CHOICE Trainers Guide

CHOICE FOR YOUTH & SEXUALITY

AVAILABLE IN ENGLISH AT
www.youthdoit.org

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Trainers guide 2020

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Do you want to find out how to make working with your training team fun and meaningful?

Do you want to make sure that your participants have everything they need to make the training as efficient and smooth-running as possible?

Do you want to organise trainings overseas, that may need lots of logistical planning?

With these guidelines, you'll have every detail covered!

INTRODUCTION

Welcome to the CHOICE Trainer Guidelines! A trainer's work starts long before the first participant shows up. Whether we are talking long days of organising the logistics, or creating fun, engaging activities - preparing, delivering, and evaluating training sessions is hard work and time-consuming, even for the most experienced trainer. With so much to think about, preparing a training can be pretty stressful to say the least! But don't worry – help is at hand! CHOICE has developed these guidelines for CHOICErs, partners, and all the young people who conduct trainings, especially with and for other young people around the world. We have bundled all of the experience gained whilst giving trainings in different contexts and using different manuals. This has resulted in this comprehensive document, providing step-by step guidelines that young trainers can use to easily plan and organise trainings:

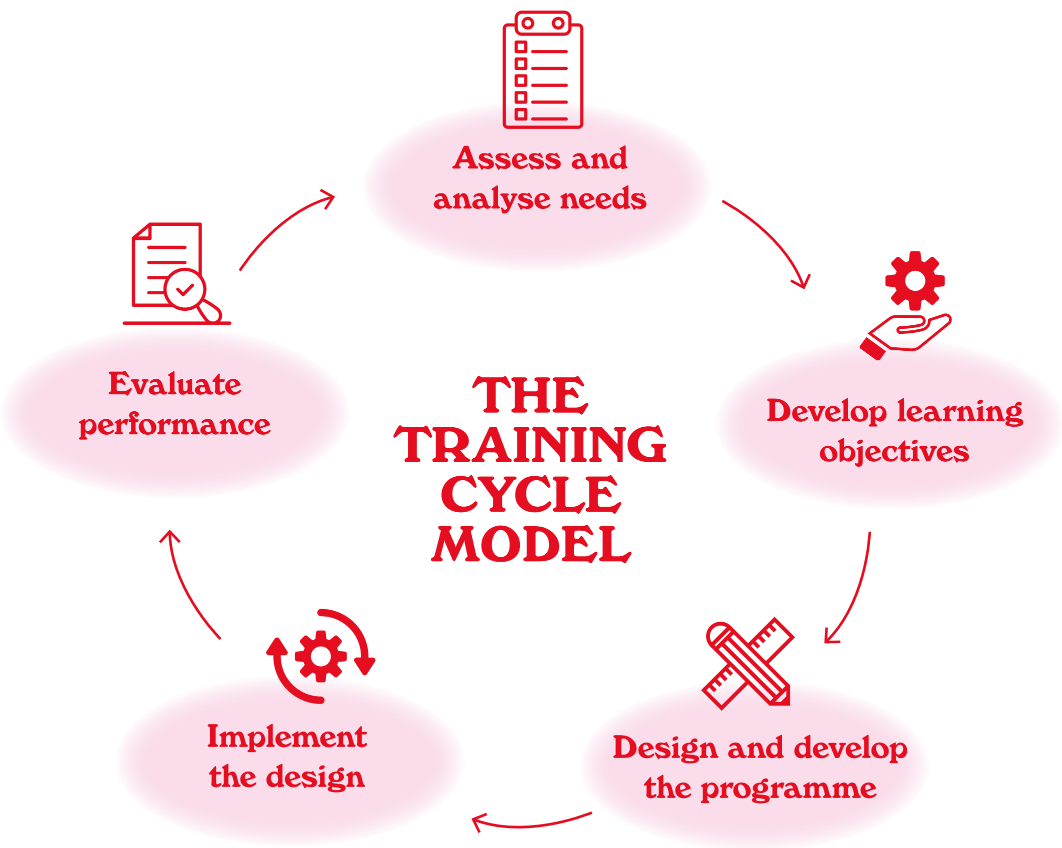
Note that in these guidelines, the terms trainer and facilitator are used interchangeably, and the guidelines can be useful for both a training and a facilitation. So, what is the difference? Well, a trainer's task revolves around building participants' knowledge and skills (more of a teaching role), while a facilitator's task is more about guiding a process or discussion, enabling the participants to take control of the goals and ` objectives of the process themselves.

Ready to get started?

LET'S GO!

TRAINING CYCLE:

As a trainer, you are responsible for the facilitation of the learning process of your participants. And of course, you want your participants to learn as much as possible. By following the steps of the Training Cycle Model[1] you will be able to prepare, implement and evaluate your training in a structured way for maximum impact.



The following sections of these guidelines will explain the steps of the Training Cycle in more detail. Everything will become clear, just keep on reading!

1 Elaine Biech, *"The Training Cycle: An overview"*, Dummies, https://www.dummies.com/business/human-resources/employee-engagement/the-training-cycle-an-overview/

TAKING THE FIRST STEPS!

- **ARRANGE A TRAINING:** Usually, a call for training comes from someone (an individual, a group or a partner organisation) interested in the training you/your organisation has to offer. Talk to the person/organisation requesting the training about needs and requirements, so that you can decide together on what kind of training is needed, the methodology to be used and when the training needs to take place (what, how, when).

tip **The sooner you fix the dates the better – it will make the planning a lot easier!**

- **SET UP A TEAM:** You do not have to do it alone! Facilitating or training is a tough job, and we definitely would not recommend doing it on your own. Try to involve at least one co-trainer, or as we like to call it – a training buddy! Co-training is valuable for your learning process as a trainer – together you can reflect on the sessions and each other's facilitation style, evaluate how the programme has gone that day, and decide whether any changes need to be made. Two minds are better than one, right? Co-training is also a great way to build skills – whether it be your own, or your co-trainer's, by learning from each other. At CHOICE, we call this the "take 2" principle.

tip **When picking a training buddy, some considerations to keep in mind could be the trainer's training experience, their knowledge of the topic, what new and fresh perspectives they could contribute, their motivation to learn and ability to support the process. Think about your choice carefully!**

- **INVITE A LOCAL TRAINER:** Discuss with your team and your partner organisation if you want to invite a local trainer. Colleagues from your partner organisation, or even other trainers from different organisations can help with that. Sometimes, a local trainer can ensure that the training is culturally appropriate and follows the norms and values the participants are familiar with. If you choose to involve a local facilitator, make sure their participation is meaningful! This means not only assigning some sessions to the local trainer, but fully involving them in the planning and organising of the training. This will help make the training more meaningful and inclusive and contextualise the training more to your participant's needs. After all, a local trainer will probably be more familiar with the participants and/or organisation than you are. Make good use of this knowledge!

- **CREATE A LIST OF PARTICIPANTS:** Who are you going to invite for the training? Ask the host organisation for a tentative list of participants as soon as possible. This will not only help in the planning, but also gives the opportunity to do a needs assessment (see below). This provides valuable information that will help you to achieve your training objectives and optimise your preparation work. Also discuss with your partner organisation how many people to invite, so that it is both a meaningful experience for both you and the participants, and everyone can benefit from the training to the fullest.

INCLUSIVITY AND DIVERSITY:
At CHOICE, we value and encourage the advancement of diversity and the inclusion of all people with whom we work. When creating the participant list, try to not only make sure the training meets the participant's needs, but also that there is diversity, representation, and a balance, for example based on gender, experience, region, age etc. This of course can vary depending on the kind of training you are giving, if you are providing a training exclusively for young people for example, you will only invite participants of a certain age.

Check with your partner organisation and all the participants if there needs to be provisions made for people with disabilities and/or other needs. For example, make sure you have a translator available should there be language barriers. It is also vital that we are inclusive at all levels of the trainings, create a safe space for everyone and are accommodating of needs and preferences as much as possible. Consider talking about gender identities and preferences for instance and use non-binary terms when necessary.

tip

If the context is appropriate, it might be a good idea when introducing participants, to ask everyone to share their preferred pronouns. This will ensure that participants are aware and refer to each other by their preferred pronouns throughout the training. Also depending on the context, you might need to give an introduction to the participants on why this is important. This information can also be specified on name tags, if being used. It is always important to consider the context and environment of the training, as sometimes this may not be acceptable socially. For that reason, always consult your local host/partner about this ahead of time.

- **FINALISE THE DATES AND VENUE:** Choosing the venue of the training is an important part of a successful training! Using one location for all of the training days is the best option. Even better if the location is also where all the participants are accommodated. This will help the participants arrive on time, make sure they do not leave earlier or unexpectedly, and it will strengthen the teamwork and bonding of the participants! Other things to keep in mind while selecting the venue are the size of the room (is it big enough for all the participants and activities you have organised?) are there windows and is it sufficiently air-conditioned? Can you put flipcharts on the wall? Can you go outside for energisers? If the dates of the training are not yet set, now is the time to do so. Discuss them with the organisation and decide on dates as soon as you can. If possible, plan to arrive at the location at least one day before the training so you can meet your hosts from the partner organisation, familiarise yourself with the new venue or location, and do any final preparations.

- **DO YOUR RESEARCH:** Make sure you are familiar with the contextual analysis of the country, project, partner organisation, problem areas, etc. and make a thorough plan of action. For example, set dates for meetings and preparations as this can take a long time. Make sure that you fully understand the theoretical background of the training (usually mentioned in the training manual) and discuss it in-depth with your facilitation buddy.

tip

Do you know someone who has already given a similar training or has visited the country/venue of the training before? Don't be afraid to invite them to a meeting or a coffee to pick their brains! You may be able to learn from their experiences and get some great tips.

- **WORK AS A TEAM:** Plan a meeting with your facilitation buddy to arrange the practical stuff and the preparations for the training, but also to talk about the collaboration between the two (or three) of you. Creating a safe space throughout the training begins with your team! This is the time to share your expectations of how you want to work together, and what you need to make the collaboration successful. Also discuss how you like to give productive and positive feedback within the team. It is essential to have regular check-in/reflection moments with your team to monitor the training, as well as ensure that the safe space is always intact.

- **SET YOUR PERSONAL LEARNING GOALS OR SMART[2] OBJECTIVES FOR YOURSELF AS TRAINERS**: Evaluating and discussing your personal learning goals (what do you want to gain from this training? Do you want to be better at facilitation? Do you want to learn more about a certain topic?) is a great way to make the most of this opportunity. You can also discuss this with your facilitation buddy to make it easier to decide who prioritises what. It's also a great way to give relevant feedback to each other.

WHAT IS A SAFE SPACE?

A SAFE SPACE CAN BE A PHYSICAL OR METAPHORICAL PLACE OR SITUATION CREATED AND INTENDED TO BE FREE OF BIAS, CONFLICT, CRITICISM, OR POTENTIALLY THREATENING ACTIONS, IDEAS, OR CONVERSATIONS[3].

SAFE SPACES ARE NECESSARY FOR YOUNG PEOPLE AND ADULT STAFF TO FEEL FREE TO SHARE THEIR OPINIONS AND THOUGHTS, EVEN WHEN THESE ARE CRITICAL. A LEARNING ENVIRONMENT GIVES PEOPLE THE SPACE TO MAKE MISTAKES – AND JUDGES THEM ON THEIR EFFORTS RATHER THAN ON (LACK OF/NEGATIVE) RESULTS. YOUNG PEOPLE AND ADULTS SHOULD FEEL VALUED, RESPECTED, SAFE, ENCOURAGED, AND SUPPORTED.

IN ANY TRAINING, IT IS THE TRAINER'S ROLE TO ENSURE THAT A SAFE SPACE IS INTRODUCED AND CREATED FROM THE BEGINNING OF THE TRAINING, WHICH ENCOURAGES EQUAL, INCLUSIVE, AND RESPECTFUL PARTICIPATION FROM ALL PARTICIPANTS AND MAKES THE TRAINING PROCESS MORE MEANINGFUL.

2 SMART: Specific, Measurable, Achievable, Realistic, Time-bound. **3** "Safe space." Merriam-Webster.com Dictionary, Merriam-Webster, https://www.merriam-webster.com/dictionary/safe%20space.

Training cycle

I II III IV V

I
Assess and analyse needs:

- **CARRY OUT A NEEDS ASSESSMENT**: A needs assessment is a method of determining if a training need exists, and what training is required to fill the gap. This will help you set objectives for the training. You can do this in different ways. Firstly, talk to the person who asked you to provide the training. Ask them why they want the training to take place and what they would like you to specifically train the participants in. Clarity is key. Note however, that the person who asked you to provide a training (a director of an organisation, a partner organisation etc.), might have a different opinion on why the training is necessary than the participants themselves, for example. They may also not be entirely up to date on the knowledge that participants already have. Which is why it is important to also always do a needs assessment with the participants of the training. You will then be able to find out more about their level of knowledge and skills, as well as their training needs and objectives. This data will also be relevant when we are trying to evaluate the outcomes of the training and want to understand whether the participants have gained from the training in any way.

II
Develop learning objectives:

- **SET TRAINING GOALS AND OBJECTIVES:** Now is the time to formulate what you want to achieve. Once you have analysed the needs of the participants, it is important to develop objectives to guide you, help you reflect on what works, what needs to improve, and establish whether the needs of the participants are being met. These training objectives will focus on the knowledge and/or skills that the participants will have after completing the training. For example, the goal of a Youth Leadership Training could be that by the end of the training, participants have gained sufficient knowledge and skills on a number of youth leadership skills like public speaking or body language, etc. Setting training objectives can also help you fine-tune or highlight a certain part of the training and will help ensure that the training stays on track.

III
Design and develop the programme:

Now that you have set training goals and objectives, it is time to start developing a programme based on these objectives. Preparing and designing the training programme often goes hand-in-hand with fine-tuning the goals of the training. It is always a good idea, with the help of your partner organisation or participants, to keep checking at all stages if the goals set are realistic and within the time limits of the training. Time to get started:

- **DESIGN YOUR SESSION(S):** You may already have a training manual, where you can pick which sessions to conduct, depending on the type of training, what your partner organisation wants, or based on the needs assessment of the participants. If you do not have access to a manual, you can also design your own sessions! A good session must include a number of key components, including a brief description of the activity, tips for the facilitators and a step-by-step guide on how to facilitate the session. The design of your session can also be based on your selected training methodology: decide if you are going to use presentations, interactive seminars where learners also facilitate some session, intercreative exercises such as quizzes, etc.

tip

Participants learn best when they can relate the learning to their own real experiences. To get the best out of your training, use 'experiential learning' as a training methodology and make sure to include a reflection session after each activity, where necessary.

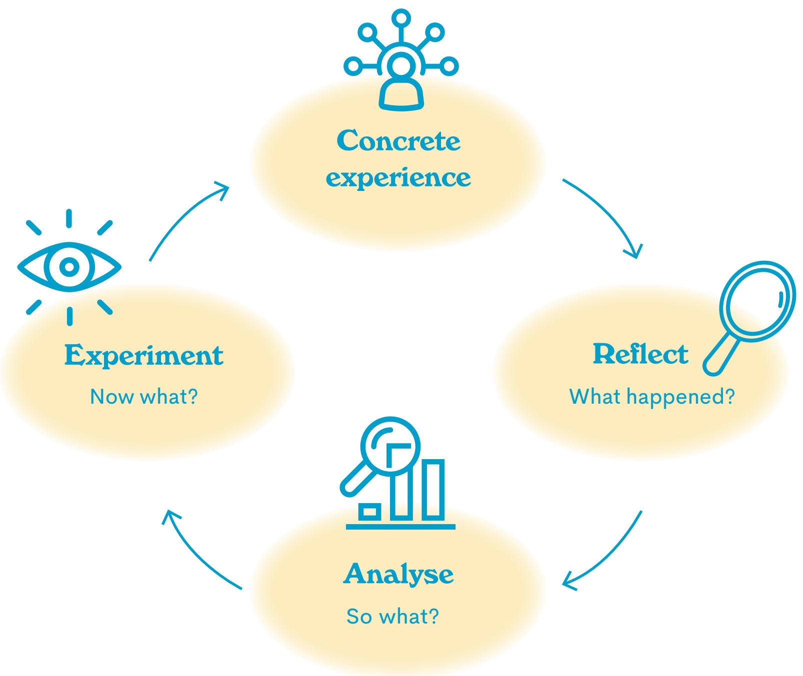
The design of your session can also be based on your selected training methodology: decide if you are going to use presentations, interactive seminars where learners also facilitate some session, intercreative exercises such as quizzes, etc.

WHAT IS EXPERIENTIAL LEARNING?

EXPERIENTIAL LEARNING MEANS USING AN ACTIVITY TO ALLOW THE PARTICIPANTS TO EXPERIENCE SOMETHING. BY REFLECTING ON THIS EXPERIENCE, THE PARTICIPANTS WILL BUILD KNOWLEDGE, DEVELOP SKILLS, AND CLARIFY VALUES. IT IS PARTICULARLY IMPORTANT TO TAKE TIME TO REFLECT ON THESE ACTIVITIES, BECAUSE THIS IS WHERE THE LEARNING HAPPENS. EVERY PARTICIPANT WILL EXPERIENCE THE ACTIVITY IN A DIFFERENT WAY, DEPENDING ON THEIR BACKGROUND KNOWLEDGE AND EXPERIENCE, MEANING THAT EVERY PARTICIPANT WILL LEARN.

WHEN YOU FACILITATE, YOU ARE HELPING A GROUP EXPLORE A TOPIC AND DISCOVER THINGS ON THEIR OWN. FOR EXAMPLE, WHEN EXPLAINING THEORY, THE TRAINER SHOULD ALWAYS FIRST PICK UP ON WHAT THE PARTICIPANTS ALREADY KNOW AND WORK FROM THERE. USE THIS AS A STARTING POINT TO START EXPLAINING AND DISCOVERING WHAT ELSE THERE IS TO LEARN.

EXPERIENTIAL LEARNING CYCLE



- **PLANNING THE AGENDA:** While making your agenda, make sure you allocate enough time for each session and energiser, and allow time for opening and closing the day. Keep in mind the work and mealtimes as these may differ from country to country and organise the agenda accordingly. You can always discuss this with the partner organisation as they can advise you on appropriate mealtimes and length of a usual workday. Also take into account travel time for the participants/yourself to the venue and back to the hotel. The general flow of the training is also essential, and all sessions should be interlinked to make the most of the training. Try to keep the agenda flexible to allow for any last-minute unexpected changes. Enthusiastic discussions may take longer than anticipated or participants can arrive late etc. Be prepared! Unexpected things happening don't have to be a problem, as long as the training objectives are not affected in a major way. Lastly, make sure that the objectives and agenda are agreed upon with the partner organisation.

tip During your training, it is important to keep monitoring progress and which sessions need more time. If you have included flexibility in the schedule, you will be able to spend more time on sessions crucial to achieving the learning objectives of the trainings. With experience, you will know which sessions demand more time and which sessions can be cut short, to achieve your main training objectives.

tip Do you need a translator for the training? Make sure that you have sufficient time (and budget) to allow for this in the schedule.

Be prepared! Unexpected things happening don't have to be a problem, as long as the training objectives are not affected in a major way.

- **DIVISION OF SESSIONS AND TASKS:** Be 100% clear about what you are going to do! Divide the tasks between you and your co-trainer. Per activity, identify who is the lead and who is supporting – in designing the activity (if necessary), in preparing the activity (who brings/buys the necessary equipment) and also in executing the activity. There should be absolutely no room for confusion! Lastly, make sure your action plan takes into account enough preparation time for all sessions. It is advisable to run through and practice sessions with your co-trainer at least once before the training. This will give you the opportunity to discuss any concerns beforehand, brainstorm reflection questions, and be fully prepared and confident when delivering the training.

- **SHARE INFORMATION:** Now that your preparation is nearly complete, it is time to send some key information to the participants. Consider sending an invitation consisting of a rough agenda, so participants know what to expect from the training. Also a good idea, is an email introducing all the trainers and training objectives. You can also share important logistics such as the location and duration of the training.

- **DO NOT FORGET KEY LOGISTICS:**

1 **Prepare a list of all the materials you might need for the training (and do not forget to take them with you!). If possible, you can also check with your partner organisation or the hotel venue if they already have the required material or can purchase it on your behalf, which can save a lot of crucial space in your travel luggage!**

2 **Prepare a printing list: Check if you can print at the host organisation. If not, make sure you print everything you need before you leave.**

3 **Make sure you have enough luggage space to take all the training material and manuals and make time well in advance to divide all the materials between your co- trainer and yourself.**

4 **Back-up all the information and documentation you need on a USB stick or your laptop so you can access it even if there is no internet. Carrying hard-copies of all necessary documents and training materials and/or backing them up on a USB stick or hard-drive is also another good option. Be prepared for every situation!**

5 **Keep an official financial log of all training related expenditures for a financial report. Ask the partner organisation to identify the costs they cover and have clear financial tasks for all those responsible for budget keeping.**

TRAVEL TO-DOS:

WILL YOU BE TRAVELLING WITHIN YOUR COUNTRY, OR OVERSEAS TO DELIVER YOUR TRAINING?
DO NOT FORGET TO PREPARE! HERE'S A CHECKLIST TO MAKE SURE YOU HAVE EVERYTHING COVERED:

- [ ] **Accommodation and (air) travel:** after discussing with your team and the focal point in the country where the training is taking place, book flights, trains and other forms of transport and hotel well in advance, taking into consideration safety measures, the training venue etc.
- [ ] **Passport:** Check if you have a valid passport. Note that for many countries you need to have a passport that is valid for at least 6 months from the arrival date in that particular country. Don't get caught out at the last minute!
- [ ] **Visa:** Check visa requirements and send in your visa application as soon as possible. If you plan to get a visa on arrival, it is very important to carry enough cash in the correct currency and all necessary documents to avoid hassle at the airport!
- [ ] **Vaccines and medication:** Check if you need vaccinations and/or medication and make appointments at the health centre well in advance. You may need to get some vaccinations months before you leave, so make sure you are in time. Don't forget to carry any essential prescribed medicines too. If you're bringing medication on a plane, make sure you bring printed proof from your pharmacy or doctor stating you need it to avoid problems at the airport.
- [ ] **Safety and security first:** Talk to your organisation about any safety and security guidelines you must follow when travelling. These processes are in place to safeguard the wellbeing of you and your buddies and should be a priority for all. Stay safe!
- [ ] **Communication:** Make sure you are always connected to someone from your organisation in case of emergencies. It is advisable to buy a local sim card with internet data when travelling abroad. Keep all important contact information, emergency contacts and addresses written down somewhere in your wallet and in your hotel room.
- [ ] **Don't forget** to carry your phone and laptop charger or any valuable technology that you may need for the training. Make sure you keep it securely locked in your room when not in use.
- [ ] **Other prerequisite documents:** Ensure that you have other necessary documents, for example emergency cash, personal credit/debit cards, travel insurance, a business credit card, documents for visa on arrival etc.
- [ ] **Optional:** Are you planning a field visit as part of the training? Make sure you make all logistical and security arrangements in advance and in consultation with your host organisation.

IV
Implement the design: things to consider during the training

- **COME WELL PREPARED:** On the first day of the training be at least 30-45 minutes early. This will give you plenty of time to check that everything is ready for when the participants arrive, e.g. setting up the laptop and making sure the projector works, preparing any flipcharts you might need for the day, making sure refreshments are ready, and setting-up in the training room. You don't want any last-minute panic! Arrange with the hotel staff/contact at the training venue which materials and facilities they will provide. Agree on the times for coffee/tea breaks and lunch. Also ask them to set-up the space so that you can use it flexibly. It's better to be able to sit together in a circle for plenary sessions, with several tables spread around the space for group work. This helps create an atmosphere that encourages participants to engage actively and not be distracted by their laptops/mobile phones.

tip **It always takes time to gather people together. Which is why, for instance, if you have scheduled a 20-minute break, tell the participants that they have 15 minutes (smart, right?). Also remind them 5 minutes before you resume, that the training will begin soon. By doing so, you will have them back in time and can continue with your training as scheduled. Be strict!**

- **STAY CONNECTED:** For ease of communication and sharing important information relating to the training, it is a good idea to choose a communication channel suitable for all. While some prefer WhatsApp, others may prefer good old email! You can also use Google Drive or SharePoint for storing and sharing documents and files needed for the training. Decide with everyone at the beginning of the training what tools to use, so that both you and the participants are well-connected and can easily share all information.

tip **Choosing a good communication tool can also help you coordinate more efficiently with your training buddies and can be effective for fast communication or in emergencies!**

- **GROUP DYNAMICS, GROUP AGREEMENTS AND SETTING UP A SAFE SPACE:** As trainer, it is your responsibility to create an open and respectful environment in which both adults and young people feel comfortable to exchange experiences and opinions, ask questions, and learn. Therefore, it is crucial that you position yourself as neutral; you are there to facilitate the discussions and learning process. It is also crucial that you make participants feel safe and valued. An important aspect of ensuring a safe space for the training is creating a group agreement on the morning of Day 1. You may know this as 'ground rules', but by calling it a group agreement you avoid it being a set of rules simply imposed by the trainer. This makes it something everyone contributes to, and therefore can also be held accountable for. As trainer, it is important to remind participants of the group agreement when needed – be kind but firm! You also need to demonstrate that you value all the contributions of participants, by using phrases such as: "thank you for sharing your story"; "thank you for giving your opinion"' and more.

- **ENERGISERS AND ICEBREAKERS[4]:** It is essential to maintain energy levels throughout the training. If the training is for a few days, and most of the participants are meeting for the first time, it is good to build team dynamics and spend at least half of day 1 on team building exercises and icebreakers. The investment will be worth it! If you only have one day of training, then a quick round of introductions is sufficient, and perhaps some small energisers between the sessions. If you see that energy levels need a boost, or that participants are lacking motivation to engage, then an energiser can be useful too. Also remember to check-in with the participants to discuss any concerns about group dynamics mid-way though the training. For example: is everyone still abiding by the group agreement?

tip **When facilitating a group activity, schedule enough time for making groups and try different fun, ways of making them. You can also make groups using an energiser!**

- **REFLECTION WITH THE PARTICIPANTS:** Refer back to the training cycle. It is important to create space for reflection on the training with the participants, especially if it is a training of trainers. This not only helps critically analyse and improve the training but can also be used to contextualise the training based on the need of the target group.

tip **You can set up a 'Feedback Box', where all participants can leave constructive feedback at the end of each day, so you can review this with your buddy and incorporate the feedback into the next day's training.**

4 Energisers and icebreakers are quick, fun activities to liven up a group. While icebreakers are great activities to do with groups that are working together for the first time, energisers are useful after a meal, when groups may be getting sluggish, or late in the day when energy is waning, and motivation is decreasing. Check out some here: https://www.sessionlab.com/library/energiser

- **REFLECTION WITH YOUR TEAM:** When your training day is finished, sit down with your buddy trainer(s) to reflect. You can either do this immediately or take a break and then get together. When you reflect on the day make sure to discuss the following issues:
    - o Did the sessions go as we had hoped for? Why (not)?
    - o Did we achieve the objective of each session? Why (not)?
    - o What are the lessons learned from today?
    - o Based on the reflection and lessons learned from today, is there something we want to adjust for tomorrow?
    - o Should we adjust tomorrow's time schedule? (E.g. maybe you didn't get to do everything today, so you need to move a session to the next day).
    - o Should we adjust an activity?
    - o Should we take out an activity we planned?
    - o Or add an activity we did not plan?

tip **When you sit down to reflect on the day, it is extremely useful to also reflect on your, and your buddy's, facilitation and personal learning goals. Give constructive and positive feedback! Try to make notes about these reflections, to share best practices and learnings for future trainings.**

- **CLOSING THE TRAINING:** At the end of the training, make sure that all participants fill in an evaluation form. This is useful for future trainings, but also to improve and follow up on the present training. This is also the time to distribute participation certificates and close the training with a final briefing and a warm goodbye!

tip **Two tools which can be shared with participants to improve the training are a pre-test (a preliminary test anonymously filled in by participants at the beginning of a training), used to determine the participants baseline knowledge or preparedness for the training; and a post-test (test filled in anonymously by participants after completion of the training), which is used in conjunction with a pre-test to measure participant's achievements and the effectiveness of the programme. Both of these tests can be useful in conducting future trainings, but also to improve and follow up on the present training.**

When you sit down to reflect on the day, it is extremely useful to also reflect on your, and your buddy's, facilitation and personal learning goals.

V
Evaluate performance: Things to consider after you have delivered the training

- **EVALUATION REPORT:** This report is important for your organisation's programme coordinators, donors, and even future colleagues. Make sure you incorporate the description and outcomes of your activities. The report should inform your successors and is a way to reflect on the training for yourself. Questions you should answer: What were the goals and objectives? To which extent were they met? Also make sure to focus in your report on certain points of interest: issues that stood out. What worked? What did not work? Etc. Describe your observations on the group dynamics: which methods/ways were successful, which issues needed more attention? Be short but precise!

- **Make sure you have fulfilled any other requirements:** Do you have to give an update to the donor, do we need to submit a financial report? Is there a requirement for a training blog on your organisation's website? Etc.

- **Organise** a final reflection with the team and assess if you and your buddy met your personal learning goals!

- **Make sure training materials** are backed up on your organisation's server for learning and future adaptation.

- **Reimbursements:** Keep an official log of all your expenses for reimbursements and submit them as soon as possible.

DON'T FORGET: SELF-CARE!

PREPARATIONS FOR A TRAINING CAN BE A LOT OF WORK AND SOMETIMES A LITTLE STRESSFUL. AS A TRAINER, IT IS VITAL THAT YOU HAVE BUCKETS OF ENERGY TO FACILITATE SESSIONS AND DRIVE THE DYNAMICS OF THE GROUP IN A POSITIVE MANNER. WHICH IS WHY SELF-CARE IS SO IMPORTANT! YOU NEED TO LOOK AFTER YOURSELF! IF AT ANY TIME YOU ARE FEELING OVERWHELMED, DON'T FEEL AFRAID OF SHARING YOUR CONCERNS WITH YOUR CO-TRAINER. THEY CAN PROBABLY HELP YOU! DO NOT OVER-BURDEN YOURSELF WITH WORK, AND ALWAYS ASK FOR HELP IF REQUIRED. TRAINING DAYS CAN BE LONG SO TRY AND GET AS MUCH REST AS YOU CAN. AND LAST BUT NOT LEAST, ENJOY THE PROCESS!

ANNEX

1. **FORMAT: NEEDS ASSESSMENT**
2. **SAMPLE AGENDA**
3. **FORMAT: DESIGN YOUR SESSION**
4. **SAMPLE MATERIAL AND PRINTING LIST**

WANT TO KNOW MORE?

FOR SIMILAR TOOLS AND RESOURCES FOR YOUNG PEOPLE AND YOUTH-LED ORGANISATIONS, PLEASE REFER TO OUR WEBSITE HTTPS://WWW.YOUTHDOIT.ORG.

CHOICE FOR YOUTH AND SEXUALITY IS A YOUTH-LED ORGANISATION BASED IN THE NETHERLANDS. WE ACTIVELY PROMOTE AND SUPPORT THE SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS (SRHR) OF YOUNG PEOPLE WORLDWIDE. WE BELIEVE THAT BEING ABLE TO MAKE YOUR OWN CHOICES ABOUT YOUR LIFE, SEXUALITY AND BODY IS A UNIVERSAL HUMAN RIGHT! WE ALSO STRIVE FOR THE MEANINGFUL PARTICIPATION OF YOUNG PEOPLE IN SRHR PROGRAMMING AND POLICY MAKING. CHOICE IS RUN BY AN ENTHUSIASTIC AND AMBITIOUS TEAM OF YOUNG PEOPLE, ALL AGED BETWEEN 16 AND 29. WANT TO KNOW MORE ABOUT CHOICE? FIND US AT

WWW.CHOICEFORYOUTH.ORG

1. FORMAT: NEEDS ASSESSMENT

Hi there! In order to create a training tailored to your needs, trainers usually ask participants to fill in a needs assessment. This needs assessment gives trainers insights in your capacities, skills and knowledge and will therefore lead to a training that will enhance those qualities.

Below you see a list with activities that may be important for your work. Please think to yourself how important you think these different activities are for a successful performance of your job. Then score with an x how well you are in performing these tasks. Please also answer the open questions in the text box on the next page.

note

The assessment below is only an example and specifically for a Training of Trainers on Youth Leadership Skills. You may adapt the format below depending on the nature and type of training you are providing.

TRAINING NEEDS ASSESSMENT:
TRAINING OF TRAINERS ON YOUTH LEADERSHIP SKILLS

Name:

Age:

Educational background:

Position & organization: **since:**

Previous training on this topic:

Activity	LEVEL OF IMPORTANCE				PERFORMANCE			
	How important is this activity to the successful performance of your job as a youth advocate?				How well do you consider that you currently perform this activity?			
	Not at all 1	Somewhat 2	Important 3	Very important 4	Not well 1	Little 2	Well 3	Very well 4
Example: Public speaking								

1. FORMAT: NEEDS ASSESSMENT

1. **How many trainings have you facilitated?**

2. **Please indicate what skills or knowledge you would like strengthen to become a better trainer:**

3. **When .... , I find it difficult to:**

4. **Can this training help with these difficulties?**

5. **Please indicate any other comments or needs you might have:**

(You may add any other questions, based on the training you are going to do, to help understand the needs of your participants better!)

2. SAMPLE AGENDA
YOUTH LEADERSHIP SKILLS TRAINING

DAY 1 – MONDAY, 23RD OF SEPTEMBER

TIME	SESSION	DURATION	FACILITATED BY
08.00 – 08.15	Registration	15 min	
08.15 – 09.10	Getting to know each other & Ice breaker	55 min	
09.10 – 09.25	Group agreement & parking lot	15 min	
09.25 – 09.50	Expectations & objectives	25 min	
09.50 – 10.00	Handout manuals	10 min	
10.00 – 10.05	Reflection	15 min	
10.05 – 10.25	**Coffee break**	**20 min**	
10.25 – 11.05	Introduction session	40 min	
11.05 – 12.25	Personal development Session I	1 hr 20 min	
12.25 – 12.40	Reflection	15 min	
12.40 – 13.40	**Lunch**	**1 hr**	
13.40 – 14.50	Feedback skills	1 hr 10 min	
14.50 – 15.10	**Coffee break**	**20 min**	
15.10 – 15.55	Body language	45 min	
15.55 – 16.10	Reflection	15 min	
16.10 – 16.20	Homework for Day 4	10 min	
16.20 – 16.30	Wrap up and daily debrief	10 min	

2. SAMPLE AGENDA
YOUTH LEADERSHIP SKILLS TRAINING

DAY 2 – TUESDAY, 24TH OF SEPTEMBER

TIME	SESSION	DURATION	FACILITATED BY
08.00 – 08.20	Recap day 1 + Agenda day 2	20 min	
08.20 – 08.40	Experiential learning	20 min	
08.40 – 09.40	Motivation skills	1 hr	
09.40 – 10.00	**Coffee break**	**20 min**	
10.00 – 11.10	Breathing and voice techniques in public speaking	1 hr 10 min	
11.10 – 11.30	Reflection	20 min	
11.30 – 12.30	Personal Development Session II	1 hr	
12.30 – 13.30	**Lunch**	**1 hr**	
13.30 – 14.20	Presentation skills	50 min	
14.20 – 15.00	Communication skills & working in teams – part 1	40 min	
15.00 – 15.20	**Coffee break**	**20 min**	
15.20 – 15.55	Communication skills & working in teams – part 2	35 min	
15.55 – 16.15	Reflection	20 min	
16.15 – 16.30	Wrap up and daily debrief	15 min	

2. SAMPLE AGENDA
YOUTH LEADERSHIP SKILLS TRAINING

DAY 3 – WEDNESDAY, 25TH OF SEPTEMBER

TIME	SESSION	DURATION	FACILITATED BY
08.00 – 08.20	Recap day 2 & agenda day 3	20 min	
08.20 – 09.15	Personal Development Session III	55 min	
09.15 – 10.15	Empathy map	1 hr	
10.15 – 10.35	**Coffee break**	**20 min**	
10.35 – 12.05	Pitching	1 hr 30 min	
12.05 – 12.20	Reflection	15 min	
12.20 – 13.20	**Lunch**	**1 hr**	
13.20 – 14.40	Negotiation skills	1 hr 20 min	
14.40 – 15.00	Personal development IV – part 1	20 min	
15.00 – 15.20	**Coffee break**	**20 min**	
15.20 – 16.00	Personal development IV – part 2	40 min	
16.00 – 16.15	Reflection	15 min	
16.15 – 16.30	Wrap up & daily debrief	15 min	

2. SAMPLE AGENDA
YOUTH LEADERSHIP SKILLS TRAINING

DAY 4 – THURSDAY, 26TH OF SEPTEMBER

TIME	SESSION	DURATION	FACILITATED BY
08.00 – 08.20	Recap day 3 & agenda day 4	20 min	
08.20 – 09.35	Facilitation group 1	1 hr 15 min	
09.35 – 10.05	Reflection group 1	30 min	
10.05 – 10.25	**Coffee break**	**20 min**	
10.25 – 11.40	Facilitation group 2	1 hr 15 min	
11.40 – 12.10	Reflection group 2	30 min	
12.10 – 13.10	**Lunch**	**1 hr**	
13.10 – 14.25	Facilitation group 3	1 hr 15 min	
14.25 – 14.55	Reflection group 3	30 min	
14.55 – 15.15	**Coffee break**	**20 min**	
15.15 – 16.15	Design your own training	1 hr	
16.15 – 16.30	Wrap-up & daily debrief	15 min	

2. SAMPLE AGENDA YOUTH LEADERSHIP SKILLS TRAINING

DAY 5 – FRIDAY, 27TH OF SEPTEMBER

TIME	SESSION	DURATION	FACILITATED BY
08.00 – 08.20	Recap day 4 & agenda day 5	20 min	
08.20 – 08.50	Game	30 min	
08.50 – 09.50	Round 1	1 hr	
09.50 – 10.50	Round 2	1 hr	
10.50 – 11.50	Final Reflection	1 hr	
11.50 – 12.50	Closing of the training	1 hr	
12.50 – 13.50	**Lunch**		

3. FORMAT: DESIGN YOUR SESSION

NAME OF SESSION

OVERVIEW

Time:
– Mention the number of minutes required to complete this session

KEY LEARNING POINTS:
– Mention some key learning points

OBJECTIVE:
– List the main objective

WHAT DO YOU NEED?
– List any materials required to facilitate the session

BRIEF DESCRIPTION

– Give a brief description of the session.

TIPS FOR THE TRAINER

– Mention any important tips for the trainer that will help in the smooth-functioning of the session.

ACTIVITY STEP-BY-STEP

TIME	ACTIVITY	DESCRIPTION
15 min.	Name of Activity	**1.** Explain what this training is about **2.** Hand out post-its or any other material required, to the participants. **3.** And so on...list down all the steps for this activity
20 min.	Brainstorm	**4.** Based on your activity, it might be important to have a brainstorm with all participants to bring out some key objectives of this session.
5 min.	Wrap-up	**5.** Wrap up the session by emphasizing the main points that came out of the brainstorm and the objectives of this session. **6.** Ask if participants have any final questions.

4. EXAMPLE OF A PRINTING AND MATERIALS LIST:

MATERIALS REQUIRED	UNITS	TO DO / PERSON RESPONSIBLE
Name tags	20	Buy / Nathalie
Colored paper	50	Pick up from Office / Anne
Post-its		
Notebooks		
Pens / pencils		
Flip charts		
Markers		
Glue		
Sharpies		
Poster buddies		
Tape		
Scissors		
A-4 size sheets		
USB Stick		
Portable speakers		
Training manuals		
HDMI cable		
Projector		
Creative material for vision boards		
Small 'thank you gifts' for participants		

4. EXAMPLE OF A PRINTING AND MATERIALS LIST:

PRINTING REQUIRED	UNITS	TO DO / PERSON RESPONSIBLE
Certificates	12 (depending on the # of participants)	
Agenda	2-3 (for each facilitator)	
Training objectives		
Evaluation form		
Print outs for session 1		
Print outs for session 2		

CHOICE FOR YOUTH & SEXUALITY