ecpat

TRAINING the TRAINER

Training the Trainer

ECPAT International is a global network of organisations in over 70 countries working to eliminate the commercial sexual exploitation of children.

The ECPAT Europe Law Enforcement Group, coordinated by ECPAT Netherlands, is a collaboration of network members and organisations in West and East Europe and the CIS working together to combat the trafficking in children for sexual purposes across the region.

This publication was developed with the support of The Dutch Ministry of Foreign Affairs and The Oak Foundation, together with ECPAT International and the ECPAT Europe Law Enforcement Group.

Authors: Stephanie Delaney & Theo Noten

Editor: Muireann O Briain

ISBN: 978-90-74270-26-7

Design & Layout : Manida Naebklang

Amsterdam, Bangkok, 2008

ECPAT Europe Law Enforcement Group, published in cooperation with ECPAT Netherlands, Defence for Children International Netherlands and ECPAT International.

TRAINING the TRAINER

A Guide to Training Trainers – specifically in relation to trafficking in children and the sexual exploitation of children

Table of content

Acknowledgements

The authors wish to acknowledge the contributions made by the ECPAT Europe Law Enforcement Group and ECPAT International. Thanks are also due to Lynne Benson (Save the Children Sweden) and Sinart King (previously of ECPAT International and currently Plan Thailand) for their ideas and support in developing the methodology over other trainings of trainers, and our fellow trainers from the ECPAT Europe Law Enforcement Group.

Special thanks and appreciation to Mechtild Maurer (ECPAT Germany) for her input in the train the trainer trainings under the project, as well as for her expert advice for this guide.

Thank you to everyone who has been trained by one of us as a trainer. Your feedback has been incorporated into our ideas about the best way to train trainers.

Given that this guide is the culmination of our experience of training trainers during the ECPAT Europe Law Enforcement Group multi-stakeholder training, together with many years of other courses, both as trainers and as participants, it is difficult to attribute all sources of the material used. Often input has been given informally, or there are several versions of 'good ideas', and it is impossible to say who had the idea first! As far as possible we have attributed sources, but if you feel that you have not been properly credited for material used, please let us know and we will rectify this.

Foreword

From 2004 to 2006, with partners in 19 countries in Western, Central and Eastern Europe, ECPAT Europe Law Enforcement Group, under the coordination of ECPAT Netherlands, has developed a multi-stakeholder training programme and a training guide on combating trafficking in children for sexual purposes. Experts, from law enforcement agencies, from care providers, from child protection agencies and social work, and from international governmental and non governmental organisations, were involved. In two cycles of real trainings in a multi-stakeholder environment in ten countries in Central and Eastern Europe the training has been tested, adapted, re-tested and tuned.

In this process we learned that there was a lack of trainers, both in the countries that were involved, and also internationally. It was hard to find people who were available and able to deliver training to a group of professionals with different backgrounds, but who also themselves had a complementary role in combating the trafficking in children for sexual or other forms of exploitation. Although training professionals to become trainers was an element of our programme, we concluded that there is a real and on-going need for training of trainers. The aim should be to develop a pool of trainers, both at national level and also internationally, who are able to train professionals. We felt it therefore would be helpful to develop a training programme and a training guide to train professionals to become trainers. The development of such a training programme and training guide is part of the current project called Implementing Multi-stakeholder Training, supported by The Dutch Ministry of Foreign Affairs and The Oak Foundation.

According to the trainers involved in the multi-stakeholder training programme, training is much more about learning than it is about teaching. Selecting professionals who have a good attitude to learning for participation in the training is very important. Being able to create a positive learning environment is also crucial for a successful training. The training guide that we have developed has taken these assumptions as its starting point. Our hope is that the guide will empower trainers to convey knowledge and skills to others, but also that it will assist them to increase the trainers in training understanding of child abuse and exploitation. Participants should find that their work is made easier, and that they are better equipped to train others to catch criminals and to prevent the victimization of children and young people, or to help victims to cope with the effects of abuse and exploitation.

Theo Noten
Coordinator
ECPAT Europe Law Enforcement Group

Purpose of the Guide

This guide has been written in order to assist people who are providing training to trainers. It is based on our experiences of training trainers in relation to combating the trafficking in children for sexual purposes[1], and draws from those experiences, but the methodology has also been used in the training of trainers on a broad range of issues. Consequently we think that, with slight adaptation, it can also be of use to those who are required to train trainers on other subjects related to children's welfare and rights. Furthermore, the information relating to the techniques of training may serve as a useful refresher to trainers themselves.

Guidance on where to find information on the commercial sexual exploitation of children is available under the Resources section of this guide. Additional resources can be found in the ECPAT International / ECPAT Europe Law Enforcement Group publications section of the ECPAT International Training Guide.[2]

Use of Language

Throughout this guide we have normally used the terms 'potential trainer' or 'trainer in training' to describe people who are training to be trainers and the term 'trainer's trainer' or 'trainer of trainers' to describe the person who facilitates the training of trainers. 'Participants' is also sometimes used to describe trainers in training. Where 'participants' means those who the trainers in training will eventually be training, this is made clear.

---

1 See ECPAT International / ECPAT Europe Law Enforcement Group (2006) Training Guide: Combating the Trafficking in Children for Sexual Purposes ISBN 90-74270-22-0 www.ecpat.net

2 Ibid, plus ECPAT International / ECPAT Europe Law Enforcement Group (2006) Combating the Trafficking in Children for Sexual Purposes – Questions & Answers ISBN 90-74270-23-9 www.ecpat.net

Format of the Guide

The guide is in three parts. Part 1 deals with matters which are of particular concern in relation to training of trainers. This includes some of the practical matters, such as the selection of potential trainers, venue choice and duration of the course.

Part 2 of the guide shows what is needed to deliver a Train the Trainer course and the information and skills with which potential trainers need to be equipped during their training to ensure that they emerge as competent trainers.

Resources which may be useful can be found in Part 3.

Inevitably there is some overlap between the first two sections, but we have tried to keep this to a minimum. Additionally, we have included supplemental material in the appendices. This material is also included on the accompanying CD-Rom in word format so that it can be easily adapted for use.

PART 1

Setting the Context for Training of Trainers

Content versus Process

Many training of trainers courses are simply technical training (sometimes with a training manual or materials to be delivered which are already developed) with one or two sessions about training skills added into the programme.

However we believe that this does not adequately equip potential trainers to train groups in the future. Instead, potential trainers, including those who have previous training experience, need to be able to learn and practice both the process of training and the necessary skills. Even experienced trainers can always develop their skills, and gain ideas about different methodologies. This guide explains how to do all this.

Seven 'keys' to learning:

I AM – Deciding to learn………..am I sure that that I am prepared to learn?

INDIVIDUALISM – Everyone learns differently – at a different pace and in different ways

INTERVALS – Rhythm is useful to learning – changes in active and more passive phases, breaks and time for reflection

IMPULSES – Address all senses and take the perspectives of those who are learning

INTERACTIVE – Real learning is achieved through encounters, interaction and exchanges

IMAGINATION – Learning is not only through rationalisation and reason, but also emotion – use associations and images

INFO-TAINMENT – Find ways to present in interesting ways, for example film clips

Selection of the Trainers of Trainers

Careful selection of the trainers of trainers is critical to the success of a course.

One idea is that a good trainer can train on any issue. While it is certainly true that not everyone who has a lot of knowledge about a subject is necessarily a good trainer, we do not believe that anyone can train on a specialist subject (such as the commercial sexual exploitation of children), without a considerable amount of research. It is important for participants, in this case potential trainers, to leave the course with a clear understanding of the subject. The trainers of trainers must therefore be capable of giving participants confidence in the process of conducting training, and they must also be clear with the technical information relating to the subject of the course the participants are being trained to deliver.

Despite the best endeavours to ensure that the participants selected for a course have sufficient knowledge to train as trainers, this cannot be guaranteed. Even if people come with a recommendation as to their capacity, things may not be as they seem, and knowledge may not be as expected.

For this reason we recommend that anyone conducting training of trainers courses, especially if it relates to commercial sexual exploitation, should be both familiar with the subject and also an experienced trainer. If it is not possible to get someone who is both, then it is a good idea to have one trainer who brings technical expertise to act as a co-trainer with someone whose skills are more directed towards training and facilitation skills. Since the sexual abuse and exploitation of children is an emotive issue, it is important that the trainers of trainers are comfortable talking about the subject, and also do not have any unresolved issues themselves which may negatively impact upon the way they work with the participants.

We believe that to ensure that potential trainers are fully equipped to be able to train others, two trainers of trainers should be used to facilitate the course. Another benefit of using two trainers of trainers is that they can be selected to complement each other. For example we have found that it is almost always essential to have police training police, not only because of their practical experience – including understanding of difficulties encountered – but also because training by peers often gains more respect and will be taken more seriously by participants. However, ideally a combination of police and NGO / social welfare / child rights trainers works best as they complement each others' knowledge and skills.

Selection of trainers is the key to successful training.

- Key elements to look for in a trainer: knowledge of the subject area and strong communication and facilitation skills; understanding of the theory and the practice.
- It is not enough to just be knowledgeable about a subject: a trainer must be able to communicate ideas simply, effectively and memorably as well as have the capacity to facilitate group dynamics.
- If foreign trainers are involved in training, ensure that adequate and high quality translation is made available.

Having two trainers also enables them to take opposing positions on an issue. This can be useful in prompting discussion around difficult subjects, or if one participant has a view that is not supported within the group and risks becoming isolated.

A key feature of our training is that it is experiential, that is, learning through the process of being a participant on the course. Therefore it is critical that those who are selected as the trainers of the potential trainers are able to be critiqued by the group, and are not defensive about their own skills and limitations.

Relationship between the Trainers of Trainers

The relationship between the trainers of trainers will have a dramatic effect on the learning of the group. It is essential that the trainers' trainers have time to discuss their roles and ideas, and to clarify their expectations of each other before the training commences. This includes negotiating who is going to take responsibility for what. Some trainers are very happy to have their training partner contribute throughout the session, while others find it off-putting and undermining. Some trainers are very skilled with technology and equipment and if their training partner is not, the latter may appreciate help.

We find it useful, as part of the experiential learning process, to comment on this relationship during sessions, so that trainers in training are made explicitly aware of what is happening around them. For example, we might say something like 'Do you notice that when my colleague is taking ideas from you, she asks me to write them up on the board, whereas I prefer to do this myself? That is because........ and it is something that we have agreed before working together'.

The relationship between the two trainers of potential trainers is essential to the success of the course – not only should they model 'good trainers' but their interactions should also set the framework for participatory and safe learning.

Selecting Participants for the Training of Trainers Course

Similarly to the selection of trainers, the selection of potential trainers needs careful consideration. As said previously, the purpose of the training of trainers is to train potential trainers in the skills and the process of training. However, if it is necessary to supplement technical knowledge, then more time needs to be allocated. This may be necessary where the pool of potential trainers is limited or where there is a lack of technical knowledge generally.

We believe in multi-stakeholder training, where participants from a range of backgrounds are trained together, as we think that this fosters positive working relationships and enhances understanding of the various roles involved in protecting children.

In order to select appropriate participants, it is recommended to ask potential trainers to complete a questionnaire as part of their application to join the course. A sample questionnaire form is included in Appendix A, which can be adapted as required.

On the application form we normally do not ask about any special requirements to facilitate attendance on the course, such as dietary needs or support needs relating to a disability. This is because we do not think that such issues should be a deciding factor on whether to accept someone for training.

Following selection, as part of the follow-up information for the course, details of any special requirements should be sought.

"I was able to learn a lot about becoming a good trainer"

Course Numbers and Duration

• Number of Participants

The number of potential trainers attending the course will have an influence on both the dynamics of the course, and on the amount of skills that potential trainers will be able to practice and develop. Too few potential trainers, and the opportunity for exchange is limited; too many and there is little time for individual attention, and feedback becomes laborious. A group of 12 – 16 is the optimum number. If more participants take part, then it will be necessary to lengthen the course.

• Duration of the Course

While the length of the course will of course be dependent upon the training programme developed, a main determining factor will be the time available, and to a large extent this will be influenced by resources.

It is important that sufficient time be allowed to ensure that potential trainers have the chance to practice the concrete skills of training. For a course with 12 -16 participants we suggest three days. If there is also an identified need to provide the potential trainers with technical information, then additional time must be provided.

If the potential trainers are being trained to deliver a specific training package, for which a training manual has been developed, then it is important that this be sent to the participants before the start of the course to give them an opportunity to review the material.

Assessment

Some training of trainers courses are run on the expectation that, once the potential trainers have attended, they will be able to train others. Other training of trainers courses are based on there being some assessment of the suitability of potential trainers, and their future use as a trainer is not automatic. If this is the case, then the fact that they will be assessed needs to be made clear to the potential trainers before they attend the course. Selection should be based on clear criteria, which should be shared with the trainers in training.

Even if there is no assessment element, sometimes during a training of trainers' course it becomes obvious that one of the participants would not make a suitable trainer. If this happens, the two trainers of trainers need to discuss how to handle the matter in a sensitive way, including whether they have the authority to make such a decision, or if their concerns need to be referred to the organisers / commissioners of the training for a decision. Feedback on why the potential trainer is not suitable should be specific and objective.

Another situation that can occur is that it is assessed that a potential trainer needs more experience and practice before becoming a co-trainer. In such case, it might be appropriate to suggest that they act as 'second trainer' to a more experienced lead trainer to further develop their skills.

Practical Issues Relating to the Training of Trainers Course

Although written for the training of trainers, these considerations and requirements are equally applicable to training generally.

• Venue and Equipment

Thought should be given to the venue for the training. However options (especially if finance is tight) may be limited.

The ideal venue is a place which is:

- Large enough for the group to sit comfortably in a circle, and have space to circulate during group work / practical exercises
- At a comfortable temperature, with adjustable heating / air conditioning
- With natural lighting, and if possible windows that open for fresh air
- Near to toilets and refreshment areas, but not where there is a lot of passing foot traffic or noise
- With 'breakout' rooms or areas where small groups can work comfortably
- Near to residential facilities if potential trainers need to stay overnight

Location is also important. If potential trainers have had to travel to the venue and are residential, they may welcome an opportunity to explore and go sightseeing. It is a good idea to ensure that the location does not provide too many distractions nearby. If this is not possible, it might be worth setting aside some free time for excursions / shopping. Nevertheless, it must be remembered that the primary purpose of being there is to attend a course, and not to be tourists! Especially when participants are being sponsored to attend, it is generally not acceptable for time to be taken during the daytime for recreation. In such cases it is useful to be explicit about expectations of attendance and the rules relating to reimbursements before the course starts.

Equipment and resource needs will depend upon the programme developed for the training, but at a minimum should include:

- Audio visual equipment – such as laptop and projector, and speakers (small travel speakers can easily be plugged into a laptop to enable sounds to be heard)
- Screen / projector area
- A 'moderation board', onto which cards can be pinned, is an essential accessory
- Flip chart stand

Access to a photocopier can be useful, particularly because potential trainers will be required to deliver sessions themselves and will need to prepare material. Similarly having one or two laptops available for the use of the potential trainers is helpful, as this will assist them to prepare for sessions that they will be running.

A digital camera (or a camera phone) to take pictures throughout the training course is worth considering; pictures can assist with reviews of the previous day by prompting memories.

Some trainers like to have music playing quietly in the background during group work so that participants are not distracted by the discussions from other groups. If the trainers of trainers choose to do this, then they should discuss the benefits, if any, with the potential trainers and whether they would consider using music in this way.

Resources / supplies needed include:

Standard Items -

- Flip chart paper
- Tape / Blutac (for sticking paper to walls) and pins
- Marker pens / felt tips & pencils
- 'Post It' notes

- Small coloured cards (in different shapes)
- Scissors
- Note paper

Even though stationery and resources can generally be arranged by the venue (especially if the venue is accustomed to hosting trainings / meetings), some trainers find it useful to create a 'tool box' that includes all necessary consumables which they take with them to training courses.

Specific items needed include -

- Sufficient copies of resources to be distributed (for example the ECPAT Training Guide to Combating the Trafficking in Children for Sexual Purposes)
- Worksheets / handouts / exercises, as dictated by the programme

• Refreshments and Breaks

While this might seem obvious, it is worth thinking about the arrangements to be made for refreshments and breaks, so as to ensure that they are a productive use of time.

To maintain energy levels, it is important to ensure that sufficient breaks are provided. Breaks also provide an opportunity for networking and informal exchanges which participants often find just as useful as the more formal sessions. Discussions over breaks can give participants time to reflect on what has been explored in the previous session and to further share their thinking and ideas on this. Informal, non course related conversations, can help foster relationships, which are important, both on the course and if the participants will be working together as training teams in the future.

Several times we have seen participants who would be co-training after the course, develop their future training programme during the breaks, because they wanted to 'capture' the knowledge and ensure that they did not forget anything for the course in which they would train others later.

In timetabling any course it is a good idea to allow for one break mid morning and one break mid afternoon for tea / coffee. Each break should be 30 minutes. This means that if a session runs over slightly there is still time for participants to get a break, without seriously running out of time.

The time needed for lunch will be partly dependent upon the type of lunch provided. For example, a sit down, served, hot lunch will take more time than a cold, self service, buffet. Allowing one and a half hours for lunch, while seeming generous, will ensure that there is sufficient time to eat and get a rest; it also provides a ‘buffer’ in case the course runs over the allotted time.

Timing of the breaks should take into consideration any requirements for prayers, and any significant festivals, holy days or holidays.

It is important to check with participants before the course starts (normally as part of the registration process) if there are any dietary requirements. It is also worth double-checking this information when the participants arrive. At this time it is important to confirm whether any participants have a medical reason why breaks are needed at specific times (e.g. for taking medication).

If there are no resources to pay for food and refreshments, then this needs to be made clear to participants in advance, so that they have the opportunity to make their own arrangements. Wherever possible we try to ensure that refreshments are included, as we believe that meeting people’s physical needs in this way helps to create a nurturing atmosphere where people feel valued. This is very conducive to a positive training environment.

• Arrival and Departure Times

We suggest setting arrival and departure times to ensure that participants can benefit from the full course. It is very disruptive if participants cannot attend the full course, and if that is the case, then they should not be accepted on the course.

Before the course, details of venue and travel options should be provided to all participants. This should also include expected arrival times, and the time when the course will finish. This is important because much of the learning from an experiential course comes from the process of attending the course - to gain maximum benefit participants need to participate in the whole course.

If participants are travelling long distances, it is important to ensure that they are comfortable. It may be necessary to book accommodation and to give information about the location. If participants are travelling internationally then they may appreciate having additional details such as banking / currency exchange facilities and email access. While information on other countries is normally readily available on the internet, providing brief information on the main issues (such as weather) is appreciated.

It is essential to be clear what costs, if any, will be refunded by the organisers, and if there are any accounting procedures related to such costs. For example, it is typical for international participants to be asked to retain and submit their airplane boarding passes in order to claim reimbursement.

This information should be provided before participants depart for the course. Upon arrival participants should be reminded of important points (especially in relation to expenses).

• Certificates and Presentations

Participants often value a certificate recognising their attendance, especially if they have few 'official' qualifications or need to demonstrate ongoing development as part of professional recognition.

A sample certificate is included in Appendix B, which can be adapted as necessary.

• Evaluation

Although feedback should be sought throughout the course, it is important to have written feedback from potential trainers and also from the trainers of trainers. The value of written feedback is that it is a tangible record from the course. This can be reviewed before a similar course is run again to make sure that any necessary improvements are made.

In order to increase the chances of evaluation forms being completed and returned, it is a good idea to allow some time at the end of the course for people to fill in their forms. Ask participants to return the form before leaving. Try and keep the form as short as possible.

A sample evaluation form is included in Appendix C for reference.

- **Recorder**

It is sometimes necessary to provide a fully documented record of the course, especially as a requirement of the funding. It will be impossible for the trainers of trainers to do this while also facilitating the course, so, if a written record is needed, then someone should be identified to act as a recorder.

A record of the training can be distributed as a reminder to the participants after the course. Another important purpose of a record is that it can assist the trainers of trainers to incorporate lessons learned into future training.

- **Checklist**

A training checklist can be useful for ensuring that all the necessary practical and logistical arrangements have been made. Since this is something that is also of relevance to the potential trainers, and needs to be covered within the training programme, a suggested format has been included in Appendix D which can be distributed either during the course or given as a handout.

The Training Programme - The Process of Learning

- **Experiential Learning**

With an experiential learning process, the potential trainers develop their skills through their experiences on the course – experiences that are both good and bad. This is liberating for the trainers of trainers: the course that they run does not have to be 'perfectly' facilitated. The key to success is making sure that every experience is used as an opportunity for reflection and learning. Hence even when a session does not go as planned – the time overruns, the exercise falls flat, technology does not work – the experience can be discussed with the group to identify what went wrong, and, importantly, what could have been done differently.

Another feature of experiential learning is that not only do potential trainers learn about training, they also have to do training. Every potential trainer is required to co-manage a session with another participant on the course. This will include either developing the necessary materials in order to facilitate a session on a specified and agreed issue, or adapting existing material to fit the allocated time.

Time is allocated during the programme for the potential trainers to prepare for the session they will give. While each team is facilitating its session, the other potential trainers will act as participants on a course.

Depending upon their preference, the trainers of trainers may choose to act either as participants or as observers while the teams of potential trainers are presenting their sessions. It is important for the two trainers of trainers to agree which role they will adopt, and to stick to that role for all the experiential sessions.

It is a distinct advantage if the trainers of trainers are prepared to act as participants when the potential trainers are facilitating their sessions, because then they will have experienced the training as participants for themselves, and can comment from that perspective. If they are only observing, then their feedback will be limited to their observations as trainers of trainers.

The difficulty for trainers of trainers who decide to act as participants is that they have to do two things simultaneously, and during feedback they have to be able to speak from two different positions - i.e. that of a participant, and that of a trainer of trainers.

- **Importance of Feedback**

Feedback is extremely important; it helps people to grow and develop. However, there is a risk that feedback is unfocused, or that it concentrates only on what went well, and becomes an exercise in compliments. It can be very difficult to critique the work of others, not only those we do not know, but also sometimes people with whom we work on a frequent basis. This is even more difficult when we are being trained with people who hold senior positions. The opposite problem occurs when feedback is too negative and critical and leaves people feeling attacked and undermined.

Constructive feedback is essential, but it must be done in a safe way; this means creating an atmosphere in which both the givers and the receivers of the feedback feel able to speak freely. To some extent the giving and receiving of feedback is related to cultural norms and accepted ways of interacting with others. In some cultures it is offensive to highlight things others have not done so well, while in other cultures people are more forward in their opinions. Despite this, we have found that, given the right environment, even those who come from societies where high importance is placed on not being critical of others have been able to give extremely direct feedback!

Guidelines for giving and receiving feedback

Giving Feedback

- Focus feedback on behaviour rather than on the person. Refer to what a person does rather than comment on what we imagine he is.
- Focus feedback on observations rather than interpretations. Describe the impact of the observable behaviour.
- Focus feedback on description rather than judgement.
- Focus feedback on the sharing of ideas and information rather than on giving advice. Leave the person free to decide for himself whether he wants to change or not.
- Focus feedback on the value it may have to the recipient, not on the value or "release" that it provides the person giving the feedback.
- Use "I" statements – own what you say and do not project it on to others.
- If possible ask people for their assessment of themselves before providing yours. People usually appreciate the opportunity to assess themselves first, and are often more critical of themselves.
- Confirm that people have understood and encourage them to respond.

Receiving Feedback

- Look on feedback as an opportunity to learn and improve.
- Acknowledge your emotions. Avoid letting emotions either prevent you from hearing or distort what you are hearing.
- Avoid being defensive, explaining or justifying. Listen, then ask questions and paraphrase to check your understanding.
- If not clear, ask about the impact of your behaviour. The actual impact of your behaviour may be different from your intent.
- Thank others for giving you feedback.

Creating this safe environment depends on the development of a learning agreement at the beginning of the course (explored further in Core Sessions in Part 2), having a clear feedback model (as outlined below) and from example in the receiving and giving of feedback by the trainers of trainers themselves, following sessions that they have managed.

• Feedback Model and Process

We find that using a model for feedback helps give a clear structure for how feedback is given, and contributes to the feeling of safety. The feedback model offered here has been adapted from various models, and is one that we commonly use.

The first feedback session using the model usually takes slightly longer, as people need time to get used to it. However, in subsequent feedback sessions, when people are clear about what is expected of them, it speeds up. For a course with 12-16 participants, a feedback session of around 20 - 30 minutes is normally sufficient.

At the start of the first feedback session, it is important to explain both the model and the process. Writing the model on a flipchart can be a helpful reminder. It is also important to remind people that it is not an opportunity to be unkind – feedback should be respectful – but that it is important to be honest so that participants can develop their skills.

Feedback model

At the end of a session, all members of the group sit together in a circle. If participants have already been sitting in a circle during the session, then get everyone to change seats so that they literally move their position from being a participant in the session to being a trainer in training.

One at a time, going around the circle, each person completes the following three statements, based on their experiences of the 'role' they were playing (i.e. participants or one of the two co-trainers):

1. ONE thing I liked……..
2. ONE thing I did not like so much……….
3. ONE thing I would have done differently (and how)

It is important that each one speaks for himself/herself, so if someone says 'I think the same as……' or 'everything has already been said', the trainers of trainers should ask the participant to be more specific. It may also be necessary to remind participants that they only need to say one thing to complete each statement.

Nobody comments on anything that has been said until everyone has spoken. This means that everyone's opinions are heard. Then there is time for more general discussion and clarifications. The two trainers should be given the choice of either speaking first, or of waiting until they have heard what all the participants had to say.

If the trainers of trainers have acted as participants in the sessions they will also have to give feedback from their position as trainers of trainers, as well as participants. To avoid confusion it is helpful to do this after all other feedback has been given, and as a final summary.

Although it seems extremely challenging to manage, feedback is where participants learn the most. The dynamics of changing seats has an added benefit of energising participants. Nevertheless, receiving feedback, especially for participants whose session did not go as well as they would have liked, can be difficult. The trainers of trainers should always be prepared to change seats so that they can sit next to the people receiving feedback if it appears to be a difficult experience for them (or if the trainers anticipate that it might be difficult). Additionally, one of the trainers of trainers should use the break at the end of the session to check that participants who have just presented are alright, even if the feedback seemed generally positive.

• Daily Feedback

It is important for the trainers of trainers to get feedback for themselves at the end of each day. This should be done using a variety of methods, so that potential trainers have the chance to experience different ways of getting feedback. Included in Appendices E & F are two methods for getting daily feedback that we find particularly useful, the Feeling Barometer and the Learning Target. We especially like these models as they are easy and quick to complete and capture relevant information which is easily understood without the need for any analysis.

• Written Feedback

On some courses we have chosen to give written individual and confidential feedback to participants.

Written feedback should never replace verbal feedback. It is used as a reminder of feedback given during the course. Nothing mentioned in the written feedback should be new, or a shock to the participant, especially the suggested areas for improvement.

We normally give written feedback in the form of a letter sent after the course, to those participants who would like it. (Our experience is that, when offered, all participants take up the option of getting written feedback!)

WRITTEN FEEDBACK – Example Letter

Dear XXXX

We are writing following your attendance at (insert name of course) on (date), in order to give you written feedback as promised.

Firstly we want to thank you again for your participation on the course. Your presence was really valued. We want to recognise your willingness to take part so actively, especially in facilitating a session of your own. We know that this can be difficult to do, particularly if being a trainer is something new for you.

These observations are based upon our views as trainers of trainers, and those of your peers on the course.

Your strengths included:

- Nice clear voice
- Well prepared, with good explanations of the exercise
- Managed the time allocated well
- Very skilful at making sure that all participants were taking part – drawing out opinions from all members of the group
- Role play was managed very well – nice technique
- Summarised thoroughly, with a comprehensive conclusion

Areas that you may wish to improve:

- Remember to avoid turning your back on the audience – you may lose them
- Try to keep calm if a participant asks you a question to which you don't know the answer. You know your subject, and in any case you do not need to know everything. Ask for opinions from other participants
- Save time by reading out stories (if they are short) rather than providing handouts and asking participants to read them

This was a very intensive course, which we hope you found useful in developing your skills and preparing you to be a trainer. Thank you once again for your participation.

This letter is confidential, but please feel free to share it with anyone you choose. You might like to think about discussing it with your line manager in supervision.

Best wishes

It is important to ensure that if written feedback is promised, then it is given. This is an additional (and sometime onerous) task for the trainers of trainers. It can be difficult to arrange, and time consuming, especially if the two trainers of trainers do not live or work near each other.

Reaction from participants who have been given written feedback is always positive.

• Review of Each Day

On any course that lasts more than one day, it is usual to start the next day with a review of what was covered on the previous day. Such review reinforces learning, sets the context for the coming day's work and gives an opportunity for questions and comments.

If the review can be done in a way that is engaging and fun, it sets a positive tone for the day. One method is to take photographs during the day, and to download these onto a computer and show them as a slide show during the subsequent day's review session. Using visual material in this way not only provides a stimulus for the memory, but also demonstrates to trainers in training a way that photographs can be used, and how they could go about running a review session in their own trainings.

An added bonus of taking photographs as part of the review process is that the photos can be incorporated into reports for sponsors/funders to illustrate what happened during the course.

Before taking any photos it is important to get permission to do so from the whole group.

• Transparency

Almost every course, no matter how well prepared, will have to be revised during the running of the course itself. This can be for a variety of reasons, from the fairly mundane (such as the coffee does not arrive in time, or the equipment breaks down) to the more complex, such as participants not being able to grasp an important issue, or participants not being prepared to participate in a particular exercise.

Normally the skill of trainers is to be able to make adjustments, so that all the necessary materials are covered, without the participants necessarily being aware of what has been altered or omitted. However, since the training of trainers is ultimately about learning how to train, it is essential for potential trainers to be able to see how trainers (in this case the trainers of trainers) handle such situations. We therefore believe that transparency is needed when making adjustments. In practice this means discussing with potential trainers what has gone 'wrong' and what the trainers have done to get things back on track.

For example, we might say something like '.....since the last session overran slightly we do not have enough time to complete the exercise that we were planning to do in this session. We did plan to work in small groups but over the break decided that if we changed the exercise to an ideas/ brain storming session, we could make sure that the points were covered and get back on time, so this is what we are going to do. We also talked about maybe cutting out the topic altogether, but think it is too important to miss out.'

• Learning Styles and Learning Models

Styles of learning differ between individuals. It is important that trainers in training understand this, have the chance to explore different methodologies, and, since the course is experiential, have the opportunity to see a variety of methodologies and tools in practice. Information on tools and techniques is included in Part 2.

A handout summarising tools, techniques and methodologies can be given to the potential trainers to serve as a reminder. However it should be emphasised to potential trainers that these are only suggestions, and that they should feel free to apply ideas of their own.

There are many different theories to explain the different ways that people learn. We have selected just two models below to explain learning, so we can give practical examples of how the preferred learning style influences the practice - that is, what the trainer needs to do. On a course we normally describe one model of how people receive and process information.

Learning and processing information by sensory receivers

An adult person receives information through three main sensory receivers:
- Sight
- Hearing
- Movement

However, one or more of these aspects is normally dominant. The dominant aspect defines the best way for a person to learn new information. This aspect may not always be the same for all situations. A person may prefer one style of learning for one task and a combination of other styles for another task.

In training, we need to present information using all three aspects, so that all types of learners can get the most out of the training.

Learning by Sight
Visual learning may be linguistic or spatial. Persons who are visual-linguistic learners like to learn through written language tasks, such as reading and writing. They remember what has been written down, even if they do not read it more than once. They like to write down directions, and they pay better attention to lectures if they watch them.
To facilitate visual-linguistic learners
- Use Handouts
- Give written tasks
- Use visual written presentations (e.g. with overheads / PowerPoints)

Persons who are visual-spatial learners usually have difficulty with written language, and do better with charts, demonstrations, videos, and other visual materials. They easily visualise faces and places by using their imagination, and they seldom get lost in new surroundings.
To facilitate visual-spatial learners:
- Use graphs, charts, illustrations
- Include outlines, agendas, handouts for reading and taking notes
- Include content in handouts to re-read after the session
- Supplement textual information with illustrations
- Show diagrams and then explain them

Learning through Hearing

For persons who learn best by hearing, you should

- Begin new material with a brief explanation of what is coming, and conclude with a summary of what has been covered. ("Tell them what they are going to learn, teach them, and then tell them what they have learned.")
- Include aural activities, such as brainstorming, "buzz" groups, etc.
- Leave plenty of time to debrief activities. This allows for connections to be made between what participants have learned and how it applies to their situations
- Ask the participants to verbalise their questions
- Develop a dialogue between the participants and the trainer

Learning by Movement

Those who learn best by movement tend to lose their concentration if there is too little external stimulation or movement. When listening to lectures they may want to take notes. When reading, they like to scan the material first ('get the big picture'), and then to focus on the details. They like to use colour highlighters and to draw pictures, diagrams, or to 'doodle'.

To facilitate these learners:

- Use activities that get the participants up and moving
- Use coloured markers to emphasise key points on flipcharts or white board
- Give frequent 'stretch' breaks
- Provide highlighters, coloured pens/pencils
- Have the participants transfer information from the text to another medium, such as the flipchart

Four steps, four styles learning model

Another description of how people learn is a four step learning model that includes four different learning styles

Four step learning process leading to	=>	Four corresponding learning styles
Watching [introvert - reflection]	=>	Reflectors
Thinking [mind]	=>	Theorists
Feeling [emotion]	=>	Pragmatists
Doing [extrovert - muscle]	=>	Activists

Reflectors learn by watching

These learners reflect on how information will impact on some aspect of their life. They rely on careful observation in making judgements; they want their performance to be measured by external criteria. They like to learn using reflective observation and concrete experience (logs, journals, brainstorming). They like time to think about the subject.

Training approach: lectures with plenty of reflection time; trainer should provide expert interpretation and be a taskmaster or guide; judge performance by external criteria. The reflectors strengths lie in an imaginative ability. They tend to be interested in people and emotional elements.

Theorists learn by thinking

These learners compare how information fits into their own experiences. They learn best in authority-directed learning situations that emphasise theory and systematic analysis. They like to learn using abstract conceptualization and like to ask such questions as "How does this relate to that?" Their strengths lie in their ability to create theoretical models. They tend to be less interested in people and less concerned with practical applications of knowledge.

Training approach: lectures, case studies, theoretical readings and reflective thinking exercises help these learners. They often see the trainers as the authorities.

Pragmatists learn by using feeling/experiencing

These learners rely on experience based judgments. They learn best from specific examples in which they can be involved and they tend to relate to peers, not authority. They like to learn using abstract conceptualisation and active experimentation (laboratories, field work). They ask "How can I apply this in practice?" Their greatest strength is in the practical application of ideas. They prefer to deal with things rather than with people.

Training approach: group work and peer feedback often lead to success. In activities, learned skills should be applied. The trainer acts as coach for this self-directed autonomous learner.

Activists learn by doing

These learners think about how information offers new ways for them to act. They dislike passive learning situations such as lectures. They like to see everything and determine their own criteria for the relevance of the materials. They like to learn using concrete experience and active experimentation (simulations, case studies).

Their strengths lie in doing things and involving themselves in new experiences. They excel in adapting to specific immediate circumstances. They tend to solve problems intuitively, relying on others for information.

Training approach: practicing the skill, problem solving, small group discussions, peer feedback; the trainer should be a model of a professional, leaving the learner to determine his/her own criteria for the relevance of materials.

The ideal training environment would include each of the four styles. For example, it might begin with the learner's personal involvement through concrete experiences; next, the learner reflects on this experience, looking for meaning; then the learner applies this meaning to form a logical conclusion; and finally, the learner experiments with similar problems, which result in new concrete experiences. The training activities should be flexible so that each learner could spend additional time on his or her preferred learning style.

> *"The ideas for creating a positive learning experience were really helpful"*

• 'Difficult' Participants

Every course is likely to encounter at least one 'difficult' participant – for example someone who will not stop talking and has an opinion on everything, or someone who is shy and does not want to participate. In the worst cases there may be outright hostility between participants. It is important that potential trainers know how to deal constructively with any difficulties that arise.

Trainer Remember!

T – Tell people things only if they cannot do so themselves or do not know it
R – Repetition and practice makes permanent and perfect
A – Attitudes are not taught, they are caught
I – Involve participants to get maximum results
N – Needs analysis is the starting point of training
E – Evaluate results for constant improvement
R – Reading materials are to complement and reinforce learning

Using role play positively...

Care should always be taken when allocating roles. No trainer in training should ever be asked to 'role play' someone who is talking about their own experience of abuse (i.e. making a disclosure). This is for safety reasons, as trainers do not know the background and history of those participating on the course. When training trainers to work around issues of abuse and exploitation it is important for them to learn how to deal with a disclosure / someone sharing their own experiences, as this frequently happens. This has to be done in a way that does not expose anyone, or make them vulnerable. Either one of the trainers of trainers should role play such a role, (if the trainers of trainers are acting as participants), or, if the trainers of trainers have decided to act as observers only, then time needs to be allocated in the programme for a discussion on how to deal sensitively with disclosures.

If role play is used during a session, then it is important to ensure that the person given the role has the chance during the feedback session to say that they were playing a role, and that it was not their real character / opinions.

There are a number of ways in which such difficulties can be addressed during the training programme. One way is for the trainers of trainers (or two of the trainers in training) to run a session, using scenarios that participants have to discuss and come up with a suitable solution.

The disadvantage of this approach is, of course, that participants talk about what they would do, rather than practice doing it. A better idea for a truly experiential course is in each session to have one or two 'plants' who are asked to play a role as a specific 'difficult' person. It is important to give out the roles in advance, and to ask participants to keep them secret. This can be done by giving an envelope to all trainers in training (some can contain a note saying only 'you are not required to play any specific role other than being a participant') which includes details of the role that they are requested to play and the session in which they should play it. How the trainers deal with the situation that evolves can then be discussed as part of the feedback.

An interesting example of this method in practice was when a senior manager was asked to play the role of someone who was argumentative in a session about children's rights. Despite him saying several times that children had too many rights, nobody – neither the two trainers in training who were facilitating the session, nor any of the participants – challenged him on his views, although everyone looked uncomfortable and shocked at what he was saying. This provided a very fruitful discussion during the feedback about what had stopped people saying anything, and what they might have said.

Another example occured on a course where one of the trainers of trainers role-played someone who had been sexually abused and mentioned this fact several times during a session. Although the potential trainers who were running the session ignored this fact, several of the participants were very supportive and it turned into a counselling session, with the focus of the training lost! This lead to a very useful discussion during feedback about how the situation was managed (or not, as in this case!) and what the trainers could have done differently.

Examples of a 'difficult person' situation, and how to manage it

• *'This will never work'*: Try to regard the statement of difficulty as an invitation to build, and not as an obstacle. Try asking the individual to suggest a solution to the problem they have identified. You should listen to the difficulty expressed, and try to deal with it, but under no circumstances should you allow the session to develop into a 'complaints' session.

• *Conflict between two persons:* You should be aware of the situation, but should not intervene too early, as this could lose you the support of the group. If you do have to intervene, try to emphasise the points of agreement that you have been able to identify and to draw others into the discussion. It is important to try to de-personalise the issue, and it may be appropriate to get the participants to agree to 'park' it for the time being. You can come back and deal with it later, when the situation has calmed down.

• *'I'm not going to say a word if I can help it'*: The person may be shy, or might be nervous of speaking in front of their boss or their peers. He/she might find it easier to speak in a small group, which is why it is important to use a variety of learning styles. As the facilitator, it is important that you value everyone's contribution. Ask the person for their opinion about something; then they cannot make a mistake, because it is only their opinion. Be careful to acknowledge any contribution that they do make.

• *'I'm the expert on this subject'*: The person may be truly an expert, in which case you should show respect for what they can bring to the discussion. Use their expertise to help the learning experience of the others, but mentally set limits on how long you will allow them to talk, and stick to those limits. Use your body language to indicate when he/she should stop talking. Encourage the person to listen, and consider giving him/her a part to play in answering questions from other participants. If appropriate, invite the person to do a short presentation on the subject under discussion.

• *'I like the sound of my own voice':* This individual is likely to want to dominate the discussion, and you must take control, but in a constructive way. Try to involve other participants by calling on them by name to get involved. In most cases you will find that the group itself will take control and tell the difficult person to stop talking.

• *'I've heard it all before':* Whatever you do, do not get angry or defensive. Try to find some merit in what the person is saying. Encourage the person to focus on the positive.

• *'I don't agree':* A person who is constantly disagreeing and raising objections can introduce a negative atmosphere into a training session. A good technique to use for such situations is for the trainer to move outside of the group while the problem is being discussed. For example by getting up, or moving to another position in the room. This forces the person who is being negative to address the trainer at the exterior of the group. Moving to a space outside the group prevents the negative energy from entering the group. It allows the trainer to keep the positive energy within the group, and to return to that positive position after dealing with the problem.

• *'I want to discuss a different and difficult issue':* If an issue is brought up which will take too long to deal with immediately, or which is not appropriate for the session, 'park' it, and come back to it later. Write down the key word for the issue, and place it where it can be seen; explain to the participants that you will return to it at another time. The paper is a reminder that the problem remains to be tackled. Once you have dealt with the issue, take the paper away.

• *'I won't attend all of this programme':* It will be very difficult for the members of the group to concentrate and trust each other if one participant is reluctant to be there or will only attend part of the sessions. A participant will not get value from doing only part of a course you have designed. If someone is not prepared to attend all of the course, it is important to find out why – they may have a very valid reason. However, you may need to be strict, and insist that the person drop out of the course altogether. Discussions about attendance and timekeeping are best conducted privately outside of the session.

“Through this training I have realised that the dossiers

I am dealing with are about real people”

PART 2

Training Course for Training of Trainers – The Programme

What to include in the training programme itself will depend upon the focus of the course. As has been noted earlier, if the trainers in training are being trained to deliver a specific training package, then this will set the content for a lot of the programme.

To contextualise and set the framework for the training that the potential trainers will be doing in the future, a number of 'core sessions' should be facilitated by the trainers of trainers. These sessions should illustrate different training methodologies and tools, and include both good and bad practice. We believe that it is often easier to learn from something that goes wrong or is not done so well than by the perfect session, as long as time is allowed to talk about experiences.

Appendix G contains a suggested training programme, including exercises to demonstrate a variety of techniques that can be adapted. The trainers of trainers may also wish to give some of the information as handouts at the end of the course as a reminder for participants.

Core Sessions

Note: The core sessions should be led by the trainers of trainers.

1. Welcome and Key Announcements

The beginning of the course sets the tone for the course. A warm welcome and clear explanation about how the course is to be run is important. If participants have not received a programme in advance, this is the opportunity to ensure that everyone knows the timetable for the coming days. This is particularly important in the case of the training of trainers, since many people may not have been on a similar course previously and may not appreciate the differences in training using an experiential process.

Safety directions, such as indicating the nearest fire exit and the assembly area, and other relevant notifications should be given at this time.

2. Introductions

Especially for a lengthy course, where people are going to be 'exposing' themselves by practicing skills, it is useful for participants to have the opportunity to get to know each other.

There are many different ways that this can be done, from each participant in turn introducing themselves and saying a little about their background, to more creative ways, such as games (note we have included some suggestions under No.13 below). While creative introduction sessions can be fun, for shy or more senior people on the course, these can be intimidating or seem a waste of time.

Whatever method is selected, at the end of the session it is useful to spend a few moments discussing with participants what other methods could have been used to handle introductions. This gives the potential trainers a chance to think about how they might run the introduction session on a course they are facilitating.

3. Learning Agreement

This is basically an agreement about how everyone on the course, both trainers and trainers in training, want to work together over the duration of the course. We prefer not to call it 'ground rules', as this implies something that is imposed, rather than agreed by the whole group.

A balance needs to be struck between getting the ideas of the group, and not spending too much time on this activity. The simplest way, which also demonstrates the use of 'ideas storming', is to ask participants to call out suggestions and then to write these on the flipchart.

The learning agreement should be pinned on the wall throughout the course, so that reference can be made to it if necessary.

The trainers of trainers also need to remember to stick to the learning agreement!

Typical issues that are included in a learning agreement include:

- Time keeping
- Mobile 'phone use (or not)
- Smoking rules
- Confidentiality
- Listening to each other
- Agreeing to differ – respecting the opinions of others
- Importance of asking questions

4. 'Parking Lot'

During a course, inevitably, questions are raised which will be answered in later sessions, or issues crop up which are outside the scope of the course. While sometimes these matters can be dealt with on the spot, at other times to do so would be very disruptive and it makes more sense to postpone the discussion until a later time. In order to ensure that issues are not forgotten, it is useful to establish a 'parking lot' – somewhere a question can be 'parked' until later. We normally do this by either pinning up a piece of flip chart and writing notes on it, or by pinning cards on a board.

It is important to ensure that all items on the 'parking lot' are dealt with by the end of the course.

5. Expectations and Objectives

In any course it is important to ensure that participants' expectations match the course objectives in order to have a successful outcome. Sometimes it is not possible to fulfil expectations, in which case this needs to be clear from the outset, so that participants do not leave feeling disappointed.

'Ideas storming' is one way to identify expectations, but another way, which demonstrates to the trainers in training a different methodology, is to use a moderation board and cards. Participants write their expectations on cards, which are then pinned up and discussed. Cards can be moved around the board and grouped together into similar themes.

6. Establishing Knowledge Levels

At the beginning of a course it is useful to establish the knowledge levels of the participants. This is helpful to chart learning and to evaluate the effectiveness of the course. One method is to complete a baseline knowledge test before or at the beginning of the course, and to review the test at the end of the course.

A sample baseline knowledge test, which can be adapted, is included in Appendix H.

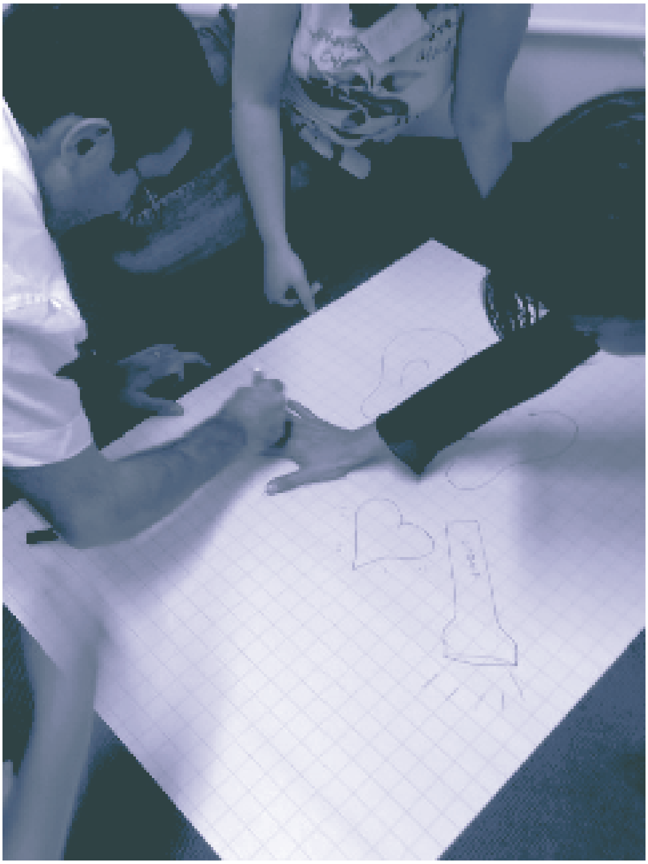
Another way of conducting a baseline knowledge test, without completing a form, is to ask participants questions and get them to place themselves along an imaginary scale to demonstrate their answers. This is a good technique because it gets participants moving; a disadvantage is that participants may later forget where they had placed themselves in the initial test! To get over this problem, one of the trainers could make a diagram or a note to register the placements, or take a photo.

If participants complete a knowledge test themselves at the beginning of the training of trainers course they can see how this is done. It also gives the opportunity to discuss other ways of establishing knowledge levels.

7. What Makes A Good Trainer

Trainers in training should have the opportunity to consider the skills and qualities that make a good trainer. Some qualities of a good trainer, such as personal sensitivity and commitment, depend on the individual personality of the trainer. However, experience and awareness can improve everyone's skills. Participants should think about what qualities they would like to have as a trainer, and what they would like to avoid.

One effective training exercise for this topic is to ask participants in small groups to draw 'the ideal trainer' and then present their work to the whole group. Doing this normally generates a lot of laughter and interaction and is a good way for participants to bond with each other early in the course.



Participants drawing their ideal trainer

The indicators that participants should recognise are set out below:

A good trainer has

• *Sensitivity towards the feelings of others:* A good trainer will help to create and sustain an environment of trust and openness where everyone feels safe to speak honestly, and where differences of opinion are respected. Most people will not articulate their discomfort, hurt feelings or anger; instead they will silently withdraw from the discussion. Sensing how people are feeling and knowing how to respond is an important skill in training.

• *Sensitivity to the feeling of the group as a whole*: In any group, the whole is greater than the sum of its parts. Group 'chemistry' generally reflects shared feelings. A group may be eager, restless, angry, bored, enthusiastic, suspicious, or even frivolous. Establishing a collaborative dynamic is essential to a good learning environment.

• *Sensitivity to the status and capacity of the individual participants in the group:* In a multi-stakeholder group there will be participants with very different backgrounds and personalities. A good trainer will be sensitive to how each participant perceives himself/herself and the others in the group. It can take time to build trust between them and to create the environment in which they will be comfortable with each other.

• *Ability to listen:* By listening both to the explicit meaning of words, and also to tone and implicit meaning, a trainer will be able to sense the feelings of individuals and the group. It is important to ensure that everyone feels included and has the opportunity to participate.

• *Ability to hold people's attention:* Body language, tone of voice, manner of dress, can affect the way participants will react to a trainer. A trainer who appears confidant will give participants confidence that they are in good hands and will learn something important. A trainer who uses his/her hands in an expressive manner will give participants a feeling of being included. A good trainer will speak clearly, face the participants, and dress appropriately.

• *Ability to draw information from participants:* Engaging the participants in the proceedings will ensure that they learn from each other, and feel a part of what is happening.

• *Tact:* Sometimes the trainer has to take unpopular actions or say awkward things for the good of the group as a whole. The ability to do so carefully and kindly is important. Furthermore, the subject matter of the training can evoke strong feelings and painful memories for participants. A trainer needs particular tact to deal with emotional situations respectfully, but also firmly.

• *Honesty:* A trainer should be honest with participants about the limits to his/her own knowledge. Instead of pretending to know the answer to a difficult question, see if another participant knows the answer, or undertake to find out the answer and bring the correct information at another time.

• *Commitment to collaboration:* Collaborative learning can seem frustrating and inefficient at times. It can be tempting for a trainer to take on the traditional role of 'teacher', and to lead rather than facilitate. A good trainer will realise the empowering value of collaborative learning, and will establish a positive relationship with participants in which the responsibility for learning rests with the whole group.

• *A sense of timing:* A trainer needs to develop a good sense for the timings during training. He/she should know when to bring a discussion to a close, when to change the topic, when to cut off someone who has spoken for too long, when to let the discussion continue over the allotted time, and when to let silence continue for a little longer. Timing is also important to provide the structure for learning. This includes setting and observing the times for the sessions, putting time limits on presentations, keeping to the agenda, and starting and finishing on time.

• *Flexibility:* A trainer must plan the sessions, but must also be ready to change the plans in response to a situation if that will make the learning experience more successful. Opportunities may present themselves in which it is appropriate to call on the talents and experiences of people in the group, or to use resources suggested by the participants. Flexibility towards delaying or bringing forward breaks in the session can also help to prevent the group from losing its concentration or becoming bored.

• *A sense of humour:* A trainer's ability to laugh at himself/herself, and to share the laughter of others, enhances the learning experience for everyone. The creation of a warm and friendly atmosphere will make people feel comfortable and open to learning. Laughter should never be directed at someone, but with someone. The issue may be serious but that does not mean that there is no space for humour, if only as a release. However, it is important that jokes are not made about children and their circumstances.

• *Good organisational skills:* The trainer must make sure that the 'housekeeping' tasks are done, such as the preparation of materials, the arrangement of the meeting space, and the provision of essential information to participants. Good organisation will give the participants confidence that they are going to learn something important.

• *A positive attitude towards the participants:* Participants will react well when their opinions and contributions are treated with respect. A good trainer will find a positive way to react to the participants, even when he/she is correcting something or disagreeing.

A trainer is NOT

• *The person in charge:* The whole group is responsible for learning. The role of the trainer is to facilitate that to happen.

• *A lecturer:* The trainer is a co-learner with the other participants; he/she is exploring the subject as an equal partner and contributing his/her own experiences.

• *Necessarily an expert:* Although the trainer will have prepared the sessions, he/she may not know as much about some parts of the course as some of the other members of the group.

• *The centre of attention:* A good trainer generally speaks less than the participants. Instead he/she draws the participants into the discussion or activity.

• *A judge:* In collaborative learning, no one determines that some opinions are correct or more valid than others, although factual inaccuracies may need to be clarified.

• *The maid:* While the trainer takes the leadership in coordinating the sessions, he/she should not be the only person to take responsibility for the tasks associated with the training course.

8. Working with Culture and Difference

Even if potential trainers are only going to be conducting training with people from their own culture, we believe it is important to raise the issue of culture and difference and to consider its impact on the training. It is especially important to spend time doing this if it is anticipated that the potential trainers may be involved in training people from cultures different from their own, or on issues which may bring up cultural differences.

Culture is sometimes referred to as a set of beliefs, ideas, customs or practices that belong to a group of people. While culture can sometimes be obvious – such as the way we dress or what we look like – a lot of it is hidden. Instead it shows itself in the attitudes and assumptions which shape the way we perceive the world and the sense that we make of it.

The notion of culture is further complicated by the fact that, as individuals, we belong to many different groups simultaneously. For example, the area where we live, the religion we practice (or not), our families and even the profession or place we work, can all give us, whether we know it or not, a certain way of living, working and viewing the world.

Sometimes culture is described as being like a pair of spectacles or 'lenses' through which we see things, but although a useful illustration, this explanation can also be misleading. When we are wearing spectacles we tend to be aware we have them on! Our individual and unique culture is such a part of us and who we are, that we are often unconscious of it. Nevertheless it does influence our thoughts and behaviour.

Normally this does not create a problem for us, because we tend to mix with people from similar cultural positions. However, when working around issues related to child exploitation it is likely that we are going to come into contact with people who have a very different frame of reference. This includes professionals, workers, and children from different countries. If we are working to repatriate children, for example, we will also need to work with families and communities from outside our own country.

When training people to work with children who have been abused, exploited or trafficked, their communities and those professionals helping them, it is important for participants to be able to reflect upon their own assumptions and beliefs and to think about how this might affect their work, both negatively and positively. Trainers will also need to be able to explore their own culture and how this affects them in the role of trainer.

Exploring culture and difference takes skill, because the beliefs and ideas are often deeply held as they are so part of who we are; and yet it is crucial that a trainer is able to challenge unhelpful stereotypes and ideas about others. In doing this, it is important to be able to convey a sense of being non-judgmental. Questions which are non threatening and communicate a real desire to understand, such as 'where do you think that idea comes from?' or 'what different thoughts / beliefs / feelings do you think others might have?' can be very useful in helping people explore their cultural beliefs.

A good exercise for getting participants to consider culture and difference is to break into small groups. Each group should draw an iceberg floating in the sea. On the part of the iceberg which is visible above water participants should note things that are visible about their own cultures (such as clothes). Below the surface participants should write things that are not so obvious or visible (for example, what are the rules about paying for meals?). If there are people from different cultures in each small group then this can generate a lot of discussion. There is no need for consensus. At the end of the exercise the groups should feedback to the large group. The aim of this exercise is not to give definitive answers, but just to highlight that there are many different, equally valid, ways of living.

Additionally, throughout the course the trainers of trainers should highlight any points where they think that there might be cultural variances. A non threatening way of doing this is to compare a value that a participant has expressed to the trainer's own cultural position on that value.

Principles for working with differences – some ideas of how to explore culture, and strategies that might be useful

• Culture should never be used as an excuse for abuse

While there are many different ways of living life that are equally valid, it is important to distinguish those that are abusive. A culturally pluralistic view, in which diverse styles are accepted and valued, recognises the importance of culture. Conversely cultural relativism, in which 'anything goes', can leave children unprotected. A particular trap is for workers to presume that a particular behaviour is a cultural practice and thus sanction it as acceptable. At all times it is essential to consider the effect or likely effect on the child. If necessary, guidance must be sought to work safely and ensure the child's protection.

• Power imbalances & discrimination must be recognised

Dominant ideas exist in all societies about race, ethnicity and culture - it is important to recognise these and consider how and to what extent their effects can be minimised.

While in many circumstances this can be facilitated by having a worker of the same ethnicity or cultural background as the client, this may not be practically possible or indeed may cause additional stress if the client is concerned about reports getting back to their country of origin.

• Working in an open and transparent environment

A safe and supportive working environment needs to be created so that workers can explore their ideas. Assumptions and values can be made open to colleagues and clients so that they can be examined and challenged.

“This training was a great opportunity to learn and meet professionals with a different background who are equally committed”

• Culture & ethnicity are always important but not always obvious
It is essential to explore issues such as culture and ethnicity even when professionals and client ‘look’ the same.

• People who are different (from the workers) are not necessarily the same (as each other)
Professionals and workers must avoid assuming that all people from the ‘same’ country, family or local culture follow the same rules of behaviour, preferences, etc.

• Better to be ‘clumsy’ rather than ‘clever’
While workers may be concerned about insulting or upsetting clients or colleagues because of a lack of understanding, it is safer to ask than be ignorant of the meaning of things. Questions such as ‘can you help me understand why this is important to you?’ or ‘what do I need to understand so that I do not offend you?’ can in fact help with building positive working relationships with those from a different cultural / ethnic background as they can be seen as a way of wanting to understand rather than judge.

• Sensitivity is important, but superficiality must be avoided
It must be remembered that workers have a job to do. Children must be protected and this must not be compromised by a desire to be sensitive to anyone’s particular culture.

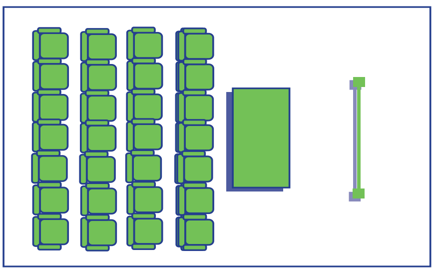
These principles are based upon ideas proposed by John Burnham , a UK based family therapist and social worker. They have been adapted and reproduced here to give trainers some ideas about how they might both work within their own culture and help others to explore theirs.

9. Training Environment and Practical Issues

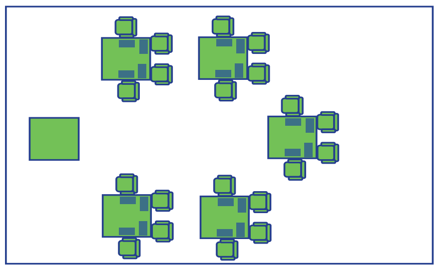
A session on what trainers need to ensure that the training environment is conducive to learning should be included. This should include issues such as room layout, use of space, and practical issues such as arrangements for breaks.

For training of trainers we normally do not seat participants at tables, because we see the experience as one of sharing. However it is important to discuss the advantages and disadvantages of different furniture layouts with participants. They can also think about using different layouts for the different parts of a course.

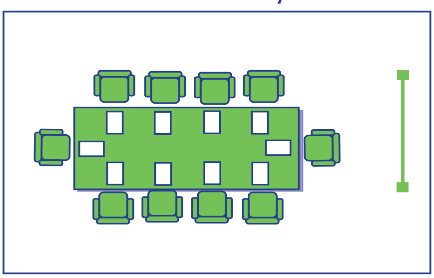
Circular seating with tables to place materials on ('U-shaped style') encourages greater interaction and makes for a better learning environment than a 'classroom' style arrangement. Flexible seating is preferable as many activities in training involve moving around. The following diagrams show different types of seating arrangements.



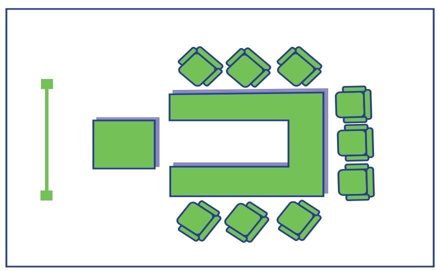
Classroom Style



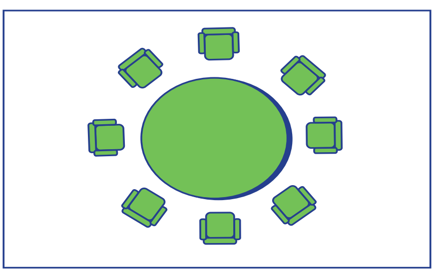
Small Groups



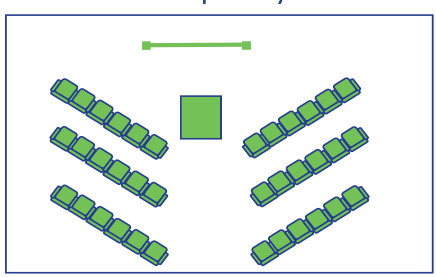
Boardroom Style



U-Shaped Style



Round Table Style



Herringbone Style

10. Tools and Techniques to Meet Different Learning Styles

An overview of different methodologies, tools and techniques that can be used to promote learning is helpful, especially if the trainers in training will be required to develop their own material for courses that they will be running. We normally include a short presentation on different learning styles (see above under Part 1), and then pick a subject and use either 'ideas storming' or pair / small group work to elicit different tools and techniques by which the information on that subject can be conveyed to others. It is important to ensure that there is a discussion within the group about the methodologies chosen – so that participants can compare their experiences.

The training techniques and training tools described below could be usefully adapted as handouts to reinforce learning for this session.

• Brainstorming / Ideas storming

This is an idea generation technique. It consists of a rapid discussion that allows everyone to make their suggestions, or to provide their information. The group is given a topic, and is then asked to come up with opinions, ideas, experiences on the topic, with everyone contributing in a rapid and short way. Ideas are allowed to flow freely, without evaluation. Only a short amount of time is allowed, as the important thing is the quantity of the ideas, not the quality. The technique allows participants to realise that there can be many ways in which to look at a problem. While the ideas are being collected, use keywords to summarise the ideas on the flipchart. These ideas can then be used as a basis for discussion / further exploration.

• Working groups

By setting up small working groups to discuss a particular problem, participants are enabled to express their own ideas and opinions as well as listen to others. Working in small numbers together, each one will be obliged to contribute to the effort. The groups are given a problem to solve and a limited time in which to discuss it and come up with their responses. Each group has to nominate a facilitator and someone to take notes. When the time is up, one of the nominated persons presents the work of the group to the general audience of participants. If the responses from all of the groups are likely to be very similar, the trainer can ask each group to only present its 'different' conclusions to the whole group.

- **Nominal group technique**

This is an alternative to brainstorming. It allows for the generation of ideas, and then the choice of a preferred course of action. A problem is presented to the group, and the participants are invited to come up with as many solutions as possible. The proposed solutions are written on a flipchart. When all the ideas are recorded, the participants are invited to discuss each one. The result is that the participants reach a clearer understanding of the problem. Later the participants can vote for their preferred solutions.

- **Dialogue**

This is a technique whereby the trainer sets the scene of a problem, and then invites comments from the participants. This allows for a wide variety of contributions to be made by the participants, so they can learn from each other. It also allows for the trainer to correct any misunderstandings or incorrect suggestions.

- **Panel discussions**

If there is good relevant expertise among the participants at a training session, a panel discussion is a good way in which to share that expertise with everyone. A panel is chosen with two or three persons who have specific knowledge and expertise on a relevant topic. They are asked to make a short presentation to the whole group, and then there is a 'Question and Answer' session during which the group clarifies the information given, or contributes other opinions and information.

- **Role plays**

These are ways to practice skills. They are created situations or 'plays' in which participants are required to act a part. Role plays need to be fully thought out by the trainer in advance of the session, and the expectations clearly explained to the participants. Each one needs to know the part they will play, and have a description of what their character will do, or is able to do. If a police man is asked to play the part of a victim, for example, he has to place himself in the situation of the victim, and will realise how powerless he can be in that situation. Role plays can be a very enjoyable way in which to learn, but care is needed to avoid participants moving away from the point of the exercise, or exceeding their 'role'. It is also important to be sensitive to the willingness of participants to play a part. Some people do not like to pretend as part of a learning endeavour, and will resist this form of participation.

- **Warmers – Icebreakers - Energisers**

These are games designed to help participants to get to know each other and to feel comfortable with each other. They are important in creating a sense of trust between the participants. Games also help to clear the mind so that participants can concentrate better. The trainer should choose games that are appropriate for the particular participants and that will suit the mood of the group, especially as some participants can find them patronising and a waste of time. Games can also be used during or between the other sessions if the trainer feels that it would help the group to work better together.

It is important to know what you want to achieve by doing the game, so that you choose the appropriate game at the right time. Social and cultural norms must be taken into account – for example it may not be appropriate to play a game where there is close contact between members of the opposite sex.

- **Engaging the participants in practical activities**

A trainer can create opportunities for the participants to engage in practical activities, such as filling in parts of a map on a flipchart, or placing cards with information on a wall. Such opportunities allow the participants to move around, and to relate their intellectual understanding to a practical movement. Even the task of dividing into small groups could be made into an activity, for example by asking the participants to group according to hair colour or age range.

- **Drawing pictures**

This can be an activity for each participant, or for the participants to do in small groups. It can help them to visualise the issue they are discussing. For example asking participants to draw their idea of a 'child victim of trafficking', makes them think about the signs that make such a child visible. It also provokes discussion about the issue. When the drawings are finished, the participants can discuss the differences and the similarities in the images they have produced, and the reasons behind those differences/similarities.

- **Reflecting/Checking Back**

If the trainer periodically spends a couple of minutes reflecting back on what has been happening, and checking with the participants how they are reacting to the session, it helps to keep the group focused on the topic and the objectives of the training. It also helps the trainer to check that things are going well with the training.

- **Traditional teaching method**

If there is a lot of specialist knowledge to convey, it can be easiest to convey the information in a formal 'teaching' style. In order to keep the attention of the group, it is important for the 'teacher' to keep active, to use the flipchart, or to provide the information by Power Point presentation and handouts. Even if using traditional teaching methods, it will help to interrupt occasionally and involve the participants in discussion or reaction.

• Concentric circles
This is a technique by which a lot of information can be shared in a short space of time. Place the participants in two circles – not more than 5 persons on the inner circle and 5 on the outside circle, facing each other. Give each person in the inside circle a role which he/she has to explain and defend, and the outside circle a single issue which each participant has to explore with the inside circle. For example, the persons on the inside circle might be given one each of the following roles: child victim, parent, policeman, teacher, judge. The persons on the outside circle might be given the issue of whether the criminal justice system should protect young children rather than criminalise them. The outside circle discusses the question with the 'person' in the inner circle for several minutes, and then moves to discuss the same question with the next person on the inner circle. The participants can change their place in the circles after the round has been completed, and new roles and issues can be devised. However, this technique should only be used if you are confident with it and have practiced it already, as it can seem complicated.

• Case studies
Case studies are stories/scenarios that seek to convey the reality of a problem situation. They are helpful in engaging the participants in the issue and making them think about real people and real-life situations, with problems that require realistic solutions. Case studies can be taken from the course documentation or can be devised by the trainer, using the newspapers, court reports, cases known to the trainer, anecdotal reports of real cases, or an amalgam of several sources. If the persons in the case studies are realistic for participants, they are more likely to come up with good solutions to the problem being addressed. Case studies can also help to create empathy between the participants and the persons whose situation they are examining in the study sessions.

If an exercise involves reading a case study we prefer to give the instructions for the exercise, and then distribute the scenarios, so that participants are not distracted from listening by reading.

• Audio-visual and visual materials
Visual materials are information tools that assist a training session by showing the information in video, film or picture images. They are useful to provoke discussion and to bring home the reality of what is being taught to the participants on the course, but should not be used purely to 'shock'. A trainer should choose materials that will tie in with the objectives of the course, illustrate the session in a relevant way, and at the right time, and ensure that there is enough time and facilities to use the material effectively.

- **Power point presentation**

This is a way in which the important points of an issue can be made clear to participants on a course. Using pictures in the presentation can help tell the story. The presentation should only pick out the key concepts, and be made with short sentences. Presentations take time to prepare, and a trainer needs to be capable of using the computer software.

- **Use of information sheets and fact sheets**

Handouts can be an excellent way of reinforcing learning, but the timing of their distribution is important, and it is worth discussing this with participants. People tend to be curious, and giving handouts during a session often means that attention becomes focused on the handout, rather than on what is going on. For this reason we suggest that handouts are given either at the end of the day, or at the end of a session.

11. Use of Multi Media

This session links with the previous session on meeting different learning styles. Trainers like to use multimedia technology on courses, as it allows material to be presented in different formats, and in ways that are engaging to participants. Unfortunately such media is often badly used, and gets in the way of learning, so it is important that participants know how to use it appropriately. For example, almost everyone has seen examples of PowerPoint presentations where the text is too small or where there is so much text that it is impossible to read it before the presenter moves on to the next slide. Instruction by a technician on some basic skills for understanding and using the available technology can be helpful to potential trainers.

12. Forming Groups and Dividing Up

The trainers of trainers should explain different ways in which participants can be divided into small groups. The making of a group is a dynamic activity, and is key to the learning process.

Examples given can be demonstrated throughout the course. For example, participants might be divided up by assigning each group a number (1,2,3 etc) and nominating a number to each person in the room consecutively, until everyone has been assigned to a group. Or participants might be assigned to a group by simply grouping them as they sit ('the first 6 go to room A, the next 6 go to room B', etc.). Alternatively they might be assigned according to their expertise in or preference for the subject to be discussed in the small group.

Groups consisting of two persons are suitable for short interventions and theme introductions. When the interventions take more time, the stronger/better/more active person inevitably has a larger role, which can affect the power balance in the relationship between the participants.

In bigger groups of 4-6 people, it can be difficult for everyone to learn something or equally contribute.

Groups consisting of three persons are the most effective. The number three alone already results in a productive setting and mini group dynamics. This leads to a better balancing of periods of active and passive behaviour, to more continuous engagement, and to more tangible results. Groups of three have an extra advantage because several such groups can work in one room at the same time, since this work form is relatively silent.

Trainers of trainers need to also consider and discuss with participants how small groups will report, and to experiment with different forms of reporting. Some models for reporting from small groups are:

Silent Report
Working groups make the results of their work visual on posters or flip chart paper. The posters are exhibited along the walls of the room. Participants from other groups can ask questions and the group can explain their posters.

Group report
Instead of one person presenting a group report, all group members can report on a specific element of their work. This could also be done in a discussion format in which different speakers take different positions.

Group mix
The small groups are mixed again into new groups. The different members should then inform each other on what they have discussed in their first groups.

Hearing
The whole group makes itself available for questioning by an expert on the results of their work. The questions should be simple and the answers should be short. The facilitator of reporting back should not allow repetitive questions and every person should be limited in his/her answers, to avoid that one person answers all questions.

Interview
Only one person from the group will be asked questions, either by one person from the whole group or by several. The number of questions should be limited.

Decision making process

Different solutions or proposals which have resulted from the working groups are presented and explained to the whole group and put to a vote. It is important that the proposals which will be voted on are available in writing and that the number is restricted.

13. Warm Ups and Energisers

The use of warm up exercises and energisers is a contentious issue, and one that requires consideration. People either like them, or find them a waste of time. If they are to be used, the selection of exercises requires thought, especially if training in, or with, different cultures. Trainers in training should be given experience of warm up exercises and energisers, so that they can learn when and how to use them. Feedback on how well or how badly they worked is also important.

One problem with energisers is that they can eat into the time of a course. Trainers in training need to recognise that the best way to keep participants energised and engaged is to ensure that the sessions themselves are participatory and interesting! Time spent on energisers should therefore be short and active, or have an important function, such as helping participants to get to know one another at the beginning of a course.

Examples of warm-ups and energisers include:

The World is Distant

Pick a question and ask people to stand up if they agree with it. Example:

- Is alcohol a problem in the world? (If you agree, stay standing)
- Is alcohol a problem in this country? (If you agree, stay standing)
- Is alcohol a problem in this city? (If you agree, stay standing)
- Is alcohol a problem in this room? (If you agree, stay standing)

This exercise helps people to relate global issues to their local situation.

Two Truths, One Lie

Break everyone into groups of between 3 and 5 persons. Each person in the group must tell the others two truths and one lie about themselves. The other members of the group must then guess which statement was the lie. When finished, the groups can choose their best 'liar', who can then try and fool the rest of the groups.

This exercise helps people to realise how difficult it is to know a person just from external appearance and from what they say.

Name Game

This is a 'get to know you' game. Groups of about 10 persons are formed. The person who starts must say his/her name, as well as a word that starts with the same letter as the first letter of the name. The trainer could give a specific topic for the additional word, such as food or vegetables. The second person must give the name and additional word of the person before, as well as their own name and additional word, and so on until everyone in the group has said their own name and the names of everyone else.

For example, if the first person is called Karen and the second person is called Scott, then Karen might say 'Kiwi Karen', and the second person would say 'Kiwi Karen', and might add 'Scallion Scott'.

This exercise helps people to remember each other's names, and creates a fun atmosphere. It is difficult to do with a large group.

Movement Game

Each person picks a movement for themselves, for example, putting out their right arm. The person next to them has to imitate that movement, and create their own movement. The next person has to repeat both the earlier movements and make their own movement, and so on.

Country on Forehead

Everyone has a sticker on their forehead with the name of a country. The person does not know what country is named on their own sticker. The participants must then ask questions of each other, to which the only answer can be 'yes' or 'no', and try to guess which country they have on their forehead.

This exercise helps people to get to know each other and to feel comfortable in each other's presence.

Blindfold Game

Participants are divided into pairs, and one of the pair has a blindfold over their eyes. The other one has to lead the blindfolded person around the room and around obstacles in the room, such as tables, chairs, flipchart. After 5 minutes, the couple change roles, and the leader becomes the blindfolded person.

After the exercise, discuss with the participants how they felt during the exercise.

The aim of this exercise is to help people to trust each other, and also to help participants to realise what it is like to be in a vulnerable situation. Care should be taken in using this exercise as some people find it very uncomfortable, and become resistant to learning.

A variation on this exercise is for one of the pair to be blindfolded, and have to draw a picture (for example of a child or a house) following the directions of their partner. This exercise can be more acceptable to participants, as it feels less physically threatening.

Interview Game
Each person pairs off with one other and asks several questions. Then, having learnt something of each other, each partner introduces the other to the whole group. Some leading questions might be:

• When you hear the phrase "a human right," what do you think about?
• What animal best represents you?
• What event in your life has most affected your view of the world?
• What brought you here?
• What do you like most about your job?

This is an exercise for introductions and helps people to understand each other.

Snowball
This is a game that asks for spontaneous responses from participants. It can be used for a quick evaluation, or to throw up ideas quickly. Make a ball out of paper. Call out your own opinion or idea, and then throw the ball to another participant, who then has to call out his/her opinion or idea before throwing to the next person. For example 'At the end of this day's training I am feeling...........' or 'One thing I learnt today...........'

14. Developing a Training Programme

What to include in this session will depend upon whether trainers are being trained to deliver a specific training package or not.

If potential trainers are required to deliver a specific training programme, then the course material is already available, and there will be relatively little work for them to do in developing the programme. They might just need to ensure that the contents are relevant in the context (for example making sure that case studies fit the situation) or to adjust some of the timings (if less time is available).

However, if participants are being trained to be general trainers, who will then go on to develop their own courses, it is important that time is allocated to exploring how to develop a training programme. It may be appropriate to include an exercise in the training of trainers course in which potential trainers have to actually design a programme and identify the main contents. They will need to appreciate that developing a training programme takes time. Generally speaking, it takes double the time to prepare a new course as it takes to deliver the course.

Designing a training programme is a three stage process; the objectives of the course must be identified, the contents must be selected, and then the strategy or methodologies for delivering the material must be developed.

When identifying the objectives of the course, key questions are 'what are the purposes of the course?' and 'who will be attending?' Sometimes it is useful to express the objectives as learning outcomes – that is, what participants should know / be able to do at the end of the course.

Obviously, the contents of the programme must be relevant to the topic of the training. They should cover, at a minimum, the main themes, chosen by reference to the objectives to be achieved.

Developing the strategy / methodology for delivering the contents is likely to take the major part of any preparatory work. A variety of different methods should be used (such as case studies, working in pairs, ideas storming) in order to meet the different learning aptitudes of participants. However creativity about the methodology should never be at the expense of the contents. It might be tempting to include a 'good exercise', but it must first meet an objective of the course. Similarly, trainers should avoid including something that, while it might be interesting, does not meet an expected learning outcome of the course.

Sessions Run by the Trainers in Training

The major part of the training programme should consist of sessions run by the trainers in training (that is the participants on the course), and in giving feedback to them. Time should be allocated to allow participants to develop their sessions. As a general rule, allow three times the length of the session for preparation. Thus, if the participants are required to run a 30 minute session, allow them one and a half hours for preparation.

Before the participants start work on developing their sessions, divide them into training teams. Then the topic areas that each training team will be facilitating should be negotiated and agreed. If the participants are learning to deliver a specific training package, care should be taken to ensure that the key topics are covered, and that the sessions are divided among the participants in such way as to cover as much of the package as possible without duplication.

The feedback sessions, following each session lead by potential trainers (as outlined in the feedback model in Part 1 above), should always be facilitated by the trainers of potential trainers. This is to ensure feedback remains constructive and safe.

Review and Evaluation (to be lead by Trainers of Potential Trainers)

Throughout the course, time must be allowed for review, but a final review and evaluation session is especially important. The final review and evaluation serves two important purposes: firstly it gives participants the opportunity to consider their learning over the whole of the course. Secondly, the final evaluation and review provides tangible material for the trainers of trainers to use in their own assessment of the course. These lessons learned can be used to improve future trainings.

How to conduct evaluations and reviews is discussed in detail in Part 1.

Closing Exercise (to be lead by Trainers of Potential Trainers)

Just as the start of the course sets the tone for the course, it is important, especially if participants have spent a lot of time working together, to ensure that the course 'ends well'. The presentation of certificates is normally done at this time, but we like to have a closing exercise as a way of ending the course. This does not have to be elaborate – one way is for participants simply to express openly one or two things that they will be taking away from the course.

Ending the course in a positive manner sets the tone for work in the future. It helps create constructive memories of the course, gives respect and value to the time spent working together, and helps motivate participants for forthcoming training activities.

"Although I have done a lot of training, on this course I learnt real facilitation skills"

PART 3

Resources

There are many resources and reference materials that may be useful for running a training of trainers' course. Here we list some that we find particularly useful, especially in relation to training about trafficking in children and the sexual exploitation of children. Each of the publications has an extensive bibliography that lists other relevant documents.

• Training Manuals

These training manuals, in addition to providing technical information, also have a range of methodologies and exercises that may be useful when developing a training programme

Consortium for Street Children (2004) *Police Training on Child Rights and Child Protection;* Consortium for Street Children www.streetchildren.org.uk

Delaney S & Cotterill C (2005) (2nd edition) *The Psychosocial Rehabilitation of Children who have been Commercially Sexually Exploited;* ECPAT International, Bangkok, Thailand

ILO - IPEC (2002) *Specialized Training Manual on Psychosocial Counseling for Trafficked Youth;* ILO, Katmandu, Nepal

O Briain M, Van den Borne A & Noten T (2006a) *Combating the Trafficking in Children for Sexual Purposes – A Training Guide;* ECPAT Europe Law Enforcement Group / ECPAT International, Bangkok, Thailand

• Guides and Publications

Dottridge M (2004) *Kids as Commodities? Child Trafficking and What to Do about It;* Terre des Hommes, Lausanne, Switzerland

ECPAT International (2006) *Questions & Answers about the Commercial Sexual*

Exploitation of Children; ECPAT International, Bangkok, Thailand

ECPAT International (2008) *Combating Child Sex Tourism: Questions & Answers;* ECPAT International, Bangkok, Thailand

O Briain M, van den Borne A & Noten T (2006b) *Combating the Trafficking in Children for Sexual Purposes – Questions & Answers;* ECPAT Europe Law Enforcement Group / ECPAT International, Bangkok, Thailand

- **Useful Websites**

There are many websites with information relating to training, and to trafficking in children.

Some of the most useful are:

www.childtrafficking.com and www.humantrafficking.org

ECPAT International www.ecpat.net

ILO www.ilo.org

IOM www.iom.int

Save the Children UK www.savethechildren.org

Terre des Hommes www.terredeshommes.org

UNICEF www.unicef.org

“I feel much more confident now, as I realise I don’t need to know everything to be a good trainer”

APPENDICES

A. Sample Application Form
B. Sample Certificate
C. Sample Evaluation Form
D. Sample Training Check List
E. Feeling Barometer
F. Learning Target
G. Sample Training Programme Proforma
H. Sample Baseline Knowledge Test

Appendix A – Sample Application Form

<table>
<tr><td colspan="2">Application for Training of Trainers Course /Name of Course</td></tr>
<tr><td>Date of Course</td><td>Venue</td></tr>
<tr><td>Applicant's Name</td><td>Contact Address</td></tr>
<tr><td>Email</td><td>Telephone Number</td></tr>
<tr><td colspan="2">1. Please outline your role in your organisation</td></tr>
<tr><td colspan="2">2. What do you understand by 'Trafficking in children for sexual purposes'?</td></tr>
<tr><td colspan="2">3. What is your experience of training, both as a trainer and as a participant on courses?</td></tr>
<tr><td colspan="2">4. Why are you interested in participating in this course?</td></tr>
<tr><td colspan="2">5. Have you discussed your application with your supervisor? In what way will your organisation support your role as a trainer?</td></tr>
<tr><td>When completed, please return this form to:</td><td>Thank you for your interest! We will be in touch to let you know if you have been selected for the course</td></tr>
</table>

Appendix B – Sample Certificate

Certificate of Recognition

This is to certify that

(Name)

participated in

(Name of Course)

on

(Date & Venue)

Insert logo of organisation / organiser / commissioner of training

.... Name & Signature of Trainer

.... Name & Signature of Trainer

Appendix C – Sample Evaluation Form

Please rate on a score of 1-5 (1 = poor, 5 = excellent)
Mark out of 5

1. Value of this topic in relation to my job ______________
2. Usefulness of the course content ______________
3. Presentation methods used ______________
4. Trainer's ability to transfer knowledge ______________
5. Atmosphere conducive to participation ______________
6. My opinions were taken into consideration ______________
7. Value of the Fact Sheets ______________
8. Relevance of the Work Sheets ______________

Please answer the following questions in your own words

9. Have you suggestions about additions to the course?

10. Is there anything you think should have been dropped from the course?

11. What did you enjoy most about the course?

12. What did you dislike most about the course?

13. What aspect of the course did you find most useful?

14. What aspect of the course did you find least useful?

15. Was the course(please tick)

a) Too long   b) Too short   c) The right length

16. Do you have any comments to make about the administrative arrangements for the course? (e.g. room, food).

17. Do you have any other comments to make?

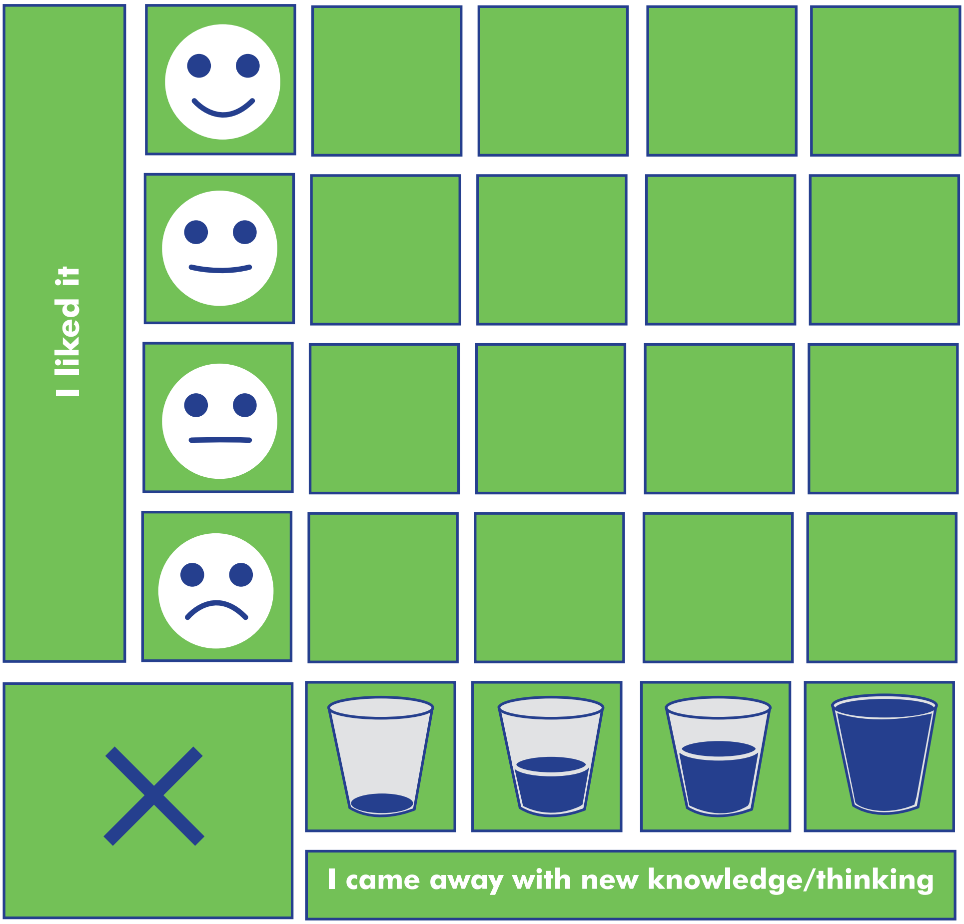
Thank you for completing this form!

Appendix D – Sample Training Checklist

Element	Criteria	Check
1. Determine the need for the course	1.1 Identify and consult with Stakeholders to establish training aims & requirements	
	1.2 Outline course proposal in line with stakeholders aims	
	1.3 Identify existing courses or contributors that may be relevant	
2. Identify the learner profile	2.1 Potential learners are identified	
	2.2 Determine any literacy or language issues	
3. Develop course structure	3.1 Core modules are identified	
	3.2 Determine/document the relationship between modules and expected outcomes	
	3.3 Identify prerequisites for the course and specific modules	
4. Determine the training & evaluation requirements	4.1 Determine the requirements for trainers	
	4.2 Identify learning resources, materials, equipment, human resources	
5. Define the training content	5.1 Clearly specify the key learning points	
	5.2 Identify what knowledge must be there at entry level	
	5.3 Identify assessment/evaluation methods	

Element	Criteria	Check
6. Develop course monitoring methods	6.1 Design mechanisms to monitor the course in consultation with stakeholders/ trainers	
	6.2 Make arrangements to ensure course can be evaluated against relevant performance indicators	
7. Identify pathways	7.1 Identify opportunities to link course completion to future pathways	

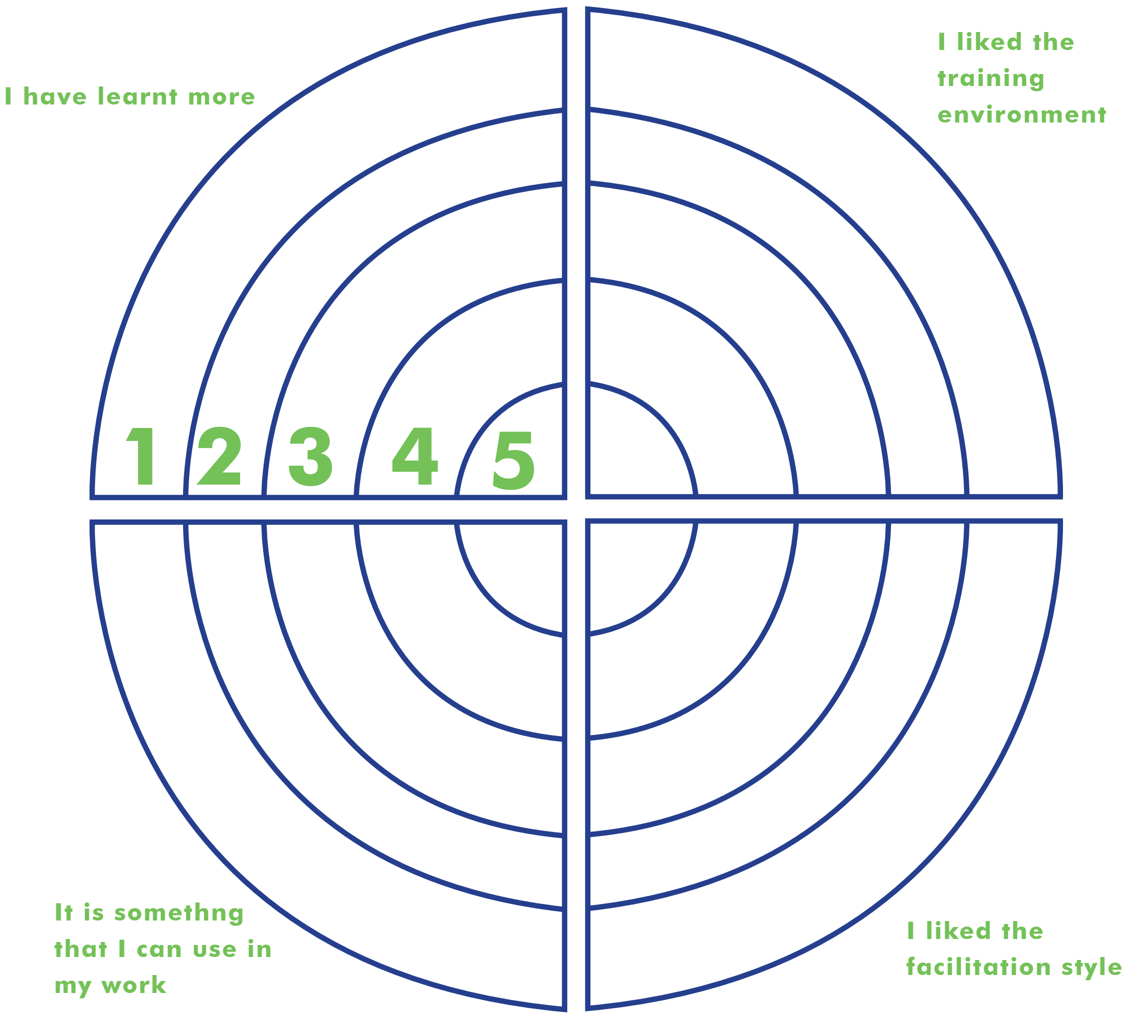
Appendix E – Feeling Barometer



Introduction: The feeling barometer can be filled in either individually, or preferably as a group exercise by copying it onto flipchart paper and then asking each participant to mark the square that corresponds to how they are feeling.

This can be done one at a time with the board turned away from the group so that feedback is confidential. Using the feeling barometer in this way gives a clear visual image of responses to the course, which is easily shared with the group.

Appendix F – Learning Target



Introduction: Learning target should be drawn onto flipchart/enlarged & pinnned up so that the group cannot see it. One by one participants place an 'x' in each quadrant. In this way their views remain confidential and private.

APPENDIX G - TRAINING PROGRAMME – Proforma – with examples

When	What	How	Who	Remarks
DAY 1				
SESSION 1 9.30 – 10.30	Welcome & Practical Information (toilets)		Trainer A	Note – fire alarm drill in building in afternoon
	Introductions	In pairs discuss & feedback		Check ok to take photographs
	Ground rules	Idea storm, flipchart		
	Expectations & objectives	In small groups using moderation board, and cards. Feedback to group		Make sure participants have copy of programme
10.30 – 11.00	Coffee break			Make sure participants collect lunch vouchers
SESSION 2 11.00 – 12.30	Skills and qualities of good trainers	In small groups draw ideal trainer - then feedback to whole group	Trainer A	Need to ensure sufficient flipchart paper Emphasize don't need to be able to do it all!

When	What	How	Who	Remarks
DAY 1 continue				
12.30 – 14.00	Lunch			
SESSION 3 14.00 – 15.30	Training skills & methodologies	PowerPoint presentation & large group discussion	Trainer B	
15.30	Tea break			
SESSION 4 16.00 – 17.00	Explanation of process for remainder of course – and allocation of pairs and practical sessions Free time to meet with co- trainer		Trainer B	
17.00 – 17.30	Any questions? Feedback from day	Using feeling barometer	Trainer A	Remind participants of earlier start tomorrow

When	What	How	Who	Remarks

Appendix H – Sample Baseline Knowledge Test

A	How would you describe or define 'trafficking in children'?	Answer:			
	Rate your knowledge of the following	Very poor	Poor	Good	Very good
B	Consequences of sexual exploitation and trafficking – who are the victims, and what are the effects?				
C	What laws we have and how they work regarding: sexual abuse, sexual exploitation, prostitution, trafficking of minors, child protection?				
D	Identifying children who have been trafficked?				
E	Protection and care provisions for trafficked children?				
F	Investigating trafficking offences – how to get the evidence while protecting the victims?				
G	Interviewing trafficked children?				
H	Knowledge of child rights in a trafficking situation?				

A Guide to Training Trainers – specifically in relation to trafficking in children and the sexual exploitation of children

This publication was developed with the support of The Dutch Ministry of Foreign Affairs and The Oak Foundation, together with ECPAT International and the ECPAT Europe Law Enforcement Group

ECPAT Europe Law Enforcement Group
ECPAT Netherlands

PO Box 75297, 1070 AG Amsterdam
The Netherlands
Tel: + 31 20 420 3771
Fax: + 31 20 420 3832
Email: info@ecpat.nl
Website:www.ecpat.nl

ECPAT International

328 Phayathai Road
Ratchathewi, Bangkok
10400 THAILAND
Tel: +662 215 3388, 662 611 0972
Fax: +662 215 8272
Email: info@ecpat.net | media@ecpat.net
Website: www.ecpat.net