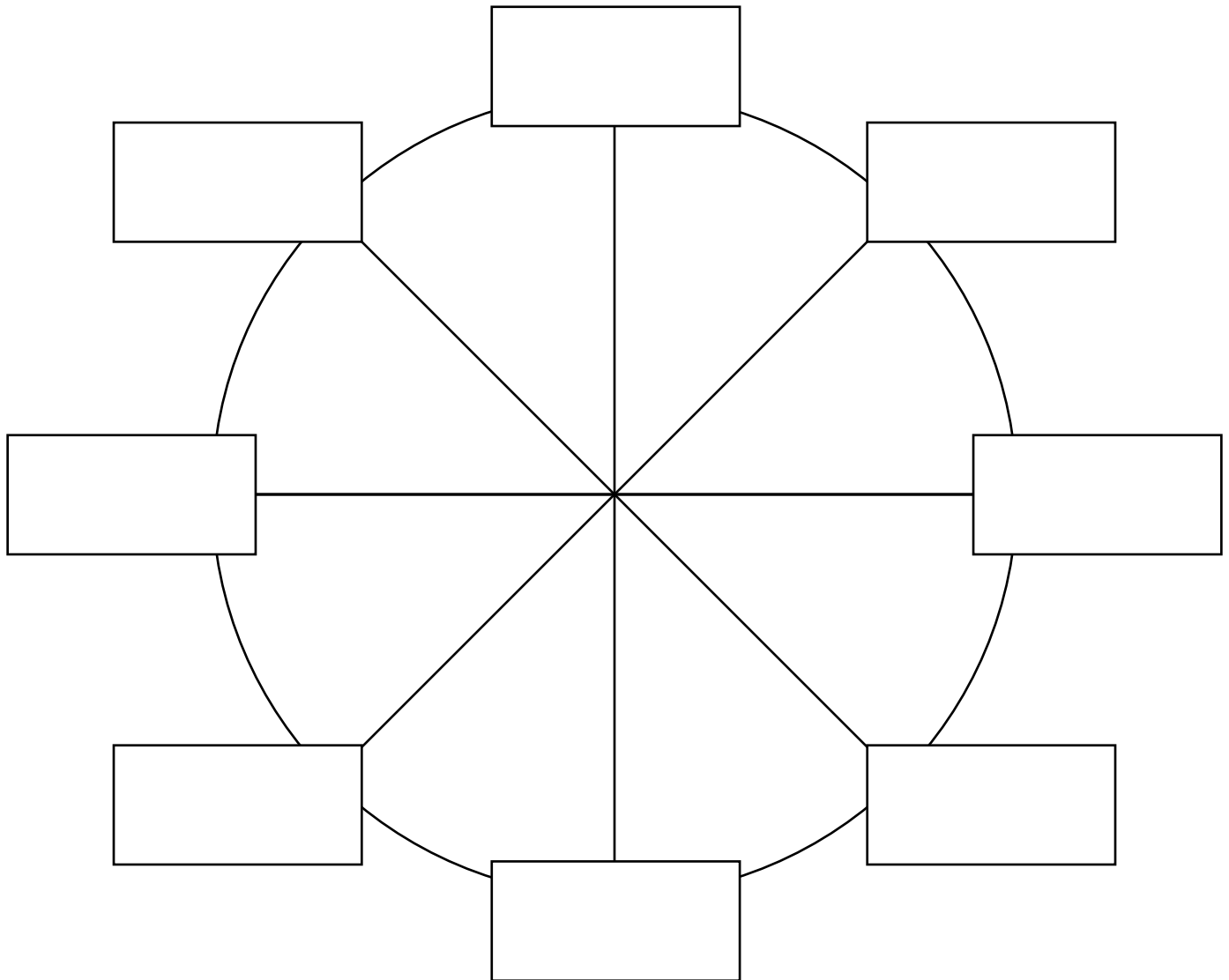
Write the training different skills in the boxes. Then plot your level of confidence you have about this skill on the line – a mark near the centre shows very little confidence about that skill, while a mark closer to the outside shows you are very confident. Connect the dots on the line, thereby creating a 'web'.

Hand-out 2
Reflection

After each exercise, the trainer reflects on the learning effect, the trainer's skills, and the practical use of the exercise. After each exercise the trainer invites the participants to answer the following questions:

1. Reflection on the learning effect (layer 1)
- What was the objective of this exercise?
- What was the main point to convey to the group?
- Did the method achieve the objective?

2. Reflection on the trainer's skills (layer 2)
- What technique did the trainer demonstrate?
- Why did the trainer use this technique?
- Did the technique fit the exercise?

3. Reflection on ways this exercise can be used in practice (layer 3)
- Do you feel comfortable using this exercise in your day-to-day life?
- Do you have the necessary skills?
- How can you learn the skills you require? What resources do you need?
- Can you think of other exercises that will achieve the objective?

Hand-out 3
Instructional Video Worksheet

Adapted from michaelkinney.com

Topic of my educational video:

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1. What is the takeaway message?

• What will the viewer be able to do specifically after watching your video? • Starting with a solid takeaway saves time and effort during the video creation process. • Stay focused on the information you need to deliver.	Takeaway message:

2. What is the significance?

• Why should the viewer care about your video? • What benefit will they get out of it? • How will the content affect their lives?	What is in it for them?

3. What is the structure?

• What is the order of your information? • What procedure does the viewer need to follow? What are the steps? • What structure concepts/principles will lead to the take-away?	The order:

4. What imagery will you use?

• What can you show to make your content easily understandable? • How would you deliver the information in your video if you could not use words?	What do you show?

Hand-out 4
Training Needs Assessment

Present situation

Situation: what is difficult for participants?
Behaviour: what do participants do?
Effect: what is the negative result?

Desired situation

What is the new behaviour of the participants?
What is the positive effect?

Be aware of:
- Objectives of the organisation
- Daily practice by participants
- Professional standards

Can TRAINING contribute?
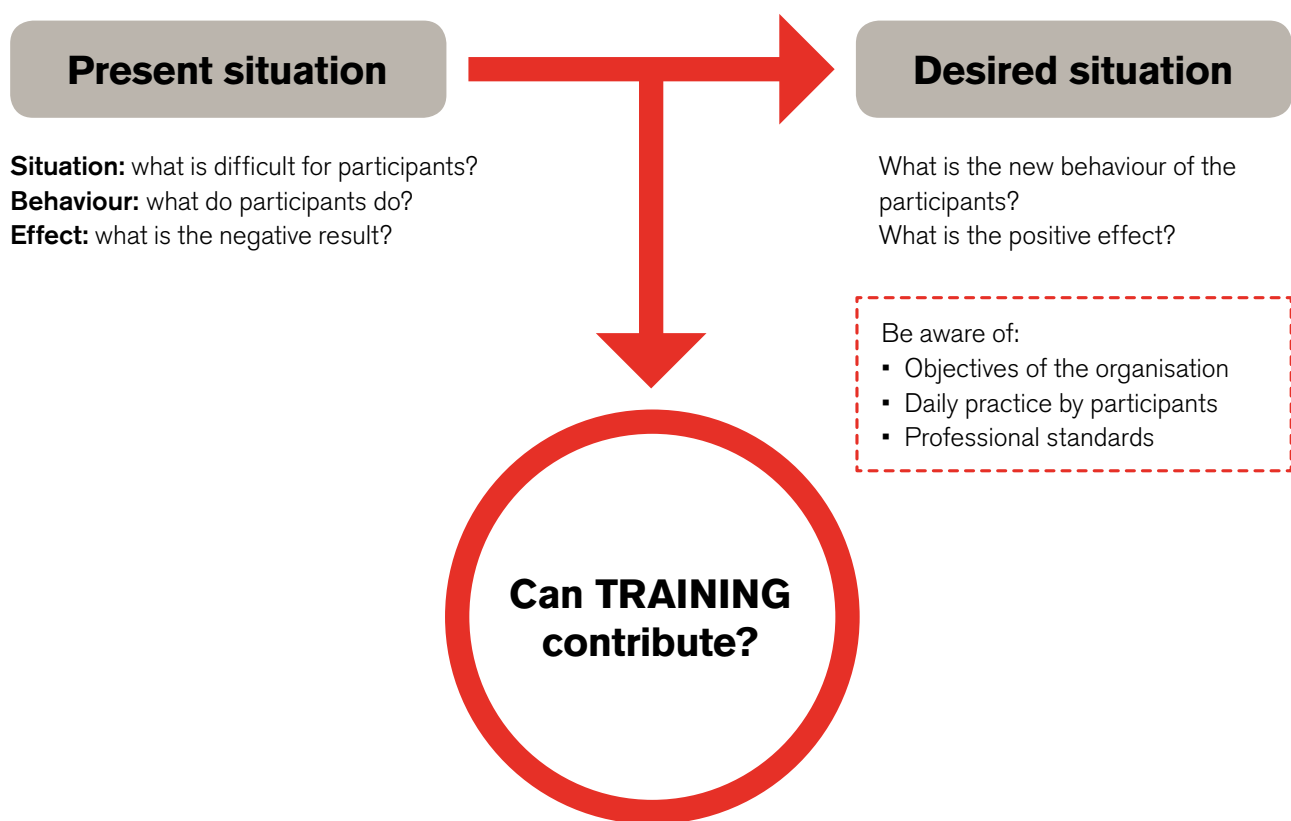
Day 2.

4. Learning principles

Indicated time:
- 90 minutes

Materials:
- Flipcharts
- Hand-out 5

Method:
- Lecture
- Group work

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Hand-out 5

Exercises

Explore learning principles

The trainer asks the group what they consider important learning principles and turns the feedback into a mind map on a flipchart. He or she writes the entire group's ideas and associations on the flipchart and adds principles if necessary.

The trainer invites the participants to take a moment to look back at their own primary school period. How did they learn at school as a child? Do they have a more recent experience of learning something? How do they learn now, as an adult? The trainer asks the participants to think of an example from both situations and to share the differences with the group.

The trainer asks the participants to keep their recent learning experience in mind and to explore how the actual learning took place. The following questions can help during the group discussion:

- How would you describe the learning environment?
- How would you describe the content of the course or training programme?
- What were your reasons for wanting to learn?
- How did you know you learned something?
- How was your relationship with the teacher?
- How was the relationship among the participants?

The trainer concludes the discussion by summarising the most important principles of adult learning. You can refer to hand-out 5. The trainer explains to the group that research by Knowles shows the following differences between child and adult learners:

- Adults are more independent and self-directing than children.
- Over the years, adults gain a variety of experience in learning and in life.
- Adults are orientated towards (professional and social) tasks and roles and want to use what they have learned immediately.
- Motivation to learn in adults is internal instead of imposed by others.

Conditions for learning

Learning does not usually occur by itself. We learn when we are exposed to new and challenging experiences, when we get opportunities to practice and improve ourselves. We also learn through talking and interacting with others, and from reflecting on our experiences. David Merrill has researched how to promote learning. He believes there are five principles of instruction that lead to the best outcome:

1. Learners engage in solving real-life problems
2. Existing knowledge and skills are activated and serve as a foundation
3. New knowledge and skills are demonstrated to the learners
4. Learners apply new knowledge and skills directly
5. New knowledge and skills can be integrated into the world of the learners

Integrate in the world of learners

Real-life problems

Activate prior knowledge & skills

Demonstrate to the learners

Apply new knowledge and skills directly

DAY 2
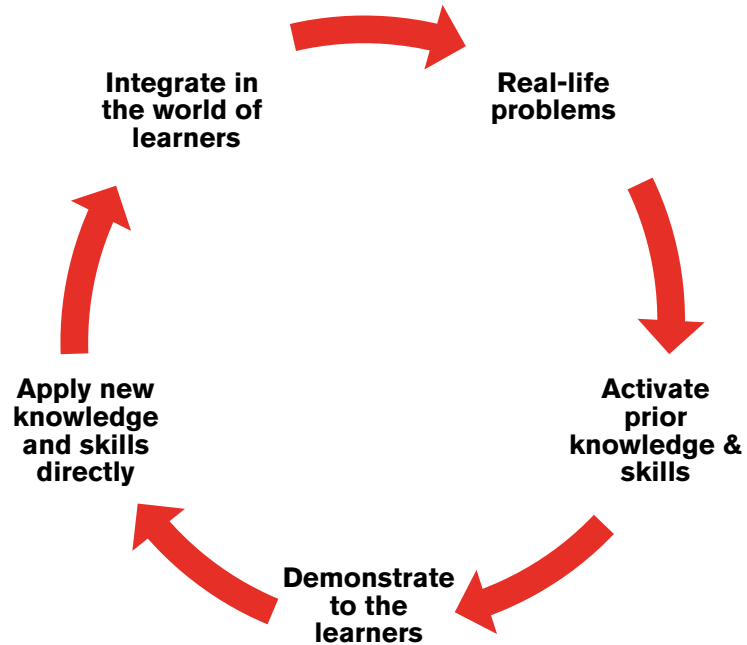
Use of learning principles in training programmes

The trainer asks the group if they can give examples of how they experienced the use of these five principles in a training programme. If they were to design a programme, how would they apply them? What do the five principles mean for the role of the learner and the trainer? How would these influence the content and methods that they would use in a programme?

Training	Implication for training programme design
Role of the learner	Active participation Reflect on own experience Share personal experience
Role of the trainer	Elicit existing knowledge and skills from learners Facilitate learning process Demonstrate new knowledge and skills
Training content	Contain real-life situations Based on real-life/workplace challenges expressed by the learner Chance to practice
Training methods	Sharing learners' knowledge and experiences Building on existing knowledge and experiences Exploring different strategies

5. Training methods

Indicated time:
- **120 minutes**

**Materials:**
- **Flipchart**

Methods:
- **Lecture**
- **Group work**
- **Presentations**

Exercises

Let's cook!

This energiser makes participants aware that more knowledge is not enough to change behaviour. The trainer asks the participants what their most famous national dish is. Can the group teach the trainer how to prepare this dish? Each group gets five minutes to come up with a strategy to make sure the trainer can cook the dish at home. Each group gives a brief explanation of their strategy. The trainer makes notes on a flipchart, clustering information under the following headings:

- What do I need to know to be able to cook this dish? (knowledge)
- What do I need to do when cooking this dish? (skills)
- What kind of attitude do I need? (attitude)
- What materials do I need? (materials)

Learning is composed of different elements: knowledge, skills, attitude. It is important to design your training or workshop with these three elements in mind.

Knowledge **+** Skills **+** Attitude **=** Ability
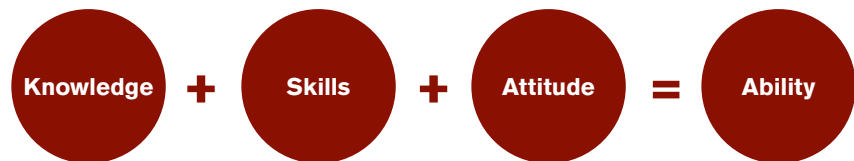
Teach others how to…

In the following exercise, participants learn that the training method relates to the different elements; changing knowledge requires a different method than changing an attitude or increasing skills. The trainer asks three volunteers to come to the front:

1.   One volunteer who can teach the group three ways HIV is transmitted
2.   One volunteer who can teach the group how to use a condom
3.   One volunteer who can teach the group how to negotiate condom use with a client.*

Volunteer number three will probably struggle with the assignment. If so, the trainer can take on the role of volunteer number three.

After each volunteer's presentation, the trainer shares the following information with the group.

1.   Three ways HIV is transmitted
     Transferring knowledge. One-way communication from trainer to group. Information is processed by repetition. Facts are not very complicated. Knowledge is best increased when it builds on the existing knowledge that is present in the group, when it corrects myths and misconceptions, and when it is actively processed.

2.   Condom use
     Transferring skills. The trainer teaches skills through demonstration. The learning effect increases if participants are supported while practicing themselves. Self-efficacy is important when learning new skills. Participants need positive and reinforcing experiences.

3.   Negotiate condom use
     Changing an attitude. Trainer uses brainstorming, discussion and modelling. Each participant probably has their own opinion, experience and ideas on how to deal with the topic. The trainer invites participants to share their opinions and stimulates discussion so that everyone can form their own opinion.

The trainer summerises the following on the flipchart:

Objective	Training method
Knowledge	One-way lecture, repetition
Skills	Demonstration, guided practice
Attitude	Discussion, brainstorming, modellin

DAY 2

6. Training methods practice

Indicated time:
- **150 minutes**

Materials:
- **Flipchart**
- **Training manual Health, Rights & Safety**
- **Hand-out 6**

Methods:
- **Lecture**
- **Group work**
- **Presentations**

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Hand-out 6

Exercises

Skills development plan

Summarise the lesson from the previous session: knowledge, skills, and attitudes are changed by using different methods. Ask participants to think about how confident they are in using the different training methods. Participants are given some time individually to fill in the skills development plan (hand-out 6). The trainer can assist participants by explaining the different methods. This plan will help them focus on their own learning needs and reflect on their own progress.

Choose training method for practice

Ask participants to discuss the skills development plans together and decide where their group has the biggest training need. Which method do they want to practice? Trainer collects the input and makes sure each group chooses a different method to practice and demonstrate.

Walk participants through the overview of the different methods that they will be practicing. Invite participants to come up with own exercises they want to practice or demonstrate to the group. Give participants 30 minutes to prepare a demonstration of a training method. conditions, and have equal access to labour rights and protection.

	Objective	Training method	Exercise
6.1	Start of training	Get in learning position	Icebreaker, energiser, introduce a topic
6.2	Sharing knowledge	One-way lecture, repetition	Lecture, PowerPoint, Quiz
6.3	Building skills	Demonstration, guided practice	Simulation exercise, role play
6.4	Changing attitude	Discussion, brainstorm, modelling	Exploring norms & values, brainstorm, case study

Special note for the trainer on feedback

Giving constructive and considered feedback to your participants (by the trainer or by participants themselves) can be sensitive depending on culture, experience, and group dynamics. Make sure you set ground rules for feedback before you start the exercise. You can encourage open, non-judgmental feedback by using the following steps:

1. Briefly clarify the subject for feedback;
2. Participant can start by explaining what went well;
3. Trainer (and the observers) clarify what went well;
4. Participant describes what could have been done differently and makes suggestions for change;
5. Trainer identifies what could be done differently and gives options for change.

Good feedback practice provides opportunities to close the gap between current and desired behaviour and can boost motivation and self-confidence. It will set the standard for good practice and performance. It facilitates the development reflection in learning and it encourages dialogue between participants and the trainer. For the trainer it can provide useful information on how participants progress with the training material.

6.1   Start the training; theory

Introducing a topic

There are several ways to introduce a new topic or exercise. An introduction has different functions. It can put the participants in the learning position and get them interested. It can get participants to recall prior knowledge. It can encourage the sharing of information and resources. It can also break down resistance to discussion or learning. A nice way to introduce a topic can be to brainstorm on a confronting or challenging question. Write down the input and explain how the question connects to your training topic. Discuss a mini case study. Think of a case and explain it in 10 sentences. Pose a difficult question related to the case and ask the group to think about an answer.

Using icebreakers

When you want to surprise your participants and get their attention, an icebreaker can be used. Icebreakers help participants feel energised and comfortable with each other. Icebreakers also inject an enthusiastic tone into the training and can help ensure everyone is actively engaged. There are different types of icebreakers. You can prepare by searching on the internet. Keep the following tips in mind:

- Know your topic: find icebreakers that fit your training topic.
- Know your audience: make sure the icebreaker is something your participants will enjoy.
- Participate yourself: only choose an icebreaker that you are comfortable with yourself.
- Everyone can join in: make sure nobody is uncomfortable with your exercise.

Using energisers

When the energy in the group is low, learning can be difficult. Energisers are a good way to regain people's interest. Energisers are exercises – usually involving humour or physical activity – that only take a few minutes and can be used at any moment. They help get the blood flowing and give the mind a break.

Example exercise

Participants can choose to demonstrate their own examples of the exercise or pick one from the training manual Health, Rights & Safety.

Method	Exercise	HR&S manual
Introducing a topic	Stretch	Page 10
	Fruit basket	Page 12
	Let's cook!	Page 62
Icebreaker	Look me in the eye	Page 69
	Pick a fight	Page 70
Energiser	Convince somebody	Page 66
	Relieve stress	Page 71

6.2   Sharing knowledge; theory

Lecture using PowerPoint
A lecture is used to pass on information in a quick manner. No input from participants is required; it only involves conveying information to the participants. You do not know what they think or what they will do with the information. If you add an exercise that allows them to process the information from the lecture, participants will learn more and incorporate it in their daily practice.

Make sure that the PowerPoint slides:
- are readable from a distance;
- present an image representing your topic;
- work as a reminder for your audience;
- do not contain more than seven items per sheet;
- contain illustrations connected to your point;
- have colour and humour (where appropriate);
- include the organisation logo.

You can find informative and entertaining videos on YouTube on the do's and don'ts of PowerPoint.

Knowledge quiz
A quiz can be used as a training method to collect prior knowledge, to make participants curious about a topic and to stimulate discussion. A quiz can also be used to test participants' knowledge before or after the training. When using a quiz as an exercise to stimulate discussion and to increase knowledge, the trainers should make sure they have the answers to the questions at their disposal.

When the trainer poses a question, participants can be invited to discuss the answer with each other. Let participants who have the correct knowledge answer the questions. The trainer should only jump in when the answers are incorrect. Working in groups creates a safe environment. A little competition makes a quiz more fun.

Sharing knowledge example exercise
Participants can choose to demonstrate their own examples of the exercise or pick one from the training manual Health Rights & Safety.

Method	Exercise	HR&S manual
Lecture	Learn about the menstrual cycle	Page 15
	Discuss contraceptive methods	Page 16
	Present sexual challenges	Page 18
Quiz	Spin the bottle	Page 47
	Identify rights violations	Page 43
	Alcohol & condoms	Page 46

6.3 Building skills; theory

Guided practice

This is where individuals use a newly acquired skill and get feedback on their performance from the group or from another individual. This can be done in small groups or in pairs. Simulation exercises are where people complete a task and then discuss how they did it, how they worked, what went well, what they need to improve. An observer may be used to provide an 'objective' perspective on what happened in the simulation. A facilitator can design a specific simulation exercise or use available pre-designed exercises. The purpose of simulation is to have a common group experience, which is then analysed according to the developmental needs of the group.

Role play

In a role play, people act out a situation. When the 'drama' is over, the main person in the role play hears how effective s/he is from the other 'actors'. The role play can be performed again or until the main person is satisfied with her/his behaviour. Role play requires a level of preparation and de-briefing afterwards, and this must be considered in terms of time planning a work session. Role play is very effective as a technique for practising skills; trying other options; exploring resistances and developing a broader understanding of other perspectives. It can also be inhibiting to some people who do not find it 'real' and can stimulate strong emotional responses towards other group members. It is essential to de-brief or de-role and to spend time in building awareness that people were 'acting in role' and not necessarily being themselves. It is useful to have people say their own names and be recognised as themselves by everyone else in the group before moving on to the next element of the session.

Building skills example exercise

Participants can choose to demonstrate their own examples of the exercise or pick one from the training manual Health Rights & Safety.

Method	Exercise	HR&S manual
Guided practice	Name the different part	Page 13
	Give a presentation	Page 15, 17, 18
Role play	Write a scenario	Page 41
	Walk the street	Page 68
	Say stop	Page 70

DAY 2

6.4   Changing attitude; theory

Exploring norms and values
There are usually no right or wrong answers when exploring personal values. The purpose of exercises like this is for participants to explore their own perceptions and pre-conceptions about a topic. The role of the trainer is to facilitate and guide this exploration. This is best done by:

- approaching the topic and the participants in an open, unbiased and non-judgemental manner;
- being curious about participants' ideas and asking open-ended questions;
- inviting participants to express themselves and stimulating discussion among participants themselves.

The trainer must recognise her or his own values and biases, so they can help the trainees begin to understand their own. It is challenging to lead a group through a process of self-awareness without having already done this work yourself. Attitudes and values are not easy to teach and measure. However, there are techniques such as group discussion, using case studies and 'statement discussions' that can help explore and influence people's attitudes and values.

Brainstorming
People usually think brainstorming simply means sitting together exchanging ideas. But a brainstorm session is much more than that. It is a technique designed to develop creative and better ideas in a quick manner. The purpose of brainstorming is not to get only one correct answer to a question or challenge, but to generate as many ideas as possible. Brainstorming can be engaging and energising. In addition, because there are no correct or incorrect answers, participants usually feel more comfortable about contributing ideas.

Using case studies
Many participants learn better from examples than from basic principles. The use of case studies can be an effective teaching technique. Cases come in many formats, from a simple 'What would you do in this situation?' question to a detailed description of a situation with accompanying data to analyse. Whether to use a simple scenario-type case or a complex and detailed one depends on your training objectives. Most case exercises require participants to answer open-ended questions or develop a solution to an open-ended challenge with multiple potential solutions.

Presenting multiple cases can help participants to get a better insight into certain topics and feel involvement, empathy, and understanding. This will help develop critical thinking skills. Therefore the cases used should be realistic and close to the daily reality of participants. It can be very effective to ask participants to come up with their own cases or scenarios, as these may resemble their own situation and highlight the challenges they face.

Changing attitude example exercise

Participants can choose to demonstrate their own examples of the exercise or pick one from the training manual Health Rights & Safety.

Method	Exercise	HR&S manual
Exploring norms & values	Agree & disagree	Page 14, 16, 44
	Reasons to drink	Page 45
	Pour oil or water	Page 71
Brainstorm	Safer sex	Page 20
	Violence tree	Page 38
Case study	Map your relationship	Page 39

DAY 2

Hand-outs Day 2.

Hand-out 5
Learning principles

RESPECT	Trainer
EXPERIENCE	
PARTICIPATION	
RELEVANCE	
AFFIRMATION	

RESPECT
Confidentiality, equality, trust, comfort, safety, autonomy

Participants need to feel comfortable, safe, respected and feel like equals in order to be able to participate and learn. The trainer must acknowledge that each individual has as much right to contribute, influence and determine the direction of the group as another.

The trainer can create and show respect by not judging or interrupting participants, by creating and following ground rules, taking participants' questions seriously and responding promptly, arriving on time, keeping track of time and so on. The trainer can create a safe and comfortable environment by providing comfortable seating and a place to write, a comfortable room, drinks and food, pencils and good materials, amongst other things. The trainer should also use open and friendly body language.

EXPERIENCE
Value personal experience

Participants learn best by drawing on their own life, professional experience and prior knowledge. Each participant's contribution to a discussion and a skill-sharing activity is equally valid and valuable.

The trainer can elicit participants' experiences by asking participants what familiarity they have with the topic and plan activities that draw on participants' experiences.

PARTICIPATION
Dialogue, engagement

Teaching and learning must work both ways to ensure that the participants enter into a dialogue with the teacher. Participants must engage with the material through dialogue, discussion and learning from peers. The trainer should consult regularly with the group on direction, pace, content

and method. The trainer must be open for suggestions and ready to adapt the programme.

The trainer can engage participants by planning a variety of small- and large-group activities, use energisers, plan activities that invite participants to problem solve, discuss, or otherwise work with content they must learn and so on. The trainer can create dialogue by asking open-ended discussion questions - questions which do not have only one correct answer - and by responding to participants' questions by asking other participants how they would answer and what they know.

RELEVANCE
Immediacy, agreed goals, goal-orientated, practical

Learning must meet the real-life needs of participants for their work and families, for example. Participants must be able to apply the new learning immediately. Participants must share an agreed goal of the training if they are to develop a belief in and sense of ownership of the group.

The trainer should make sure that training content is relevant by finding out what participants are expected to know and do, doing research if needed, learning about participants' backgrounds and needs, asking participants what they need to learn and so on. The trainer should ensure that participants apply learning immediately, and teach content they will be able to use right away, following up with participants after training, and during the next training asking how participants use what they learned, amongst other things.

AFFIRMATION
Inclusion and encouragement

Participants learn best from a positive and beneficial experience. Participants need to receive praise and encouragement. Everyone in the group must be included and encouraged to participate, share ideas, suggestions and solutions, and take the initiative.

The trainer must recognise that everyone is entitled to positive experience in the group. The trainer can create a positive environment by thanking participants for their ideas, pointing out what they already know and are good at, and so on.

Hand-out 6
Skills development plan – training methods

What do I find difficult?

	1 extremely	2 very	3 quite	4 easy	5 no problem
Start of training					
Ice breaker					
Energiser					
Introducing a topic					
Sharing knowledge					
Presentation					
Quiz					
Building skills					
Skills practice					
Role play					
Changing attitude					
Brainstorm					
Case study					
Norms & values					

For each difficult training method, ask yourself:

1. What exactly is the difficulty I have with this training method?

2. Why does this issue, situation, difficulty bother me?

3. How will I gain dealing more effectively with it?

4. What steps can I take to handle it better?

Day 3.

7. Group dynamics

Indicated time:
- **90 minutes**

Materials:
- **Markers and flipchart**
- **Hand-out 7**

Method:
- **Group work**
- **Individual reflection**

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Hand-out 7

Exercises

Skills development plan

Ask the group if they can think of factors that influence the group dynamics. Start a group discussion: invite participants to share experiences and encourage them to think of other factors that can influence the group dynamics, aside from having difficult participants. Ask participants to think about how confident they are in dealing with group dynamics. Participants take some individual time to fill in the skills development plan (hand-out 7). Trainer can assist participants by explaining the different group difficulties. This plan will help participants to focus on their own learning needs and to reflect on their own progress.

Difficult group or difficult trainer?

Explain to the group: difficulties in your group can occur at task or process level, between individuals, the group, and the trainer. Feelings can have a positive or negative impact on the training. Competition between group members can create a good dynamic, everybody working hard. But it can also create inequality and lack of cohesion and consensus. Ask the group if they can come up with examples of task and process difficulties. Make two columns on the flipchart and write down the input from the group. Add examples from list below if not mentioned.

Signs of task difficulties in a group	Signs of process difficulties in a group
▪ not making decisions ▪ not settling into the task ▪ going over the allocated time ▪ failing to reach aims ▪ not doing what was agreed ▪ losing sight of the task ▪ unequal distribution of tasks ▪ thinking the group is not working/is 'stupid' or unnecessary ▪ unable to find common ground	▪ silence ▪ questioning ▪ resistance to group work, people, facilitator ▪ domination by one person or a few people ▪ imbalance of power ▪ being stuck at a stage/task ▪ not participating ▪ judging others ▪ testing and pushing group norms ▪ not listening

Handling difficulties in your group

Use the list from the previous exercise and divide the most experienced difficulties among the groups. Each group explores several solutions and present them to the other groups. Trainer collects input from the different groups and adds it to the flipchart.

8. Training skills

Indicated time:
- **120 minutes**

Materials:
- **Hand-out 8**

Methods:
- **Lecture**
- **Group work**

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Hand-out 8

Exercises

Facilitate learning

The trainer asks the group what kind of skills a trainer needs. She or he can model the different skills in this exercise or ask participants to demonstrate their input. She or he makes sure to point this out to the group when she or he is demonstrating one of the skills. She or he makes notes. The flipchart sheet with a summary is kept on the wall, visible to everyone in the room, for reference during the training.

The trainer makes sure the following training skills are discussed:

Giving instructions
- The trainer shows explanation, lecture, and modelling skills and new behaviours. She or he demonstrates the thinking process articulation (verbalising the results of reflection) and exploration (formation and testing of learners' ideas).

Coaching
- The trainer assists and supports learners' activities as needed by giving feedback. She or he assists learners with reflection, self-analysis, and assessment.

Group facilitation
- The trainer listens reflectively. Active listening is essential for effective facilitation of a discussion. It builds understanding and consensus in a group. Active listening skills include encouraging, paraphrasing, clarifying, reflecting, summarising and validating.
- The trainer asks questions. Questions can open a learning conversation or shut it down. Use probing questions, curious questions, questions that make people think a bit more, dig deeper and so on. Questions asked of the group focus on drawing out ideas or exploring issues in more depth.
- The trainer reviews statements. By rephrasing what they have heard, they clarify their own understanding and encourage participants to hear what it is she or he has said. The trainer reflects and asks participants to clarify if necessary.
- The trainer fosters discussion. Discussion extends learning and introduces other perspectives. It allows for reciprocity between learners, and between learner and trainer. The trainer leads the discussion, but does not direct it.
- The trainer provides consistent feedback. Honest and compassionate feedback can be a powerful stimulus for learning.
- The trainer rephrases. She or he restates what someone said in different words for the whole group to understand. This supports the learner by demonstrating that there is a common understanding, and proves the trainer is listening carefully and valueing the input.

Use reflective listening

The trainer explains reflective listening in the following way: the trainer's role is to help the learner to reflect on the information and experience of an exercise. An effective way of doing this is to listen carefully and ask questions. Reflective listening is more than keeping your mouth shut and listening to what the other person is saying. It is hearing and letting the other person know that he or she is being understood. It invites the other person to continue talking. The focus is on what the other person thinks and says. In reflective listening, you do not offer your own ideas or opinions. You keep the focus on the other person by:

- Hearing and understanding what the other person communicates to you
- Responding by reflecting on thoughts and feelings

Reflection is always in your own words, neutral and to the point. You can reflect on:
- Content; the essence of the content the other person has said to you
- Feelings; the feeling component of what the other person has said to you
- Summary; the main points of what the other person has said to you in a short sentence

The trainer demonstrates and models reflective listening by starting a group discussion on any chosen topic. Next, participants practice in pairs before discussing the topic in the group. One person talks about their day since they got out of bed that morning. The other person listens carefully and reflects on what she or he is saying. Try to reflect on content, feelings, and summary. When participants have gained some experience in reflecting, you can start a group discussion and invite participants to reflect on what has been said.

Note for the trainer

Reflective listening is not easy to master and requires some practice. The focus and control of the conversation and discussion shifts from the trainer to the participants. This can be unsettling for the trainer. Keep in mind that she or he still gives directions during the training.

Use different types of questions

There are different types of effective questions for facilitating a group discussion. These include overhead, direct, closed and open, follow-up, redirect and reversed questions. The trainer asks the participants to take a moment to read hand-out 8 on the different types of questions. The trainer demonstrates the different types of questions using as the topic: the decriminalisation of sex work. Together, the group and the trainer decide on different topics to demonstrate the different types of questions in a group discussion. The trainer invites participants to lead a group discussion using the different types of questions.

DAY 3

Question types	Example question for group discussion on decriminalisation of sex work
Overhead	In what way would sex workers benefit from decriminalisation of sex work?
Direct	Susan, what is your opinion about the law regarding sex work?
Closed	Is sex work against the law in South Africa?
Open	How is decriminalisation affecting the health of sex workers in South Africa?
Follow-up	What is the main health challenges sex workers face?
Redirect	Can we think of other problems related to outlawing sex work?
Reversed	Susan, can you explain why you think outlawing increases violence?

The trainers' web

Look at your trainer's web again. Take another colour pencil and dill it in again. Is there any difference from the beginning of the training? Where did your improve your skills? Where do you need more practice in the future? Invite participants to share if they want.

9.   Design a workshop

Indicated time:
- **90 minutes**

Materials:
- **Hand-out 9**

Methods:
- **Group work**

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Hand-out 9

Exercises
Design a workshop
The exercises in this chapter support the participants in designing and planning a workshop themselves. If there is time, the groups can test their design and practice their trainer skills on each other or on a group that has been invited for this purpose. Prepare together by discussing the following topics:

Participants' needs
Discuss with the group what the needs of the audience of this workshop are. If we do not know, how can we find out?

Content
Let your decision on which programme elements (or content) to use depend on how often participants are confronted with a certain difficulty, and the effect it can have when it is resolved.

Objectives of the workshop
The trainer discusses with the group what the workshop's desired outcome is. What should participants do when they go home at the end of the day? Does this connect to the needs of the audience? The trainer should be aware that the next step of designing the workshop is only effective if the workshop's objective has been agreed on. Invest enough time in deciding on it.

Sequence and order of topics
A good workshop or training usually has a comfortable flow that contributes to the learning effect. It is important to pay attention to the following instructions for sequence and order:

Participants usually follow the same steps when learning something new. First they need the knowledge, then the understanding. From there they practice and apply the new learning into their daily life. You can follow this staircase in your workshop and add an exercise for each step.

Doing

Applying   Transfer

Understanding

Knowing
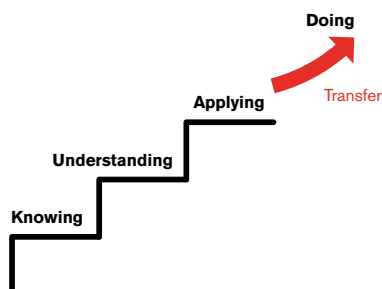
To keep participants motivated during the training, they need a balance between new knowledge, skills or attitude change and the ones they are familiar with. Too much new content will create anxiety; too much familiar content will cause boredom. To increase the learning effect of your workshop, participants need to feel confident and challenged to get the best out of themselves. It is important to find the right balance between difficulty of your exercises and the skills and potential of your participants.
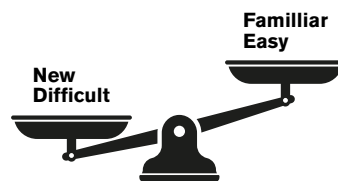
In the course of your workshop, you can increase the difficulty of your tasks while in the meantime decreasing the scaffolding or support you offer to your participants during the exercises.
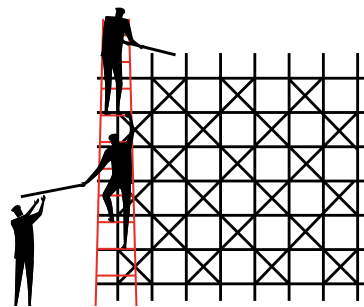
Make a workshop plan
The trainer explains that a workshop plan is a handy tool to gain insight into what your group wants from the workshop. The 'Workshop Checklist' in hand-out 9 can be helpful when making a workshop plan.

DAY 3

Hand-outs Day 3.

Hand-out 7
Skills development plan – group dynamics
cover your personal mission

Take a group in mind you worked with and write down the following:

1. What were the difficulties you were confronted with during your workshop / training?
2. What were the causes of these difficulties?
3. What has been the impact of these difficulties on the group?
4. What impact have they had on me?

Use the schedule below help you

What do I find difficult?

	1 extremely	2 very	3 quite	4 easy	5 no problem
Questioning					
Confronting					
Undermining					
Challenging					
Silencing					
Losing focus					
Joking					
Interrupting					
Dominating					
Side meetings					
Gossip					
Late comers					
Other:					

For each difficult situation, ask yourself:

1. What do I gain by dealing with this situation more effectively?
2. What steps can I take to handle it better?

Hand-out 8
Question types for group discussions

Overhead questions

Overhead questions are those in which the trainer asks a question to the participants in general, without specifying a person; anyone can answer. Overhead questions are open questions that stimulate exchange. They are best used as a discussion opener, to ask the group to give a summary, or test for consensus. Overhead questions work best if there is no right or wrong answer. Be aware of 'fishing', that is asking your group for one specific answer. Usually a few participants will answer most of the overhead questions you pose the group. If a question is put by the trainer, it is possible that only a few participants will think of an answer before someone in the group answers it. Involvement can be increased if you ask each participant to take a moment for them before answering, or to discuss the question with their neighbour or in small groups.

Direct questions

Direct questions are asked directly to a participant in the group. Usually you call on a person by their name and ask the question. Direct questions are best used to get feedback, to reward an expert and to control the discussion. Be careful to use direct questions for controlling your participants' attention. Quiet participants may feel uncomfortable if they are at the centre of attention. Make sure a person who is not paying attention is not embarrassed in front of the group or put on the spot by your direct question.

Open and closed questions

In training, open questions are used to explore, to elicit knowledge from the participants, to help participants to give meaning to the content. An open question encourages them to think and reflect. The answers refer to opinions and feelings. Open questions begin with 'what', 'why' or 'how'. Be aware that open questions can be quite hard to answer, and participants might need some time to formulate a reply. Participants can become defensive if asked open questions that start with 'why'. A closed question can be answered with 'yes', 'no' or either another single word or a short phrase. They give you quick and easy answers that usually refer to facts. Use closed questions to clarify a point, reach a common outcome, or if you want to steer the discussion in a certain direction. Closed questions begin with 'are', 'can', 'was', 'did', 'do', 'which', or 'when'.

Follow-up questions

Using follow-up questions after an open question will increase participation. Use follow-up questions to elaborate on the initial question, to help the learner understand, to probe or dig deeper into the topic. You can ask: 'What are other examples of that?' 'What else happened when…?' Alternatively, say: 'Tell me more about…'

Redirected questions

You can redirect questions to another group member ('Suzan, what do you think about this matter?') or to the group ('what does the group think about this matter?'). Use redirected questions to elicit group expertise, to find out participants' opinions if no specific 'right' answer exists, or if you do not know the answer yourself. You can ask: 'Has anyone else had that same experience?'

Reversed questions

Reversed questions are questions that are referred to the person who asked them. Reversed questions are used to help the asker to think out the answer for him- or herself. They can be used to clarify the question, or to paraphrase the questioner. Use this technique carefully; do not avoid answering a question when it is appropriate for you to do so.

Hand-out 9
Workshop checklist

My target group is:

Number of participants Preparation by participants Expected advance knowledge	

Focus of the workshop is:

Objectives for this workshop ▪ Knowledge ▪ Skills ▪ Attitude	

Materials needed:

Materials for trainer Materials for participants	
▪ Venue ▪ Tables and chairs ▪ Lunch, tea, snacks	

Programme overview

Tip: When making a programme overview with the group, the trainer can write each person's name next to a time slot – the division of roles will then be clear.

Example programme:

Programme day 1	
9:00 AM – 9:30 AM	Welcome Introduction to training Objectives
9:30 AM – 1:30 PM	Exercise 1 Exercise 2
1:30 PM – 2:00 PM	Lunch
2:00 PM – 3:00 PM	Energiser Presentation 1 Exercise 3
3:00 PM – 3:30 PM	Evaluation Closing of the day

aidsfonds

hands
OFF!