



MINISTRY OF LABOUR
AND SOCIAL PROTECTION



ЗАСГИЙН ГАЗРЫН ХЭРЭГЖҮҮЛЭГЧ АГЕНТЛАГ
ГЭР БҮЛ, ХҮҮХЭД, ЗАЛУУЧУУДЫН
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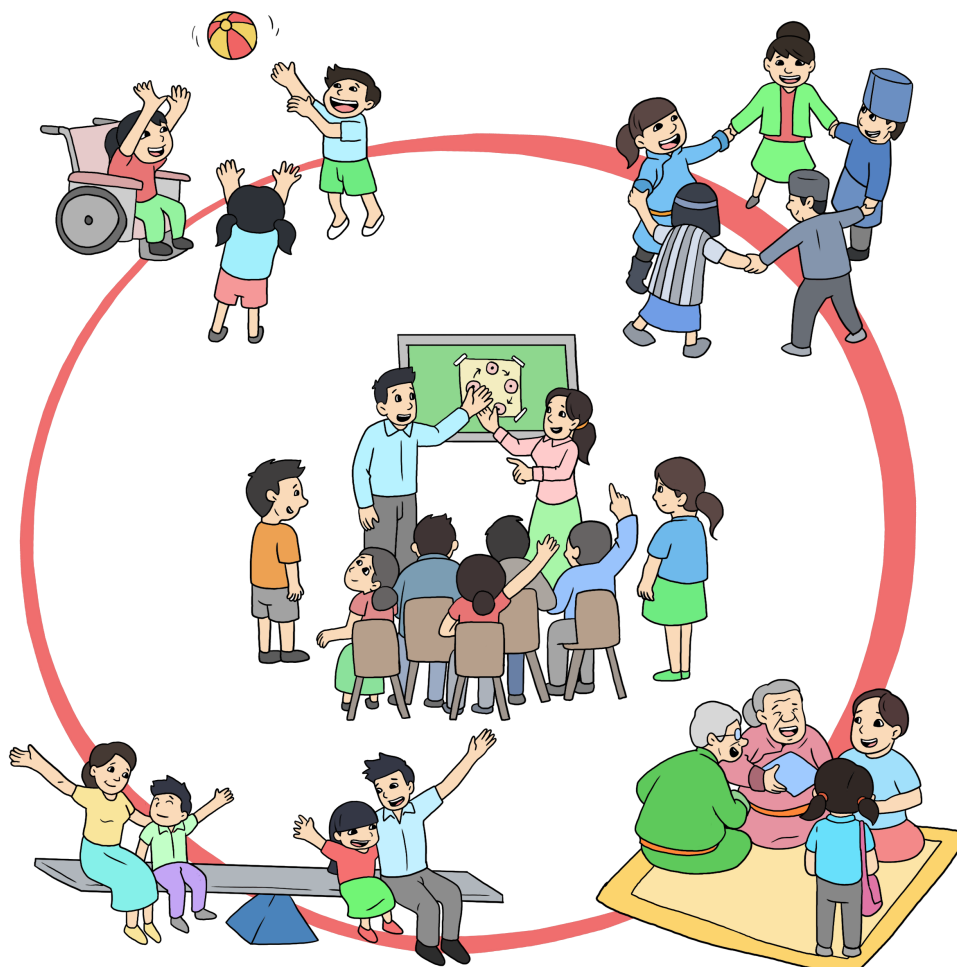
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3-R Trainers' Kit

Rights, Responsibilities and Representation
For Children, Youth and Families

TRAINERS' GUIDE



Busakorn Suriyasarn, Nelien Haspels and Rosalinda Terhorst

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FOREWORD

Over the last decade, the Government of Mongolia has taken concrete measures towards the implementation of the ILO's Worst Forms of Child Labour Convention, 1999 (No. 182) and Forced Labour Convention, 1930 (No. 29). These efforts are in line with the 2030 Development Agenda which calls for the eradication of forced labour, modern slavery and human trafficking by 2030 and the elimination of child labour in all its forms by 2025.

Yet, to achieve these sustainable developmental results, key stakeholders in Mongolia have identified the need for a better understanding on how child and forced labour develops in today's context. This need is most acute on the side of state agencies and civil society organizations whose mission is to support children, youth and families who are at risk of child and forced labour and other forms of violence.

The Trainers' Kit on Rights, Responsibilities and Representation for Children, Youth and Families (3-R Kit) aimed at strengthening the capacities of both public and private entities in these areas. It was originally developed in 2006 by the ILO, and since then, successfully implemented in a number of countries including Mongolia where the first version of the training kit was used under the ILO/IPEC project in 2007. The 3-Kit has been recognized by the Mongolian Ministry of Labour and Social Protection and the Authority for Family, Child and Youth Development (AFCYD), government implementing agency as the most relevant and appropriate tool to strengthen the capacities of Mongolian public and private actors.

Under the framework of the "ILO/EU project on Sustaining GSP-Plus Status¹", the 3-R Kit has been revisited, adapted to the Mongolian context and validated by national trainers. We hope it will be of use to a large audience and eventually benefit those who most need it. The COVID 19 pandemic, which is unfolding at the moment of writing this note, has cast a new shadow on the wellbeing of vulnerable groups, particularly children. With an expected unfavorable economic environment for the upcoming years, governments, state entities, private sector, trade unions and civil society organizations all around the world are faced with the heightened challenge of eliminating child and forced labour by 2025 and 2030 respectively. The 3-R Kit is a modest contribution to support these efforts.

The ILO and the AFCYD are most grateful to the European Union's generous financial support, which made possible the realization of this Mongolian version of the 2020 3-R Kit. We look forward to our continuous engagement in support of most vulnerable parts of the population, helping to make sure that no one is left behind.

Enkh-Amar Mijidsuren
Chairperson
AFCYD

Claire Courteille-Mulder
Director
ILO Country Office for China and Mongolia

¹ Full title of the project is: "ILO/EU project on Sustaining GSP-Plus Status by Strengthening National Capacities to Improve International Labour Standards Compliance and Reporting-Mongolia Phase 2" (MNG/17/50/EUR)

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1 About the 3-R Kit

1.1 WHAT IS THE 3-R KIT?

The **3-R Trainers' Kit on Rights, Responsibilities and Representation for Children, Youth and Families** – or the **3-R Kit** – is an interactive training tool for use in communities with children, youth and families, especially those at risk of child labour and trafficking of children and women for labour or sexual exploitation. The 3-R Kit is an action-oriented tool for trainers, social workers and field workers to improve understanding about child labour, gender equality, rights, responsibilities, and representation among children, youth and adults who face hardships in life.

The overall goal of the 3-R Kit is to provide life skills and work skills to children, youth and adults in their home communities, and to migrants living and working in towns and cities in their own or other countries. The increased understanding about their rights and the skills will enable them to make informed decisions about their lives, seek viable work opportunities, and increase their voice and representation in their families, communities and workplaces. The 3-R Kit was originally developed in English in 2006 by the International Labour Organization (ILO) and has since been updated and adapted to specific national contexts and translated for use in several countries. This 2020 edition of the 3-R Kit has been adapted to the specific context of Mongolia.

1.2 HOW DID THE 3-R KIT COME ABOUT?

All members of disadvantaged populations especially those in poor, rural, ethnic or religious minority and migrant communities are vulnerable to exploitation and many other forms of social injustice. Children, youth and women face specific disadvantages because cultural values and practices usually put them in the lower ranks in their families and society. Their low status allows and often encourages others to disregard their rights. This often leaves them in low self-esteem and disconnected from information and networking opportunities.

Disadvantaged populations are subject to economic exploitation. Child labour remains a global issue associated with widespread poverty, lack of education and economic development, and basic human rights violations, among others. Worldwide, over 151 million children aged 5-17 years, or one in every ten children, were found in child labour in 2017.¹ In Mongolia, according to the 2011-2012 national child labour survey, 93,968 children aged 5-17 years (one in every six children) were “working children,” and 7.4 per cent or one in every 13.5 children were considered to be in child labour. However, two more recent national child labour sample surveys conducted in 2013 and 2018 found one in six Mongolian children in child labour.²

The majority of children in child labour in Mongolia are found in agriculture. Rural children in Mongolia are more than twice likely to be in child labour. Boys are more likely than girls to be engaged in hazardous work, especially in construction and mining, although boy herders and horse jockeys also often work in extreme and dangerous conditions. However, a significant proportion of girls are also found in child labour and girls are more likely than boys to be victims of sexual harassment and violence in many settings, including at home, in their own community and while working for other families.

Many child labour, forced labour and human trafficking programmes do not effectively take into account the gender and age inequality and the family dimensions to these problems. This means

¹ 2017 Global Estimates of Modern Slavery and Child Labour, Regional Brief for Asia and the Pacific (Alliances 8.7), p. 2.

² National Statistical Office of Mongolia and ILO, Report of National Child Labour Survey 2011-2012, 2013; NSO, Social Indicator Sample Surveys, 2013, 2018.

that the specific needs and concerns of women and children, especially those arising within the family context, are not adequately considered. This undermines the potential success of national development programmes. Understanding and addressing the gender, age and family dimensions of child labour exploitation, trafficking issues, and rights abuses, and their linkages with other social and economic inequalities, are crucial to empower the most vulnerable, and to ensure sustainable action toward the elimination of labour and human rights abuses.

1.3 WHY IS THE 3-R KIT NEEDED FOR MONGOLIA?

Over the past decade, Mongolia has taken concrete measures towards the elimination of the worst forms of child labour and closing the gaps in the implementation of the principles of the Forced Labour Convention. However, awareness raising, prevention, withdrawal and habilitation efforts have been hindered by inadequate understanding about child labour and forced labour and limited capacity of the public agencies and state officials in enforcing and monitoring relevant national legislation and international labour standards (ILS), in working with communities, target groups and victims of violence.

The Authority for Family, Child and Youth Development (AFCYD) and the Ministry of Labour and Social Protection (MLSP) of Mongolia have identified the 3-R Kit as the most appropriate tool to strengthen the individual and organizational capacity of state entities. The update and adaptation of the 3-R Kit has been jointly undertaken by AFCYD and MLSP during August 2019 and March 2020 with technical support from the ILO under the ILO/EU project on Sustaining GSP-Plus Status by Strengthening National Capacities to Improve ILS Compliance and Reporting-Mongolia Phase 2.

1.4 WHAT ARE THE AIMS OF THE 3-R KIT?

Experience has shown that promoting gender equality is vital to increase the effectiveness and impact of action against child labour exploitation, human trafficking and other labour or human rights abuses in many settings. The 3-R Kit brings together a number of successful lessons and experiences of current and past training programmes in the child labour, gender equality, and human and workers' rights fields. It is based on an inventory of various life skills and labour education training resources at the international and local levels in East and South East Asia. It adds the labour dimension to child and women's rights training resources, and includes life skills in labour education because these are vital for young migrants and those at risk of falling victim to child labour and other human rights abuses. Good practices for the empowerment of girl and women alongside boys and men run as a thread through the whole 3-R Kit.

The aims of the 3-R Kit are to:

- **Increase understanding of child rights, workers' rights and gender equality** among children, youth and their families in at-risk communities and workplaces.
- **Reduce gender and social gaps** by raising awareness and providing skills for life and work to children, youth and adults in these communities and workplaces.
- **Empower poor and disadvantaged families**, especially children and women, to make informed decisions about their lives and job choices, and to increase their voice and representation in their communities and workplaces.

1.5 WHO ARE THE TARGET GROUPS OF THE 3-R KIT?

The intended beneficiaries or target groups of the 3-R Kit are:

- children, youth and parents in families and communities vulnerable to child labour exploitation
- children and youth who work or have worked in factories, in small and medium enterprises (SMEs), in agriculture or in trades and services in the informal economy
- children and young adults in domestic work
- youth in the entertainment industries
- children, youth and parents in migration and trafficking source and destination communities
- children and youth in training or state care institutions vulnerable to rights violations
- girls, boys and adults rescued from human trafficking or rights abuses.

The exercises in the 3-R Kit are designed for three different age groups:

- children from 8 to 14 years old
- youth from 15 to 24 years old
- adults aged 25 years and older.

1.6 WHO CAN USE THE 3-R KIT?

The direct users of the 3-R Trainers' Kit are trainers from governmental and civil society organizations, and ILO and UN partner agencies working in communities and workplaces at risk of child labour and human trafficking for labour or sexual exploitation. These trainers may be:

- professional trainers
- state officials providing services to children, youth and families, including child labour and labour inspectors
- field staff of non-governmental organizations working with children, youth and families
- teachers in formal or non-formal education
- social workers, development workers and extension workers
- youth and peer educators
- youth, women and community leaders.

Those wishing to become proficient in using the 3-R Kit should attend a 5-day training of trainers course provided by the certified team of master trainers in Mongolia. 3-R trainers should have some prior experience working with children, youth and adults with little education.

2 Structure and Content of the 3-R Kit

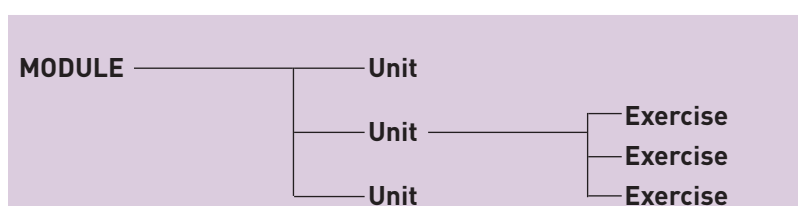
2.1 STRUCTURE

This 3-R Kit contains a Trainers' Guide and 11 Training Modules. The Trainers' Guide and the training modules are published in 12 separate books.

The Trainers' Guide introduces the Kit, explains the training methodology and gives step-by-step guidance on the design and implementation of 3-R training. This Guide is divided into 8 sections as follows:

Box 1: 3-R Trainers' Guide Structure		
Section	Topics	Purpose
1.	About the 3-R Kit	Brief introduction of this Kit: what it is, why it is important, what it aims to do and whom it is for
2.	Structure and Content of 3-R Kit	An overview of the structure, how it is designed, and a summary of the content of this Kit
3.	How to Conduct Effective 3-R Training	Explanation of the basics of participatory training methodology, how to be a good trainer, considerations for different target groups, and handling people in groups
4.	Planning and Design of 3-R Training	Practical guidelines for training organizers (and trainers) on the planning and design of a 3-R training plan 2-3 months in advance
5.	Trainers' Preparation for 3-R Training	Practical guidelines for trainers on logistical preparation for 3-R training from 4-6 weeks up to the day before the start of actual training
6.	The Start and End of Every 3-R Training	Training exercises for use at the start and end of each 3-R training course
7.	Training Aids	Training aids for trainers in the planning, logistical preparation and execution of 3-R training
8.	Trainers' Reference	Additional concepts, strategies and definitions of key terminology to help trainers better understand 3-R contents and deliver effective 3-R training

Each of the **11 3-R Training Modules** is organized in a **three-level structure**, as illustrated below. Each **Module** consists of one or more **Units** under the same theme, and one or more training **Exercises** under each unit.



- Each **module** starts with an introduction with a brief description of its focus, the list of units within the module, and a module overview table summarizing for each unit a list of exercises, with objectives and training time required.

- The first page of each **unit** contains a summary of the content, key messages, a list of exercises within the unit, and a list of related units.
- Each **exercise** is uniformly structured under the following order of headings, each with a unique icon:

Box 2: 3-R Exercise Structure

Exercise (number and title)

 **Objectives** (gives an objective or a list of objectives of the exercise)

 **Target Group** (identifies the target group appropriate for the exercise)

 **Duration** (gives a recommended duration of training for the exercise)

 **Seating Arrangements** (describes how to set up the room and seating for participants)

 **Materials** (gives a list of training materials needed for the exercise)

 **Training Aids** (lists any training aid(s) and briefing note(s) provided at the end of the exercise)

 **Session Plan Steps** (gives a step-by-step guide for training delivery)

In each step, guidance is given both on the training **content** and the training **process**.

 **Tips for trainers** are occasionally included to deal with expected challenges or to provide alternative training techniques. Key messages to conclude each exercise are given in the final step of each session plan.

 **Actual Training Aids and Briefing Notes**

Following the session plan are the actual training aids and the briefing notes (if any). The training aids include guidelines for group work or role-plays, worksheets, copies of game boards, game rules, as well as (small-size) pictures and situation cards. Briefing Notes contain content information on the training subjects.

In training of trainers (TOT) all participants receive a full copy of the 3-R Kit at the start of the training. In training of the 3-R priority target groups, the trainers can distribute the briefing notes and selected training aids as handouts to the participants if they are literate and interested.

2.2 CONTENT

The 3-R Kit contains a total of 11 training modules, 32 units and 91 exercises. The main training content in each module is summarized in Box 3.

Box 3: Summary of 3-R Training Modules	
Module 1	Self-Awareness and Identity deals with the development of the self and relations with the social environment. The module aims to develop self-awareness and self-confidence, understanding of community identity, and discovering aspirations in life.
Module 2	Rights in Life introduces the basic human rights of children, youth and adults, and the responsibilities that come with these rights. The module aims to connect the respect for these rights with day-to-day life.
Module 3	Equality in Life and Family focuses on the relations between women and men, girls and boys. It aims to create a deeper understanding about gender values and roles and their influence in life, in the family and society.
Module 4	Work and Resources in the Family is about the division of work, responsibilities and resources in the family. It emphasizes fair sharing of benefits and decision-making among family members and explains what child labour is, what forms of work harm them and what work is appropriate for children, and what are the worst forms of child labour.
Module 5	Problem Solving and Social Skills introduces the use of creative thinking and logical analysis in problem solving and teamwork. The module also aims to support children and youth to develop communication and critical thinking skills, such as in making friends, assessing trustworthiness in strangers, managing interpersonal conflicts and smart use of social media.
Module 6	Sex Education covers a range of issues of interest to teenagers, including physical and emotional changes during puberty, sexuality and gender identity, relationship, safe sex, teenage pregnancy and contraceptive options.
Module 7	Keeping Healthy discusses reproductive health issues, from family planning, prenatal care, childbirth and infant care, to protection against sexually transmitted infections (STIs), including HIV and Aids.
Module 8	Protection from Violence and Drugs explains different forms of violence, including physical, psychological and sexual violence, and addresses drug-related issues. The module discusses sexual harassment and bullying at school and at work, domestic violence, sexual violence in various settings, and how to cope with these forms of violence, as well as how to prevent drug and alcohol abuse.
Module 9	Smart Money Management provides practical knowledge and tools on basic money management and financial decision-making for youth and adults, especially potential migrants and their families. Basic tools are given for setting goals and budgeting, how to set priorities when spending money, and how to avoid and handle debts.
Module 10	A Smart Migrant and Job Seeker provides practical knowledge and tools on safe migration and job search for older youth and adults. It explains how to benefit from migration and avoid the risks of human trafficking and provides practical guidance on how to look for a job.
Module 11	A Smart Worker discusses key responsibilities of workers at work and in the family and their fundamental rights at work. The main focus is on fair treatment and non-discrimination of workers, the right to organize, decent work for domestic workers and key health issues at work, including maternity protection, occupational safety and health, and HIV and Aids in the workplace.

3 How to Conduct Effective 3-R Training

The 3-R Kit uses a combination of learning methods with a lot of interactive activities. It is important for 3-R trainers to understand and practice participatory training methodology for effective training and optimal results. 3-R trainers need to tailor the training contents to the specific needs of the audience. This section discusses the basics of participatory training methods, successful training principles and practices, what makes a good trainer, considerations for different target groups, tips on working with people in groups, and gender tips for effective 3-R training.

3.1 THE BASICS OF PARTICIPATORY TRAINING METHODS

Good communication, free exchange of information and open dialogue are at the heart of all training. Different people learn in different ways and at different rates. Learning takes place through listening, reading, writing, doing and experiencing. High levels of participation and interaction between trainers and learners, and among learners, promote effective training. The role of the trainer is to share knowledge and help participants *to learn how to learn*, so that they have tools to develop themselves. Trainers are not only teachers but also facilitators of learning. All learning in groups is:

- A collective process of sharing experiences, knowledge and skills.
- An individual process of self-development.

Effective learning takes place when there is **two-way communication** and open dialogue between people: a lot of interaction between trainers and learners, and between learners. The role of the trainer is to share knowledge and help learners identify their individual and collective needs, priorities and potential, so that they have the tools to develop themselves and their organizations. Trainers are both **teachers and facilitators of learning**, and also learn from participants.

Active involvement and **participation** by everybody is key to success in every training. Learners are responsible for their own learning, and they learn the most if they become actively involved. Over the past few decades a range of participatory training methods have been developed to stimulate learners to become active participants in their own learning.

These **participatory methods** invite us to:

- Use our body as well as our mind to stay active and interested during the training day.
- Think about new ideas.
- Experience new feelings.
- Try out and act out different things in a safe training environment
- Act and apply the new knowledge, tools and skills in our own life and work after the training.

This approach is known by many names: 'participatory learning', 'learning by doing', 'dialogue education' or 'creation and innovation through training by design'. It covers a range of interactive methods such as energizers to brainstorming, and using case studies, games and role plays, and mixing individual work and reflection with collective discussions and analysis in smaller and larger groups.

Mixing training methods

Many methods of instruction can be used during training. Traditional teaching most frequently relies on **lectures**, often in combination with **visual aids** and **question and answer (Q&A)** sessions. This type of training is content rich and strong in the cognitive learning domain. Lectures are most effective when the trainer is both an expert in the technical subject and able to deliver with a dynamic presentation style.

Presentations are essential in any training but they need always to be brief. A presentation quickly becomes boring, as the attention span of all learners starts to waver after 15 to 20 minutes. Presentations should be combined with **participatory, interactive 'learning by doing' methods**, such as **brainstorming ideas, discussion and analysis of case studies**, doing **role-plays** or **games** and analyzing their outcome. These methods are especially suitable because they use the learners' own experience as a starting point and engage them to feel, think and act by applying new knowledge in their own context.

In brief, main participatory training methods are:

- **Asking open questions** (questions that can not be answered by a 'yes' or 'no' answer). This invites participants to find their own answers with their own experience as a starting point.
- **Brainstorming** is about discovering and listing new ideas, comments and opinions. It can be done in smaller or larger groups. The main aim is to create many ideas in a free flow quickly without judgments.
- **Buzz groups** of two to three persons facilitate exchange of ideas, feelings, opinions and analysis in an intimate setting. This allows more speaking time for everybody to express their views.
- **Games (energizers, role-plays, puzzles, competitions)** enable participants to have fun, do new things, look at things in different ways or practice skills. They create energy and enthusiasm in the room. Role plays enable learners to act out an experience and solve a problem as in real life. They increase self-confidence and have an empowering effect on the players. Participation in a role play must always be voluntary and trainers need to facilitate a roleplay well.
- **Case studies** involve the presentation and analysis of a scenario or series of events, such as a 'real life' story, a 'mythical story', or a 'dream story': something, that has happened or could happen, resulting in defining an opinion on how to go about solving a problem and developing ideas for future action.

No single one method is better than the others. Each method employs different types of activities, with different levels of participation from learners. Each method has its own advantages and disadvantages. Box 4: Learning Methods below shows different learning methods on the continuum of teacher-centered (bottom down) and learner-centered (bottom up) approach. It is best to use a combination of training methods and to alter the pace or tempo of the training to keep participants interested and eager to learn, and thereby achieve the training objectives.

The closer the method is to being **learner-centered**, the more participation is required of the students, who become active learners in the learning process. Some of the reasons given for using **participatory methods** in training are that these:

- This does not mean that participatory methods are to be used exclusively. The trainer has to consider which methods fit the learning ability and pattern of the target audience (such as their age, attention span, motivation, educational and work background) and can best achieve the learning objective(s). Typically several methods are used in every training session in a systematic and logical flow.

Sources: *CRP TOT: Materials & Ideas about Training* by Jay Wisecarver (Save the Children: Bangkok, June 2002); and *A Trainer's Guide for Participatory Learning and Action, IIED Participatory Methodology Series* by Pretty et al. (Sustainable Agriculture Programme and International Institute for Environment and Development: London, 1995).

3.2 SUCCESSFUL TRAINING PRINCIPLES AND PRACTICES

Respect, relevance, safety and fun

Respect for each person and the **diversity** in a group is key for creating a **safe environment** in which people want to learn and share. Every person has ideas and something to share, whether they are young or old, women or men, rich or poor and have a lot or little education.

Different people have different interests and ways of learning. Every training needs to be tailor-made to their needs. Participants as well as trainers:

- Come to training with established values, beliefs and opinions. We learn best when we can draw on their own knowledge and experience.
- Want to learn about things that are important to them. We want to solve problems. We relate the training to their own lives and find it most useful if we can use it immediately.
- Have a deep need to be self-directing. We are in charge of our own life and we are responsible for our own learning.
- Have pride, need equal treatment and respect.
- Want to feel safe. We need to know that our ideas and contributions are valued, and that we will not be made fun of or belittled.

Participants may have different jobs to make ends meet. Many may combine their job with the household or family duties, or may be at school or in training. As a result, participants may have little time and energy to participate in anything else. Training therefore needs to be interesting and **fun**. Recreation and relaxation is vital to loosen our bodies, open our minds and share feelings. 3-R training needs to include many activities like games and energizers.

Mind, heart and body

People learn better by using their **bodies, hearts and minds**, or doing, feeling and thinking. 'Learning by doing' methods have powerful learning effects because participants use all their skills and learn at many levels. During the 'doing' when playing a game or solving a riddle or problem, participants use their body, their mind and their heart, in other words their physical, intellectual, emotional and social skills. After a game, during the analysis, they learn both with their heart (sharing feelings and emotions) and their mind (analytical thinking to draw conclusions and key learning points for the future).

Box 5: 10 Success Principles and Practices for Experiential Learning

Key terms	Description
1. Respect	✓ Learners feel respected and feel like equal.
2. Relevance	✓ Learners learn best by drawing on their own knowledge and experience. ✓ Learning must meet the needs of learners in their real life.
3. Thinking, feeling and doing	✓ Learning should involve reflection and analysis, emotions and deeds: using mind, heart and body.

4. 20/50/90 rule	✓ Learners remember more when visual match verbal presentation and best when they can practice and use the new information. People remember: ○ 10 per cent of what they read ○ 20 per cent of what they hear ○ 30 per cent of what they see ○ 50 per cent of what they hear and see ○ 70 per cent of what they say ○ 90 per cent of what they say and do.
5. Dialogue	✓ Adults learn better when they can discuss information. ✓ Learning must be two-way and allow the learner to enter into a dialogue with the teacher/trainer and other learners.
6. Engagement	✓ Learners get involved and are committed to change through discussions and learning from peers in small groups.
7. Immediate use	✓ Learners tend to have a problem-solving orientation to learning. ✓ Learners relate learning to their own lives and find it most useful if they can apply the new learning immediately.
8. Safety	✓ Learners need to feel that their ideas and contributions will be valued – that they will not be ridiculed or belittled.
9. Affirmation	✓ Learners need to receive praise for every good effort.
10. Accountability	✓ Trainers need to be accountable to the learners: Their learning needs must be met, and the training must be useful to them.

Source: *Budget Smart – Financial Education for Migrant Workers and their Families: Training Manual* (ILO: Bangkok, 2011), p. 9.

3.3 WHAT MAKES A GOOD TRAINER?

The roles of the trainer are to teach and share their knowledge and skills, to facilitate the learning process of the participants, and to act as role model and change agent. A good trainer has both teaching and facilitation skills, expertise on the subject and capacity to create an enabling and safe training environment. A good trainer is:

- ✓ **Approachable** so that participants feel safe to ask questions and come to you, when they do not know something or something bothers them.
- ✓ **Gentle and firm** at the same time. Especially at the beginning of the training, some participants will want to be sure that they can safely share their views and feelings, and be treated with respect without being made fun of – being gentle gives them this trust. At the same time participants want guidance. They want to learn new things, and need clarity and decisiveness from the trainer to steer the group in the right directions. Otherwise, the training environment becomes messy, and people start to feel insecure or bored. This is where your firmness comes in.

The trainer and facilitator must be able to communicate effectively. Listening skills are vital. Speaking has to be limited but **what** you say needs to be **loud and clear**, and in **simple, easy to understand** language.

A good trainer and facilitator:

- ✓ Asks open questions.
- ✓ Records key points for all to see.
- ✓ Triggers the interest of participants and motivates them.
- ✓ Summarizes the main points and key messages after each activity.

Personality, skills and experience contribute to becoming an effective trainer and facilitator. These skills can be learned and improved. 'Practice makes good' so the more you do it, the easier it becomes. Participants often describe a good trainer as being:

- ✓ Friendly, positive and sincere.
- ✓ Self-confident and responsible.
- ✓ Enthusiastic and open-minded.
- ✓ Creative with a good sense of humor.
- ✓ Knowledgeable about the subject.
- ✓ Well organized.
- ✓ A good communicator and facilitator.

A **good communicator** and **facilitator** needs to know how to:

- ✓ Listen well.
- ✓ Use easy language and terms that participants can understand well.
- ✓ Use non-verbal cues such as appropriate body language (e.g., how to stand and move around the room) and keeping eye contact with participants.
- ✓ Be fair and respectful to all.
- ✓ Encourage diverse points of view and participation from everybody.
- ✓ Be alert, notice and respond to participants' changing needs.
- ✓ Take control and let go as necessary.

The role of the trainer and the participants varies at the different stages of the experiential learning cycle. In every exercise, session or activity the **flow of control** moves from the trainer to the participants and back again as follows:

- At the start of the training – both in the training as a whole and in step 1 of each training session – the trainer takes control because participants are unfamiliar with the training contents and methods and the group dynamics are not yet formed. Some participants may feel uncertain or shy about participating. At this stage the trainer's role is to direct the training and make participants feel at ease by creating a friendly, supportive and fun learning environment.
- When the participants are comfortable, in step 2 the trainer lets go of control to the participants: They become active and take the lead. In step 2 the trainer is a facilitator for 100 per cent whose role is to guide the group process and keep the time.
- After participants have carried out a task, in step 3 the facilitator invites them to contribute and share their experiences.
- In step 4, the facilitator switches from action to reflection and analysis. At the end of step 4, the facilitator takes control and returns to the trainer's role guiding participants to summarize the key learning points for use in real life.

Another very important quality of an effective training is **organizational skills**. All training activities requires careful preparation, organization and time management. This is especially

true for participatory exercises and when a new type of training is done for the first time.

Trainers do not need to be 'experts' in all topics discussed during a training. Participants need to learn how to find new information by themselves. The trainer has a role as '**sign post**', showing the participants how to learn and giving them directions on where to go.

It may also be useful to invite external **resource persons** to join sessions on specific subjects. When external experts are invited it is important that the trainer remains in charge of the session. Tell the resource persons beforehand that long lectures are not required and ensure that enough time is reserved for interaction between the participants and external specialists for Q&A, and for practical exercises which allow participants to apply what they learned.

Some final tips for trainers and facilitators:

- The best way to become a good trainer and facilitator is to '**learn by doing**'.
- **Prepare well before every session.** Good preparation is half of the work of every successful session.
- **Manage time** and keep the pace. Check when participants are ready for the next step.
- **Do not worry about making mistakes.** Every session can always be better. Think only about what could be done better and improved the next time.
- **You do not need to know everything.** If you do not have an answer, tell the group you do not know. If the question or point is relevant to the training, ask whether others in the group know or say that you will look it up and share later.
- **Remain flexible and relaxed if things do not go as planned.** Planning and rules are good but **sometimes you need to adapt.**

3.4 CONSIDERATIONS FOR DIFFERENT TARGET GROUPS

One of your main concerns as a trainer is to create an atmosphere that is friendly, respectful and supportive of your participants' learning. Respect for individual views and a diversity of opinions, is key in maintaining such an atmosphere. It is important to keep in mind that every person has ideas and something to share, whether they are children or adults, men or women, highly or lowly educated.

Different groups have different interests and ways of learning. Therefore, training needs to be tailor-made to meet their needs. Below are some tips for preparing adequate training for the priority target groups of the 3-R Kit.

3.4.1 Children

Even when children are identified clearly as the target group for an activity, adults tend to think and do things **for** them, rather than **with** them. This means that children are often not asked for their opinion or invited to voice their concern. Older children and youth are sometimes given opportunities to participate in activities that are considered suitable for them such as awareness raising campaigns or data collection, but younger children tend to have little chance to have a meaningful say on issues that affect their life.

It is important to make sure that children of all ages have a chance to participate. Younger

children have concerns different from those of older children. It is sometimes more effective and necessary to conduct separate training for different age groups, for example:

- If you want more meaningful participation and more in-depth input from children and youth, separate them from adults.
- Sometimes it may be useful to separate younger from older children as well.

To encourage children's participation, the activities that you plan need to be:

- interesting and stimulating with interactive and fun methods of delivery: many games
- not too long: ideally not over one hour for each exercise. The younger children are, the shorter attention span they have
- in easy-to-understand language (use simple words and training aids).

3.4.2 Child workers

Working children tend to come from the less privileged and marginalized groups in society. Very poor children, street children, children of ethnic minorities, child migrants, and children in domestic service or prostitution are often stigmatized because of what they do, who they are and where they come from. Some groups of children work in particular, often difficult circumstances, for example, child herders, child jockeys, and child domestic workers. People in society, even those who work to help them, tend to expect less ability from them because of their low social status and lack of education.

It is true that many child workers tend to have little or no formal education. However, especially those who are or have been involved in the worst forms of child labour, have lots of experience and survival skills. At the same time they may have poor literacy and academic skills, and may not be accustomed to things that children with some formal education are able to do, such as reading texts and maps. This does not mean that they have no views and opinions, or are not smart. Their social skills can be considerable and they can be 'street wise'. They can also be withdrawn or hostile to strangers, if they have negative experiences.

Trainers need to find creative methods that will help child workers to express themselves and perform tasks in the process of their learning. Children engaged in child labour, especially the worst forms of child labour, can be difficult to reach because of their tough life and work situations. When involving them in activities, you need to be aware of several challenges:³

- Some worst forms of child labour such as child prostitution, drug trafficking and forced labour involve activities that are illegal and considered shameful. This can make participatory (or any) action complicated or even dangerous. Take care not to put the children or yourself at risk. Keep in mind that more effective ways to help children in these conditions are long-term legal, political and institutional strategies, such as law enforcement, awareness raising in society and seeking partnerships with employers, the police and legal services.
- Working children may have limited freedom, especially those living with their employers such as child jockeys, child herders, child domestic workers, or child apprentices. It can be hard to make contact with and involve these children. Even when you can reach them, they may find it hard to overcome their fears for their employers and share their experiences. It is often necessary to first obtain the cooperation of employers before organizing activities

³ For more information on participation of children and child labourers, see *Learning to Work Together: A Handbook for Managers on Facilitating Children's Participation in Actions to Address Child Labour* by the Regional Working Group on Child Labour (RWG-CL) (RWG-CL: Bangkok, 2003), and *Participatory Project Design & Monitoring Guidelines, Sections POM 4.1-A and 4.1-D* by Hans Van de Glind, Pamornrat Pringsulaka & Chen Yonglin, (ILO Beijing and Bangkok, June 2005), Annex 3.

with these child workers.

- Parents may also form obstacles to children's involvement in training or education because they consider that these activities are a waste of valuable time and potential income. In many cases parents' resistance can be overcome by organizing dialogue or training events for the parents prior to or alongside the training for their children.
- Child workers may be undocumented migrants or victims of trafficking and can live away from their families. Because of their illegal status, they are likely to fear arrests by the authorities and may be suspicious and fearful of people they do not know. Also, they may not speak the local language. In dealing with them, you need to understand their situation and approach them with sensitivity.
- Children with difficult experiences in the worst forms of child labour, and other types of abuses may have suffered psychological damage. Dealing with them will need extra care. If you are not professionally trained as a child psychologist and if you think that they are traumatized and have difficulties that you cannot deal with, refer them to other individuals or organizations that are competent and able to help them.
- Child labourers often work very long hours and are not in control of their own time, as is the case for many of those in horse racing or domestic service. If they combine work with their families' household duties (and sometimes schooling or other study) they may have little time and energy to participate in anything else. Participatory action may take time, because you need to fit the training around their schedule. Recreation is vital for these children. Include sports or outings in your programme, in addition to ensuring that the training includes a large 'game' component.

3.4.3 Girls and women

In many Asian countries, including Mongolia, girls and women are almost always expected to maintain different standards of behaviour and morality than boys and men. Because participation in public life has been the domain of men, women and girls tend to defer to their fathers, husbands, brothers or other men in decision making at home and at work, and in public meetings and spaces in general.

Boys usually have more freedom to spend time outside the house, while girls are given more duties to do at home. In the same way their mothers are usually busier with the household chores and family care, while their fathers relax, go out with friends or are engaged in leadership positions outside of the home. Limited mobility is another concern. Girls and women are expected to stay in or close to their house, while boys and men are encouraged to go out. Safety and the protection of girls' and young women's virginity are often cited as concerns. For these reasons it may be difficult to get girls and women to participate in training activities.

It is, therefore, necessary to plan the participation of both women/girls and men/boys in your training carefully as the promotion of gender equality requires inputs and contributions from both sexes. See tips for working with people in groups and gender tips for effective 3-R training in Sections 3.4 and 3.5 below.

3.4.4 Ethnic minority and religious groups

Your respect for your target groups' cultures, customs and ways of life will be crucial in gaining their confidence and trust, which is a prerequisite for their meaningful participation. Some

practical considerations in training minority groups are:

- Have basic understanding about your target groups' cultures and customs before the training. Pay special attention to important codes of behaviours and taboos.
- Gender inequalities can be pronounced among indigenous and tribal cultures and in religious groups. These are often justified as 'being part of traditional customs' or the religion. Women from these cultures or religions are often also not vocal about their rights, either because of lack of education and/or because the population groups they belong to, face disadvantages in their society and women tend to be loyal to their immediate social environment. Fighting for their rights takes second place to fighting for the cause of indigenous or religious rights as a whole. The way to address this is to:
 - Acknowledge the social and economic problems faced by these groups
 - Ask whether the gender inequality customs or practices are fair and just in the present social and economic circumstances, or whether changes are needed
 - Explain the human and labour rights of women as agreed at the international level.
- Arrange for an interpreter if you cannot speak the language. It is even better if your training team includes at least one co-trainer who belongs to the minority group.

3.4.5 People with little education or special needs

The children, youth and adults among the 3-R priority target groups may face specific physical, mental or social challenges. In preparing a training programme for them, you should make sure that:

- The training programme and sessions are brief.
- The training methods are active and stimulating.
- There is not too much information to overwhelm them.
- The information is practical and relevant to their real life.
- The language is simple and easy to understand.
- The training aids and materials are attractive and memorable (use a lot of visual aids).
- Special facilities are made available for people with disabilities and special needs.

3.4.6 Adults

Adults come to training with a wealth of experience. Often, they will already have opinions and feelings – a mindset – on the issues for discussion. Young and older adults learn in quite different ways than children, who come to training with less experience and a more open mind.

The following principles for effective adult learning are useful to keep in mind when training (young) adults:

- Adults have established values, beliefs and opinions based on years of experience.
- Adults compare new knowledge and information with previously learned experiences.
- Adults tend to have a problem-solving orientation to learning. This means that they relate everything to their own life and find it more useful or interesting if they can use it immediately.

- Adult's style and pace of learning may have changed. They tend to concentrate less than children because the subjects are not completely new for them.
- Adults need a break frequently.
- Adults have pride; they are sensitive to treatment and need to be given respect.
- Adults have a deep need to be self-directing.
- Individual characteristics and differences among people increase with age.

3.5 TIPS FOR WORKING WITH PEOPLE IN GROUPS

It is essential that 3-R trainers use a communication style that is in line with the values and principles of participatory training, and encourage participants to do the same. These are:

- ✓ An open-minded and sharing attitude.
- ✓ Respect for others.
- ✓ Interest in diversity and different experiences.
- ✓ Engaging in a critical review of opinions of yourself and others.
- ✓ Willingness to change.

It is not always easy for everybody to follow the above principles. Many people are not used to participatory training, and have never learned in that way. They may not be used or interested to listen to other opinions and do not like to question their own ideas.

Training on gender equality, human rights, violence and harassment can be sensitive because it touches upon issues that are close to our heart. Some people may be shy or fearful. Some may find it difficult to listen and respect other points of view, if it opposes their own deep felt feelings and beliefs, or if they fear that they will lose power. Some may start to feel uncomfortable and threatened by the subject, the trainer or other participants. Some may even want to take over or obstruct the training.

Trainers are responsible for safeguarding a constructive, friendly and safe learning environment for everybody, and ensure that the training stays on course. As a trainer you need to be 'tuned in' to the people, the training atmosphere and the group dynamics. If you feel there is something not right in the class, you need to find out what is happening and do something about it, otherwise it may become bigger. This may sound difficult for new trainers but is usually quite straightforward. Below are some tips for spotting potential difficulties and addressing them.

Shyness and silence

At the start of training, some participants may be very shy and silent. As a trainer you may become easily worried, but there may not be a need for that. There are many reasons why girls and women are shy and silent in groups:

- *Socialization and education.* In many societies, girls and women have been told, time and again from a young age onwards that they should be quiet and silent, and have been punished if they are not. So many girls and women internalize such instructions. They can listen and obey, but they are afraid to speak out, they are always willing to please and they do not come up for themselves.

- *Talking about sex and gender is taboo in many societies, especially for girls and women.* It is considered secret and private, something to whisper about with your best friends and not to discuss openly in a group. This has to do with ideas about femininity: girls and women must remain virgins until marriage while boys and men can go out and experiment from a young age onwards.
- *Experiencing violence and harassment is very humiliating and painful.* It hurts the respect and dignity of those subjected to it. Victims often try to bury such feelings deep in their hearts, so that they do not have to remember and relive the incidents again and again.
- *Experiencing violence and harassment can also cause shame.* Girls and women are often blamed when something goes wrong, and punished for it. In the case of sexual violence and harassment, especially, women are victims but they are blamed for causing the offense, just because they are women.

Dealing with shy and silent participants

- *Do not worry, especially at the start of training.* Many participants may be silent but they listen. There is no rush for everybody to speak at the beginning, and there are always participants who want to speak. The trainer can concentrate on creating a warm and safe learning environment, and this training manual provides the exercises for doing so.
- *Tell your own story (in brief).* Participants open up and start to trust you and others, if you as a trainer share something personal on how to handle something difficult like a sexist joke of being unfairly blamed for something.
- *After a few sessions, encourage shy participants to also contribute little, easy things, like help you with something practical.* This builds the self-confidence of people because they feel that they are respected, and actively contribute to the training.
- *Never force participation on people.* Never ask participants to do something that they do not want. Always ask for volunteers in role plays. Never appoint a person to play a role as victim or perpetrator. Let the small groups, assigned to do a role play decide themselves what and how they act out. If nobody wants to play a role, the group can create something else to express a message.
- *Keep an eye on people who remain shy, silent or withdrawn* in other ways, who start to cry or are unhappy during the sessions, or who, all of a sudden, stay away from sessions. Many of your participants will have experienced violence and harassment, and be hurt by it. If you see somebody sad, try to comfort her and ask if she wants to talk to you or somebody else about it.

Preventing dissatisfaction and chaos

In general, individual frustrations or group dissatisfaction can be prevented or minimized by:

- ✓ Conducting the training in an open, fair and respectful way.
- ✓ Discussing participants' expectations of the training at the start.
- ✓ Setting group rules together at the start of training.
- ✓ Doing brief evaluations every day.

Dealing with disruptive behaviour

In every training workshop, there may be persons who seek special attention or may behave in a disruptive or anti-social way. Sometime they know that their behaviour is disruptive, while others may not be aware that what they are doing is not helpful. Disruptive behaviours are: talking too much and dominating the discussion, always joking around and trying to be funny, disregarding the ground rules set by the group, regularly contradicting the trainer or introducing issues that take the training process off course.

Generally, persons who display such behaviours want to get individual attention from the trainer because they want to be recognized as somebody special, intelligent or important. Only seldom it is because they have personal dislike of the trainer. Some ways to deal with disruptive behaviour are:

- ✓ As soon as you notice that a person tries to disrupt the training, talk to the person individually and try to diffuse – in a polite and respectful way – any frustration or problem.
- ✓ If the disruptive behaviour persists, ask somebody who has a personal relationship with the person to act as an intermediary to address the problem.
- ✓ In discussing the disruptive behaviour with the person (in private or in public), clearly spell out the specific negative effects of his or her behaviour. Avoid making the person feel that s/he is being personally disliked or attacked.
- ✓ Give the person a specific responsibility in the training to focus her or his energy.
- ✓ In exceptional cases, ask the person to bring up his or her problem or comment in the large group and have the group resolve it together. But keep in mind that this approach can be threatening for the person, may waste valuable training and be counter-productive for the group as a whole.

Handling divergent opinions

It is only natural that different people have different opinions. In a mixed group, differences of opinion can be expected and are nothing to be afraid of. The differences can, in fact, be a valuable training opportunity. In a protected training environment, space can be created and respect built among people from different backgrounds, who generally would never exchange views. When men, for example, learn about the women's perspective by imagining that they are women and women learn about the men's perspective, a start is made with building mutual understanding and respect.

As the person who drives the group dynamics, your style of training will play a role:

- It is important to make participants feel that you are fair and neutral.
- Give everybody an equal voice.
- Sometimes there are no 'right' and 'wrong' opinions. Here it is important to listen to one another and in the end participants may 'agree to disagree'.
- When it concerns different opinions on people's rights, the trainer needs to stand firmly with the people or groups whose rights are not respected.

Conflicts can be a constructive source of learning and need not be destructive if they are dealt with appropriately. It is important to get a sense of what the problem is. A conflict may arise from a simple misunderstanding or miscommunications among strangers at the initial stages of working together. Differences of opinions, clashes of personalities or between different religious

beliefs, ideological or political affiliations, or existing personal and institutional rivalries may exist among participants about which the trainer may know little.

During the training, it is also **useful if the trainer observes the following rules:**

- **Do not dismiss or belittle participants' comments, and avoid embarrassing any of them** by flatly saying that they are 'wrong'. Respond to sincere comments first with positive, respectful statements even if you do not agree with them. Avoid using a 'masked' positive response such as "I agree with you, *but* ...", which can sound condescending and insincere and create distrust and resentment. Instead, use positive response statements such as "I understand ... *and* ...", "I respect ... *and* ...", "I appreciate ... *and* ..."
- **After acknowledging participant's views and feelings, table the issue for discussion and invite other opinions.** The goal of the discussion in participatory training is usually not to find one absolute correct answer or to reach a consensus on everything, but to explore several possibilities, hear different opinions, find alternative solutions to a problem and decide with participants on what is fair and just. So, there are often no absolute right or wrong answers.

Dealing with group conflicts

- ✓ When you see an argument or conflict developing, use your position as the trainer to calm the atmosphere with a joke.
- ✓ If the conflict has nothing to do with the training content or process, shift the focus to another subject.
- ✓ If the conflict is related to the training content or process, for example, gender relations, bring it out into the open, and discuss what is fair and just.
- ✓ Make sure all participants are treated with respect and have equal opportunities to have their voice heard.
- ✓ Use fun games and exercises to ease tensions and build group relations.
- ✓ Divide participants up in smaller groups with participants of different backgrounds. This stimulates interaction and can create solidarity among people who, in real life, come from very different backgrounds.
- ✓ If you know which participants have a conflict with one another, especially those with personality clashes, avoid putting them to work in the same group.
- ✓ Change the composition of smaller working groups frequently and divide cliques up among these groups, so that everybody has a chance to meet others at individual terms.

It is possible that a conflict may be beyond your ability to resolve. In rare cases, if a conflict is so severe that it seriously disrupts the training, you may need to ask the individuals or groups who cause the disruption to leave. Fortunately, in most cases conflicts can be reduced to a manageable level and resolved during the training.

3.6 GENDER TIPS FOR EFFECTIVE 3-R TRAINING

Promotion of gender equality is an essential part of any 3-R training. It is important that 3-R trainers have a good understanding of what gender equality is about and how to integrate it throughout the 3-R training in a relevant and effective way. This section provides practical tips on the planning and design of 3-R training and on content and process. (For more information on the key concepts and strategies for gender equality promotion, see items B and C in Section 8.)

3.6.1 Gender tips for planning and design of 3-R training

Training needs analysis among the target groups and partner organizations

At the planning and design stage of 3-R training, the training organizers and trainers need to know the situation of girls, boys, men and women, and the extent of gender inequalities among them. They also need to know the level of gender awareness and commitment towards gender equality in the partner organizations. In Mongolia, social work involving children, youth and families tend to be the domain of women. Nowadays organizations may have adopted the gender mainstreaming approach and specific gender policies, programmes and institutional measures. Nevertheless, many organizations, such as education or training institutes, labour or child right organizations, may have little practical experience in this field and need capacity building on this subject.

Research on the 3-R priority target groups and their environment nowadays will usually include a gender analysis.⁴ If you do not know enough about the gender inequalities among your target groups, the partner organizations and the resulting training needs they have, it may be necessary to conduct a gender-specific training needs analysis. It is recommended to also carry out a quick **gender scan** among the organizations that will be invited to participate in 3-R Training of Trainers' (TOT) workshops.⁵

Gender balance in the training team and among participants

When forming a **3-R training team**, either for TOT or training for target groups, ensure that at least one and preferably more of the lead trainers are gender experts with a sound knowledge of gender equality promotion and participatory training expertise. Also make specific arrangements to ensure gender balance in the training team.

In equality and rights training, it is crucial to build capacities and give a voice to those who are not heard and do not take part in speaking and decision making. Usually these are girls and women, although this is not always the case. At the same time: **Try to make gender equality not a 'women-only' topic.** Gender equality is a matter concerning all, girls and boys, women and men, and the only way to change the existing structure is to involve people of both sexes, to build consensus with contributions from both to create more equality.

It is generally ideal to have a proportion of half-male and half-female participants. However, training organizers will often face challenges. In general, training is a resource which often is scarce and, in many instances, girls and women are not given equal access to training opportunities or cannot benefit from training geared to both sexes at the same time. For this reason, training organizers need to determine in advance who will be trained on what.

⁴ See *GECL Guide* by Nelien Haspels & Busakorn Suriyasarn (ILO: Bangkok, 2003), Part 1 and Checklist 4: Is gender included in your research design?, pp. 62-66.

⁵ You can use and adapt Checklist 6: How does your organization deal with gender equality promotion? In the *GECL Guide*, pp. 68-69.

Setting targets for training of mixed groups

Set specific numerical targets for the participation of women and men in 3-R training intended for both sexes. The actual targets for women's and men's participation will depend on the issue, the sector and the setting at hand, but some tips for doing so effectively are:

- When **training trainers**, it is good to train **both female and male** trainers at the same time. Training teams for the priority target groups ideally consist of one female and one male trainer, when they work with mixed audiences.
- If role models are needed for one particular gender among the priority target groups, set a **gender-balanced target** for participants. In general, you may consider to have more women and girls if you want to make sure that they have confidence to speak up and participate actively in the training. This is because girls and women tend to keep quiet while boys and men are usually socialized to speak up. They tend to dominate the group dynamics, even if they are in the minority.
- Generally, the **male/female ratio** of representation should range between **40 and 60 per cent** in mixed groups to allow for adequate voice and balanced representation of male and female views. Ensure a representation rate of **one-third of either sex at the minimum**, otherwise it becomes difficult for those in the minority to effectively have a voice.
- Check the **location and working schedules** of the different sex and age groups and plan your training at a place and time convenient to those you want to reach.
- **Avoid 'tokenism'**, i.e., including only one or a few women or men to make it look like your training provides 'equal opportunities' and benefits both sexes equally. This will not be so and may be difficult for those in the minority position.
- ✓ **When to organize separate sessions for each sex in training for mixed groups?** If the topics of discussion are sensitive and tenuous between the sexes, such as sexuality, reproductive health and domestic violence, you may first need to conduct training in groups of girls-only, boys-only, women-only and men-only, followed by training in mixed groups.

When to train women separately?

It is sometimes necessary to conduct separate training for women only from the priority target groups, if:

- **Girls and women** from disadvantaged population groups have had few opportunities in life. They have often been socialized to take life as it is and to obey everybody who has more authority than they have: their fathers, husbands and sons and older or richer women. If this is the case, it is usually necessary to first give training to girls- or women-only groups to enable them to learn from one another, to build up their **self-confidence** within the group, to understand that women worldwide face the same type of challenges and to jointly develop means to overcome these.
- There is strict **gender segregation** in the society and cultural or religious customs prohibit girls and women to speak up in the presence of boys and men, and vice versa.
- When training is geared exclusively at the 3-R priority target groups, check whether adult men and women in their direct environment also need gender awareness raising and training to gain their support for the training. For example, when training parents in migration source communities, it is vital to involve both fathers and mothers as well as community leaders in 3-R training. When training child herders or child domestic workers, both female and male employers need to be briefed and trained also, whenever possible.

3.6.2 Gender tips for conducting 3-R training – content and process

Training content

- ✓ **Identify the gender perspectives of participants at the early start of the training** by carrying out a quick 'gender scan' of their perspectives and views. You may encounter resistance, usually although not always from adult men and/or well-to-do women, who never experienced discrimination themselves.
 - Gender is a sensitive subject for some because it is related to deeply-held, personal values and norms in society on what women and men can and can not do.
 - People may feel threatened about changing existing roles, patterns and power relations.
 - The introduction exercises in this Kit help trainers to carry out a quick scan of participants' views gender equality and set the scene for effective gender training in an attractive and non-threatening way.
- ✓ **Avoid jargon, keep it simple and to-the-point.** The concepts, definitions and strategies for gender equality promotion are straightforward and easy-to-understand:
 - Everybody, irrespective of their educational level, has ideas on what is fair and just.
 - Appealing to these feelings of social justice and common sense when discussing what is right and what is wrong is much more effective than getting into academic discussions and elaborate 'gender jargon'.
- ✓ **Avoid creating a divide between men and women.** Do not stereotype all women as victims and all men as aggressors as it is misleading and not true. Gender equality promotion is not about fighting a gender war. Feminist men can be very effective gender promoters, and overcome resistance from other men.
- ✓ **Resist making sweeping generalizations and ensure respect for both women and men.**
- ✓ **Use training materials that are relevant to the day-to-day life of participants** and highlight gender problems from the female and male perspective. Use language that addresses both sexes.
- ✓ **Address concerns about other grounds of discrimination** that some participants may experience (such as age, race, ethnicity, (rural) origin, migrant status). It is not convincing and ineffective to fight against gender discrimination but not the other forms of discrimination that participants face.

Training process

- ✓ Ensure enough '**speaking time**' for both women and men, boys and girls, and '**voice**' of those who are silent:
 - Men/boys will usually be more used to speaking in public and tend to respond faster and talk longer. If this happens, let the speaker finish, but ask him to be brief.
 - Women and girls tend to be shy, especially when there are men in the room. Encourage women/girls to speak up by telling the group that we now want to hear what women/girls have to say.
 - Women/girls can also be too talkative and dominate the discussion. If this happens, ask them to stop doing so and give the floor to others.
 - Ensure that perspectives of the minority are being heard and acknowledge inputs and

viewpoints of both sexes in starting and concluding sessions.

- ✓ Ensure **respect for the opinion of all**, especially those in a minority position.
- ✓ **Do not assume automatic solidarity among women.** Women are not a homogeneous group and will usually be more loyal to men in their own socio-economic class or religious or cultural group, than to women from other backgrounds. This is very true for domestic workers: they face abusive female employers who side with and can be more abusive than the male employers.
- ✓ **Do not assume that women will automatically be promoters of gender equality:**
 - Men but also women may find gender training threatening, if they are afraid that it will take power or something else away from them rather than lead to a win-win situation for everybody.
 - But, women from all walks of life, actively promote gender equality for the simple reason that they share gender-related constraints and problems with other women.
- ✓ **Address sexist jokes** proactively:
 - If participants feel threatened by the subject they may start to make sexist or racist jokes, or use derogatory language about and/or towards women or others in the group.
 - As trainer you have to address this type of behaviour immediately, otherwise it will become worse.
 - Asking the person in question whether they really believe what they say and why they believe this. Ask other participants whether they agree or not and start a discussion on the subject. Usually, this works out fine, because people generally have no doubt when there is no respect for one another and basic rights are being violated.
 - If obnoxious behaviour persists, indicate that disrespectful behaviour is not tolerated in the group
- ✓ If there is resistance, invite respected gender advocates. It helps to **have the support from high-level people for gender equality activities**, whether it is within your organization, from a local chief or other respected women and men in the workplace or community. People are willing to think about the subject if they understand that respectable persons give their support to the issue.

4 Planning and Design of 3-R Training

This section provides practical guidance on the planning and design of 3-R training: how to make a training plan (including choosing a strategy and conducting a training needs assessment); how to select the training team(s) and participants; how to design 3-R training programmes for TOT workshops and for target groups; how to obtain feedback and evaluation during and at the end of training; and how to report on the training. The planning and design of a 3-R training programme should be done at least 2-3 months in advance of actual training.

4.1 MAKING A TRAINING PLAN AND NEEDS ASSESSMENT

Training strategy

In defining a training strategy, the trainers and organization(s) aiming to provide training first need to decide what they want to achieve, whom they want to train, for what purpose, and what are their training needs. Key questions to ask are:

- How does the 3-R training/TOT fit into the larger objectives and mandate of the organization(s) and what are the priorities?
- What end results are expected from the training/TOT and/or the participants after the training?
- Who will benefit most from the training, which organizations or individuals will most likely put to use the knowledge and skills from the training to take further actions?
- What are the skills and competencies of the trainers and/or participants before the training?
- Do the training organizers and trainers have prior experience organizing similar types of training? What are their strengths and weaknesses and how can these be built on or overcome respectively in the planned training event?
- What in-house capacity exists on and what expertise and resources need to be acquired from the outside?

Training needs assessment

Assessing the training needs is the first step in designing a training. The more the content and style of a training programme are adapted to fit the needs, the more likely the training will yield positive results. Training needs assessment can be done on a small or large scale, with the children, youth or families and/or with their intermediaries, such as project managers or coordinators, teachers, social workers, trainers or other extension workers. It can be done informally through observation, discussion and semi-structured interviews or more systematically through the design and analysis of questionnaires.

Training plan

Once the training strategy has been defined and training needs assessed, those responsible for the training/TOT can:

- Prepare a summary of the training needs, objectives and subjects.

- Validate these with the organization(s) initiating the training.
- Select target organizations and prospective trainers and participants.
- Plan the logistics.
- Define institutional arrangements and division of duties for the entire training event.
- Secure human and financial resources for all aspects of the training in appropriate timing.
- Determine the place and timing for the training.
- Prepare the training programme, subjects and budget.

Training course and duration

The course and duration of 3-R training may vary depending on the training objectives, the profile of the participants, the needs and the time they have. The TOT workshop usually consists of a five-day programme for trainers with in-depth knowledge of their target groups and some experience in both the 3-R subjects and methods. Of course, such a programme can be spread over several weeks, for example, if the 3-R training programme is embedded in a larger training course. Or, several series of TOT workshops can be given, covering the modules in more depth for new trainers with little experience in the 3-R training content and/or methods.

The training for children and youth will usually consist of a series of training events over an extended period of time, for example, during weekly rest and recreation meetings for child workers, combined with one or more training sessions for their parents, employers and/or other key stakeholders in the communities or workplaces. If possible, it is useful to organize 1- to 5-day workshops with children and youth during holiday or weekend camps, or as a part of their training course. An intensive or time-series training course may be suitable for children and youth already studying or living together in dormitories or an institution, and will enable them to concentrate on the training subjects, and their skills can be built in a gradual and systematic way. In addition, specific modules, units or exercises can be used in one-off events as part of specific awareness-raising or educational campaigns.

4.2 SELECTING A TRAINING TEAM AND PARTICIPANTS

How to select a training team

Participatory training is more intensive, requiring significant amount of preparation and energy than traditional training. In every training that lasts longer than half-a-day, participatory training is preferably provided by a training team rather than an individual trainer. This is good for the trainers, so they can 'recharge' their batteries in between sessions. It is also good for participants to learn from different trainers:

- For a 2- or 3-day training workshop or standard longer training courses, a team of two full-time trainers is adequate.
- For a 5-day training workshop which is done for the first time and includes field testing, four full-time trainers are needed.

Trainers are expected to have sound technical knowledge on the training subjects, such as child development, gender equality promotion, human and labour rights and action against child labour and rights abuses. At least one of the trainers should have expertise on child development and child labour, one should know how to deliver gender equality training and one

should know how to provide participatory training. Other topics concern youth, family relations and reproductive health. As mentioned, trainers need not be experts in all training subjects, as resource persons can be invited to discuss specific topics as needed.

Diversity in the training team is an asset. Make an effort to have at least one female and one male trainer, and ensure that at least one trainer has the same race, ethnicity, migrant status, cultural or religious background as participants. Avoid common gender and other stereotypes, such as having a male, city-resident of the majority population group as the lead trainer and a woman, migrant or person from an ethnic minority group as his assistant.

Key qualifications and selection criteria for 3-R trainers are as follows:

- ✓ Proven experience and expertise in child, youth or family development and in action against child labour, human trafficking and labour and human rights abuses
- ✓ Proven experience and expertise in providing gender equality training
- ✓ Proven experience and expertise in delivering participatory training
- ✓ Knowledge of the conditions and needs of the target groups
- ✓ Excellent communication and facilitation skills
- ✓ Good analytical, planning and organizational skills
- ✓ Ability to work in a team
- ✓ Report writing skills.

How to select participants

There are several practical points for consideration in selecting participants for your training. After you have identified the target group and the learning objectives for the training, you need to do the following:

- **Decide on the total number of participants.** For optimal participation, 20-25 participants is ideal. Between 30-35 participants is doable but more than 35 participants will make it difficult to have active and equal participation of everybody. It is a good idea to decide on the maximum number of participants **before sending out the invitations**. Having more participants turning up at the workshop than you had planned will not only decrease the quality of the training, but will also cause logistical and budgetary difficulties.
- **Ensure a balanced representation among participants** in terms of sex, age, sector, type of organization and other criteria as appropriate. This is to allow for effective voice and representation of views and perspectives of female and male participants and to avoid domination of one group over the other in the training (unless the workshop is designed as women/girls-only or men/boys-only). To ensure balanced representation in training for mixed groups, it is best to identify the number of men/boys and women/girls at the planning stage.
 - Generally the **male/female ratio of representation** should range between **40 to 60 per cent** in mixed groups to allow sufficient voice and balanced gender representation.
 - If an equal representation is not possible, have **at least one-third of either sex** present at the training.

- If more girls and women need capacity building, set aside more training places for them, for example, two-thirds women and one-third men.
- **Avoid tokenism** or inviting only one or two persons of the underrepresented group to make it look as if the training provides “equal opportunities” for all. This is not effective and may be counterproductive and difficult for those in the minority position.
- **Set clear and specific selection criteria for participating organizations and participants** to make sure that the right people attend the training. It is not always easy to ensure a proper selection of participants due to several constraints. Try to overcome these by doing the following:
 - When invitations are sent out to organizations or communities seeking nomination of participants, the selected persons are not always the participants you want: for example, they are too senior or too junior, too many men or too many women, or their job profiles are not suitable, etc. To prevent this from happening, identify the sex, the age, the position, and if possible, the name(s) of the prospective participant(s) in the invitation.
 - For training of trainers' events, it is important to be as specific as possible about the selection criteria for participants in the invitation. All participants of a TOT workshop are expected to train others after the workshop. Training someone who will not have the ability, opportunity or desire to train others will be a waste of time and resources. If you cannot identify the participants by name, make sure to set clear criteria for the nomination. Specify their sex, their job title, position and years of experience, for example, female (male), junior or mid-level field or youth worker with at least one year of training experience. (Include the Information Note on the 3-R Life Skills Training Kit in the invitation, Training Aid 1.)
 - When organizing a workshop in communities, women and girls may not join for various reasons, for example, anything concerning public matters is considered a man's duty or they are simply too busy with work and household chores. To encourage participation of more women and girls, organize the workshop around their schedule and provide temporary services to relieve their burdens, for example, baby-sitting for their children alongside the workshop. (Review Section 3.4 Considerations for different target groups to fine-tune the selection criteria for your participants.)



Training Aids for planning of 3-R training and selecting participants are provided in Section 7 of this Guide:

- *Training Aid 1: Information Note: 3-R Trainers' Kit*
- *Training Aid 2: Sample Nomination Form 1: Participant Profile for 3-R TOT*
- *Training Aid 3: Sample Nomination Form 2: Participant Profile for 3-R Training with Children, Youth or Families*
- *Training Aid 4: Checklist for Organizers: Planning of Training.*

4.3 DESIGNING A TRAINING PROGRAMME

The design of the training programme will differ depending on the priorities and resources of the training organizers, the training objectives and the size, make-up and needs of the target group. The trainers and the workshop organizers need to decide on a suitable type and structure of the programme (e.g., will it be a one-time workshop or event or part of a series of events, and for how long?). The trainers then prepare the training contents.

How to structure the training programme

For a training of trainers (TOT) workshop or training with priority target groups which runs for 1 to 5 days, schedule no more than six training hours in total per day. Divide the training programme up into four sessions of around 90 minutes each with two breaks of 30 minutes in the morning and afternoon, and a lunch break of at least 90 minutes. In this way, sessions can be slightly extended as needed without adapting the overall time schedule. For child, youth and adult target groups in communities, training will likely be spread over several weeks or months as they may have very little spare time outside working hours.



Training Aids Three sample training programmes are provided in Section 7: one for TOT, one for training of children and youth, and one for training of parents or adult target groups. Each sample training programme can be delivered in an intensive 5-day course or in a series of training spread over time. These are examples, **not blueprints** and need to be adapted to the local situation and participants' needs.

- *Training Aid 5: Sample 3-R TOT Programme for Trainers*
- *Training Aid 6: Sample 3-R Training Programme for Children and Youth*
- *Training Aid 7: Sample 3-R Training Programme for Parents or Adult Target Groups*

4.4 FEEDBACK AND EVALUATION

An important part of organizing a training is getting feedback by conducting systematic verbal or written evaluations. Without feedback there is no sure way to know:

- whether participants were satisfied with the training
- whether the training met its objectives
- what went well and what went wrong
- what can be done to improve future training.

Evaluations can be done at different levels and should be done during and at the end of every training. A workshop that includes a series of training sessions over several days should include daily evaluations as well as verbal and written evaluation exercises at the end of the training course.

- A **daily evaluation** is an immediate and simple assessment of participants' feelings and views about the training on a particular day or session to check whether the training is on the right track and to get ideas for fine-tuning the training during the next days.
- An **end-of-course evaluation** is more comprehensive. It seeks participants' views on their

satisfaction with the course, what they have learned, their reactions on the training contents and the training process in the entire course, and seeks their suggestions to improve future workshops.

Evaluations can be done in several ways.

- Trainers simply assess the impact of the training by observing participants' behaviour or changes in behaviour before, during and after the training. This is generally done by the training team during the day and they discuss their observations right after the day's sessions and before preparing the next day.
- Obtain direct feedback from the participants by asking them to:
 - Share their views in a plenary session at the end of the day.
 - Write down their feelings and thoughts individually and anonymously on a flipchart, or on a paper for in a feedback box.
 - Show their feelings on a graffiti board or a 'mood meter' displayed in the training room.
 - Systematically fill out a quic-tick feedback form at the end of each day and at the end of the training.



Training Aids

- *Training Aid 10: Sample Daily Feedback Form for 3-R Training*
- *Training Aid 11: Sample Final Evaluation Form for 3-R Training.*

The daily feedback form can be distributed to each participants to fill out individually or can be enlarged for the entire group to fill out before they leave at the end of each training day. The end-of-training evaluation form is best distributed to all participants to fill out individually and the results of which systematically analyzed and summarized in the training report. (Advice on how to conduct evaluations is given in Section 6, Final Exercise: Evaluation in this Training Guide.)

4.5 DOCUMENTATION AND REPORT WRITING

Writing a report about the training is usually part and parcel of organizing training, unless the training is embedded in a regular curriculum of a school, training institute, or community or youth centre. A workshop that is well documented serves as a useful reference for future action. Workshop reports are often also required for other purposes: as a normal practice of the organization's record keeping, for superiors or for donors.

Different types of reports usually require different formats. Writing reports is a daunting task for many. However, it is a task that can be made easier with good planning ahead of the workshop.

The first step in preparing a workshop report is to determine what type of report is needed for the workshop you are organizing, by asking the following questions:

- Why is the report needed?
- Who is the report for?
- Does it have a particular format or style?
- Who will be responsible for taking notes during the workshop?

- Who will write the report?
- Who will review and check the report before distribution?
- Who will produce and distribute it?
- If someone needs to be hired to prepare the report, has this been included in the budget and organized?
- Is there a strategic deadline for the report (mid-term review, project evaluation, etc.)?

Preparing and writing a report is usually a team effort. To ensure that the work will be done, clearly identify the persons who will take responsibilities for what. The process of report writing involves the following steps:

1. **Collect information**, which includes the list of workshop outputs mentioned above.
2. **Organize the information**: Decide how to organize the information: by topic, objective or day of the workshop and make an initial outline of the report.
3. **Analyze the information**: Identify key issues in the workshop, participants' learning process (how they learned and what they were particularly or least interested in), key findings and lessons learned.
4. **Write-up the report**: A good report should be clear and concise and cover only important information. Writing in chronological order by listing all the workshop activities and who did them is not recommended since this usually results in very long reports.
5. **Check and review the report**: Once drafted, the report should be checked, reviewed (and usually edited for better reading) by one of the trainers to make sure that the information is correct and no important information is left out.



Training Aid

- *Training Aid 12: Sample Table of Content of a Training Workshop Report.*

5 Trainers' Preparation for 3-R Training

The first thing you, as the trainer, must prepare for in a training is yourself. You need to find out: What are the training objectives and topics? Who are the participants? What tasks do you need to do? When, where and how exactly will you carry out the training? Being prepared both mentally and logistically will help to increase your confidence and the quality of your training. The trainer's preparation should start ideally 4 to 6 weeks before the delivery of the training. The list of things to do and/or to check is given below.

5.1 KNOWING YOUR TRAINING OBJECTIVES AND PROGRAMME

Do you know the topics to be discussed in the training and have they been organized in a training programme in a systematic, logical way? If there are subjects that you are not familiar with, then it is your responsibility to learn more about them. Feeling that you have enough knowledge will increase your level of comfort.

Usually the training organizer identifies what the participants are expected to learn or achieve. Make sure that you know exactly what the learning objectives and the expected outcomes of the training programme are.

5.2 CHECKING THE PARTICIPANT PROFILE

Do you have the participant profile and have the nomination forms been received? Who are your participants? Even the best training programme will not work, if it is not suitable for your participants. Different characteristics such as age, sex, level of education, work background, and social status, all have implications for how they learn. For example, children are generally more open to new information, whereas adults tend to be more selective in what they want to learn. Younger children have a shorter attention span than older children. Child workers may be tired and need many fun games to stimulate their learning. Adults like to share their experiences and enjoy learning about practical things that they can apply in real life.

In most traditional societies there are established social hierarchies. For instance, in Asia gender, age and status hierarchies are widely observed. This means that in a public setting, children and younger persons are expected to defer to the older generations and people in lower status to those in higher status. Women and girls tend to be quiet and men outspoken in public discussions. Special considerations may be needed for training people from ethnic, linguistic and religious groups or for participants with health conditions.

In addition to these demographic characteristics, the participants' reasons and motivations for coming to the training also affect the dynamics of the training: Do they come willingly on their own, or is the training obligatory? What do they expect from the training? How much do they already know about the subject? As the trainer you have to take all these into account.

See Section 4.2 for guidance on how to get the right mix of participants. If the nominated participants do not conform to the selection criteria, get back to the nominating organizations and encourage them to change their nominations.

5.3 UNDERSTANDING GROUP DYNAMICS

The size and composition of groups also affect the training dynamics. A large group size means greater potential for diversity in talents, knowledge and skills, but less chance for active participation from all. A smaller group size allows for more active participation but a more limited range of contribution. Different training methods are appropriately done in various group sizes. For instance, a lecture can be given to either a small or large group, whereas games or role-playing are ineffective or impossible in a large group. You have to decide what kind of group dynamics you want for each exercise. General participation patterns in different group sizes are given in Box 6 below.

Box 6: General Participation Patterns in Groups ⁶	
3-6 people	Everyone speaks.
7-10 people	Almost everyone speaks. Quieter people say less. One or two may not speak at all.
11-18 people	5-6 people speak a lot. 3-4 others join in occasionally.
19-30 people	3-4 people dominate.
30+ people	Active participation by all members unlikely.

For an effective workshop, you want the group size to be no more than 25, if you want everyone to have a chance to participate actively and equally. Between 26 to 35 participants is still manageable, but you will often need to break them into smaller groups and will cover fewer topics.

5.4 CHOOSING THE TRAINING VENUE AND ROOM(S)

Choosing a training location and room is important because the type and set-up of the room(s) and its location affect your participants' ability to learn. Action-oriented, participatory training needs physical space to move around, because it involves 'talking' and 'doing'. Outdoor or indoor facilities are good and using both types is recommended.

When selecting the training venue, you should:

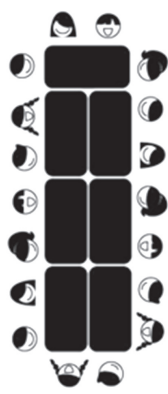
- Find a venue that is convenient for participants, for example, is it accessible and safe for all groups of participants, especially women and girls?
- Visit the training venue **in advance** to make sure that it is suitable for the types of training activities you are planning to do and the space is large enough to accommodate all participants. If not, find an alternative that is.
- Walk around the training venue and inside the training room(s) before the training, try sitting in various seats to check the perspectives and change the seating arrangements if necessary. You should check and try to eliminate possible distractions and make sure:
 - ✓ The training place is away from noise and traffic.
 - ✓ There is no blockage of view: everyone can see everyone else in the room.
 - ✓ The person sitting on the farthest seat can hear you talking.

⁶ Source: *Adults Learning* by Jenny Rogers (Milton Keynes, UK: Open University Press, 1989), cited in Box 3.6 Group size and participation in *A Trainer's Guide* by Pretty et al., p. 44.

- ✓ Test all electrical equipments **before** the session and make sure they are sufficient and working well (e.g., electrical sockets or power points, extension cords, microphones, overhead projectors, video players, computers, etc.).

5.5 SEATING ARRANGEMENTS

Appropriate seating arrangements can enhance the learning environment for the participants and the success of the training. Different seating arrangements have particular advantages and disadvantages for different training methods (see Box 7).

Box 7: Seating Arrangement Options			
1. Table Circles 	Advantages: - Participants are close to each other - Trainer can walk easily among participants - Ideal for group work Disadvantages - Take up much space - Participants on opposite sides do not have good eye contact with one another	2. Circle/Semi-Circle of Chairs 	Advantages: - Informal, relaxed, egalitarian - Eye contact for everyone - Participants are not attached to a specific seat and easy to move in various exercises Disadvantages - Can fit fewer people - No flat work surface - Intimidates shy people - In large circle, participants sit far from those opposite to them
3. U-shape 	Advantages: - Trainer has eye contact with all participants - Trainer can walk among participants Disadvantages - No eye contact for participants along the U-arm - Cannot fit many people - Cannot break into small groups easily	4. Fish-bone Style 	Advantages: - Good for both plenary and group work - Trainer can walk easily among participants Disadvantages - Cannot fit many people - Only partial eye contact among participants - Participants at the ends feel left out
5. Rows of Tables/Chairs 	Advantages: - Can fit many people into room - Everyone faces the front Disadvantages - Too formal; people tend to sit at the back first - No eye contact among participants - Trainer cannot walk among participants - Cannot break into small groups easily	6. Conference Style 	Advantages: - Eye contact for most participants Disadvantages - Cannot fit many people - Cannot break into small groups easily - Some participants may have side discussions and disrupt proceedings

Key considerations in choosing appropriate room arrangements for participatory training are:

- ✓ The seating is not fixed and there is enough room for all planned activities.
- ✓ The seating allows eye contact among trainers and participants.
- ✓ The trainer can see all participants and easily walk among them.
- ✓ Participants can break to work in small groups easily.

For these reasons seating options 1, 2 and 3 in Box 7 are more preferable and standard room arrangement styles (options 4, 5 and 6) are not suitable for training with many interactive exercises, except for plenary sessions.

In a training session or workshop that lasts several days, it is a good idea to vary the seating arrangements. The benefits are multiple:

- to have an optimal seating style for each training exercise
- to stimulate communication and networking among participants and avoid cliques
- to refresh the training atmosphere periodically.

5.6 TIME MANAGEMENT

- Time the training in a period that suits the participants.
- Allocate an appropriate amount of time for each session and each activity, and provide a break every 1.5 to 2 hours.
- Set a realistic timetable for the training. Effective learning is intensive, so keep the total training hours to six hours per day (generally four sessions of 90 minutes each spread over the day) and allow for sufficient breaks. This enables participants to informally discuss the training with each other.
- Stick to the time. Make sure that a lecture is not longer than 20-30 minutes maximum. Cut lectures short if necessary. If you know you tend to speak longer than planned, set a strict time limit for yourself and use your watch for each presentation.
- Provide for a variety of training methods in each session because people concentrate better for longer periods if they can participate actively. Ask open questions during every presentation.
- The time of day also has effects on the concentration of your participants. Generally, people are fresh and ready to learn in the morning and are less concentrated right after lunch.
- If the time is up before you can finish an active session or a lively discussion, ask for a collective decision from the participants whether and for how long to continue. Do not keep people hungry because they will not learn on an empty stomach.

5.7 PREPARING A SESSION PLAN, TRAINING MATERIALS AND A TRAINING FLOWCHART

Every trainer needs to prepare a **session plan** for each training. A session plan is like a recipe: It tells you what you need to do in each step of the training process. Each step has a clear time allocation and mentions training materials needed. Even the most experienced trainers need a recipe and study it in advance, especially if the topics are new.

In preparing training content and materials, it is helpful to ask this question: What participants *must know*, *should know* and *could know*? It is always tempting to give your participants as much as you can but a smart thing to do is to construct your session plan around **what participants must know**.

There are three basic components in a typical training session as follows:

- 1) **Welcome, introduction and objectives** – Always let participants know the objectives for each session.
- 2) **Actual training**
 - Select an exercise to start each session. Participants will remember more if they can experience and practice what they are learning about.
 - Ensure that all have equal opportunities to participate in the process. Gently encourage shy and quiet participants in the group to participate. Some measures can be done prior to the training to ensure equal participation, for example:
 - In mixed groups make sure the groups of participant are gender-balanced (at least 1/3 of either sex).
 - Separate participants according to age, sex, or other criteria for sensitive subjects, such as power abuses and sexuality.
- 3) **Conclusion** – Always conclude a session with the key messages: what participants must know.

Prepare your training materials. Materials in participatory training include a wide range of things, from basic stationeries like pens, papers, markers, scissors and tapes, to handouts, case studies, pictures and other visual aids, games, and action-based exercises that require a varying degree of preparation.

Most exercises in this trainers' kit provide training materials and aids but they may need to be adapted to suit the needs of your target audience. As a trainer, use your judgment on what to adapt.

Before each training session, you need to consider other details such as:

- Are the language, types and quality of the visual aids appropriate for them?
- Do you have enough copies of all training materials for all participants?
- Do you have alternative materials or exercises in reserve in case the materials and exercises you prepare do not work?

As the trainer, you play an important role in organizing and preparing the contents and the delivery details of the workshop. You have the training programme but you may still need to do detailed planning.

After all the training sessions and materials have been prepared, you need to draft a **detailed training schedule** or **flowchart** for the entire workshop, session by session and activity by activity. This is especially important, if you work with a training team and will divide up the different responsibilities. To make sure that the workshop runs smoothly, you should plan and organize all content and logistical details in a format that is easy to follow.

An example of a training flowchart with details filled in is given in Box 8. Both the trainers and organizers can use the flowchart as a reference in preparing for and monitoring training activities on a day-to-day and session-to-session basis. A blank Training Flowchart is also provided in Section 7 (Training Aid 13).

Box 8: Example of a 3-R Training Flowchart					
3-R Workshop for Children and Youth in Source Areas of Migration and Trafficking					
Date/Time	Session/Topic	Exercise/Activity	Format/Seating	Equipment/Materials	Responsibility
March 1					
08:00-08:30	Registration			1 folder of training materials for each participant	Staff 1
08:30-08:45	Opening	- Welcome remarks	Plenary/Circle of chairs	--	Village head
08:45-10:00	Introduction to programme and participants	-Intro Ex. 1.2: Introduction of participants and programme		1 copy of 3-R Information Note, Training Programme and list of participants for each participant	Trainer 1
10:00-10:30	BREAK				
10:30-11:15	Expectations	-Intro Ex. 2: Matching Expectations and Contributions	Circle of chairs	flipchart paper, 4 pieces of 4"x6" paper and a marker for each participant	Trainer 1
11:15-12:00	Self-awareness	-Ex. 1.1.1 Mirror, Mirror on the Wall		1 small mirror, 1 pencil & 2 pieces of A-4 paper for each participant	Trainer 2
12:00-13:00	LUNCH				
13:30-15:00	My Family and My Community	-Ex. 1.2.2 Our Community Map	Group seating	10-20 pieces of flipchart paper, 5-6 rolls of masking tapes and glue, 1 color marker for each participant	Trainer 1
15:00-15:30	BREAK				
15:30-16:10	Values and Attitudes about Gender	-Ex. 3.1.1 What Makes a Boy, What Makes a Girl?	Semi-circle or U-shape	2 flipchart stands, 2 color markers, masking tape; 1 slip of red and 1 slip of green color paper for each participant	Trainer 2
16:10-17:00		-Ex. 3.2.1 If I Were ...	Group seating	flipchart paper and markers	Trainer 1



Training Aids:

- *Training Aid 13: Sample Form: Training Workshop Flowchart*
- *Training Aid 14: Checklist for Trainers: Training Preparation.*

5.8 USING GAMES AND ENERGIZERS

Interactive games and energizers are often used participatory training to enhance participants' learning in various training situations, for example:

- **During the introduction** – To relax the participants and break down communication barriers (i.e., break the ice) among strangers, introduce participants to each other, level expectations and ground rules, and set a cooperative tone for the training.
- **As learning games** – To stimulate interest and active participation in the training exercises by making the learning fun, easy to digest and memorable.
- **As energizers** – To keep participants interested in learning, ease tensions, boost the energy level, smooth the transitions between exercises, and refresh the atmosphere.
- **Enhancing group dynamics** – To form small groups, develop group identity, cohesion and solidarity and develop a cooperative learning environment.

A wide range of games and exercises is provided in the 3-R Kit for use in the above situations. Each game or exercise serves a specific purpose or function. Keeping a balance between fun and learning is crucial in using the games to powerful effects. Use the games and exercises to enhance rather than distract the learning. If you use them as learning games, make sure that they deliver deeper learning points to your participants by giving enough time for reflection and analysis. Too much action and little learning can leave participants confused and dissatisfied. It is also important to explain the goal of each game clearly before playing it.

There are many interesting games and exercises from different sources that you can use or adapt. A good trainer always looks for new innovative games to add to his/her treasure training box. You can make your own games and experiment with them or ask your participants to share some local games (particularly energizer games). The latter helps increase participation and create a sense of ownership among participants.

One note of caution for playing local games: Avoid reinforcing gender or other discriminatory stereotypes. If participants introduce games that contain these, take the opportunity to address the stereotypes before or after the game and ask participants how to change the stereotypes to more neutral or positive ones.



Training Aid: Examples of games and energizers are provided in Section 7.

- *Training Aid 15: Examples of Energizing Games.*

6 The Start and End of Every Training

The first day of training is crucial for setting a tone that is conducive for learning and active participation during the training. Often participants come together for the first time at the training. Some or many of them may not know each other. Even when participants already know each other, social barriers and hierarchies need to be brought down to create an open and more equal learning atmosphere.

Training of trainers' (TOT) events usually start with a more or less formal opening ceremony. Guest speakers are invited from organizations which have a stake in the training and traditional ceremonies may take place. The responsibility for the opening ceremony lies with the main organizer of the trainer. It is recommended to reserve around 30 minutes for the opening ceremony and have an early refreshment break to allow for informal discussions among the guest speakers, the participants and the trainers.

It is recommended to start every new life skills training workshop (or series of training) with an introductory session as follows:

- **Introduction of participants and trainers** to each other is usually done through an 'icebreaker': a light-hearted game or exercise that relaxes participants, reduces their nervousness and anxiety among unfamiliar people in an unfamiliar situation. Therefore, it is important to start with setting a welcoming and friendly atmosphere in which all participants feel comfortable and encouraged to participate and which makes them feel part of the group.
- **A brief introduction of the learning objectives and an overview of the training programme** give participants an idea on what the programme is all about. Key information includes the main objectives and focus of the workshop and the participatory training approach and methods.
- **Matching expectations and contributions** can also be done through an interactive exercise that allows participants to express what they want from the training: their specific learning goals, and what they expect to contribute to the workshop. It is a chance for both the participants and the trainers to match their expectations and contributions. The trainers can use the outcome of this exercise to fine-tune the training programme as necessary.

Exercises provided for use at the start of a training are as follows:

- Introduction Exercise 1.1: Introduction of Participants and Training Programme – (for TOT workshop)
- Introduction Exercise 1.2: Introduction of Participants and Training Programme – (for 3-R Training with Children, Youth and Families)
- Introduction Exercise 2: Matching Expectations and Contributions

Towards the end of each training after all training exercises have been completed, the group reflects on what has been learned and what steps can be taken to apply the new knowledge and skills obtained during the training in participants' personal life, community activities or organizations (action planning). A training often finishes with an evaluation and a closing ceremony. Guidance for conducting these final sessions is given in two exercises:

- Final Exercise 1: Action Planning
- Final Exercise 2: Evaluation

The closing ceremony is usually done along the same lines as the opening ceremony. If the organizers wish to provide participants with a 'Certificate of Attendance', this can be given to them by the keynote guest speakers. At the end of the ceremony thank everybody for their participation and wish them good luck.

Introduction Exercise 1.1: Introduction of Participants and Training Programme (for 3-R TOT Workshop)



Objectives

- To introduce the objectives, content and structure of the training programme
- To introduce the 'learning-by-doing' participatory training methodology
- To introduce participants and trainers to one another



Target Group

Participants of a 3-R TOT workshop or training series



Duration

60-75 minutes (depending on the number of participants)



Seating Arrangements

U-shape, circle, semi-circle or fish bones style seating



Materials

Prepare a ring binder or a folder for each participant containing:

- Information Note on the 3-R Kit (Training Aid 1 in Section 7)
- Training programme (for example, Training Aid 5 in Section 7)
- List of participants
- 3-R Trainers' Kit



Training Aids

Training Aid 1: Information Note: 3-R Kit (in Section 7)

Training Aid 8: Slide: The Experiential Learning Cycle (in Section 7)



Session Plan Steps

Preparation

Prepare as many pieces of 2-piece jigsaw puzzles as there are people in the training, including participants, trainers and organizers. For example, if there are 20 participants and 2 trainers, prepare 22 pieces of jigsaw pieces that will make 11 pictures. Alternatively, pairs of different coloured candies or similar items can be used.

Prepare flipcharts, transparencies or PowerPoint slides with the instructions for the Introduction of participants, the learning objectives of the workshop and the experiential learning cycle for use in Steps 1, 3 and 4 respectively.

Step 1 – 10-15 minutes

Tell the participants that you will start the training by inviting them to play a game 'Find the Other Half' to get to know each other.

Walk around the room with the bag of jigsaws or candies and ask each person to take one piece. When all in the room has a piece, ask everyone to get up and find his/her 'other half' with the matching piece of their jigsaw or candy.

When a match is found, each pair will interview each other for no more than 2-3 minutes per person and ask the following information:

- *Name* – how the person likes to be called during the workshop
- *Job* – what the person does for a living
- *Role reversal* in training with both sexes – Each person will say what s/he would or could do if s/he were the opposite sex:
 - For women: If I were a man I could/would
 - For men: If I were a woman I could/would

For example, a woman may say: *"If I were a man, I would not be afraid to go out in the evening when it is dark."* A man may say: *"If I were a woman, I would become the village head."*

- *Role reversal* for female-only or male-only groups. Each participant answers the two questions:
 - As a woman I could/would
 - As a man I could/would

Step 2 – 20-30 minutes

After 5 minutes, ask everyone to find a seat with his/her partner. Invite the participants to introduce each other, one pair at a time until everyone has been introduced. If the participants are shy, the trainers may start introducing themselves with their partners first as an example. Be sure to give no more than 2 minutes to each pair. Keep the pace in the discussions and ask all to do the role reversal.



Tip for Trainers

The role reversal usually generates open and to-the-point statements. It is entertaining and sets a positive tone for the training. It provides the trainer with a quick scan of the level of gender awareness and expertise among participants and/or possible sensitivities on this subject among them for discussion during later sessions.

The outcome of the role reversal can be the starting point for gradually familiarizing TOT participants with the key concepts, strategies and tips for providing effective gender training. (See Sections 3.4 and 3.5, and in Trainers' Reference.)

Step 3 – 15 minutes

Thank the participants for the round of introduction. Then introduce the training programme as follows using Training Aid 1 on transparency or flipchart:

- Give a brief introduction on the context which gives rise to the training and the 3-R Kit, its aims and contents. Refer participants to the 3-R Kit Information Note (Training Aid 1).
- Go through the objectives of the 3-R TOT workshop using the flipchart or other training aids prepared for this purpose.
- Explain to the participants that in this training they will:
 - Learn and exchange their experiences on the training content of the Kit and its participatory training methods
 - Learn about a selected number of 3-R exercises by doing them
 - Practice and demonstrate training using the exercises from the 3-R Kit which they will later use with their own target groups.
- Refer the participants to the training programme and briefly go over its structure and contents. There is no need to read or explain the details of the training sessions at this stage. Inform the group that the programme is not fixed and can be adapted to the needs and priorities that they may agree to as a group.

Step 4 – 15 minutes

Invite participants to briefly share their experiences as trainers about training styles and methods and jot key words down on a flipchart or board. Generally conventional learning and training styles such as lectures and presentations and more participatory, action-oriented, experiential learning and learning by doing styles of training will be mentioned. Ask what they consider to be advantages and disadvantages of both more conventional learning and training methods as compared to newer more participatory methods.

Explain that a combination of training methodologies and methods is always needed. Knowledge transfer through a one-way communication process by means of lecturing and rote learning is the most common traditional form of learning. Participatory training and experiential learning is relatively new in education systems for children and adults, and its use is not always understood.

Ask participants to reflect how they experienced doing the role reversal during Step 1: What did they learn, how and why about gender relations and gender equality? After several responses, summarize as follows:

- The role reversal enabled/required participants to feel and express/define what it means to be a woman/man and to dream about how it would constrain or benefit them to be of the other sex.
- These personal experiences about their gender roles, stereotypes and expectations about their potential taught them possibly more about gender equality in a very short time than any lecture or reading about the subject.

Go through the 5 main steps of the Experiential Learning Cycle, showing the slide (Training Aid 8):

- | | |
|---------------|---|
| <i>Step 1</i> | The learning cycle starts with participants being introduced to a new idea or challenge in a practical way. Participants will play a game, a role play, do a group assignment or another practical exercise to experience or act out a new idea or challenge. |
| <i>Step 2</i> | The participants then share the outcome and experiences of doing the exercise: What they felt and observed while doing the assignment. |
| <i>Step 3</i> | The group analyzes the outcome and experiences of the exercise. |
| <i>Step 4</i> | The group draws conclusions, learning points and key messages from the exercise. |
| <i>Step 5</i> | After the training, the participants take the knowledge back home to apply in real life. |

The trainers' job is to facilitate their learning: give guidance, help them in analysis and draw conclusions and learning points which they can later apply in real life. The trainers will not be there just to lecture and 'feed' them the knowledge but to 'help' them learn by themselves.

Emphasize that participants should feel free to participate, ask questions and exchange ideas with others during the workshop. The quality of the training depends on the quality of participation from everyone. Everybody has the responsibility for his or her own learning. Active participation can help them discover their hidden talents and creativity, and, therefore, help increase their level of confidence and skills.

Introduction Exercise 1.2: Introduction of Participants and Training Programme (for 3-R Training with Children, Youth and Families)



Objectives

- To introduce the objectives, content and structure of the training programme
- To introduce participants and trainers to one another



Target Group

Children, youth and families who are priority target groups



Duration

45-60 minutes (depending on the number of participants)



Seating Arrangements

U-shape, circle, semi-circle or fish bones style seating



Materials

For all participants, even if they cannot read or write themselves, prepare a ring binder or folder containing:

- Information Note on the 3-R Kit (Training Aid 1)
- Outline of the training programme (for example, Training Aids 5 and 7 in Section 7)
- List of participants



Training Aids

Training Aid 1: Information Note: 3-R Kit (in Section 7)

Training Aid 8: Slide: The Experiential Learning Cycle (optional for literate youth and adults only)



Session Plan Steps

Preparation

Prepare a flipchart or transparency with the learning objectives for use in Step 3, and with Training Aid 12: Slide: The Experiential Learning Cycle if Step 5 is included.

Step 1 – 10-15 minutes

Explain to the participants that the training will start with a 'Name Game' to enable everyone to know each other. Start the game by inviting the participants to introduce their names one by one. Each person will say his/her name or what they would like to be called slowly and clearly and say one thing to help others remember the name, for example: "I am Khin and I like to cook."

Step 2 – 15-25 minutes

- When the participants have finished the round of introduction, the trainer introduces herself: "My name is Bolor and I live in a house on B Street. I know one person whose name begins with the letter 'A'", then point to one person whose name begins with the letter 'A' and says: "Your name is Atlan and you like ice cream. Atlan, can you find someone whose name is 'Erdene' who likes eggs?"
- Atlan has to say his own name first, then points out Erdene and asks Erdene to find another person, for example, Gerel who wears a green shirt.
- Continue until everyone has had a chance to point out another person.
- End the game by having everyone call out the names together in the order of seating.



Tip for Trainers

If participants are not familiar with one another and find it difficult to remember the names and individual characteristics, they can simply refer to the next person just by mentioning the name or the characteristic. Alternatively, use one of the introduction games in Training Aid 15 in Section 7.

Step 3 – 10 minutes

Thank the participants for the round of introduction. Then briefly introduce the training programme as follows:

- Depending on each workshop programme and your priority target group, explain its main focus, structure and contents (If participants are literate, distribute for each a copy of the training programme). For example, in a 3-R training for children and youth (see Training Aid 6) explain that they will learn about 5 different themes as follows:

Day 1	<i>Self & Gender Awareness:</i> You will learn about yourselves and what it means to be a girl or boy, woman or man in your community.
Day 2	<i>Rights & Responsibilities:</i> You will learn what rights and responsibilities you have as a human being and as a member of your family and community, and how to balance the two.
Day 3	<i>Problem Solving & Social Skills:</i> You will learn creative ways to find solutions to problems individually and in a group, how to communicate and interact with other people effectively, and how to make informed decisions to avoid pitfalls.
Day 4	<i>Sexual Health Education:</i> You will learn about your own body, managing friendships and relationships, and how to stay safe and healthy.

Day 5

Goals in Life/Rights at work: You will explore what you want to do in life and learn how to set and achieve the goals. You will also learn how to be a smart job seeker and how to migrate safely.

- Explain the main training objectives, for example:
 - To increase understanding about rights as children, as human beings (or as workers).
 - To gain knowledge and skills to improve your life (and conditions at work) and make friends.
 - To be self-confident and know how to make informed decisions and have your voice heard in the family, community and workplace.

Step 4 – 10 minutes

Explain that all participants in this training will learn by doing. Emphasize that how much and how well they will learn in this training will depend very much on how actively they participate. The more actively they participate, the more and the better they will learn. Encourage them to feel free ask questions and exchange ideas with others during the workshop.

Tell them that they will be asked to play games, share ideas and opinions in discussion, and do work assignments in groups and other practical exercises. The trainers' job is to facilitate their learning: give guidance, help them in analysis and draw conclusions and learning points which they can later apply in real life. The trainers will not be there just to lecture and 'feed' them the knowledge but to help them learn by themselves.

Step 5 – (optional) 10 minutes

If youth and/or parents are interested in 'learning how to learn', if they have some experience with traditional education and training (e.g., youth dropped out, or parents discontinued their children's formal education because the gains of the investment seemed too low), and if they are literate, it may be worthwhile to explain how the 'learning-by-doing' approach differs from traditional learning.

Summarize the 5-step experiential learning cycle (show a slide or flipchart of the Experiential Learning Cycle (Training Aid 8). Explain each step in easy-to-understand language, for example:

- Step 1 – Do and experience action through a game, role play or other practical task.
- Step 2 – Share feelings about what happened during the action.
- Step 3 – Analyze the feelings, observations and outcomes of the exercise.
- Step 4 – Draw conclusions and learning points from the exercise.
- Step 5 – Apply the knowledge and lessons learned in real life.

Introduction Exercise 2: Matching Expectations and Contributions



Objectives

- To explore the participants' expectations and contributions in the workshop
- To ensure the training programme matches the needs of participants



Target Group

- Trainers (participants of TOT) OR
- Children, youth and families from the 3-R priority target groups



Duration

45 minutes



Seating Arrangements

U-shape, circle, semi-circle or fish bones style seating



Materials

- Flipchart stands, boards or empty wall space
- Markers, one for each participant
- 1 roll of masking tape
- 4 cards (about ¼ of A-4 size paper) in two different colours for each participant (for example, 2 pieces in blue and 2 pieces in yellow)



Session Plan Steps

Option A: For literate participants

Step 1 – 10 minutes

Explain that the trainers need to know the expectations and possible contributions of participants: what they would like to learn and what they can share with others. This will help to make sure that the training programme is suited to their needs, and to identify talents and resources among participants.

Give each participant 2 pieces of paper in each colour and a marker. Assign the colour to expectations and contributions from the beginning, for example, *yellow* for expectations and *blue* for contributions. Ask them to write:

- Things they hope or expect to get from the training on a piece of yellow paper
- Things they can contribute or share with others on a piece of blue paper.

Their expectations and contributions can relate to content, training process, meeting people or any other aspect of the training. Ask them to write clearly in big letters and be clear and specific. Participants do not need to write their names on the cards. The trainers may show examples while explaining. Ask the participants to write 2 cards for expectations and 2 cards for contributions. If they make a mistake, they can ask for new cards. Give them about 5 minutes.

The trainers start collecting the cards as soon as they are ready and cluster them under the same topic on a flipchart, board or wall space. Depending on the actual training programme, example topics are: child labour abuses; forced labour; human trafficking; gender equality; child herders; child domestic work; (new) training techniques; problem solving; safe migration; confidence building; and getting to know new people.



Tip for Trainers

Some participants may not expect to be asked directly about their expectations and do not know what to write. Encourage everybody to participate. It is fine if some participants write only one or two cards.

Step 2 – 20 minutes

Briefly discuss the expectations and contributions under each topic. Ask the participants to clarify if some statements are not clear. Cover each of the main topics and explain to what extent expectations may be fulfilled during the training workshop. Usually the majority of the expectations will be in line with the training objectives.

In terms of contributions, emphasize that active participation and contributions from participants will be highly useful during the training. Participants may have different knowledge, talents and skills that others can learn from. Therefore, contributions from everyone are encouraged. Invite participants who were shy and did not write anything about their contributions, to share their ideas later in the training.

Option B: For participants with low literacy

For participants who are not able to read and write well, the exercise can be done orally in a brainstorming fashion. Suggested steps are as follows:

Step 1 – 20 minutes

- Ask participants in plenary about what they hope to gain from the training.
- Write down their ideas on the board or flipchart under the heading 'Hopes'.

- Then ask the group about their fears: things that they would not like to happen.
- Write their ideas down under the heading 'Fears'.

Step 2 – 10 minutes

Point out key hopes and fears together with the group. Discuss and address whether the hopes will be responded to and give reassurance to participants about their fears and concerns as needed. Also, use this chance to clarify any misconceptions about the training.

Emphasize the importance of active and equal participation by everybody as described above.

Step 3 – 15 minutes

Ask participants to share their ideas about ground rules that everyone should follow during the training to create a safe and respectful space where everyone can fully participate and learn from one another.

- Brainstorm for suggestions (e.g., be punctual, put phone on silent, no answering phone in the room, listen to others while they talk).
- Write or draw the ideas on the board or flipchart.
- Go through the list of ideas and highlight the rules that the majority approve.
- Make the list of ground rules for the class.
- Use the list as a reference to ensure good behaviour during the duration of the training.

Final Exercise 1: Action Planning



Objectives

- To develop a Follow-up Action Plan to provide 3-R training to children, youth and families at risk of falling victim to labour and human rights abuses (for TOT)
- To develop an individual Action Plan for use in real life after the training (for training of target group)



Target Group

- Trainers (participants of TOT) OR
- Children, youth and families from the 3-R priority target groups



Duration

- 30-60 minutes for Steps 1-2
- 30-60 minutes for Steps 3-4 (depending on the depth and details of the Follow-up Action Plans)



Seating Arrangements

U-shape, circle, semi-circle or fish bones style seating for Step 1

Small group seating for Step 2



Materials

- Pens, one for each participant
- Around 50 postcards in different styles (cartoon, abstract or realistic) and with different subjects (landscapes, portraits) for use in Steps 1-2
- Stamps to send the postcards 2 weeks after the training (one each for every participant)
- Follow-up Action Plan format (to be designed by trainers/organizers, see example in Training Aid 9)



Training Aid

Training Aid 9: 3-R Follow-up Action Plan (in Section 7)



Session Plan Steps

Preparation

Design the questions for the individual Action Plans (Steps 1-2), as well as for the Follow-up Action Plans (Steps 3-4):

- The questions for the individual Action Plan need to be brief because participants will write their answers on a postcard, which will be mailed back to them. Example questions are: What promises do you make to yourself after this training (similar to the New Year resolutions that many people make).
- The 3-R Follow-up Action Plan is for use in TOT training and training for the priority target groups, if they will share the knowledge with people in their community of workplace. An example worksheet is provided (Training Aid 9).

Step 1 – 10 minutes

Explain that this exercise will help the participants to apply the knowledge and skills gained in the training in real life after the training (Steps 1 and 2).

- Display the postcards with the pictures upwards on the floor in the middle of the circle. Explain that they can each select one postcard that they especially like. Ask them to make their choice and return to their seats.
- Ask participants to fill in their address (postal or digital address) on the designated space on the postcards.

Step 2 – 25 minutes

Explain that participants need to create 1 to 3 key promises to themselves on things they plan to do or to change in their life after the training (like the New Year resolutions that many people make annually). Give them some time to think and ask them to write these on their postcards. Illiterate persons can draw a picture.



Tip for Trainers

If gender inequalities are pronounced, ask them to think of one message to improve more equal sharing of workload and decision-making between men and women. For example, boys and men may wish to start sharing household duties, and girls and women may become more vocal and take a leadership role in their community or workplace.

Ask 2-3 volunteers to share their promises in plenary and collect all the postcards.

Send the postcards to participants 2 weeks after the training to remind them of their promises to themselves.

Step 3 – 20-40 minutes

Explain that the second part of this exercise will assist them in planning a follow-up to the 3-R training, for example, training of the 3-R priority target groups for trainers or information sharing by children, youth or adults back home in their family, community or workplace.

Tell the participants that they can prepare the Follow-up Action Plan either individually or jointly. For example, if they come from the same or cooperating organizations, or live and/or work in the same place or near to one another, ask them to form groups accordingly.

Distribute one copy of the Follow-up Action Plan to each participant in each group. Explain it and ask them to plan and complete it individually or together. Keep some blank spares, if participants need more copies.

Step 4 – 10-20 minutes

Ask 3-4 groups of participants to share their Action Plan and ask others to comment.

Conclude the session by summarizing the main outcome of Steps 1 to 4.

Arrange for photocopying of the completed Follow-up Action Plan and ensure that:

- Every participant has a copy of their Action Plan.
- The trainer has a copy of each completed Action Plan for future support and coaching services.

Final Exercise 2: Final Evaluation



Objectives

To evaluate the training outcome: Have we met our objectives and expectations?



Target Group

- Trainers (participants of TOT) OR
- Children, youth and families from the 3-R priority target groups



Duration

30 minutes



Seating Arrangements

U-shape, circle or semi-circle seating



Training Aid

Training Aid 11: Sample Training Evaluation Form for 3-R Training



Session Plan Steps

Preparation

Prepare the Training Evaluation Form. Review the example (Training Aid 11), adapt it as needed and distribute one copy to each participant on the last day, several hours **before** the end of the training.



Tip for Trainers

In training events that aim to validate the 3-R Kit, add 'smiley rows' and remarks for each exercise to analyze which exercises are fine and which need to be adapted.

Step 1 – 15 minutes

Recall the aims of the 3-R training and the learning objectives of participants in plenary.

Ask the participants whether they feel their expectations have been met and to what extent they have achieved their objectives.

Explain that evaluations are useful to improve future 3-R Training. Both a written and verbal evaluation will be carried out.

Distribute the written evaluation form and give the participants time to complete it. Collect the forms at the end of the session **before** the closing ceremony for analysis by the trainers and organizers after the workshop.

Step 2 – 10 minutes

Do a verbal round of evaluation with participants: Each person will mention one strong point and one weak point of the training (for example, what they have discovered, what they liked and disliked, what they need further training on). The trainers join this evaluation.

7 Training Aids

Training Aid 1

INFORMATION NOTE

3-R Kit

1. What is the 3-R Kit?

The **3-R Trainers' Kit, 3-R: Rights, Responsibilities and Representation for Children, Youth and Families** ('3-R Kit') is a participatory and interactive training tool, designed to help individuals and organizations working in communities at risk of child labour and human trafficking for labour or sexual exploitation to increase impact in their work against these abuses.

2. Who is it for?

Intended beneficiaries: The 3-R Kit is intended for use with people in three different age groups: children (aged between 8 to 14), youth (aged between 15 to 24) and adults (aged 25 years and older). The target groups include (but are not limited to) children, youth and parents who face hardship in life, including those in rural and urban communities vulnerable to child labour exploitation and rights abuses, child and youth workers in agriculture, factories, small and medium enterprises, trade and services, domestic work and other industries, as well as people rescued from trafficking or other rights abuses.

Direct users: The users of this Kit are trainers, practitioners and staff of government agencies and national and international development organizations in Mongolia working in communities at risk of child labour, labour and human rights abuses. These can be professional trainers, state officials, social workers and field staff of NGOs providing services to children, youth and families, child labour and labour inspectors, teachers, peer educators, and youth, women and community leaders.

3. Why is the 3-R Kit an important training tool for Mongolia?

Over the past decade, Mongolia has taken concrete measures towards the elimination of the worst forms of child labour and closing the gaps in the implementation of the principles of the Forced Labour Convention. However, awareness raising, prevention, withdrawal and habilitation efforts have been hindered by inadequate understanding about child labour and forced labour and limited capacity of the public agencies and state officials in enforcing and monitoring relevant national legislation and international labour standards (ILS), in working with communities, target groups and victims of violence.

The Authority for Family, Child and Youth Development (AFCYD) and the Ministry of Labour and Social Protection (MLSP) of Mongolia have identified the 3-R Kit as the most appropriate tool to strengthen the individual and organizational capacity of state entities. The update and adaptation of the 3-R Kit has been jointly undertaken by AFCYD and MLSP with technical support from the ILO under the ILO/EU project on Sustaining GSP-Plus Status by Strengthening National Capacities to Improve ILS Compliance and Reporting-Mongolia Phase 2.

4. What are its aims and strategy?

The overall aims of the 3-R Kit are to help trainers and development workers working with their target communities to:

- Increase understanding of child rights, workers' rights and gender equality among children, youth and their families in at-risk communities and workplaces.
- Reduce gender and social gaps by raising awareness and providing skills for life and work to children, youth and adults in these communities and workplaces.
- Empower poor and disadvantaged families, especially children and women, to make informed decisions about their lives and to increase their voice and representation in their communities and workplaces.

5. What are the contents?

The 3-R Kit contains 11 modules, 32 units and 91 exercises. The 11 modules are:

Module 1 Self-awareness and Identity
 Module 2 Rights in Life
 Module 3 Equality in Life and Family
 Module 4 Work and Resources in the Family
 Module 5 Problem Solving and Social Skills
 Module 11 A Smart Worker

Module 6 Sex Education
 Module 7 Keeping Healthy
 Module 8 Protection from Violence and Drugs
 Module 9 Smart Money Management
 Module 10 A Smart Migrant and Job Seeker

Training Aid 2

SAMPLE NOMINATION FORM 1 Participant Profile for 3-R TOT

1. Name:.....
2. Address and contact information:
.....
Phone number:E-mail:
3. Gender: ☐ Male ☐ Female ☐ Other
4. Age: Years
5. Name of your organization:
6. Job title:
7. Name of your project:
8. Please describe your target groups (sex, age, income level, activities):
.....
.....
9. What support or services are you providing to your target groups?
.....
.....
10. How much experience do you have as a trainer?
☐ less than 1 year
☐ between 1-5 years
☐ more than 5 years
11. How much experience do you have working with children, youth and families, or in the field of child labour, forced labour, (youth) employment, or human trafficking?
☐ less than 1 year
☐ between 1-5 years
☐ more than 5 years
12. How much experience do you have in gender equality promotion?
☐ less than 1 year
☐ between 1-5 years
☐ more than 5 years
13. What do you expect from this training programme?
.....
14. Any other comments?

Training Aid 3

SAMPLE

NOMINATION FORM 2

Participant Profile for 3-R Training with Children, Youth or Families

1. Name:.....
2. Address and contact information:
- Phone number: E-mail:
3. Gender: ☐ Male ☐ Female ☐ Other
4. Age: Years
5. Are you going to a school or training institute? ☐ Yes ☐ No
If yes, explain what type of school or training:
If yes, at what level?
6. Can you:

Read?	☐ No	☐ Yes, a little	☐ Yes
Write?	☐ No	☐ Yes, a little	☐ Yes
Make sums?	☐ No	☐ Yes, a little	☐ Yes
7. Do you work? ☐ Yes ☐ No
If yes, what do you do?
Give the average number of working hours per day:
Give the number of working days per week:
8. Name of your organization or community:
9. Have you ever attended any meeting or training on children, youth, families, or child labour or trafficking in women and children in the past? ☐ Yes ☐ No
If yes, when?..... where?
How long was the meeting/training?
Who organized it?
10. What do you expect from this training programme?
11. Any other comments?

Training Aid 4

CHECKLIST FOR ORGANIZERS: PLANNING OF TRAINING

The training organizers can use the following checklist to facilitate workshop planning.

No.	Tasks in Planning of Training	Yes	No
1	Have I conducted a training needs assessment?		
2	Do I understand the nature of the problems and am I sure these will be addressed by providing training?		
3	Have the priority training needs been identified? Are they clear? Can they be met during the planned training?		
4	Do I have a training strategy: do I know what type of programme to organize and how to deliver it?		
5	Am I clear about the objectives of the training?		
6	Have I identified the participants who will most likely benefit from the training and/or have the potential to share the knowledge and skills from the training?		
7	Have I considered cooperation with other groups or organizations that may benefit from the same types of training?		
8	Do I have a (team of) trainer(s)?		
9	Will a translator be needed in the training?		
10	Are the inputs and resources available for this training?		
11	Have I checked the time and place of the training with the participants and the trainers?		
12	Do I have the training programme from the trainers?		
13	Have I sent letters of invitation and the nomination forms to participating groups or organizations?		
14	Have I received confirmation of participation and the nomination forms from all participants or participating agencies?		
15	Have I organized and consulted with the trainers on other logistical details, including: • Finalization of the list of participants with contact information and other information, including sex, age, education or job title/years of experience • Preparation of training materials and handouts for distribution • Checking and confirmation of the training venue and facilities • Arrangement for transportation and accommodation for participants • Organization of food and refreshments for the workshop • Preparation of daily allowance for participants, if any • Confirmation of the availability of the translator(s), if needed • Arrangement for the workshop evaluation and reporting.		

Training Aid 5 SAMPLE 3-R TOT Programme for Trainers

Training objectives: To familiarize trainers with the contents and training methodologies of the 3-R Kit and to increase their training capacity to deliver 3-R training to children, youth and families in communities at risk of child labour, forced labour, unsafe migration, and labour and human rights abuses.

Time	Day 1	Day 2	Day 3	Day 4	Day 5
08:30 – 10:00	Opening Ceremony Intro Exercise 1.1: Introduction of Participants and Training Programme	Round-up of Day 1 Unit 3.3 Making a Happy Family Ex. 3.3.1 Vote for Family Happiness	Round-up of Day 2 Unit 7.1 Planning a Family Ex. 7.1.1 Reproductive Health Quartet Game OR Unit 6.3 Safe Sex Ex. 6.3.2 Contraception	Round-up of Day 3 & Training Preparation Training by Group 1 Peer Reviews & Comments	Round-up of Day 4 & Training by Group 5 Peer Reviews & Comments
10:30 – 12:00	Intro Exercise 2: Matching Expectations and Contributions Introduction of the 3-R Kit 1 About the 3-R Kit 2 Structure and Content 3 Setting ground rules	Morning break 10:00 – 10:30 hrs			
		Unit 2.1 Everybody Has Rights Ex. 2.1.1 What Are Human Rights? OR Unit 2.2 Child Rights Ex. 2.2.1 I Have Rights – Chair Dance	Unit 10.1 A Smart Migrant Ex. 10.1.1 Are you Ready for Migration? And Ex. 10.1.2 Migration Snake and Ladder Game OR Ex. 10.1.3 Trafficking Dangers	Training by Group 2 Peer Reviews & Comments	Training by Group 6 Peer Reviews & Comments
13:30 – 15:00	3-R Training Guide: - <i>Participatory methods</i> - <i>How to be a successful trainer</i> - <i>Working with target groups</i> - <i>How to plan and conduct 3-R training</i>	Unit 4.1 Who's Doing What Work and Who Has a Say in the Family? Ex. 4.1.1 My 24-Hour Clock OR Unit 4.2 What Is Child Labour? Ex. 4.2.1 Working Children: What Is Acceptable and What Not?	Lunch 12:00 – 13:30 hrs		
		Unit 11.2 Rights at Work Ex. 11.2.1 Fundamental Principles and Rights at Work OR Unit 11.3 Health at Work Ex. 11.3.2 Occupational Safety and Health Reflections on methods and contents of exercises	Training by Group 3 Peer Reviews & Comments	Reflections Final Exercise 1: Action Planning Participants draft action plans & design training programmes for their communities/organizations	
15:30 – 17:00	Unit 1.1 Who Am I? Ex. 1.1.1 Mirror, Mirror on the Wall Unit 3.1 What's the Difference between Being a Boy and a Girl? Ex. 3.1.1 What Makes a Boy, What Makes a Girl?	Unit 6.1 Love and Marriage Ex. 6.2.3 Relationship Management OR Unit 5.4 Social and Communication Skills Ex. 5.3.4 Smart Use of Social Media OR Unit 8.1 How to Say 'No' to Violence Ex. 8.1.1 Violence in the Family	Afternoon break 15:00 – 15:30 hrs		
		Group Work: Preparation for Training Practicum - Divide participants into groups of 4-6 people (maximum 6 groups) - Each group chooses one exercise from the 3-R Kit to practice	Training by Group 4 Peer Reviews & Comments	Presentation of Action Plans Final Exercise 2: Evaluation Closing Ceremony	

Learning objectives: To increase knowledge, skills and coping strategies on the themes given below (Training programme may be an intensive course or a series of training spread over time; exercises under each theme may be changed or added as appropriate for the target group)

Time	Day 1	Day 2	Day 3	Day 4	Day 5
THEME	SELF & GENDER AWARENESS	RIGHTS & RESPONSIBILITIES	PROBLEM SOLVING & SOCIAL SKILLS	SEXUAL HEALTH EDUCATION (for youth)	GOALS IN LIFE/ RIGHTS AT WORK
08:30 – 10:00	Opening Ceremony Intro Exercise 1.2: Introduction of Participants and Training Programme	Unit 2.2 Child Rights Ex. 2.2.1 I Have Rights – Chair Dance (for children) Unit 2.1 Everybody Has Rights Ex. 2.1.1 What Are Human Rights? (for youth)	Unit 5.1 How to Find a Solution Ex. 5.1.1 Making a Hole AND Ex. 5.1.2 Connecting the Dots OR Ex. 5.1.2 Playing with Puzzles	Unit 6.1 Changes and Sexuality Ex. 6.1.1 Body Mapping OR Ex. 6.1.3 Am I Normal?	Unit 1.3 I Have a Dream Ex. 1.3.1 Market of Dreams and Happiness OR Ex. 1.3.2 Road to Success (for children and youth)
Morning break 10:00 – 10:30 hrs					
10:30 – 12:00	Intro Exercise 2: Matching Expectations and Contributions Setting ground rules Unit 1.1 Who Am I? Ex. 1.1.1 Mirror, Mirror on the Wall OR Ex. 1.1.2 What Animal Am I?	Unit 2.2 Child Rights Ex. 2.2.2 I Can Solve It OR Unit 4.1 Who's Doing What Work and Who Has a Say in the Family? Ex. 4.1.1 My 24-Hour Clock	Unit 5.3 Making Friends Ex. 5.3.1 Looking for a Friend OR Unit 5.4 Social and Communication Skills Ex. 5.4.1 That's Someone I Trust (for children) OR Ex. 5.3.4 Smart Use of Social Media (for youth)	Unit 6.2 Love and Marriage Ex. 6.2.1 Roundabout Talk OR Unit 6.3 Safe Sex Ex. 6.3.1 Risks of Sexual Behaviours	Unit 9.1 Handling Money Ex. 9.1.1 A Smart Spender OR Unit 10.1 A Smart Migrant Ex. 10.1.1 Are You Ready for Migration? OR Unit 10.2 A Smart Job Seeker Ex. 10.2.1 My Ideal Job OR Ex. 10.2.2 The Job Market
Lunch 12:00 – 13:30 hrs					
13:30 – 15:00	Unit 1.2 My Family and My Community Ex. 1.2.1 My Family Tree AND Ex. 1.2.2 Our Community Map OR Ex. 1.2.3 Story of Our Lives	Unit 3.3 Making a Happy Family Ex. 3.3.1 Vote for Family Happiness AND/OR Ex. 3.3.3 Resolve Family Conflicts	Unit 5.4 Social and Communication Skills Ex. 5.4.2 How to Keep Cool OR Unit 8.1 How to Say 'No' to Violence Ex. 8.1.1 Sexual Harassment and Bullying	Unit 6.4 Teenage Pregnancy Ex. 6.4.1 Negotiating Contraceptive Options OR Ex. 6.4.2 My Life and a Baby OR Ex. 6.4.2 Being a Young Parent	Unit 10.1 A Smart Migrant Ex. 10.1.2 Migration Snake and Ladder Game OR Ex. 10.1.3 Trafficking Dangers OR Unit 11.1 Responsibilities Ex. 11.1.1 Choose a Good Workers
Afternoon break 15:00 – 15:30 hrs					
15:30 – 17:00	Unit 3.1 What's the Difference between Being a Boy and Being a Girl? Ex. 3.1.1 What Makes a Boy, What Make a Girl? OR Unit 3.2 Values and Attitudes about Gender Roles Ex. 3.2.1 If I Were...	Unit 4.1 Who's Doing What Work and Who Has a Say in the Family? Ex. 4.1.2 Tales of Two Families OR Unit 4.2 What Is Child Labour? Ex. 4.2.1 Working Children, What Is Acceptable and What Not?	Unit 5.2 Team Work Skills Ex. 5.2.1 Finding Treasures (for children) Unit 8.2 How to Say 'No' to Alcohol and Drugs Ex. 8.2.2 Making Decisions about Alcohol and Drugs (for youth)	Unit 7.1 Planning a Family Ex. 7.1.1 Reproductive Health Quartet Game OR Unit 7.3 What Are STDs and HIV and Aids? Ex. 7.3.2 Myths and Facts about STIs and HIV	Reflections & Final Exercise 1: Action Planning Final Exercise 2: Evaluation Closing Ceremony

Training Aid 7 SAMPLE 3-R Training Programme for Parents or Adult Target Groups

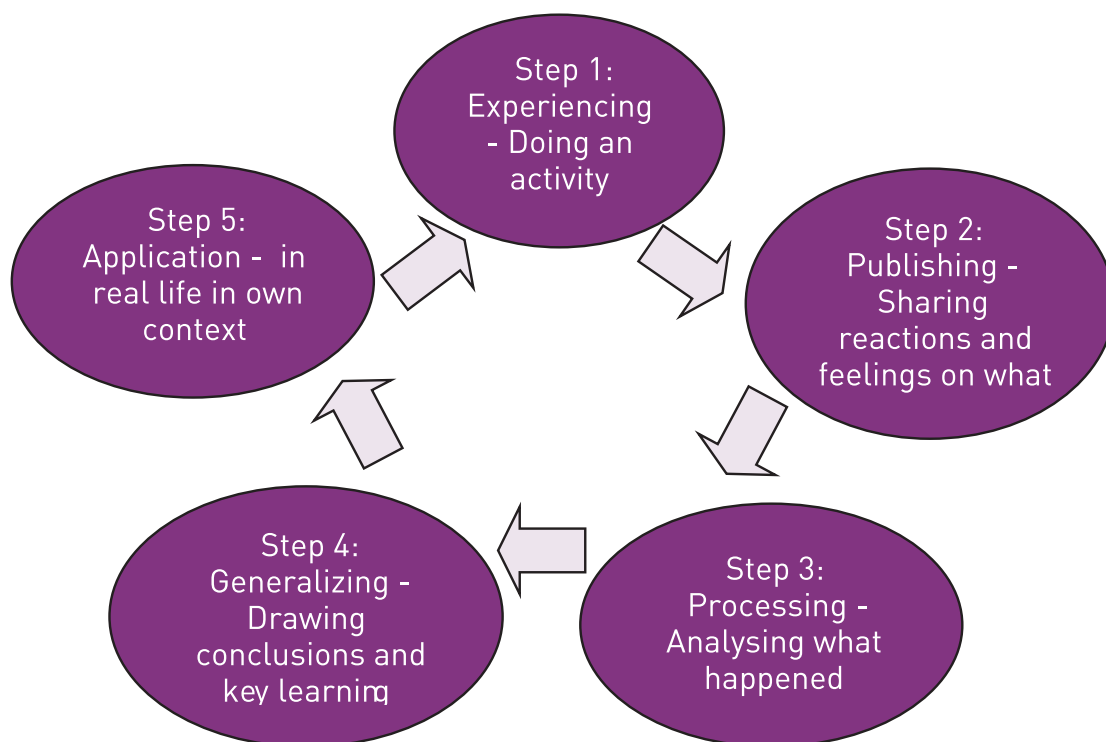
Learning objective: To increase knowledge, skill and coping strategies on the themes given below (Training programme may be an intensive course or a series of training spread over time; exercises under each theme may be changed or added as appropriate for the target group)

Time	Day 1	Day 2	Day 3	Day 4	Day 5
THEME	SELF & GENDER AWARENESS	FAMILY, RIGHTS & RESPONSIBILITIES	COMMUNITY & RIGHTS AT WORK	FAMILY & HEALTH	GOALS IN LIFE & MONEY MANAGEMENT
08:30 – 10:00	Opening Ceremony Intro Exercise 1.2: Introduction of Participants and Training Programme	Unit 3.3 Making a Happy Family Ex. 3.3.1 Vote for Family Happiness AND/OR Ex. 3.3.3 Resolve Family Conflicts	Unit 1.2 My Family and My Community Ex. 1.2.4 Community Analysis OR Unit 2.4 My Right, Our Right to Organize Ex. 2.4.1 More Heads Are Better Than One	Unit 6.2 Love and Marriage Ex. 6.2.2 Relationship Management OR Unit 6.3 Safe Sex Ex. 6.3.2 Contraception	Unit 1.3 I Have a Dream Ex. 1.3.1 Market of Dreams and Happiness OR Ex. 1.3.2 Road to Success
Morning break 10:00 – 10:30 hrs					
10:30 – 12:00	Intro Exercise 2: Matching Expectations and Contributions Setting ground rules Unit 1.1 Who Am I? Ex. 1.1.1 Mirror, Mirror on the Wall OR Ex. 1.1.2 What Animal Am I?	Unit 4.1 Who's Doing What Work and Who Has a Say in the Family? Ex. 4.1.1 My 24-Hour Clock AND/OR Ex. 4.1.2 Tales of Two Families	Unit 4.2 What Is Child Labour? Ex. 4.2.2 What Are the Worst Forms of Child Labour? OR Unit 8.1 How to Say 'No' to Violence Ex. 8.1.1 Sexual Harassment and Bullying OR Ex. 8.1.3 Violence and Harassment at Work	Unit 7.1 Planning a Family Ex. 7.1.1 Reproductive Health Quartet Game OR Ex. 7.1.2 I Plan My Family OR Unit 7.2 How to Have a Healthy Baby Ex. 7.2.1 Healthy Pregnancy	Unit 9.2 Budgeting for Achieving Life Goals Ex. 9.2.1 Money In/Money Out: Making a Family Budget OR Unit 9.3 Saving and Handling Debts Wisely Ex. 9.3.2 Caught by Debt
Lunch 12:00 – 13:30 hrs					
13:30 – 15:00	Unit 1.2 My Family and My Community Ex. 1.2.1 My Family Tree AND Ex. 1.2.2 Our Community Map OR Ex. 1.2.3 Story of Our Lives	Unit 4.2 What Is Child Labour? Ex. 4.2.1 Working Children, What is Acceptable and What Not? OR Unit 2.1 Everybody Has Rights Ex. 2.1.1 What Are Human Rights? OR Ex. 2.1.2 What Should I Do?	Unit 8.1 How to Say 'No' to Violence Ex. 8.1.4 Sexual Violence AND/OR Ex. 8.1.5 How to Say 'No' to Sexual Violence	Unit 8.1 How to Say 'No' to Violence Ex. 8.1.1 Violence in the Family AND/OR Ex. 8.1.5 How to Say 'No' to Sexual Violence	Unit 10.1 A Smart Migrant Ex. 10.1.1 Are You Ready for Migration? OR Ex. 10.1.2 Migration Snake and Ladder Game OR Ex. 10.1.3 Trafficking Dangers
Afternoon break 15:00 – 15:30 hrs					
15:30 – 17:00	Unit 3.2 Values and Attitudes about Gender Roles Ex. 3.2.2 The Wheel of Time	Unit 11.1 Responsibilities Ex. 11.1.2 Work and Family Responsibilities	Unit 11.2 Rights at Work Ex. 11.2.1 Fundamental Rights at Work OR Ex. 11.2.3 Let's Organize at Work OR Unit 11.3 Health at Work Ex. 11.1.2 Occupational Safety and Health	Unit 8.2 How to Say 'No' to Alcohol and Drugs Ex. 8.2.2 Making Decisions about Alcohol and Drugs OR Unit 7.3 What Are STDs and HIV and Aids? Ex. 7.3.2 Myths and Facts about STIs and HIV	Reflections & Final Exercise 1: Action Planning Final Exercise 2: Evaluation Closing Ceremony

Training Aid 8

SLIDE

The Experiential Learning Cycle*



* Adapted from: *International CEFE Manual* by GTZ (1998).

3-R FOLLOW-UP ACTION PLAN

Organization/Community: _____

Date: _____

Aims	Target Groups	Outputs/Activities	Who will do it	Time	Input	
					Available	Required

Training Aid 10

SAMPLE Daily Feedback Form for 3-R Training

Date:

Venue:

1. Overall, how do you rate today's session? (Check (✓) in the box that applies.)

😊😊	😊	😐	😞	😞😞
Excellent	Good	So-so	Poor	Very poor

2. Please give more specific comments on timing, trainers' performance, training contents and methods.

a) What did you like most today?

.....

.....

.....

b) What did you like least today?

.....

.....

.....

c) Were you confused about something today? If yes, please explain.

.....

.....

.....

d) What are your suggestions for making the remaining of the training better?

.....

.....

.....

Training Aid 11

SAMPLE Final Evaluation Form for 3-R Training

Please answer the questions below.

1. Overall, how do you rate the 3-R Workshop? (Check (✓) in the box that applies.)

				
Excellent	Good	So-so	Poor	Very poor

2. Which three (3) subjects were the most useful to you?
-
-
3. Which three (3) subjects were the least useful to you?
-
-
4. What additional topics would you like to include in this training?
-
-
5. Do you think the workshop was: ☐ Too long
- ☐ Too short
- ☐ Right length
6. Which training methods used in the programme would you like more of (e.g., trainers' presentations, handouts, energizers, games, role play, case studies, group work)?
-
-
-
7. Which training methods used in the programme (as mentioned in No. 6 above) would you like less of?
-
-

8. How would you rate the trainers' overall performance?

				
Excellent	Good	So-so	Poor	Very poor

Remarks:

.....

.....

9. How would you rate the overall organization of this workshop (e.g., accommodation, breaks for refreshments, translation, administrative and logistical support, etc.)?

				
Excellent	Good	So-so	Poor	Very poor

Remarks:

.....

.....

10. Do you feel adequately equipped to use the knowledge acquired through the workshop and take further action against child labour and trafficking in women and children?

☐ Yes ☐ No

11. How would you like to modify/adapt the training for your target groups?

.....

.....

.....

12. Any other suggestions you may wish to make:

.....

.....

.....

Training Aid 12

SAMPLE

Table of Content of a Training Workshop Report

The main contents of a training workshop report usually comprise the following:

Title Page

(title, place and time of workshop, authors of report and preparation date, if relevant)

Table of Content

(with page number)

Summary of Training Outcomes

(with subheadings by objective, topics or day)

Conclusions and Recommendations

(including key findings, main outcomes, lessons learned, summary of evaluations by participants and trainers, and recommendations for the next steps)

Annexes:

1. Actual Workshop Programme
2. Actual List of Participants
3. List and/or actual training materials and handouts used during the workshop
4. Outputs from participants such as results of group work and action plans
5. Results of evaluation or feedback of the workshop by participants
6. Trainers' evaluation on the training content and processes (optional)
7. Media records such as photographs, audio and video records.

Date/Time	Session/Topic	Exercise/Activity	Format/Seating	Equipment/Materials	Responsibility

Training Aid 14

Checklist for Trainers: Training Preparation

The trainers can use the following checklist to facilitate training preparation.

No.	Trainers' Tasks in Training Preparation	Yes	No
1	Am I clear about the training objectives?		
2	Do I have the following information about my participants? • Total number • Age groups • Numbers of male and female participants • Education, work and other backgrounds		
3	Are there any participants with specific needs (disabilities, members of ethnic minority, particular gender or other cultural considerations, or other special circumstances) and are these needs addressed?		
4	Have I checked with the workshop organizer about the place and timing of the training?		
5	Has the training programme and schedule been developed?		
6	Have I discussed with other co-trainers (if any) about the content, training programme, training methods, and division of work in the preparation and the delivery of the training?		
7	Have I included participatory training methods that are suitable for the participants?		
8	Have I developed or adapted the session plans and the training materials for this group of participants?		
9	Am I clear about the key messages (what your participants must know) for each training session?		
10	Are the training aids and materials appropriate for the learning style of the participants, and are they available in sufficient numbers?		
11	Do I have games and exercises for energizers and group dynamics?		
12	Do I have the training evaluation forms or a game or exercise for getting participants' feedback about the workshop?		
Before the training starts:			
13	Have I double-checked with the workshop organizer if all the logistical arrangements are in good order before the workshop begins, e.g., the training venue, rooms and other facilities, and workshop materials?		
14	Is the seating arrangement suitable for the workshop opening and my first session?		
15	Are my notes, computer, electrical equipments, and all training materials ready for use?		

Training Aid 15

EXAMPLES OF ENERGIZING GAMES⁷

INTRODUCTION GAMES (ICE-BRAKERS)

1. Self-Portraits and Preferences	
Objectives:	To break the ice and allow participants to introduce their names and share what they like with the group
Materials:	One sheet of A-4 size paper and color markers for each participant
Time required:	5 minutes for portrait drawing and 30 minutes for portraits exhibition and sharing (depending on the number of participants)
Steps:	1) Give each participant a piece of paper and a pen or marker. Ask them to draw a self-portrait or something they really like in whatever style they want – cartoon, abstract, or realistic. 2) Collect all the drawings, mix them up and ask each participant to select one, search for the person whose drawing they selected and ask this person about their name and the meaning of their drawing during 1 minute. 3) Ask participants to introduce their partner for one minute in front of the group, until everybody has had their turn. 4) Collect the portraits and display them on the boards or on the wall.
Comments:	This exercise is entertaining and works well in both groups in which participants know each other well and in groups of strangers.

2. The Seed Mixer	
Objectives:	To introduce participants to one another one-on-one
Materials:	A large number of small bean-sized seeds, beads or pebbles for everybody (including the trainers), about 5-10 seeds for each participant..
Time required:	20-40 minutes depending on the number of participants
Steps:	1) Give each person 5-10 seeds 2) Ask them to put all seeds in one pocket or palm and leave the other pocket or palm empty. 3) Give them a set amount of time (e.g., 20 minutes) to walk around the room and introduce themselves to other participants one by one (e.g., saying the name and a few things about themselves). 4) After each introduction, they should give the person to whom they introduced themselves (and who also introduced themselves back) one seed and accept the other's seed, and put the seed in the empty pocket or palm. 5) At the end of the exercise, the number of seeds in each person's second pocket or palm represents the number of people with whom s/he has made an introduction.
Comments:	This exercise is suitable for a group of 10-30 participants in communities who already know each other. Be sure to tell people not to take more than one minute for each introduction.

⁷ Source: *A Trainer's Guide* by Pretty et al., which contains more than 100 games for a wide range of situations and purposes, and games collected during field training in South-East Asia.

ENERGIZERS

3. Rain, Thunder, Lightning	
Objectives:	To create an energetic mood
Time required:	5 minutes
Steps:	1) Ask all participants to stand in a circle (or where they are but make sure there is enough room to move for each person). 2) Explain that they will do a physical movement for rain, thunder and lightning whenever you say one of the words as follows: <i>Rain</i> = Quickly tap both of their palms on the front of their legs <i>Thunder</i> = Quickly stomp their feet <i>Lightning</i> = Quickly stretch both arms with the right arm pointing diagonally upward to the right and the left arm downward to the left 3) Show the movement for each word as you explain it. Then ask participants to do the movements together. 4) Say the words, first in order and then start mixing the order. Increase the speed.
Comments:	Create variations by changing the words and the movements.

4. "The Angel Says ..."	
Objectives:	To break the ice and create a fun and relaxed atmosphere with mental and physical exercises
Time required:	5-7 minutes
Steps:	1) Ask everyone to stand in a circle or two rows facing each other. 2) Explain the rules of the game: When you say: "The Angel says, ..." (e.g., stand on one leg), they must do as the Angel commands and freeze in the position, but if you give the command (without saying "The Angel says, ...") they need to ignore the command (and stay frozen in the earlier movement). 3) Practice: for example, say: "The Angel says, touch your left ear with your right hand". Then say: Scratch the top of your head and your stomach at the same time". (The participants should stay frozen with their right hand touching the left ear.) 4) Continue playing until participants have had fun. You may ask some participants who made mistakes to give the next command.
Comments:	Ask participants to make funny poses. Using pauses and tricks in giving the commands increases the excitement and fun.

5. "I Love You"	
Objectives:	To create a fun atmosphere, boost energy and strengthen group dynamics
Materials:	Chairs, one fewer than the total number of people (including yourself)
Time required:	5-7 minutes
Steps:	1) Have all participants sit in a circle on chairs and you stand in the middle. 2) Walk to a participant in the circle and say: "I love you." (The person will likely be shy and excited.) Ask the person to ask you why. Then, you say: "Because you wear a red shirt." 3) Explain that whoever wears a red shirt in the group will have to stand up, run and find a new seat. The person with a red shirt who is left the last one standing will be the next person to 'confess' to his/her 'secret love'. The reasons should be obvious physical characteristics shared by many people in the group, such as "Because you wear glasses/ long hair/ jeans/ earrings," etc. 4) Once people start running, you sit down on the seat of the person you spoke to. Continue the game until everyone has shifted places at least once.
Comments:	There are many variations of this game, for example, instead of "I love you..." the person in the center of the circle can say: "I have a message for ..." (a person(s) with a certain characteristics).

GROUP FORMING GAMES

6. Fish Bowl	
Objectives:	To create a fun atmosphere, boost energy and form small groups
Time required:	10 minutes
Steps:	1) Ask all participants to come to an open space large enough for all to run around. 2) Explain how to play the game: Participants will make fish bowls together according to the size you tell them to. For example, when you say: "2 bowls, 1 fish", two participants will join hands to make a bowl and one person will enter the 'bowl' as a fish. They stay as the bowl and fish until you tell them to make another fish bowl, such as "4 bowls, 2 fish" (four persons make a bowl and 2 persons become the fish for each bowl). 3) Start playing the game and change the size of the bowl and the number of the fish. Stop with the size of small groups you had planned.
Comments:	This game is a fun way to form small groups, for example if the last instruction is "4 bowls and 3 fish", then groups of 7 will be formed. Be careful about using this exercise in some cultures in which touching between the opposite sexes can make participants uncomfortable.

7. Jigsaw Puzzles

Objectives:	To form small groups and analyze group forming behaviours
Materials:	Pictures or drawings of animals, fruits or any other objects, as many as the number of small groups planned
Time required:	5-10 minutes
Steps:	1) Prepare the jigsaw puzzles by cutting up the pictures into as many pieces as you want people per group. Be sure not to make the pieces too small. 2) Shuffle the pieces and hand out one piece to each participant. 3) Ask participants to find other people whose pieces belong to the same picture.
Comments:	You may add a little discussion about how the different groups were formed at the end of the exercise. This is a way to help participants to understand different types of behaviours and roles in doing group activities. Use the following questions: • How did your group manage to find each other? • Was there an organizer for each group? • Did anyone just sit, shout out the name of their picture and expect other people to join, or did they go and look for others?

8. Fruit Salad

Objectives:	To energize or form small groups
Materials:	Chairs, one fewer than the total number of people (including yourself)
Time required:	5-10 minutes
Steps:	1) Count the number of participants in advance and decide on the number of small groups needed. 2) Set the chairs in a closed circle and ask participants to sit on the chairs. 3) You stand in the middle and explain that this game will need their active participation. Ask participants to name as many fruits as the number of small groups needed. 4) Repeat the names of the fruits selected and ask one person to choose the first fruit, the next person the second fruit and the third person the third fruit, and so on until everyone including yourself has a fruit name. Before starting the game, call all fruit names, one at a time, to make sure that everyone has a fruit name, and hence belongs in a group. 5) Start the game by calling out one fruit name. Everyone who is that fruit name must change seats. The last one standing must continue by calling out another or more fruit names. And if s/he wants everyone to change seats, say: "Fruit salad!" 6) As the trainer, you can end the game by allowing yourself to be the last person in the middle and stay "Stop".
Comments:	There are many variations to naming groups using fruit names. You can use names of vegetable ("Vegetable Soup" for all), or names of animals ("Jungle" or "Zoo" for all), or any other variations you can think of. Naming groups helps create group identity and enables group cohesion.

8 Trainers' Reference

The 3-R Kit is comprehensive and covers a number of topics. It is expected that some of the issues covered will be unfamiliar to a given trainer. This section provides additional information to help trainers better understand some concepts to facilitate and improve their training.

A. Fostering Positive Communication and Decision-making

People of all ages need not only education and also support in navigating their lives. Many, especially children and youth, lack confidence and skills to do so. Helping them to develop positive communication and decision-making skills will help them better interact with others and hence building their confidence and foster healthy relationship with others.

What is 'positive communication'?

Positive communication is important in maintaining healthy relationships. It means choosing words carefully and:

- ✓ expressing feelings honestly and clearly without threatening or putting the other person down
- ✓ beginning the communication with 'I' rather than 'you', as in 'I wish' or 'I feel' not 'you always' or 'you never'.

People are more likely to respond in a positive way to such messages because the speaker is talking mainly about how they feel and not trying to blame or put the other person down.

Every day, we make decisions about the way we react to and treat other people. Many times, we make decisions without stopping to think about what is fair or right, or about other decisions we could make.

- **Being fair** means treating people with equal respect as a matter of personal ethics and human rights.

Positive communication can also be used to counter someone who is being negative towards you, by being assertive.

- **Being assertive** means standing up for yourself. To be assertive is to be straightforward and honest with yourself and with other people about what you need and want. It also means that you are aware of your rights and ready to defend them. For example, you still defend your right to an education even if you are pregnant. Or you decide for yourself when something might badly affect your health or your future. People who are not assertive may not stand up for themselves even if they are being treated badly. They often lack the confidence and self-esteem to stand up for their own needs and to protect their feelings or body from being hurt.
- **Assertiveness is not the same as being aggressive and arrogant.** People who behave aggressively can be rude and unkind and not care about other people's feelings. Being too aggressive can harm your emotional health because afterwards you can feel badly about being unkind.

How important is decision-making in life?

Good decision-making can help you accomplish your goals and achieve your dreams. Good decision-making does not mean that at age 13 you make the right decision about what you are

going to be in life. Thinking about what you want to be is not really a decision. That's a dream and a long-term goal.

Making a decision is different. A decision is a **choice between two or more possible courses of action**. Making a decision is an every-day event. You'll have to make hundreds of decisions along the route to achieving your dreams. Should you go home to study after school or should you play with your friends? Should you agree to have sex with your boy/girlfriend or should you wait? Should you apply for this job, or should you decide to migrate and find a better job prospect in another city or country? There is often more than one way to realise our dreams, even if often not all the extra possibilities may be realistic. We also need to learn to be able to choose one of the possibilities and act upon it. When you are trying to make up your mind about what you want and what is best for you, you must choose the best alternative.

Decision-making is strongly influenced by our self-esteem. When we value ourselves as special, unique persons and members of society, then we have high self-esteem and we are able to think independently and make wise decisions. When we were children, our decision making was based on the moral values we received from our parents. As young people, we begin to judge for ourselves, and our decision making becomes based more on our own views of situations. **Factors that influence our decision-making process are peers, family, society, culture, education, attitudes, traditions, and experiences.**

Thinking through how things will probably turn out is quite important when making decisions. Making a good decision depends on **looking ahead to see what could happen**. To do so, it is important to gather information and facts. However, despite all the possible predictions you may make about a certain decision, there can always be unknown consequences too. Sometimes we may be misinformed, and we can only do the best with what information we have. Sometimes we may decide too quickly and overlook a vital piece of information.

B. Gender Equality Concepts

In most societies, being born a boy or a girl influences opportunities in life, alongside other factors such as family socio-economic class, race, ethnicity or whether the family lives in the rural or urban area. From the moment of our birth, all societies assign different roles, attributes and opportunities to boys and girls. We are all socialized to perform our assigned roles and do what is considered 'natural'. Girls learn how to act like a woman and boys learn how to act like a man, for example, girls can be sweet and cute and boys should not cry.

What is the difference between 'sex' and 'gender'?



- **Sex** is what is assigned to us at birth based on the genitals we have. It is the difference in **biological characteristics** of males and females,



- **Gender** refers to **socially and culturally defined ideas** about **masculinity** (male roles, attributes, behaviours) and **femininity** (female roles, attributes, behaviours). Ideas about gender differences **are learned, vary**

typically determined by a person's genes or reproductive systems. For example, only males produce sperm, and only females produce eggs and can become pregnant.

widely within and between cultures and change over time. For example, in many countries women take care of young children, but increasingly men are taking care of young children too.

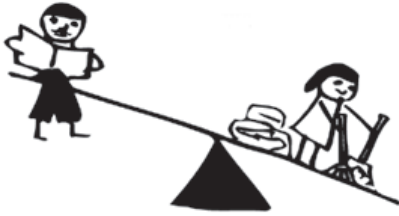
- People usually do not change the sex they were born with but they can change the gender differences and relations in their family and society if they consider that these are not just and fair.

Gender ideas influence how women and girls, men and boys behave or express themselves, including the way they talk and dress, as well as the opportunities and chances that they have in work and in life. Some families, communities and societies have strict ideas and standards of behaviours for women/girls and men/boys, and these often restrict the opportunities and potential of girls/women and sometimes also of boys/men. Such ideas may often not be in line with reality and may disguise the actual contributions of women or men in the family, the workplace, the community and society.

It is useful to understand the difference between facts and opinions, by looking at the actual contributions of girl and boys, men and women and the ideas in people's heads on what they should be like, can and cannot do and should and should not do.

- **Gender roles** refer to the activities that boys and girls, men and women actually do according to expectations in society or family, what duty or jobs they have, how they dress, etc. For example, boys help their fathers outside the house and girls help their mothers with the household chores. Gender roles, although often reinforced by the gender values, norms and stereotypes that exist in each society, can and do change over time and across cultures.
- **Gender attitudes, values and norms** refer to the ideas that people have on what men and women of all generations should be like. For example, in many societies women should be feminine: beautiful, cute, obedient and good housewives. Men, on the other hand, are expected to be masculine: strong, brave and leaders of the family and community. Gender attitudes, values and norms tend to include cultural and religious views on how strictly or consistently people should comply with one gender role or another.
- **Gender stereotypes** are the ideas and (firm) opinions that people have on what boys and men, girls and women are capable of doing. For example, it is often believed that women are better housekeepers and men better with machines, or that boys are better in mathematics and girls better in nursing. While stereotypes may sometimes be true, they are often proven false.
- **Gender norms and values** in society refer to the collective and personal ideas and perceptions (understanding) that people have on what men and women should do, should be like and are capable of doing. For example, in many societies women should be feminine: beautiful, cute, obedient and good housewives. Men, on the other hand, are expected to be masculine: strong, brave and leaders of the family and community.
- **Gender bias (or prejudice) and gender stereotypes** are widely held but, fixed and oversimplified opinions or feelings that people have about women/girls and men/boys and what they can and cannot do, should and should not do, and what they are capable of doing. For example, women cannot be good leaders and men cannot be good nurses. While stereotypes may sometimes be true, they are often proven false as they are not based on reason and facts. Stereotypes are often unreasonable and unfair because what is on the outside (a person's sex or colour) is only a small part of what a person is.

How do gender roles and norms affect us?



In every society, gender roles, values and norms influence people's lives. Gender roles are learned. They are not innate or 'natural'. Children begin to observe and absorb gender values and norms from their homes, where boys/men and girls/women typically have different responsibilities and roles in various aspects of life, from who's taking care of the baby, doing housework, who works outside, who makes decision, etc. Some families may treat boys and girls equally,

e.g., both sons and daughters are given equal education opportunity and are expected to share equally in household chores. However, this is often not the case.

In most societies there are differences in the rights and the opportunities given to boys and girls, men and women. Common disparities exist, for example between girls' and boys' access to education and training, between women's and men's workload, their access to and control over resources and benefits, and in the roles of men and women in decision making.

Can gender roles change?

Beliefs about gender vary from one culture (or society) to another. Gender differences, like the roles of men and women in the family, may seem natural to many people because everybody learns about them from a very young age. However, gender differences are not caused by nature and biology, but they are ideas constructed by people in societies over time, and these ideas can and do change, especially among young people. There is now more gender equality than in the past. It is important to distinguish between what society has constructed/created for each gender and what is biological. For example, the idea that men are strong and should not cry is created by society, whereas a woman giving birth is biological. Both boys and girls can benefit from less strict gender norms. Greater equality and more flexible gender roles give everyone more opportunities to develop to his or her full capacity as a human being.

Why can gender norms be harmful?

The power relations between women and men affect all aspects of their social, political, and economic roles and way of life. Girls are often raised to expect to have little control over their own bodies. Whereas boys are often brought up to believe that males are superior to females and that men should dominate women. However, many children behave in ways that do not match the stereotypes associated with their gender, for example, many girls enjoy sports, excel at maths, and have dreams of leading their country—and still feel feminine; many boys enjoy developing close interpersonal relationships, creating art, and feeling free from constant pressures to achieve and be brave—but still feel masculine.

Routine domestic chores are quite important in life but they are barely valued and rarely noticed by those who do not perform them. Men and women are equally capable of carrying out domestic activities. There is nothing in a woman's nature that makes her specifically good at housework. The differences in attitude between men and women are due to socially constructed male and female models—that is how we are raised to be men and women.

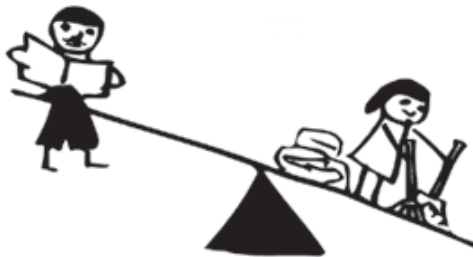
Rigid gender roles and norms affect how people treat each other and contribute to suicide, violence, and many other social problems. People who fall outside the norm of heterosexual and marital relationships are often marginalised in society and therefore excluded from important aspects of life - for example, education, health services, employment and legal redress. This

lack of respect makes them more vulnerable to unprotected or undesired sex leading to HIV, STIs, unwanted pregnancy and unsafe abortion. Such people, who do not fit gender norms, may be teased, isolated, or threatened, e.g. individuals perceived as homosexual, boys perceived as having feminine traits, girls who want to work towards a professional career.

Why is it beneficial for all to work on gender equality?

All of us benefit when everyone can develop and apply their talents in all spheres. It is important to remember that societies and cultures are constantly evolving. The conditions of human beings change, sometimes for the better and sometimes for the worse. Gender roles also continue to change.

- **Gender equality** refers to the equal rights, responsibilities, opportunities, treatment and valuation of girls and boys, women and men in life and at work. It means that girls and boys, women and men have equal access to information, education, jobs, decision-making power, household and community resources (such as food, money, land) and social and health services, and are treated respectfully regardless of their sex. All human beings should have equal, in other words, **fair and just**, access to and control over resources and benefits so that all can participate in, decide on and benefit from development.
- **Gender equality promotion** is about ensuring equal outcomes and equal shares between



men and women, boys and girls, so that all persons are treated with dignity and allowed to develop to their full potential, leading to a higher quality of life for all. **It does not mean that women and men need to become exactly the same. Women and men can be and are different, but should have equal rights, responsibilities and opportunities in life.** The way boys and girls, women and men, are treated and their work is valued should not depend on whether they are born male or female. Gender equality will be achieved when women and men enjoy the same human and workers' rights, and are valued and treated equally and when there is a fair distribution between them of:

- responsibilities and opportunities
- workload, decision making and income.

Core messages for gender equality promotion

During training on gender equality promotion, trainers always need to make sure that the following key messages are addressed, otherwise the training will not be effective.

- **Achieving gender equality is the responsibility of all in society.**

Consensus needs to be built in families and societies on the desired balance between roles and responsibilities of men and women and every generation needs to come to an agreement on how to achieve gender equality at home, in the workplace and in



the community. Gender equality promotion requires contributions and inputs from both men and women.

- **Promoting gender equality will benefit all in society.** Sometimes a fear exists that advancing the position of women means that something is taken away from men. However, the promotion of gender equality does not imply giving more power to women and taking away power from men. The promotion of gender equality is empowering both women and men and leads to a win-win situation for all.
- **Gender equality promotion** is not only the **right thing to do**. It is also the **smart thing to do**. It is not only just and fair to involve men and women equally in development. It also makes good economic and business sense to utilize all talents and resources in families and societies.



C. Gender Equality Strategies

What are gender equality, gender equity and gender justice?

In order to emphasize the need for designing specific measures to eliminate inequalities and discrimination, many organizations have introduced the concept **gender equity** (fairness, justice).⁸ Some organizations prefer one term to the other, while others use both interchangeably. The difference between the two terms can be summarized as follows:

- **Gender equality** is the goal defined as equal **opportunity and treatment** of both sexes, so that women and men, girls and boys can participate in, decide on and benefit from development on an equal footing.
- **Gender equity** is about equality of **outcomes and results**. It is about the fair and just treatment of both sexes that takes into account the different needs of the men, women, boys and girls, cultural barriers and (past) discrimination of the specific group. It is a means to ensure that girls and boys, women and men have equal chances not only at the starting point but also when reaching the finishing line.
- The difference between gender equality and gender equity can be illustrated by the following fable about a stork and a fox:⁹



Once upon a time there were a stork and a fox. The fox invited the stork to its house for dinner. Food was served in a dish, so the stork with its long beak could not eat it.

The following day, the stork invited the fox to its house for dinner. Food was served in a long vase, so the fox with its short tongue could not eat it.



⁸ The ILO defines gender equity as "fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities," *ABC of Women Workers' Rights and Gender Equality* by ILO (ILO: Geneva, 2000), p. 48.

⁹ Source: *Gender Awareness Handbook* by Gender and Development for Cambodia (GAD/C: Phnom Penh, 2001).

The tongue of the fox and the beak of the stork, which are both used for eating but have different shapes and require different methods, represent different needs of people. This story illustrates that sometimes even when equal opportunity is made available (the food is served to both), the outcome may not necessarily be just and fair or equitable (each animal's method of eating is not suitable for the other).

- **Gender justice** is about the ending of, and the provision of redress for, inequalities between women and men that result in the subordination of women to men. The gender justice approach seeks to transform unequal power relations between men and women. Priorities include advancing women's rights and access to resources on an equal footing with men; building women's voice and 'agency' – ability to make choices; increasing women's access to policy and decision making institutions in the social, economic and political spheres and making these institutions responsive and accountable to women.

What are the key Gender Mainstreaming Strategies?

Gender Mainstreaming Strategies (GEMS) aim at giving equal rights, opportunities and treatment to men and women as beneficiaries, participants and decision makers by:

- *Integrating **gender equality into the mainstream*** and including women's and men's priorities and needs systematically and explicitly in all policies, programmes, projects, institutional mechanisms and budgets
- *Designing and implementing **gender-specific*** measures to protect the reproductive rights of women and men and to redress the effects of past or continuing discrimination through the empowerment of one or the other sex – generally women, as they are more likely to experience social, political or economic constraints.
- *Addressing both **practical and strategic gender needs*** because the roles of men and women in the family and workplaces are different, therefore their needs are different.

What are practical and strategic needs?

 **Practical needs** are basic needs or survival needs, e.g. food, water, shelter, income, clothing and healthcare. Meeting practical needs is about improving living and working conditions of men and women.



 **Strategic needs** are the needs for equality and empowerment of both women and men, e.g. sharing of family care and decision making, equal access to education and training. Meeting strategic needs is about redressing inequalities.



What is gender-specific action?

The needs of girls and women, boys and men may be different because of their biological functions, and/or the unequal status between them due to gender norms, values, stereotypes and practices in society. Therefore, something extra needs to be done to achieve gender equality:

- **Protection of biological functions** is vital for both women and men. Due to women's reproductive functions, they need special care, such as medical care before, during and after pregnancies to ensure healthy deliveries, mothers and babies.
- **Addressing inequalities resulting from gender values, norms and practices.** If inequalities are large, equal treatment of women and men is not sufficient because existing inequalities could remain or even become larger. In such cases, **gender-specific measures** are needed to redress existing imbalances, effectively meet the needs of everybody and ensure they have equal chances in life. The advancement of girls and women is a necessary strategy whenever they are in a disadvantaged position as compared to men and boys. This will lead to the empowerment, and increased welfare and well-being of everybody in the family.



Gender-specific action can include one or a combination of the following:

- **Positive or affirmative action** is a temporary measure to eliminate the results of past or current discrimination. Generally they consist of setting quota's or targets for the participation of discriminated groups in programmes for a given time period. The international community has agreed that this type of positive discrimination is justified and necessary to achieve genuine equality.
- **Women-specific activities** may be needed when cultural norms and values restrict women's equal participation in activities for both sexes. They are used to enable women to develop and strengthen their self-esteem, to identify their constraints and to jointly develop means to overcome them.
- **Men-specific activities** are needed because inputs from both sexes are necessary to achieve gender equality. Raising the awareness of men is especially important as men are often in positions of authority as husbands, fathers and decision makers. They need to be convinced and committed to take responsibility for gender equality in partnership with women.

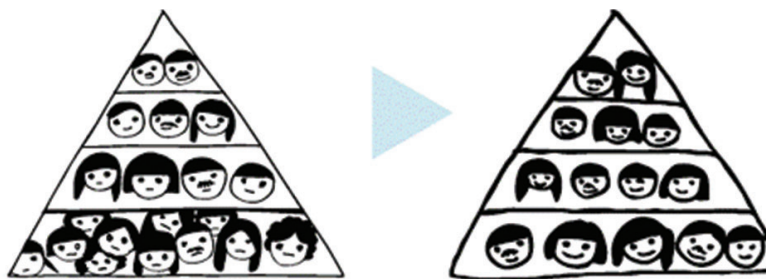


Examples of gender-specific action

- The equal right to education provided by law in most countries does not always translate to boys and girls being enrolled in school in equal numbers because parents do not think education is important for girls or do not like to send girls to school far from home. In this case extra measures are needed to ensure equal enrolment of girls alongside boys in schools such as:
 - Setting time-bound targets to increase the participation of girls in schools



- Changing attitudes about education of girls among fathers, mothers and children
- Making it safe for girls to go to far away schools
- Bringing schools to the community.
- Almost all countries stipulate in their Constitution that women and men have equal rights to make decisions that concern their lives and to participate in development in their communities and societies. However, the practice in many countries is that there are very few women represented in village, district, provincial and national committees that make decisions for the community and society. The usual reason given for this is that women are too busy with the family affairs and that public affairs are men's business. This means that many decisions are made in the community with little direct input from the women and that the views and perspectives of the women (which may be different from those of the men) are not taken into account in an adequate way. In such cases, this inequality can be addressed by:
 - Public advocacy, encouraging people to vote for women
 - Setting specific targets for representation of women in *soum* committees, for example, at least 1/3 of the committee members must be women, and setting a timetable for reaching this target
 - Training women to enable them to take up leadership positions.



D. Gender Identity and Sexual Orientation

What does 'gender identity' mean?

Gender identity means a deeply felt, internal sense of being a boy or a man, a girl or a woman, or a sense of being neither male nor female, masculine nor feminine, a combination of genders or no gender at all. Everyone has a sense of gender identity. A person's gender identity may or may not be consistent with their sex assigned at birth. Gender identity is often intertwined with gender roles—how male/female, masculine/feminine individuals are expected to behave in society.

What does 'sexual orientation' mean?

Sexual orientation refers to a person's capacity for profound emotional, physical, romantic and/or sexual attraction towards other people. Most people are attracted to the opposite sex. We call this being 'heterosexual'. Some people are attracted to the same sex, which we call 'homosexual' or same-sex attracted, or to both sexes, which we call being 'bisexual'. There are also people who are not attracted to any sex at all, which we call being 'asexual'.

Being attracted to someone does not mean you actually have sexual activity with that person. Some people have same-sex relationships just for a while during their youth. Sometimes this is a way of learning about their sexuality. People do not choose who they are attracted to. But they do choose who they have sexual activity with. People who are homosexual do not choose to be attracted to the same sex because of some problem or sickness. They are simply born that way. They often face stigma and judgment, however they should have the right to fair treatment and acceptance. Research suggests that around one in ten people may be homosexual rather than heterosexual.

What is LGBTI?

LGBTI is an acronym referring to lesbian, gay, bisexual, transgender, and intersex persons as a group of people whose sexual orientation, gender identity and sex characteristics do not conform to conventional gender norms and expressions.

- **Lesbian:** a woman who is emotionally, physically and romantically attracted to other women.
- **Gay:** a man who is emotionally, physically and romantically attracted to other men. The term 'gay' is generally used to refer to only men in Asia. However, in the West, it is now often also used to describe women who are attracted to women.
- **Bisexual:** a person who is emotionally, physically and romantically attracted to both men and women.
- **Transgender:** people whose internal sense of gender (gender identity) is different from the sex they were assigned at birth. Someone assigned a female biological sex at birth who identifies as male is referred to as a transgender man or trans man. He might also use the term 'male' to describe his identity. A transgender woman is someone assigned a male sex at birth but who identifies as female. She might use the term 'female' to describe her identity. Many transgender people adopt the clothing and lifestyle of their preferred gender as it fits best with who they feel they are, but they face many social barriers. Some choose to have medical treatment to help their bodies change to fit their gender identity.
- **Intersex:** a person born with sex characteristics (including genitals, gonads, i.e. sex gland or an ovary or testis, and chromosome patterns) that do not fit typical male or female bodies. These are considered medical conditions. In some cases, intersex traits are visible at birth while in others, they are not apparent until puberty. Some chromosomal intersex variations may not be physically apparent at all. An intersex person may be heterosexual, gay, lesbian, bisexual or asexual, and may identify as female, male, both or neither. Some intersex people may also identify as transgender.

Why do we need to talk about LGBTI people?

LGBTI people in general face multiple discrimination in society, in many spheres of their lives. They often face discrimination and harassment at home, at school, in employment, and in public places. This can have serious effects on education and job opportunities as well as health and happiness of LGBTI people.

Transgender people in particular experience a lot of discrimination and negative pressure from those around them. An increasing number of countries in the world legally recognize the transgender identity, meaning that people can legally identify as transgender on their national identify documents such as a passport. More countries are also recognizing the intersex

characteristics and do not require that a newborn be registered as only either male or female, if she or he is born with intersex characteristics, and allow intersex children to grow up and choose their gender later, if they want to.

E. Discrimination

Discrimination and equality are two sides of the same coin. Discrimination is the opposite of equality and discrimination means absence of equality. Discrimination is the act of making an unfavourable distinction (decision about) a person, based on the group, class or category to which the person belongs. Discrimination is about treating a person or group of persons differently in a way that is worse than the way people are usually treated, because of bias and stereotypes about the group that the person belongs to. For example, gender discrimination happens when people do not elect a woman as leader because they think women are bad leaders. LGBTI people are often treated poorly due to many prejudices because many people think their non-conforming sexuality or gender identity is 'unnatural' or a kind of 'perversion'. These are not facts but prejudiced opinions.

Discrimination that happens at work is about unequal treatment and unequal opportunities for workers that result in disadvantages for these workers in their job or in job recruitment. A common example of gender discrimination at work is that men are often paid more than women or foreign migrant workers are paid less than national workers, even though their jobs are of equal value. Besides pay inequity, other types of discrimination that workers face at work include:

- *Pregnancy discrimination.* Many women of reproductive age often just do not get a job because they may become pregnant. When they do, they breach their contract and face immediate dismissal. Or their job contract states that they are not allowed to get married or pregnant. If they just get dismissed on the spot as soon as their employer finds out she is pregnant.
- *Family responsibilities.* Women with (young) children also find it hard to find a job, because many societies still assign family and household duties almost exclusively to women. Many employers are reluctant to hire women of reproductive age because they believe that mothers are less competent at work than fathers.
- *Gender stereotyping in societies.* Women have access to a more limited range of jobs and occupations, with lower pay at lower levels than men. Women tend to be concentrated in informal and atypical occupations that are not covered and domestic workers is not covered by any protective laws and regulations.
- In some countries local and/or migrant domestic workers are not allowed to form trade unions, for example, in Bangladesh, Cambodia, Macao, Malaysia, Singapore and Thailand, and in many countries in the Arab region.

F. Gender-based Violence

What is 'gender-based violence'?

Gender-based violence (GBV) can be defined as any form of violence that results from and contributes to gender inequality. People who are perceived as not conforming to conventional gender norms may be subject to violence. Violence against women and girls, or against LGBTI people, is gender-based violence. All gender-based violence is a violation of human rights and a public health problem. Gender-based violence reflects and reinforces cultural norms about masculinity and male control and dominance.

While young men are particularly vulnerable to becoming victims of violence *outside the home*—in war and civil conflict, in prisons, and in gangs, girls and women are often subject to interpersonal violence, frequently *in their homes*. Girls and women are particularly vulnerable to violence perpetrated by people they know, including their intimate male partners. In addition to sexual harassment in the form of rape, forced sex and unwanted touching, women may suffer violence in the form of beatings, burning and murder.

Many girls and women are brought up to accept that boys and men are entitled to be violent or that violence is an expression of a man's love, strength and protection. Some people even blame the victim rather than holding a man responsible for being violent. This is not fair or just. Everyone wants to feel safe from violence. Most of us also feel better about ourselves if we are not being violent against others.

How to respond to gender-based violence or GBV?

Much can be done to reduce the incidence of GBV, such as ensuring that people know that they have the right to live free of violence, including sexual coercion. All people can strengthen their own commitment to and skills for communicating with their friends, family members, and sex partners about problems related to GBV, including sexual coercion. They can encourage their friends to do the same:

- Learn and teach ways to resolve conflicts without violence, including ways of expressing your feelings respectfully and effectively.
- Support survivors of GBV, including providing a safe haven where they can seek help and safety.
- Work to change attitudes that tolerate or excuse violence or blame it on the victim.
- Promote norms that honour diversity and difference and that support boys and young men who choose not to adopt aggressive male roles.
- Educate people about violence, including the gender norms that foster violence, the wide range of contexts in which violence takes place, the rights of all people to live free of violence, and the importance of shared responsibility for reducing violence.

G. Glossary of Terms

- **Bullying:** behaviour repeated over time that intentionally inflicts injury or discomfort through physical contact, verbal attacks, or psychological manipulation. Bullying involves an imbalance of power.
- **Child labour:** an unacceptable form of child work. It is work that exposes children to harm or exploitation. Child labour can be divided into three categories: work done by a child who is younger than the minimum age for that kind of work; hazardous work that poses a risk to the physical, mental or moral well-being of a child; and the unconditional worst forms of child labour. The ILO is working to eliminate child labour in all three categories. The worst forms are outlined in a special Convention, and include slavery, trafficking, debt bondage and forced labour, forced recruitment for armed conflict; prostitution, pornography and illicit activities.
- **Conventions:** A Convention is a legal agreement between a member State of the ILO and the ILO itself. Conventions must first be adopted by the International Labour Conference, with government, employer and worker representatives from all the ILO's member states.

Countries that 'ratify' or sign up to conventions are required to make sure that national laws respect the content of that Convention. The ILO currently has 190 conventions, all of which protect social justice in the world of work.

- **Cyberbullying:** the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- **Debt bondage:** a form of forced labour and is a violation of basic human rights. Debt bondage or bonded labour occurs when a person's labour is demanded in return for a loan. Victims of debt bondage are often tricked into working for little or no money, making it very difficult to ever repay the debt. Some victims of bonded labour are trapped in a system of indebtedness, sometimes for their whole lives. Sometimes whole families are affected, and in some cases, children have inherited their parents' debts.
- **Decent work:** productive work in which rights are protected, which generates an adequate income, with adequate social protection. It also means sufficient work, in the sense that all should have full access to income-earning opportunities.
- **Discrimination:** occurs when people are treated differently or unfairly. Discrimination at work involves practices that have the effect of placing certain individuals and social groups in a position of subordination or disadvantage relative to other individuals or groups. Distinctions of this kind can be made on a variety of grounds, including sex/gender, race colour, political opinion, social origin and/or national extraction.
- **Employment:** work or service performed for wages under a contract of hire, which creates the employer and employee relationship. It may be either an expressed or implied contract.
- **Forced labour:** Forced or compulsory labour is any work or service that is taken from people under the menace of any penalty and which they have not voluntarily offered to do. People can be pushed into forced labour by threats, physical violence or sexual abuse. Sometimes victims' movements are restricted, and sometimes they are caught in debt bondage. Forced and compulsory labour can take many forms.
- **Freedom of association:** a right that all workers and employers have—the freedom to form and join groups of their own choosing with elected representation—to promote and defend their interests concerning work. The main way to express Freedom of Association is through collective bargaining. This basic human right goes together with freedom of expression and is the basis of democratic representation and governance. People should be able to exercise their right to influence matters that directly concern them. In other words, everyone's voice needs to be heard and taken into account.
- **Gender:** social differences and relationships between men and women which are learned, changeable over time, and vary within and between societies and cultures. The primary goal of the ILO today is to promote Decent Work for all women and men. This is productive work performed in conditions of freedom, equity, security and human dignity, to which women and men have access on equal terms.
- **Harassment:** any improper and unwelcome conduct that might reasonably be expected or be perceived to cause offence or humiliation to another person. Harassment may take the form of words, gestures or actions that tend to annoy, alarm, abuse, demean, intimidate, belittle, humiliate or embarrass another person; or that create an intimidating, hostile or offensive environment.
- **Informal economy:** all economic activities by workers and economic units that are – in law or in practice – not covered or insufficiently covered by formal arrangements. The

informal economy comprises workers as well as economic units, in particular those in the informal economy who own and operate economic units; contributing family workers; employees holding informal jobs in or for formal enterprises; and workers in unrecognized or unregulated employment relationships.¹⁰

- **Informed consent:** the process for getting voluntary agreement to participate in research or an intervention.
- **Migration:** movement of persons from one country or locality to another. Labour migration is a key feature of globalization. The number of countries employing foreign labour has more than doubled in the recent years. More and more governments are recognizing the need to establish, modernize, and improve their laws, policies, practices and administrative structures for ensuring orderly migration. This has to be done in full awareness of the need to go beyond measures of control, to ensuring respect for human rights, and enhancing cooperation between origin and destination countries through bilateral treaties or regional agreements.
- **Reproductive health:** a state of complete physical, mental and social well-being in all matters relating to the reproductive system, and not merely the absence of reproductive disease or infirmity. Reproductive health deals with the reproductive processes, functions and systems at all stages of life, and implies that people are able to have a satisfying and safe sex life, the capacity to reproduce and the freedom to decide if, when and how often to do so.
- **Reproductive rights:** a basic right of all couples and individuals to decide freely and responsibly the number, spacing and timing of their children; and to have the information, education and the means to do so, and the right to the highest attainable standard of sexual and reproductive health. It also includes their right to make decisions concerning reproduction free from discrimination, coercion and violence, as expressed in human rights documents.¹¹
- **Sexual health:** a state of physical, emotional, mental and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled.
- **Smuggling:** illegal transport across state, national or international boundaries of goods or persons liable to customs or to prohibition. The smuggling of people across national borders has become a lucrative extra-legal activity. (It is useful to distinguish between trafficking in persons and people smuggling. A person who is trafficked is kept under the control of the traffickers, whereas a migrant smuggler simply facilitates clandestine entry into a country.)
- **Social protection:** People who lack social protection suffer from a broader social exclusion, particularly with regard to access to education and training, to credit or employment. To reduce exclusion in a lasting manner, the ILO is working towards addressing its causes and symptoms.
- **Trafficking:** According to the Palermo Protocol (Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children (2000), human trafficking

¹⁰ R204 – Transition from the Informal to the Formal Economy Recommendation, 2015 (No. 204) https://www.ilo.org/dyn/normlex/en/f?p=NORMLEX_PUB:12100:0::NO::P12100_INSTRUMENT_ID:3243110

¹¹ International Conference on Population and Development in Cairo, 1994, para 7.3, <https://www.un.org/en/development/desa/population/theme/rights/index.asp>.

or trafficking in persons means “the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.” The consent of a victim of trafficking is irrelevant where any of the means mentioned have been used.

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3-R Trainers' Kit

Rights, Responsibilities and Representation
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