Planning Training of Trainers (TOT) Workshops

This module[1] is a guide to developing and implementing Training of Trainers (TOT) workshops. The overall objective of the module is to equip the participants with the knowledge and skills required to design and conduct practical training courses in mainstreaming gender in IWRM. The module is supposed to be used as a manual to be able to deliver culturally specific training of trainers.

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[1] Written by Karin M. Krchnak.

Module objectives:

- Assist trainers who have participated in the Global TOT to take the course materials and experience and develop culturally specific courses at the regional, national or local levels.
- Create a cascading approach such that regional trainers shall train trainers in their regions who shall train other trainers down the line to reach the grassroots.
- Help reduce the gaps between policy and implementation by synthesizing the information and tailor it to regional/national/local specific needs.

Duration: 4 hours 25 minutes.

List of acronyms:

GWA	Gender and Water Alliance
IWRM	Integrated Water Resources Management
OHP	OverHead Projector
TOT	Training of Trainers

SESSION 1 INTRODUCTION TO MODULE SIX

Session objective:

- Introduce Module Six.

What you need:

- Transparency 6.1.
- Handout 6.1 and 6.2.
- OHP.

Duration: 10 minutes.

Step-by-step process:

Step 1   Welcome everyone and introduce yourself.

Step 2   Distribute Handout 6.1 and introduce Module Six using Transparency 6.1 (Workshop Overview). Give participants a chance to ask questions.

Step 3   Describe to participants briefly the background on why they are undertaking the development of a sample TOT. (Refer to the Introduction to the TOT Package.)

Step 4   Give participants Handout 6.2 that describes the commitments made by countries on freshwater issues at the World Summit on Sustainable Development (refer to Module One for more information on the World Summit). Highlight Paragraph 25 – the commitment that each country will develop an integrated water resource management and efficiency plan by 2005.

Step 5   Discuss with participants how regional, national and local TOTs can help raise awareness on gender mainstreaming in IWRM and how this may help national efforts to develop IWRM plans that will incorporate gender mainstreaming in practice.

Step 6   Give participants a chance to ask questions.

TRAINER'S NOTES

Throughout this module, there are steps that describe giving the participants handouts or worksheets. The trainer should decide if s/he prefers to hand these out as s/he goes along or to have participants refer to the TOT Package.

The trainer should be in close contact with the GWA and the Coordinator for the Capacity Building Program to determine the best approach to respond to questions from participants on: plans for future GWA Gender Mainstreaming in IWRM trainings, role of GWA members and non-members, the responsibility of host institutions, bidding process (if applicable), contractual arrangements, funding etc.

MODULE OVERVIEW

SESSION	SESSION TITLE AND OBJECTIVES
Session 1	Introduction to Module Six (10 minutes)
Session 2	Designing a Workshop (15 minutes) ■ Learn to design a successful workshop.
Session 3	Pre-planning a TOT (1 hour 30 minutes) ■ Enable participants to define the target audience and begin planning for a TOT.
Session 4	Sequencing of the Training Modules (20 minutes) ■ Enable participants to understand the sequencing of the modules and develop ideas on how to modify the sequencing of the modules to meet regional, national or local needs.
Session 5	Developing and Presenting a Work Plan (2 hours) ■ Enable participants to develop and present a draft work plan for implementing a TOT.
Session 6	Conclusion and Evaluation (10 minutes) ■ Conclude the workshop with a general overview of the module.

WORKSHOP OVERVIEW

	Sessions	Duration
1	Introduction to Module Six	10 minutes
2	Designing a Workshop	15 minutes
3	Pre-Planning a TOT	1 hour 30 minutes
4	Sequencing of the Training Modules	20 minutes
5	Developing and Presenting a Work Plan	2 hours
6	Conclusion and Evaluation	10 minutes

WORLD SUMMIT ON SUSTAINABLE DEVELOPMENT COMMITMENTS ON FRESHWATER ISSUES IN THE PLAN OF IMPLEMENTATION[2]

II.   Poverty eradication

6.   Eradicating poverty is the greatest global challenge facing the world today and an indispensable requirement for sustainable development, particularly for developing countries. Although each country has the primary responsibility for its own sustainable development and poverty eradication and the role of national policies and development strategies cannot be overemphasized, concerted and concrete measures are required at all levels to enable developing countries to achieve their sustainable development goals as related to the internationally agreed poverty-related targets and goals, including those contained in Agenda 21, the relevant outcomes of other United Nations conferences and the United Nations Millennium Declaration. This would include actions at all levels to:

(a) Halve, by the year 2015, the proportion of the world's people whose income is less than $1 a day and the proportion of people who suffer from hunger and, by the same date, to halve the proportion of people without access to safe drinking water;

(b) Develop national programs for sustainable development and local and community development, where appropriate within country-owned poverty reduction strategies, to promote the empowerment of people living in poverty and their organizations. These programs should reflect their priorities and enable them to increase access to productive resources, public services and institutions, in particular land, water, employment opportunities, credit, education and health;

(c) Combat desertification and mitigate the effects of drought and floods through such measures as improved use of climate and weather information and forecasts, early warning systems, land and natural resource management, agricultural practices and ecosystem conservation in order to reverse current trends and minimize degradation of land and water resources, including through the provision of adequate and predictable financial resources to implement the United Nations Convention to Combat Desertification in Those Countries Experiencing Serious Drought and/or Desertification, particularly in Africa, as one of the tools for poverty eradication;

(d) Increase access to sanitation to improve human health and reduce infant and child mortality, prioritizing water and sanitation in national sustainable development strategies and poverty reduction strategies where they exist.

7.   The provision of clean drinking water and adequate sanitation is necessary to protect human health and the environment. In this respect, we agree to halve, by the year 2015, the proportion of people who are unable to reach or to afford safe drinking water (as outlined in the Millennium Declaration) and the proportion of people who do not have access to basic sanitation, which would include actions at all levels to:

(a) Develop and implement efficient household sanitation systems;

(b) Improve sanitation in public institutions, especially schools;

(c) Promote safe hygiene practices;

(d) Promote education and outreach focused on children, as agents of behavioural change;

(e) Promote affordable and socially and culturally acceptable technologies and practices;

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[2] For copies of the entire document, visit www.johannesburgsummit.org.

WORLD SUMMIT ON SUSTAINABLE DEVELOPMENT COMMITMENTS ON FRESHWATER ISSUES IN THE PLAN OF IMPLEMENTATION (CONT'D)

(f) Develop innovative financing and partnership mechanisms;

(g) Integrate sanitation into water resources management strategies.

IV. Protecting and managing the natural resource base of economic and social development

23. Human activities are having an increasing impact on the integrity of ecosystems that provide essential resources and services for human well-being and economic activities. Managing the natural resources base in a sustainable and integrated manner is essential for sustainable development. In this regard, to reverse the current trend in natural resource degradation as soon as possible, it is necessary to implement strategies which should include targets adopted at the national and, where appropriate, regional levels to protect ecosystems and to achieve integrated management of land, water and living resources, while strengthening regional, national and local capacities. This would include actions at all levels to:

24. Launch a program of actions, with financial and technical assistance, to achieve the millennium development goal on safe drinking water. In this respect, we agree to halve, by the year 2015, the proportion of people who are unable to reach or to afford safe drinking water as outlined in the Millennium Declaration and the proportion of people without access to basic sanitation, which would include actions at all levels to:

(a) Mobilize international and domestic financial resources at all levels, transfer technology, promote best practice and support capacity-building for water and sanitation infrastructure and services development, ensuring that such infrastructure and services meet the needs of the poor and are gender-sensitive;

(b) Facilitate access to public information and participation, including by women, at all levels, in support of policy and decision-making related to water resources management and project implementation;

(c) Promote priority action by Governments, with the support of all stakeholders, in water management and capacity-building at the national level and, where appropriate, at the regional level, and promote and provide new and additional financial resources and innovative technologies to implement chapter 18 of Agenda 21;

(d) Intensify water pollution prevention to reduce health hazards and protect ecosystems by introducing technologies for affordable sanitation and industrial and domestic wastewater treatment, by mitigating the effects of groundwater contamination, and by establishing, at the national level, monitoring systems and effective legal frameworks;

(e) Adopt prevention and protection measures to promote sustainable water use and to address water shortages.

25. Develop integrated water resources management and water efficiency plans by 2005, with support to developing countries, through actions at all levels to:

(a) Develop and implement national/regional strategies, plans and programs with regard to integrated river basin, watershed and groundwater management, and introduce measures to improve the efficiency of water infrastructure to reduce losses and increase recycling of water;

WORLD SUMMIT ON SUSTAINABLE DEVELOPMENT COMMITMENTS ON FRESHWATER ISSUES IN THE PLAN OF IMPLEMENTATION (CONT'D)

(b) Employ the full range of policy instruments, including regulation, monitoring, voluntary measures, market and information-based tools, land-use management and cost recovery of water services, without cost recovery objectives becoming a barrier to access to safe water by poor people, and adopt an integrated water basin approach;

(c) Improve the efficient use of water resources and promote their allocation among competing uses in a way that gives priority to the satisfaction of basic human needs and balances the requirement of preserving or restoring ecosystems and their functions, in particular in fragile environments, with human domestic, industrial and agriculture needs, including safeguarding drinking water quality;

(d) Develop programs for mitigating the effects of extreme water-related events;

(e) Support the diffusion of technology and capacity-building for non-conventional water resources and conservation technologies, to developing countries and regions facing water scarcity conditions or subject to drought and desertification, through technical and financial support and capacity-building;

(f) Support, where appropriate, efforts and programs for energy-efficient, sustainable and cost-effective desalination of seawater, water recycling and water harvesting from coastal fogs in developing countries, through such measures as technological, technical and financial assistance and other modalities;

(g) Facilitate the establishment of public-private partnerships and other forms of partnership that give priority to the needs of the poor, within stable and transparent national regulatory frameworks provided by Governments, while respecting local conditions, involving all concerned stakeholders, and monitoring the performance and improving accountability of public institutions and private companies.

26. Support developing countries and countries with economies in transition in their efforts to monitor and assess the quantity and quality of water resources, including through the establishment and/or further development of national monitoring networks and water resources databases and the development of relevant national indicators.

27. Improve water resource management and scientific understanding of the water cycle through cooperation in joint observation and research, and for this purpose encourage and promote knowledge-sharing and provide capacity-building and the transfer of technology, as mutually agreed, including remote-sensing and satellite technologies, particularly to developing countries and countries with economies in transition.

28. Promote effective coordination among the various international and intergovernmental bodies and processes working on water-related issues, both within the United Nations system and between the United Nations and international financial institutions, drawing on the contributions of other international institutions and civil society to inform intergovernmental decision-making; closer coordination should also be promoted to elaborate and support proposals and undertake activities related to the International Year of Freshwater 2003 and beyond.

SESSION 2 DESIGNING A SUCCESSFUL WORKSHOP

Session objective:

■ Learn to design a successful workshop.

What you need:

■ Handout 6.3.

Duration: 15 minutes.

Step-by-step process:

Step 1   Introduce the session and inform participants of what will be covered in this session.

Step 2   Give everyone a copy of Handout 6.3 (Designing Workshops).

Step 3   Give them a few minutes to read it and reflect on it.

Step 4   Then, walk them through it reading 1 or 2 points from each section. You do not have to read out the whole handout.

Step 5   Give participants a chance to ask questions.

DESIGNING WORKSHOPS[3] – SEVEN STEPS OF PLANNING

WHO is the course designed for? Specify their levels of seniority, likely ages, gender, sectoral specialism etc. How many people will come? Think about their likely current level of understanding of gender issues and their likely level of motivation to attend a gender training course.

WHY do these people need training? Think about this in relation to the participants' job responsibilities or, for community level courses, particular issues/problems the community is facing. Is there a particular reason to have the training at this time – new policies or guidelines, particular problems that have arisen, new issues arising from gender research/sex-disaggregated data, or follow-up to previous training?

WHAT FOR? What do you hope the participants/organization/community will gain from the training? This is similar to the above question, but slightly different in emphasis. A training course is short and it is important to be realistic about what one training course can achieve. What, realistically, do you hope the training itself will achieve? What do you hope will change as a result of the training?

WHEN will the training be conducted? Think about this in relation to participants' commitments. Would a block of time be most appropriate, or a series of individual sessions? How long is the course going to be?

WHERE will the training be conducted? Think about the venue. Is the course going to be conducted at work or away from work, within the community or away from it? Is it going to be residential? There are clearly cost implications in holding courses away from work/home, but advantages in terms of minimizing distractions, and the possible incentive of an attractive residential venue.

WHAT will the course cover? Bearing in mind the above – the participants, the needs of the institution, and the constraints of time – brainstorm a list of topics/issues you want the course to address.

HOW will the sessions be run? Think about the training methods you might use. What methods are likely to be the most effective way of conveying the different topics you want to cover?

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[3] Gender Mainstreaming: Practical Skills and Critical Analysis ODG, University of East Anglia, UK, and Department for International Development (DFID), UK.

SESSION 3 PRE-PLANNING A TOT WORKSHOP

Session objective:

■   Enable participants to define the target audience and begin planning for a TOT Workshop.

What you need:

■   Handout 6.4.
■   Transparency 6.2.
■   Worksheet 6.1.
■   OHP.

Duration: 1 hour 30 minutes.

Step-by-step process:

Step 1   Introduce the session and inform participants of what will be covered in this session.

Step 2   Give participants Handout 6.4 (Learning Needs Analysis). Refer to Trainer's Notes below for specific instructions on how to facilitate this session.

Step 3   Discuss the following questions using Transparency 6.2 (Identifying Training Needs):
   a.   For which occupations is the training important?
   b.   How many people need this type of training?
   c.   For which people will the training bring the biggest and/or the quickest return?
   d.   What resources/constraints will affect these decisions?
   e.   What aptitudes/personal traits are required to participate in the training?
   f.   What factors would motivate people to participate in the training?
   g.   What must trainees be able to do and to what standard after the training?
   h.   How to ensure that people trained will put into practice what they have learned?

Step 4   EXERCISE

Defining the Target Audience

PROCEDURE:
   a.   Each team should discuss and develop answers to the questions in Worksheet 6.1 (Defining the Target Audience for a TOT).
   b.   Explain that the teams do not need to present back to the plenary. They will be doing that when they present their work plans in Session 5.
   c.   Break participants into teams to carry out the exercise.

Step 5   Bring the teams back into the plenary session. Give participants the opportunity to raise questions or give any feedback on the task of defining a target audience. Place any issues in the "parking lot" as needed.

TRAINER'S NOTES

Although Handout 6.4 focuses on gender training as opposed to gender mainstreaming in IWRM, do not let the participants focus on this too much. They can modify the sample needs assessment later. Emphasize the importance of pre-planning/defining the target audience.

The teams will use this session to define their target audience but will not present back to the plenary. They will present the target audience as part of their overall work plan presentation. The reason for keeping it separate is for the teams to start working together but give them some more time to reflect on the target audience when the trainer goes through Session 4 (Sequencing of the Training Modules). In Session 5, when the participants are back in teams, they may decide to modify their target audience.

The trainer must decide along with the coordinator and any other trainers on how best to divide the participants into teams. This may be based on language, regional/national/local circumstances, financial constraints in implementing other TOTs etc. The trainer should be prepared to respond to the participants on how/why the decision was made to divide the participants into the particular teams.

LEARNING NEEDS ANALYSIS[4]

The principal conclusion to be drawn from examining adult learning is that courses – to be effective – should be "learner-centered", i.e., they should be designed on the basis of a clear understanding of the learners and their needs. Learning needs analysis is thus a centrally important element of a training course design.

Learning needs analysis is conducted in order to find out about:

PARTICIPANTS
- What are their roles and responsibilities?
- What degree of understanding do they already have of gender issues in relation to their work?
- To what extent are participants already involved in developing gender-sensitive work practices?
- What kind of motivation do participants have to attend the gender course?
- What are their expectations of the course?

PARTICIPANTS' ORGANIZATION/DEPARTMENT
- What other strategies are being adopted to promote gender-sensitive work practices, i.e., is there a gender policy?
- What monitoring procedures are there?
- Have any checklists and guidelines been developed?
- Are there staff incentives to work in a gender-sensitive way?
- How will the training be followed-up?

Methods of Learning Needs Analysis

In designing *new* gender training courses or programs of gender training, it is important to plan the course based on a clear understanding of the participants and their organization. This requires a learning needs assessment to take place *prior* to the training course, allowing sufficient time for course planning and materials preparation. Possible methods include:
- Questionnaire survey of participants (this requires having a full list of participants well in advance of the course).
- Telephone/e-mail survey of participants.
- Interviews/meetings with a selected group of participants – individually or collectively.
- Interviews/meetings with staff responsible for commissioning the gender training course, to clarify their expectations of the course and the ways in which the course should complement other measures being taken to promote gender-sensitive work.

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4 Gender Mainstreaming: Practical Skills and Critical Analysis ODG, University of East Anglia, UK, and Department for International Development (DFID), UK.

LEARNING NEEDS ANALYSIS (CONT'D)

It is additionally good practice to start any gender training course with a review of the participants, their needs and expectations. This enables participants to share their expectations with each other, and enables the trainer to explain which expectations will and will not be met. A review of expectations at the start of the course does not substitute for learning needs analysis in advance of the course, because by this stage, only minor adjustments to the planned course content are likely to be possible. If unexpected issues come up at this stage (if, for example, a pre-course learning needs assessment was not conducted), the trainer needs to think through:

- How much they are able to tailor the course to the learning needs that have been identified by participants?
- How much they are willing to tailor the course to the learning needs of particular groups?
- How much opportunity is there to incorporate participants' experience into the course (e.g., in group exercises, discussions, presentations etc.)?

SAMPLE LEARNING NEEDS ASSESSMENT[5]

PRE-COURSE QUESTIONNAIRE: TRAINING OF GENDER TRAINERS

1) Name:

2) Organization:

3) Position:

4) Have you attended any training or courses on gender? (What?)

5) Have you attended any courses on training skills? (What?)

6) Have you run training or workshops on gender or on other issues? (What?)

7) Are you planning to run gender training/workshops? (When? For who?)

8) What do you hope to get out of this training?

9) What do you think are the main issues concerning gender as they relate to your development work? (Very briefly, please.)

10) What are the main issues regarding training that you would like addressed in the workshop?

11) Do you have any requirements to allow you to participate fully in this workshop?
    a.   Diet
    b.   Facilities (e.g., childcare, wheelchair...)

12) Any additional information/comments?

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[5] Acknowledgements to Oxfam, Gender and Development Unit.

IDENTIFYING TRAINING NEEDS

For which occupations is the training important?

- How many people need this type of training?

- For which people will the training bring the biggest and/or the quickest return?

- What resources/constraints will affect these decisions?

- What aptitudes/personal traits are required to participate in the training?

- What factors would motivate people to participate in the training?

- What must trainees be able to do and to what standard after the training?

- How to ensure that people trained will put into practice what they have learned?

WORKSHEET 6.1
DEFINING THE TARGET AUDIENCE FOR A TOT

What does a TOT hope to achieve?

For whom is it conducted?

How will the trainers be able to reach out to different stakeholders?

Who will ultimately benefit from its output?

How will trainers make use of other people (i.e., resource persons)?

SESSION 4 SEQUENCING OF THE TRAINING MODULES

Session objectives:

■ Enable participants to understand the sequencing of the modules.
■ Develop ideas on how to modify the sequencing of the modules to meet regional, national or local needs.

What you need:

■ Transparency 6.3.
■ OHP.

Duration: 20 minutes.

Step-by-step process:

Step 1   Introduce the session and inform participants of what will be covered in this session.

Step 2   Review with participants the sequencing of the modules using Transparency 6.3 (Sequence of the Training Modules).

Step 3   Ask participants to describe why they think the modules were placed in this order.

Step 4   Based on the responses, determine if you need to discuss the reasons for this order and how each module builds upon the one before it or whether the participants have described it adequately. See Trainer's Notes below for more information and refer to the Introduction.

Step 5   Place any issues in the "parking lot" as needed.

TRAINER'S NOTES

Sequence of Modules

The TOT Package on Gender Mainstreaming in Integrated Water Resources Management is divided into six distinct modules. However, all of the modules are inter-related and mutually supportive. The overall aim of the TOT Course is to create awareness and strengthen skills in mainstreaming gender in IWRM within the framework of:

■ Poverty eradication.
■ Sustainable development.
■ Resolving conflicts and attaining peace.
■ Adult learning and information sharing.

TRAINER'S NOTES (CONT'D)

Module One: Gender and Integrated Water Resources Management

This module sets the platform for a common understanding of basic concepts that relate to gender, gender mainstreaming and integrated water resources management. It facilitates a better understanding of gender issues within the IWRM framework through a case-study and discusses general strategies for promoting IWRM at different levels – policy, institutional and grassroots.

Module Two: Gender-Sensitive Training Skills

The module recognizes that even trainers need skills to manage a gender-sensitive and participatory course. The module aims at taking participants through the training cycle and focuses on some effective strategies for facilitation and workshop management. It also provides the participants an opportunity to share experiences and lessons learned in managing gender and IWRM trainings.

Module Three: Mainstreaming Gender in the Project Cycle

Different IWRM projects are being developed to respond to both the practical and strategic needs of women and men. Through a hands-on experiential learning approach, the module provides checklists and suggests strategies to enhance better design, implementation, monitoring and evaluation of projects with a gender perspective. The module further explores collection of sex-disaggregated data and other strategies to generate gender analytical information within the project cycle.

Module Four: Gender Mainstreaming Tools

The module aims at assisting those intending to mainstream gender within their projects with practical tools for situational assessment, analysis and planning. It aims at demonstrating simple, learner-centered, gender- and poverty-sensitive participatory tools that can be used within the policy, program and project levels.

Module Five: Gender Mainstreaming in Organizations and Policy Process

An enabling environment is necessary to make gender- and poverty-sensitive perspectives a norm for different types of organizations. This module therefore looks at tools for formulating policies and designing or influencing organizations to be gender-sensitive. It also introduces the new GWA Policy Development Manual, a tool recommended for all its member organizations as a starting point for gender mainstreaming within organizations.

Module Six: Planning Training of Trainers Workshops

This module provides the participants a space to contribute their insights on how to organize regional and national Training of Trainers' workshops, including a complete course program. The module also suggests criteria for the selection of training hosts, clarification of responsibilities of various interest groups, indicative timeframes and action points for next steps.

SEQUENCE OF THE TRAINING MODULES

1	Gender and Integrated Water Resources Management
2	Gender-Sensitive Training Skills
3	Gender Mainstreaming in the Project Cycle
4	Gender Mainstreaming Tools
5	Gender Mainstreaming in Organizations and Policy Process
6	Planning Training of Trainers Workshops

SESSION 5 DEVELOPING AND PRESENTING A WORK PLAN

Session objective:

■ Enable participants to develop and present a draft work plan for implementing a TOT.

What you need:

■ Transparency 6.4.
■ Handouts 6.5 to 6.7.
■ Worksheets 6.2 and 6.3.
■ Flip charts, markers, masking tape, transparencies and OHP.

Duration: Approximately 2 hours depending on the number of participants/teams.

Step-by-step process:

Step 1   Introduce the session and inform participants of what will be covered in this session.

Step 2   Discuss with participants some key elements of a TOT using Transparency 6.4 (Some Key Elements of a Training of Trainers Workshop).

Step 3   Give them Handout 6.5 (Environmentally-Friendly Workshopping) and ask them to reflect on it and turn in any suggestions.

Step 4   Give them Handout 6.6 (Guidelines for Study Visits) and ask them to reflect on whether their TOT should include a study visit.

Step 5   EXERCISE

Planning a TOT Workshop

PROCEDURE:
a. Each team should plan a TOT using all of the materials in the module.
b. Let participants know that they can make their presentation using flip charts, transparencies etc.
c. Each team should plan to have *each* person on the team present back to the plenary.
d. Give the participants the Worksheet 6.2 (Schedule for a TOT) and Worksheet 6.3 (Timeline for Implementation of a TOT Workshop).
e. Give them Handout 6.7 (Points to Highlight in the Work Plan Presentation).

    f. The presentation should include at a minimum a brief description of the following:

        1) Objectives of their TOT.

        2) Target audience.

        3) Strategy for engaging wide variety of stakeholders.

        4) Sequencing of modules and any changes to the modules.

        5) Schedule for the TOT.

    g. Organize participants into teams to carry out the exercise.

    h. Bring the teams back into the plenary session.

    i. Have each team describe their TOT.

    j. Give participants the opportunity to raise questions or make any comments on the presentations.

Step 6 Take the information from each of the presentations and the comment sessions and weave it into overall discussion of the module.

Step 7 Highlight any issues that arose that should be considered as common issues for the group.

Step 8 Discuss any "parking lot" issues that arose in earlier sessions.

TRAINER'S NOTES

If possible, assign a trainer/facilitator for each team. As the teams are working on their TOTs, visit each team. If participants raise any questions that would apply to the other teams, decide if it is needed to bring the participants back into a plenary session. If not, then make sure to visit each team to let them know the question and response. Make note of any issues for the "parking lot" as necessary.

During the presentations, the facilitator should keep track of and note any similarities and differences in the following:

- Goals of TOT.
- Target audiences and plans to reach out to stakeholders.
- Sequencing of modules.
- Cultural and regional/national/local adaptations.

Point out to participants that Worksheet 6.2 includes space for 5 days of training. They can make it less or more depending on the target audience, goals etc. This format is just a sample and does not mean that each participant/team must develop a 5-day plan.

SOME KEY ELEMENTS OF A TOT WORKSHOP

- Maximize participation through creative ways.
- Adapt to participants' knowledge levels and culture.
- Use hands-on techniques.
- Encourage application of skills taught.
- Ensure some form of quality control.
- Maximize use of locally available materials.
- Be flexible in the design of the modules to adapt to participants' needs.
- Write in a simple language.
- Involve a multi-stakeholder group.
- Utilize an experiential approach to learning.
- Be sensitive to cultural differences.
- Ensure the workshop is environment-friendly.

ENVIRONMENTALLY-SENSITIVE WORKSHOPPING

Recognizing that we are committed to gender mainstreaming, poverty eradication and sustainable development, this handout has been developed to stimulate your thinking on how to plan culturally relevant, environmentally conscious, and cost- and resource-efficient workshops. Below are some examples of alternative ways for consideration.

Workshop Supplies

- Re-use paper (during workshops for handouts, rough work etc.).
- Recycle paper (organize paper for delivery to relevant recycling place).
- Discourage the excessive use of paper.
- Depending on your audience (i.e., resource people and institutions), you might not need to hand out notebooks and paper as part of the workshop materials. The same goes for workshop bags, hats, T-shirts, pens etc.
- You will need to provide more supplies and subsidies for poor people (i.e., meals, childcare subsidies, transportation subsidies, pens etc.).
- Use of flip charts and overheads can reduce the use of handouts.

Accommodation/Facilities

- For workshop sites, try and use the facilities of local and community-based organizations. These can include community centers, union halls, religious buildings and retreats etc. This way, the rental cost is supporting local communities and institutions and not large or international corporations.
- For accommodations, consider local hotels or hostels and work with them to reduce the impact of the guests on the local environment.
- Consider asking participants (and the hotel) to not change bed-sheets and towels every day. Remember that in many cities, poor people do not have access to a regular and safe supply of water and hotels have access to all the water they want.

Breaks/Snacks/Meals

- As much as possible try to ensure that meals, snacks and drinks are made from locally grown foods and are nutritious. This is important to sustain healthy bodies and the local economy and not international corporations.
- Consider fruit juice instead of Coke and Pepsi.
- Get local catering cooperatives to provide your meals.
- Serve boiled water in jugs instead of water in plastic bottles.
- Avoid using disposable plates, cups, glasses and cutlery.

Your Suggestions:

GUIDELINES FOR STUDY VISITS (OPTIONAL)[6]

In order to utilize the surrounding environment as an element in training, the trainer needs certain information on the environment itself and the services that it can offer.

The first step to be taken is the preparation of lists – divided by sectors of activities – of all agencies, companies and organizations that are available to cooperate in organizing study visits.

For each host institution a form will have to be prepared, containing name, address, telephone number, sector of activity, name of person with whom the contact has been established and type of study visit this institution would be capable of providing.

Planning the Visit

The workshop seminar organizer must:

- Define training objectives of the visit.
- Check if the visit can reach these training objectives by contacting the responsible person of the host institution and by communicating these objectives, the number and the professional profile of the participants (if possible, effect a prior visit).
- Communicate the training objectives of the visit to the participants and supply them with documentation on the host organization.
- Invite the participants to formulate questions related to the objectives of the visit.

Visit Follow-Up

After the visit, the organizer will have to:

- Evaluate the outcome of the visit with the group of participants, as far as the organizational and pedagogical aspects are concerned.
- Prepare a report on the visit.
- Make a note on the most relevant aspects of the report for the future use/future visits to the host institution.

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[6] Women, Water Supply and Sanitation Training Modules, Turin Centre/UN INSTRAW/UN DTCD.

POINTS TO HIGHLIGHT IN THE WORK PLAN PRESENTATION

Objectives of the TOT.

Target audience.

Strategy for engaging wide variety of stakeholders and resource persons.

Sequencing of modules and any changes to the modules.

Schedule for the TOT.

WORKSHEET 6.2
SCHEDULE FOR A TOT

DATE	PLAN FOR THE DAY
DAY 1	
DAY 2	
DAY 3	
DAY 4	
DAY 5	

WORKSHEET 6.3
TIMELINE FOR IMPLEMENTATION OF A TOT WORKSHOP

TASK	DATE TO BE COMPLETED BY:
Develop criteria for selection of participants.	
Conduct publicity/promotion of activities.	
Select and invite participants.	
Select location of TOT and arrange logistics.	
Select location of study visits to local projects (optional).	
Develop list of specific reference materials.	
Collect all necessary materials.	
Complete selection of participants and notify applicants.	
Finalize training materials.	
Finalize study visit to local project (optional).	
Finalize logistics.	
Conduct TOT.	
Complete evaluation.	
Others.	

SESSION 6 CONCLUSION AND EVALUATION

Session objective:

■ Conclude the workshop with a general overview of the module.

What you need:

■ Flip charts, markers, masking tape and cards.

Duration: 10 minutes.

Step-by-step process:

Step 1   Inform the participants that we have come to the conclusion of the module.

Step 2   Ask participants to write down one thing they liked from the module and one thing that they liked least.

Step 3   Have the host team post the cards on a flip chart.

Step 4   Summarize the key points of the module.

Step 5   Thank participants and close the module.