

Rights
Responsibilities
Representation



3-R
Trainers'
Kit

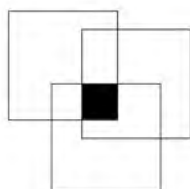


International
Labour
Organization

EMPOWERMENT FOR CHILDREN, YOUTH AND FAMILIES

Supporting Life Skills in Myanmar

User Guide



3-R Trainers' Kit

EMPOWERMENT FOR CHILDREN, YOUTH AND FAMILIES

Rights, Responsibilities and Representation

Supporting Life Skills in Myanmar

User Guide

Fundamental Principles and Rights at Work Branch
International Labour Organization

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1 ABOUT THE 3-R TRAINERS' KIT

1.1 WHAT IS IT?

The 3-R Trainers' Kit on Rights, Responsibilities and Representation for Children, Youth and Families – or the 3-R Trainers' 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 Trainers' Kit is an action-oriented tool for trainers 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 Trainers' 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 first edition of the 3-R Trainers' Kit was published by the ILO in 2010. This 2017 edition is a revised edition of the original and is adapted to the specific context of Myanmar with inputs from the ILO partners and stakeholders in Myanmar. A large part of the 3-R Trainers' Kit content incorporates earlier ILO training tools, in particular the *GECL Guide*,¹ *GET Ahead for Women in Enterprise*² and *Budget Smart*³ training packages.

The 3-R Trainers' Kit was prepared by the ILO in close consultation with partners as a tool for government agencies, development organizations and the international community in Myanmar to increase their impact in action against labour and human rights abuses.

This 2017 Myanmar edition of the 3-R Trainers' Kit is produced under the framework of the ILO project "Myanmar Programme on the Elimination of Child Labour" (My-PEC), funded by the US Department of Labor (USDOL).

1.2 WHY NEED IT?

All members of disadvantaged populations especially those in poor, ethnic or religious minority and migrant communities are vulnerable to exploitation and many other forms of social injustice. However, 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 leaves them in low self-esteem and disconnected from information and networking opportunities.

Many child labour and human trafficking programmes do not effectively take into account the gender and age inequality dimensions to these problems. This means that the specific needs and concerns of women and children are not adequately met. This undermines the potential success of development programmes. Understanding and addressing the gender and age dimensions to child labour and trafficking problems, 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 *Promotion of Gender Equality in Action against Child Labour and Trafficking: A Practical Guide for Organization (GECL Guide)* by Nelien Haspels & Busakorn Suriyasarn (ILO: Bangkok, 2003), http://www.ilo.org/ipecc/informationresources/WCMS_IPEC_PUB_281/lang-en/index.htm (available in English, Bengali, Chinese, Khmer, French, Indonesian, Laotian, Nepali, Thai and Vietnamese).

² *The training package Gender and Entrepreneurship Together – GET Ahead for Women in Enterprise Training Package and Resource Kit* by Susanne Bauer, Gerry Finnegan & Nelien Haspels (ILO: Bangkok, Berlin and Geneva, 2008) is available in English, Cambodian, Chinese, Laotian, Mongolian, Thai and Vietnamese.

³ *Budget Smart – Financial Education for Migrant Workers and their Families: Training Manual* (ILO: Bangkok, 2011).

The aims of the 3-R Trainers' 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.

1.3 FOR WHOM IS IT?

The intended beneficiaries of the 3-R Trainers' 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
- girls, boys and adults rescued from human trafficking.

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

- children from 5 to 17 years old (Most exercises that are designed for children are suitable for children aged 8 and older.)
- youth from 15 to 24 years old
- adults aged 25 years and older.

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 can be professional trainers, teachers in formal or non-formal education, development workers, extension workers, youth and peer educators, as well as youth, women and community leaders who are or want to become active against these abuses. They should have some prior experience working with children, youth and adults with little education.

1.4 HOW DID IT COME ABOUT?

Child labour is a global issue associated with widespread poverty, lack of education and economic development, and basic human rights violations, among others. Worldwide, 168 million children aged 5 to 17 years, or around 10 per cent of children in this age group, were involved in child labour in 2012. Of these, 120 million or 72 per cent were aged between 5 and 14, and over 85 million or 51 per cent were engaged in hazardous work.⁴

In Myanmar, 2015 official statistics show that more than 10 per cent of children aged 5 to 17 years were working, 9 out of every 10 working children (1.1 million) were engaged in child labour and more than half (over 600,000) were in hazardous work. About 27 per cent were aged 14 and younger. The majority (80 per cent) of child labourers in Myanmar were found working in agriculture, forestry, fishing, manufacturing, trade and other services, including

⁴ *Global Child Labour Trends 2008-2012 (ILO: Geneva, 2013).*

domestic work. Most worked more than 8 hours a day and were paid less than adults. Generally girls worked longer hours and were paid less than boys.⁵

My-PEC project aims to address child labour in Myanmar by establishing a comprehensive, inclusive and efficient multi-stakeholder response to reducing child labour in the country by increasing awareness and expanding the knowledge base on child labour, improving national legislation in compliance with international standards, strengthening national and local capacity to collaborate and advocate for the reduction of child labour in target communities through direct interventions. The programme interventions aim to increase access to quality education among child labourers and children at risk of child labour, promote safe work among child workers above the minimum age for employment, and reduce vulnerability of households to child labour.

Experience has shown that promoting equality between the sexes in societies is vital to increase the effectiveness and impact of action against child labour exploitation, human trafficking and other labour or human rights abuses. For this reason, the ILO developed this 3-R Trainers' Kit. The 3-R Trainers' 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 promotion of girl and woman power alongside boy and men power run as a thread through the whole 3-R Trainers' Kit.

⁵ Myanmar: *Child Labour in 2015, Key Facts and Statistics* by MOLIP, CSO and ILO (ILO: Yangon, 2016); Myanmar *Labour Force, Child Labour, and School to Work Transition Survey 2015 – Executive Summary Report* by MOLIP, CSO and ILO (ILO: Yangon, 2016).

2 STRUCTURE AND CONTENT

2.1 STRUCTURE

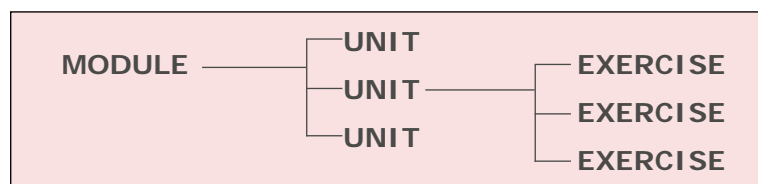
This 3-R Trainers' Kit contains an User Guide and 11 Training Modules published in 12 separate books.

The **User Guide** introduces the Kit, explains the training methodology and gives step-by-step guidance on the design and implementation of 3-R training. The User Guide is divided into 7 sections as follows:

BOX 1: 3-R USER GUIDE STRUCTURE		
SECTION	TOPICS	PURPOSE
1	About the 3-R Trainers' Kit <ul style="list-style-type: none"> Objectives, rationale and strategy Priority target groups and direct users 	Brief introduction of this Kit
2	Structure and Content <ul style="list-style-type: none"> Structure Content 	An overview and a summary of the content of this Kit
3	Tips for Effective 3-R Training <ul style="list-style-type: none"> Participatory training methods Effective training and how to be an effective trainer Priority target groups Key concepts and strategies for gender equality promotion in 3-R training Gender tips for planning and conducting 3-R training How to deal with group conflicts and disruptive behavior. 	Reference for trainers in general and during the planning, design and preparation of 3-R training
4	Planning and Design of 3-R Training <ul style="list-style-type: none"> 3-R Training strategy and needs assessment Selecting the training team and participants Designing a training programme Feedback and evaluation Documentation and report writing 	Practical guidelines for training organizers for use 2-3 months before the start of actual training
5	Trainers' Preparation for 3-R Training <ul style="list-style-type: none"> Finalization of training objectives and programme Review of participant profile Understanding group dynamics Choosing the training venue and room(s) Seating arrangements Time management Preparing a session plan, training materials and a training flowchart Using games and energizers 	Practical guidelines for trainers to prepare for training from around 4-6 weeks up to the day before the start of actual training








6	The Start and End of Every 3-R Training <ul style="list-style-type: none"> The first day: Introduction of Participants and Training Programme The last day: Action Planning and Evaluation 	Training exercises for use at the start and end of each actual training
7	Training Aids	19 aids for training organizers and trainers


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:

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 Trainers' 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 Trainers' Kit contains a total of 11 training modules, 33 units and 89 exercises. The main training content in each module is summarized in Box 2.

BOX 2: 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 men and women, boys and girls. It aims to create a deeper understanding about gender values and roles and their influence in life, in the family and society.
Module 4	Planning and Design of 3-R Training 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.
Module 5	Problem Solving and Social Skills introduces the use of creative thinking and logical analysis in problem solving, teamwork, making friends, assessing trustworthiness in strangers, and dealing with conflicts.
Module 6	Teenage Relationships covers a range of issues of interest to teenagers, including physical and emotional changes during puberty, sexuality and gender identity, relationship, safe sex, and teenage pregnancy.
Module 7	Keeping Healthy discusses reproductive health issues, from family planning, prenatal care, childbirth and baby 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 main focus is on how to cope with violence in the family, at school and at work and how to prevent drug and alcohol abuse.

<p>Module 9</p>	<p>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.</p>
<p>Module 10</p>	<p>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.</p>
<p>Module 11</p>	<p>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.</p>

3 TIPS ON EFFECTIVE 3-R TRAINING

Trainers need to tailor the training contents to the specific needs of the audience. This section provides guidelines and tips for trainers in planning and delivering successful 3-R training to children, youth and adult audiences. It introduces the following:

- Different learning styles and training methods and what makes an effective training
- What makes an effective trainer
- Who the priority target groups are, what are their potential capacity and constraints, and how to prepare training for them
- Key concepts and strategies for gender equality promotion in 3-R training
- Gender tips for planning and design 3-R training
- Gender tips for conducting 3-R training
- How to deal with group conflicts and disruptive behaviour.

■ 3.1 WHAT MAKES AN EFFECTIVE TRAINING?

Engage your audience with a mix of 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 between 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.





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. When planning lectures it is however important to remember that the attention span of participants, especially low-education and adult learners, generally starts to waver after 15 to 20 minutes. For this reason, lectures need to be kept short and complemented 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.

No single one method is better than others. Each method has its own advantages and disadvantages. It is best to use a combination of training methods and to alter the pace or tempo of the training to keep trainees interested and eager to learn, and thereby achieve the training objectives. As shown in Box 3, 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:

- Are more motivating and interesting to the learners
- Deepen understanding
- Set learning longer in memory
- Allow for change or reinforcement of attitudes and behaviors
- Motivate learners to take action.

BOX 3: PARTICIPATORY LEARNING METHODS				
APPROACH	METHOD	ACTIVITY OR ACTIVITIES	PARTICIPATION	LEARNING
Teacher-centered Top- down  	Lectures	Listening	Low	'To receive' Passive  
	Demonstration through visual aids (e.g., pictures, films)	Seeing and listening	Low	
	Questions & Answers	Answering and asking questions	Low to moderate depending on individual students	
	Brainstorming & Discussion	Sharing and exchanging ideas	Low in large group; moderate to high in small group	
	Analysis & Presentation (of case studies or problems)	Reading, analyzing, problem-solving, writing/drawing, and reporting	High	
	Role play, Games & Exercises	Using creative imagination, analytical and interpersonal skills	High to very high	
	Learner-centered Bottom-up	Action-based Activities (e.g. on the job training)	Doing the real thing or applying knowledge and skills in real action	

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).

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, known as the experiential learning cycle..

Experiential learning

In participatory training – also known as 'learning by doing' or 'experiential learning', – action and 'experiencing' by participants form the starting point of their learning. The 'theory' provided by the trainer in the form of lectures and presentations is kept to the minimum and done at the end rather than at the beginning of a session. The students or participants first participate in an action or a practical exercise. They, then, share their feelings or observations on

what they did. Finally, they analyze and draw learning points and conclusions from the exercise for use later in real life. For more information and an illustration of the experiential learning cycle, see Introduction Exercise 1.1 in Section 6 of this Training Guide.

Participatory and action-based methods are particularly suitable for children and adults with life experience but low literacy and academic skills, because this type of learning draws from the experiences participants have gained earlier in their life. They get an opportunity to be creative and try out new ideas in the protected training environment. They, then, have a critical look at their experience and analyze how they can apply new coping strategies in real life. This allows them to discover their own hidden talents, skills and creativity, and therefore, helps to empower them.

A key advantage of participatory and experiential learning techniques is that 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 both their 'mind', 'heart', and 'body', that is, all their intellectual, emotional, social and acting skills. After the game during the analysis, they learn both with their heart (sharing feelings and emotions) and their mind (using analytical thinking in drawing learning points and conclusions).

Some people who are unfamiliar with participatory learning may object to 'learning by doing' methods such as games and role plays, because they think these are entertainment only. In fact, these methods have proven to be not only fun, but also have powerful learning effects for people of all ages and all levels of education. At the same time, it is true that this training is only effective when trainers know how to do it. Many trainers have been trained in lecture-type learning styles only. They will have to unlearn old rote methods and learn new skills on how to deliver participatory training methods effectively. If the trainers are not sufficiently skilled and disciplined, participants may end up having 'too much' fun with the 'doing', because trainers do not draw out the 'theory', i.e., learning the lessons and key messages behind the 'doing' for use in real life.

Key content and process of some main participatory methods are:

- **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 generate and create ideas in a free flow without judgments.
- **Buzz groups** of two to three persons facilitate exchange of ideas, feelings, opinions and analysis allowing everybody to express their views in a small setting.
- **Games and role-plays** enable participants to act out an experience and solve a problem as in real life. They can increase self-confidence and have an empowering effect on the players if done voluntarily by the players and facilitated well by trainers.
- **Case studies** involve the presentation and analysis of a scenario or series of events, such as in a court case, that has happened or could happen, resulting in defining an opinion on how to go about solving a problem and developing recommendations.



For training that emphasizes active participation and open dialogue, it is essential that trainers use a style of training that is consistent with the values of participation. These comprise an open-minded and sharing attitude, respect for others, interest in diverse experiences, and willingness to change and engage in a critical review of opinions of self and others.

BOX 4: 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: <ul style="list-style-type: none"> o 10 per cent of what they read o 20 per cent of what they hear o 30 per cent of what they see o 50 per cent of what they hear and see o 70 per cent of what they say o 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.

■ 3.2 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.

The role of the trainer varies at the different stages of the experiential learning cycle:

- At the start of the training – both in the training as a whole and in 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, apprehensive 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 and supportive learning environment.
- When the participants are comfortable, the trainer stimulates more active participation and encourages them to take the lead. At this stage the trainer is mainly a facilitator.
- After participants have carried out a task, contributed and shared their experiences, the facilitator returns to the trainer's role to switch from action to reflection and analysis, and finally, to draw the key learning points for application in real life.

Trainers need **good communication skills**. They need to know how to:

- listen well
- use easy language and vocabulary 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 participants
- 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.

Trainers also need to have **organizational skills**. Successful training requires careful preparation, organization and time management.

Trainers do not need to be 'experts' in all topics discussed during a training. In a knowledge economy and organization, participants need to learn how to find new information by themselves. The trainer has a '**sign posting**' role, showing the participants how to learn and give 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.

■ 3.3 WHO ARE YOUR PARTICIPANTS AND HOW TO TRAIN THEM?

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 Trainers' Kit, and trainers and educators.

■ 3.3.1 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).

■ 3.3.2 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. 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. 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:⁶

- 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

⁶ 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.

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 domestic workers or 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 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 illegal 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 long hours and may work around the clock, as is the case for many of those in 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.

3.3.3 GIRLS AND WOMEN

In Myanmar, and many Asian countries, 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. Guidance on gender equality promotion in the 3-R training in terms of both content and process (the WHAT and the HOW) is given throughout this Training Guide (specifically in Section 3.4 below) and the Training Modules in this Kit..

■ 3.3.4 ETHNIC MINORITY AND RELIGIOUS GROUPS

Members of minority groups are often left out of participation in training and other activities due to language, ethnicity, religion, (lack of) legal status or other economic or social barriers. It is important to be sensitive to differences and special needs of these target 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 behaviors 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.

■ 3.3.5 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.

■ 3.3.6 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.

■ 3.4 HOW TO DESIGN AND CONDUCT 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.

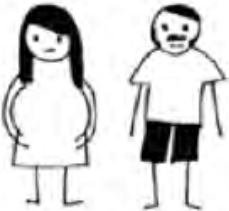

This section gives a quick overview of key concepts and strategies for gender equality promotion. Key concepts, such as sex, gender and gender equality are defined, as these terms often mean different things to different people, and core messages are listed. The two main strategies for gender equality promotion: gender mainstreaming and gender-specific action are explained. Practical tips, ground rules and good practices for the promotion of gender equality are also provided in terms of both training content and process when you:

- design training and decide who to train on what
- actually provide training.

■ 3.4.1 GENDER EQUALITY BASICS: CONCEPTS AND CORE MESSAGES

Key concepts and definitions

The sex children are born with influences their chances in life, alongside other important variables such as socio-economic class or caste, race or ethnicity. The biological differences of being born as a boy or a girl become important only later in life when children reach puberty. However, from the moment of their birth, all societies assign different roles, attributes and opportunities to boys and girls. They are socialized to perform the roles of men and women in their society based on the ideas in that society how men and women should or should not behave. These social meanings given to biological sex differences are covered by the term gender.

BOX 5: WHAT IS 'SEX' AND WHAT IS 'GENDER'?	
	<ul style="list-style-type: none"> • Sex refers to the biological differences between men and women, boys and girls, that are universal and do not change. For example, only women can give birth and only men can produce sperms.
	<ul style="list-style-type: none"> • Gender refers to the social differences and relations between the two sexes. These are learned, vary 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
<ul style="list-style-type: none"> • 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. 	

People from different cultures and traditions usually have different ideas and expectations about the characteristics, abilities and likely behaviour of girls/women and boys/men— in other words, on femininity and masculinity. These 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.⁷

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 both sexes actually do. 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 values, attitudes 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 girls should be obedient and cute and are allowed to cry, and boys are expected to be brave and not cry.
- **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.

In most societies there are differences between the sexes in the rights they are given and the opportunities they have. 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. For this reason the international community and the majority of governments and civil societies are committed to promoting gender equality.

- **Gender equality**, or equality between the two sexes, refers to the equal rights, responsibilities opportunities, treatment and valuation of women and men, girls and boys in life and at work. Gender equality means that people of all ages and both sexes have equal chances to succeed in life. It means that all human beings 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:

⁷ The ideas of what is feminine or masculine are largely based on the idea of heterosexuality, which means people are sexually attracted to the opposite sex. However, some people are not heterosexual, but have a different sexual orientation or gender identity (see more about sexual orientation and gender identity in Exercise 6.1.5 in Module 6).

- 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 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 equality between women and men is empowering for both sexes and leads to a win-win situation for both.
- **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.
- **Address practical and strategic gender needs.** Practical needs refer to needs that men and women have to perform the gender roles assigned to them in society more easily. These needs concern inadequacies in living and working conditions, and are often related to basic livelihood survival, such as food, water and shelter. Strategic needs refer to the needs for empowerment among disadvantaged groups. These needs relate to changing imbalances and promoting equality between the sexes. For example, equal access to education, training and income and sharing of family responsibilities. Addressing practical gender needs may only perpetuate inequality and therefore practical and strategic needs need to be addressed simultaneously.

■ 3.4.2 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.

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

- 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. 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,



represents 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.

Key Gender Mainstreaming Strategies (GEMS)

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 economical 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.

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

BOX 6: 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 village 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.

3.4.3 GENDER TIPS FOR PLANNING AND DESIGN OF 3-R TRAINING STRATEGY

Training needs analysis among the target groups and partner organizations

At the planning and design stage of 3-R training, the training organizers 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 among the partner organizations that support them, because gender inequalities are often built into organizations. Many organizations have adopted the gender mainstreaming approach and specific gender policies, programmes and institutional measures. Nevertheless, many organizations, such as education or training institutes 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.¹⁰ 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.¹¹

¹⁰ 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.

¹¹ You can use and adapt Checklist 6: *How does your organization deal with gender equality promotion? In the GECL Guide*, pp. 68-69.

Selection of training organizations and training team

In most countries organizations exist with specific expertise on the 3-R training content and participatory training delivery. It is therefore useful for capacity building and multiplier purposes to select a combination of organizations to design 3-R adaptations and carry out 3-R training. One of these organizations should have proven gender expertise and the other(s) should have another relevant mandate such as child and human rights, human trafficking, migration and employment, and participatory training delivery.

When selecting the **3-R training team**, 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 with the training providers to ensure the right sex balance among the training team. See Section 4.2 in this Training Guide for more detailed guidance on this subject.

Selection of participants

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 of both sexes, and the only way to change the existing structure is to involve both women and men. Consensus between, and contributions from men and women are needed 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. Only women turn up at gender training events also intended for men and mostly men come to training which is not labeled as gender training. 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.

Setting targets for training of mixed groups

It is recommended to 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 women role models are needed among the priority target groups or if the capacity of female training professionals or leaders needs to be built, set a target of training **two-thirds of women and one-third of men** in 3-R training for trainers and for the target groups. 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. 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 percent** 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 little chances 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 domestic workers, both female and male employers need to be briefed and trained as well, whenever possible.

■ 3.4.4 GENDER TIPS FOR CONDUCTING 3-R TRAINING

Training content

Identify participants' perspectives on gender equality promotion at the early start of the training, because participants come to training on gender equality, human and workers' rights with different attitudes. Talking about gender and equality is often an eye-opener for children, youth and women from disadvantaged population groups who will generally be interested or curious about the subject and have a positive or neutral, open-minded attitude.

The subject may be sensitive for adults because training on equality is related to personal values and norms in society about roles, and relations between men and women. People may feel threatened or have negative feelings about changing existing roles, patterns and power relations that are determined by traditional values and attitudes. Or, they may be reluctant to acknowledge that their deeply-held values may not be consistent with their countries' constitution and laws which guarantee equal opportunities and treatment to all. In such cases you may encounter resistance, usually although not always from adult men and/or well-to-do women, who never experienced discrimination themselves. The very first exercises in this Kit help trainers to carry out a quick scan of participants' gender perspectives 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: It is about providing the same human and workers' rights to everybody and ensuring equal value and fair distribution of opportunities and responsibilities, workload, decision making and income in families, communities, workplaces and societies. Everybody in society, irrespective of their educational level has ideas on what is fair, just and smart. Appealing to these feelings of social justice and common sense in creating consensus on what is right and what is wrong is much more effective than getting into academic discussions and elaborate 'gender jargon'.

Design and use training materials that are relevant to the day-to-day life of female and male participants and highlight gender problems from the female and male perspective. Use language that addresses both sexes.

In case the 3-R priority target groups have to cope with **different forms of discrimination**, for example, on the grounds of sex, age and ethnicity or (rural) origin, **address these concerns simultaneously**, i.e. it is not convincing to promote equality between the sexes and forget about other forms of discrimination.

Training process

- **Ensure enough 'speaking time' for both sexes, especially women.** Men will usually be more used to speaking in public and tend to respond faster and longer. If this happens, let the speaker finish, but ask him to be brief. Tell the group that mostly men have taken the floor up to now and that women's perspective and views are equally important. Stop giving the floor to men and indicate that women are now invited to speak to give 'equal voice to women and men'. Ensure that women's perspectives are being heard and acknowledge inputs and viewpoints of men and women in starting and concluding sessions. Talkative women also exist, so apply the above, if they take the floor too much.
- **Ensure respect for the opinion of everybody**, 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.
- **Do not assume that women will automatically be promoters of gender equality.** Female power holders may find gender training threatening just like their male counterparts, if they consider that it will take something away from them rather than lead to a win-win situation for everybody. However, many women can become active promoters for change for the simple reason that they share gender-related constraints and impediments with other women in their society.
- **Avoid creating a divide between men and women.** Stereotyping all women as victims and all men as aggressors is misleading and not in line with reality. You may run the risk of antagonizing valuable supporters. Resist making sweeping generalizations. Draw out the 'women's perspective' and respect the 'men's perspective', and the other way around as appropriate.
- **Dealing with sexist jokes.** If men or women feel threatened by the subject under discussion they may start to make sexist jokes, use derogatory language about and or towards women, or make other comments to keep women 'in their place'. If women are not secure or feel safe in the situation, they may accept this. Address this type of behaviour immediately by asking the persons 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 (see also below).

- 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.

■ 3.5 HOW TO DEAL WITH GROUP CONFLICTS AND DISRUPTIVE BEHAVIOUR ¹²

When training groups of people with different backgrounds and personalities, there can be conflicts and difficulties. Conflicts can be a constructive source of learning and need not be destructive if they are dealt with appropriately. It is important that you 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 you, the trainer, may know little.

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.

In general you can expect some form of conflict to arise when participants come from different socio-economic backgrounds or cliques or when inequalities among the sexes, ethnicities or religions are pronounced. This can be a valuable training opportunity. In the protected training environment, space can be created and respect built among people from different backgrounds, who generally would never exchange views. As the person who drives the group dynamics, your style of training will play a role here: It is important to make participants feel that you are fair and neutral.

In general, individual or group conflicts can be prevented or minimized by conducting the training in an open, fair and respectful way. One effective way is to discuss and level expectations and to set group rules together in the beginning of the training. Basic group rules are for example: be punctual, respect each other's opinions, give equal time to speak and turn off mobile phones.

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. Using 'masked' positive response such as "I agree with you, but ..." can sound condescending and insincere and create distrust and resentment. Positive response statements are: "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.

¹² A Trainer's Guide by Pretty et al, pp. 40-44, and CRP TOT: Materials & Ideas about Training by Wisecarver, pp. 62-63.

Some tips for dealing with group conflicts are:

- 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 (see more discussion on the topic in Section 3.4).
- 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.

Some participants may seek a conflict with the trainer. In every training workshop, there are always persons who seek special attention. There are many reasons why some participants behave in a disruptive or anti-social way. Some may know that their behavior is disruptive, while others are not aware or fully realize that what they are doing is not helpful. Disruptive behaviors 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 behaviors want to get individual attention from the trainer because they want to be recognized as somebody special, intelligent or important. Only seldom some do have personal dislike of the trainer.

Some ways to deal with difficult individuals 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 behavior persists, ask somebody who has a personal relationship with the person to act as an intermediary to address the problem.
- In discussing the disruptive behavior with the person (in private or in public), clearly spell out the specific negative effects of only his or her behavior and 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 his or her 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 and may take too much time and be counter-productive for the group as a whole.

At the end of each day, do a simple evaluation of the day's training by discussing with participants:

what went well, what did not, what was difficult and what was easy, etc. If participants are too shy or too polite to disagree and discuss the conflicts openly, provide anonymous means for participants to express their opinions or frustrations, such as:

- A daily feedback form
- A secret opinion or feedback box
- A graffiti board (on which participants can write anything they feel about the training)
- A mood meter (on which participants can rate their emotional mood during the workshop and give comments).

The outcome of these evaluations are displayed and discussed during the training systematically

4. PLANNING AND DESIGN OF 3-R TRAINING

This section explains the 3-R training strategy. It provides guidance on how to carry out a training needs assessment prior to the training, and how to select the training team(s) and participants. It provides sample programmes for TOT workshops and for training of children, youth and families, and gives guidance on 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 THE 3-R TRAINING STRATEGY AND NEEDS ASSESSMENT

The 3-R Trainers' Kit is intended for master trainers and trainers who will train the priority target groups: children, youth and families at risk of falling victim to human and labour rights abuses. The 3-R training strategy, therefore, covers both the training of trainers (TOT) and the training of the priority target groups.

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, 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.

The organization(s) aiming to provide training first need to decide what they want to achieve, whom they want to train and for what purpose. 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?

Once these questions have been answered, 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.

The duration of 3-R training varies depending on the training objectives, the profile of the participants, the needs and the time they have. The first Validation 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, as this 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 SELECTION OF TRAINING TEAM AND PARTICIPANTS

How to select a training team

Participatory training on life skills is preferably provided by a training team rather than an individual trainer as participatory training is more intensive than traditional training.

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. As mentioned, trainers need not be senior 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.

It is recommended that a 3-R training team be selected for training lasting more than two days and that the team include **qualified trainers from both sexes**. For a 2- or 3-day training workshop or standard longer training courses, a team of two full-time trainers (woman and man) is adequate. For a 5-day training workshop which is done for the first time and includes field testing, four full-time trainers (preferably two men and two women) are needed. It is also important to avoid common gender stereotypes, for example, having a male trainer as the lead trainer and a female trainer(s) as his assistant.

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

- Proven experience and expertise in child development and 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, 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, of course, 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 these 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 3.3 Who are your participants and how to train them 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 at the end of this Guide:

- Training Aid 1: Information Note: 3-R Life Skills Training 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 and. 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.

Training in target communities with working children, youth and adults will often be spread over several weeks or months as they may have very little spare time outside working hours.



Training aids Seven 5-day sample programmes are provided in Section 7 for use with the different target groups (two for TOT and five for training with target groups). These sample programmes 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 in Source Areas of Migration
- Training Aid 6: Sample 3-R TOT Programme for Trainers Working with Children and Youth in Migrant Communities
- Training Aid 7: Sample 3-R Training Programme for Children and Youth in Source Areas of Migration
- Training Aid 8: Sample 3-R Training Programme for Parents in Source Areas of Migration
- Training Aid 9: Sample 3-R Training Programme for Children and Youth in Domestic Service
- Training Aid 10: Sample 3-R Training Programme for Youth in Factories or Informal Economy Trades and Services
- Training Aid 11: Sample 3-R Training Programme for Youth in the Entertainment Industries.

■ 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' behavior or changes in behavior 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 quick-feedback form at the end of each day and at the end of the training.



Training aids

- Training Aid 14: Sample Daily Feedback Form for 3-R Training
- Training Aid 15: Sample Training 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 aids

- Training Aid 16: 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 7 below.

BOX 6: WHAT ARE PRACTICAL AND STRATEGIC NEEDS? ¹³	
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	Little participation possible.

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 less 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.



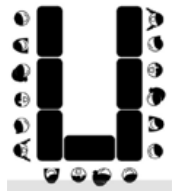


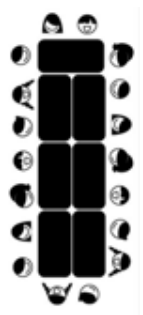
When selecting the training venue, you should:

- 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.
 - 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 8).

¹³ 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.

BOX 8: SEATING ARRANGEMENT OPTIONS	
<p>1. Table Circles</p>  <p>Advantages:</p> <ul style="list-style-type: none"> • Participants are close to each other • Trainer can walk easily among participants • Ideal for group work <p>Disadvantages</p> <ul style="list-style-type: none"> • Take up much space • Participants on opposite sides do not have good eye contact with one another 	<p>2. Circle/Semi-Circle of Chairs</p>  <p>Advantages:</p> <ul style="list-style-type: none"> • Informal, relaxed, egalitarian • Eye contact for everyone • Participants are not attached to a specific seat and easy to move in various exercises <p>Disadvantages</p> <ul style="list-style-type: none"> • Can fit fewer people • No flat work surface • Intimidates shy people • In large circle, participants sit far from those opposite to them
<p>3. U-shape</p>  <p>Advantages:</p> <ul style="list-style-type: none"> • Trainer has eye contact with all participants • Trainer can walk among participants <p>Disadvantages</p> <ul style="list-style-type: none"> • No eye contact for participants along the U-arm • Cannot fit many people • Cannot break into small groups easily 	<p>4. Fish-bone style</p>  <p>Advantages:</p> <ul style="list-style-type: none"> • Good for both plenary and group work • Trainer can walk easily among participants <p>Disadvantages</p> <ul style="list-style-type: none"> • Cannot fit many people • Only partial eye contact among participants • Participants at the ends feel left out
<p>5. Rows of Tables/Chairs</p>  <p>Advantages:</p> <ul style="list-style-type: none"> • Can fit many people into room • Everyone faces the front <p>Disadvantages</p> <ul style="list-style-type: none"> • 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 	 <p>Advantages:</p> <ul style="list-style-type: none"> • Eye contact for most participants <p>Disadvantages</p> <ul style="list-style-type: none"> • 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 8 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 trainees.
- 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:
 - o In mixed groups make sure the groups of participant are gender-balanced (at least 1/3 of either sex).
 - o 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 9. 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 17).

BOX 9: EXAMPLE OF A 3-R TRAINING FLOWCHART					
3-R Workshop for Children and Youth in Source Areas of Migration and Trafficking					
March 1					
08:00-08:30	Registration			1 folder of training materials for each participant	Staff 1
08:30-08:45	Opening	- Welcome remarks		--	Village head
08:45-10:00	Introduction to programme and participants	- Intro Ex. 1.2: Introduction of participants and programme	Plenary/ Circle of chairs	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 1
16:10-17:00		- Ex. 3.2.1 If I Were ...	Group seating		Trainer 2
				flipchart paper and markers	



Training aids

- *Training Aid 17: Sample Form: Training Workshop Flowchart*
- *Training Aid 18: 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 Trainers' 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. Examples of games and energizers are given in Training Aid 19 in Section 7 .



Training aids

- *Training Aid 19: 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

60-90 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 Life Skills Training Kit (Training Aid 1 in Section 7)
- Training programme (for example, Training Aids 5 and 6 in Section 7)
- List of participants
- 3-R Life Skills Training Kit



TRAINING AID

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

Training Aid 12: 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 – 10-20 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 – 20-40 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 Section 3.4.

STEP 3 – 15 MINUTES

Thank the participants for the round of introduction. Then introduce the training programme as follows using Training Aid 1.1 A on transparency or flipchart:

- Give a brief introduction on the context which gives rise to the training and the 3-R Life Skills Training Kit, its aims and contents (items 1, 4 and 5 in the Information Note). Refer participants to the Information Note on the 3-R Life Skills Training Kit (Training Aid 1).
- Go through the objectives of the 3-R 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 Trainers' 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 12):

Step 1

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.

Step 2

The participants then share the outcome and experiences of doing the exercise: What they felt and observed while doing the assignment.

Step 3

The group analyzes the outcome and experiences of the exercise.

Step 4 The group draws conclusions, learning points and key messages from the exercise.

Step 5

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 in action against child labour and human trafficking abuses



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 Life Skills Training Kit (Training Aid 1)
- Outline of the training programme (for example, Training Aids 7 to 11 in Section 7)
- List of participants



TRAINING AID

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

Training Aid 12: 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 Myint and I live in a house on M 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 Aye Aye and you like ice cream. Aye Aye, can you find someone whose name is 'Khin' who likes to cook?"
- Aye Aye has to say her own name first, then points out Khin and asks Khin to find another person, for example, Lwin who wears a red 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 19 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, explain its main focus, structure and contents (If participants are literate, refer them to the training programme). For example, in a 3-R training for youth in domestic service (see a sample workshop programme in Training Aid 9) explain that they will learn about 5 different topics in 5 days as follows:
 - Day 1 Self & Gender Awareness: You will learn about yourselves and what it means to be a girl or boy, woman or man in your community.
 - Day 2 Rights & Responsibilities: 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 Problem Solving & Representation: You will learn creative ways to find solutions to problems, how to work together with other people and how to form a group to help each other solve problems.
 - Day 4 Relationships & Health: You will learn about friendships and relationships, and how to stay safe and healthy.
 - Day 5 Goals in Life: 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 workshop objectives, for example:
 - To increase understanding about rights as children, as human beings and 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 12). 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

- Children, youth and families from the 3-R priority target groups
- Trainers and educators



DURATION

30 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 and human trafficking; gender; child domestic work; (new) training techniques; problem solving; safe migration; confidence building; 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 –20 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.

FINAL EXERCISE 1: ACTION PLANNING

OBJECTIVES

- To develop an individual Action Plan for use in real life after the training
- 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

TARGET GROUP

- Children, youth and families from the 3-R priority target groups
- Trainers and educators

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 13)

TRAINING AIDS

Training Aid 13: 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 13).

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.

Give each participant a stamp, ask them to put it on the postcard and to fill in their 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 village 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: EVALUATION

OBJECTIVES

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

TARGET GROUP

- Children, youth and families from the 3-R priority target groups
- Trainers and educators

DURATION

- 30 minutes

SEATING ARRANGEMENTS

U-shape, circle or semi-circle seating

TRAINING AIDS

Training Aid 15: Sample Training Evaluation Form for 3-R Training

PREPARATON

Prepare the Training Evaluation Form. Review the example (Training Aid 15), adapt it as needed and distribute one copy to each participant on the last day, several hours before the end of the training.

SESSION PLAN STEPS

Tip for Trainers

In training events that aim to validate the 3-R Trainers' 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 AID



TRAINING AID 1

INFORMATION NOTE 3-R LIFE SKILLS TRAINING KIT

1. What is the 3-R Life Skills Training Kit?

- To develop an individual Action Plan for use in real life after the training
- 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

2. Who is it for?

Intended beneficiaries: The 3-R Trainers' Kit is intended for use with people in three different age groups: children (aged between 10 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 in migration and trafficking source communities, children rescued from trafficking, child domestic workers, young factory workers, and youth working in informal economy trades and the entertainment industries.

Direct users: The users of this Kit are trainers, teachers and extension workers from government agencies and development organizations in Myanmar, and ILO and UN partner agencies working in communities at risk of child labour and human trafficking for labour or sexual exploitation. These trainers can be professional trainers, development workers, extension workers, teachers, peer educators, as well as youth, women and community leaders. They should have some prior experience working with children, youth, women and adults with little education.

3. What is the rationale?

All members of disadvantaged populations especially those in poor, ethnic minority and migrant communities are vulnerable to exploitation and many forms of social injustice. However, children, youth and women are particularly vulnerable 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 and leaves them in low self-esteem and disconnected from information and networking opportunities. Many child labour and trafficking programmes do not effectively address the gender inequality dimensions to these problems. Not tackling gender inequalities often means that the specific needs and concerns of women and children are not adequately addressed. This undermines the potential success of the programmes. Understanding and taking into account the age and gender dimensions to child labour and trafficking problems and their linkages with other social and economic inequalities is key to empower the most vulnerable, and to ensure sustainable action toward the elimination of labour and human rights abuses.

4. What are its aims and strategy?

The overall aims of the 3-R Trainers' 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 Trainers' Kit contains 11 modules, 33 units and 89 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 6 Teenage Relationships
- Module 7 Keeping Healthy
- Module 8 Protection from Violence and Drugs
- Module 9 Smart Money Management
- Module 10 A Smart Migrant and Job Seeker
- Module 11 A Smart Worker



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 in the field of child labour and trafficking of women and children?
 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 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) trainers?		
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	<p>Have I organized and consulted with the trainers on other logistical details, including:</p> <ul style="list-style-type: none"> • 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 IN SOURCE AREAS OF MIGRATION

Training objectives: To familiarize trainers with the contents and training methodologies of the 3-R Trainers' Kit and to increase their training capacity to deliver 3-R training to children, youth and families in communities at risk of resorting to child labour exploitation and trafficking

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
08:30 -10:00 hrs	Opening Ceremony Intro Exercise 1.1: Introduction of Participants and Training Programme	Round-up of Day 1 Unit 1.2 My Family and My Community Ex. 1.2.1 My Family Tree AND/OR Ex. 1.2.2 Our Community Map	Round-up of Day 2 Unit 7.1 Planning a Family Ex. 7.1.1 Reproductive Health Quartet Game OR Ex. 7.1.2 I Plan My Family	Round-up of Day 3 & Training Preparation Training by Group 1 Peer Reviews & Comments	Training by Group 5 Peer Reviews & Comments
Morning break 10:00 – 10:30 hrs					
10:30 – 12:00 hrs	Intro Exercise 2: Matching Expectations and Contributions Introduction of the 3-R Trainers' Kit 1 About the 3-R Trainers' Kit 2 Structure and Content	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 9.2 Budgeting for Achieving Life Goals Ex. 9.2.2 Money In/Money Out: Making a Family Budget OR Unit 9.3 Saving and Handling Debts Wisely Ex. 9.3.2 Caught by Debt	Training by Group 2 Peer Reviews & Comments	Training by Group 6 Peer Reviews & Comments
Lunch 12:00 – 13:30 hrs					
13:30 – 15:00 hrs	Participatory Training 3 Tips for Trainers - Participatory methods - Role of trainer and facilitator - Successful trainer - Your participants	Unit 3.3 Making a Happy Family Ex. 3.3.1 Vote for Family Happiness OR Unit 8.1 How to Say 'No' to Violence Ex. 8.1.1 Violence in the Family	Unit 10.1 A Smart Migrant Ex. 10.1.1 Smart Money Habits for Success in Migration OR Ex. 10.1.2 Migration Snake and Ladder Game OR Ex. 10.1.4 My Journey and the Magic Key	Training by Group 3 Peer Reviews & Comments	Reflections Final Exercise 1: Action Planning Participants draft action plans & design training programmes for their communities/organizations

Afternoon break 15:00 – 15:30 hrs					
15:30 – 17:00 hrs	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 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?	Group Work: Preparation for Training Practicum <ul style="list-style-type: none"> • Divide participants into groups of 4-6 people (maximum 6 groups) • Each group chooses one exercise from the 3-R Trainers' Kit to practice 	Training by Group 4 Peer Reviews & Comments	Presentation of Action Plans Final Exercise 2: Evaluation Closing Ceremony

TRAINING AID 6

SAMPLE 3-R TOT PROGRAMME FOR TRAINERS WORKING WITH CHILDREN AND YOUTH IN MIGRANT COMMUNITIES

Training objectives: To familiarize trainers with the contents and training methodologies of the 3-R Trainers' Kit and to increase their training capacity to deliver 3-R training to young migrant workers

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
08:30 -10:00 hrs	Opening Ceremony Intro Exercise 1.1: Introduction of Participants and Training Programme	Round-up of Day 1 Unit 3.1 What's the Difference between Being a Boy and Being a Girl? Ex. 3.1.1 What Makes a Boy, What Makes a Girl?	Round-up of Day 2 Unit 2.1 Child Rights Ex. 1 Have Rights – Chair Dance OR Unit 6.3 Safe Sex Ex. 6.3.1 Risky Business	Round-up of Day 3 & Training Preparation Training by Group 1 Peer Reviews & Comments	Training by Group 5 Peer Reviews & Comments
Morning break 10:00 – 10:30 hrs					
10:30 – 12:00 hrs	Intro Exercise 2: Matching Expectations and Contributions Introduction of the 3-R Trainers' Kit 1 About the 3-R Trainers' Kit 2 Structure and Content	Unit 4.2 What is Child Labour? Ex. 4.2.1 Working Children: What Is Acceptable and What Not? OR Unit 11.2 Rights at Work Ex. 11.2.1 Fundamental Principles and Rights at Work	Unit 9.2 Handling Money Ex. 9.1.1 A Smart Spender OR Unit 9.2 Budgeting for Achieving Life Goals Ex. 9.2.3 Money In/Money Out: Making a Budget for a Young Worker	Training by Group 2 Peer Reviews & Comments	Training by Group 6 Peer Reviews & Comments
Lunch 12:00 – 13:30 hrs					
13:30 – 15:00 hrs	Participatory Training 3 Tips for Trainers - Participatory methods - Role of trainer and facilitator - Successful trainer - Your participants	Unit 5.4 Friend or Foe Ex. 5.4.2 How to Keep Cool OR Unit 11.3 Health at Work Ex. 11.3.2 Occupational Safety and Health	Unit 10.1 A Smart Migrant Ex. 10.1.2 Migration Snake and Ladder Game OR Ex. 10.1.3 Trafficking Dangers OR Ex. 10.1.4 My Journey and the Magic Key	Training by Group 3 Peer Reviews & Comments	Reflections Final Exercise 1: Action Planning Participants draft action plans & design training programmes for young migrant workers

Afternoon break 15:00 – 15:30 hrs					
15:30 – 17:00 hrs	Unit 1.1 Who Am I? Ex. 1.1.1 Mirror, Mirror on the Wall OR Ex. 1.1.2 What Animal Am I? OR Unit 1.3 I Have a Dream Ex. 1.3.1 Market of Dreams and Happiness OR Ex. 1.3.2 Road to Success	Unit 8.1 How to Say 'No' to Violence Ex. 8.1.1 Violence in the Family OR Ex. 8.1.2 Violence at Work OR Ex. 8.1.4 How to Say 'No' to Sexual Violence	Group Work: Preparation for Training Practicum <ul style="list-style-type: none"> • Divide participants into groups of 4-6 people (maximum 6 groups) • Each group chooses one exercise from the 3-R Trainers' Kit to practice 	Training by Group 4 Peer Reviews & Comments	Presentation of Action Plans Final Exercise 2: Evaluation Closing Ceremony

TRAINING AID 7

SAMPLE 3-R TRAINING PROGRAMME FOR CHILDREN AND YOUTH IN SOURCE AREAS OF MIGRATION

Learning objectives: To increase knowledge, skills and coping strategies on the topics given below

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
TOPICS	SELF & GENDER AWARENESS	RIGHTS & RESPONSIBILITIES	PROBLEM SOLVING & REPRESENTATION	RELATIONSHIPS & HEALTH (for youth only)	GOALS IN LIFE
08:30 -10:00 hrs	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 5.3 How to Make Friends Ex. 5.3.1 Looking for a Friend OR Ex. 5.3.2 Making Friends and Meeting New People	Unit 1.3 I Have a Dream Ex. 1.3.1 Market of Dreams and Happiness
Morning break 10:00 – 10:30 hrs					
10:30 – 12:00 hrs	Intro Exercise 2: Matching Expectations and Contributions 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 2.3 My Rights and Responsibilities Ex. 2.3.1 What Should I Do? OR Unit 4.2 What Is Child Labour? Ex. 4.2.1 Working Children, What Is Acceptable and What Not?	Unit 5.4 Friend or Foe Ex. 5.4.1 That’s Someone I Trust OR Unit 8.1 How to Say ‘No’ to Violence Ex. 8.1.1 Violence in the Family OR Ex. 8.1.2 Violence at Work OR Ex. 8.1.4 How to Say ‘No’ to Sexual Violence	Unit 6.1 Changes and Sexuality Ex. 6.1.3 Am I Normal or Strange? OR Unit 6.2 Love and Marriage Ex. Roundabout Talk OR Unit 6.3 Safe Sex Ex. 6.3.1 Risky Business	Unit 1.3 I Have a Dream Ex. 1.3.2 Road to Success (for children and youth) OR Unit 10.2 A Smart Job Seeker Ex. 10.2.1 My Ideal Job OR Ex. 10.2.2 The Job Market (for youth)
Lunch 12:00 – 13:30 hrs					
13:30 – 15:00 hrs	Participatory Training 3 Tips for Trainers - Participatory methods - Role of trainer and facilitator - Successful trainer - Your participants	Unit 5.4 Friend or Foe Ex. 5.4.2 How to Keep Cool OR Unit 11.3 Health at Work Ex. 11.3.2 Occupational Safety and Health	Unit 10.1 A Smart Migrant Ex. 10.1.2 Migration Snake and Ladder Game OR Ex. 10.1.3 Trafficking Dangers OR Ex. 10.1.4 My Journey and the Magic Key	Training by Group 3 Peer Reviews & Comments	Reflections Final Exercise 1: Action Planning Participants draft action plans & design training programmes for young migrant workers

Afternoon break 15:00 – 15:30 hrs					
	<p>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?</p> <p>Unit 3.2 Values and Attitudes about Gender Roles Ex. 3.2.1 If I Were ...</p>	<p>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 Ex. 4.2.1 Tales of Two Families</p>	<p>Unit 1.2 My Family and My Community Ex. 1.2.4 Community Analysis (for youth) OR</p> <p>Unit 5.4 Friend or Foe Ex. 5.4.2 How to Keep Cool (for children and youth)</p>	<p>Unit 6.3 Safe Sex Ex. 6.3.2 Birth Control Methods OR Unit 6.4 Teenage Pregnancy Ex. 6.4.1 My Life and a Baby OR Ex. 6.4.2 Being a Teen Parent</p>	<p>Reflections & Final Exercise 1: Action Planning</p> <p>Final Exercise 2: Evaluation</p> <p>Closing Ceremony</p>

TRAINING AID 8

SAMPLE 3-R TRAINING PROGRAMME FOR PARENTS IN SOURCE AREAS OF MIGRATION

Learning objectives: To increase knowledge, skill and coping strategies on the topics given below

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
TOPICS	SELF & GENDER AWARENESS	RIGHTS & RESPONSIBILITIES	PROBLEM SOLVING & REPRESENTATION	RELATIONSHIPS & HEALTH (for youth only)	GOALS IN LIFE
08:30 -10:00 hrs	Opening Ceremony Intro Exercise 1.2: Introduction of Participants and Training Programme	Unit 3.2 Values and Attitudes about Gender Roles Ex. 3.2.1 If I Were ... OR Ex. 3.2.2 Heroes and Heroines	Unit 5.1 How to Find a Solution Ex. 5.1.1 Making a Hole AND Ex. 5.1.3 Playing with Puzzles Unit 2.4 My Right, Our Right to Organize Ex. 2.4.1 More Heads Are Better Than One	Unit 3.3 Making a Happy Family Ex. 3.3.1 Vote for Family Happiness OR Unit 6.2 Love and Marriage Ex. 6.2.2 Relationship Management	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 hrs	Intro Exercise 2: Matching Expectations and Contributions 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	Unit 1.2 My Family and My Community Ex. 1.2.4 Community Analysis	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? What Are the Worst Forms of Child Labour?	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 hrs	Unit 1.2 My Family and My Community Ex. 1.2.1 My Family Tree AND/OR Ex. 1.2.2 Our Community Map	Unit 2.1 Everybody Has Rights Ex. 2.1.1 What Are Human Rights?	Unit 11.3 Health at Work Ex. 11.1.2 Occupational Safety and Health OR Unit 2.3 My Rights, My Responsibilities Ex. 2.3.1 What Should I Do?	Unit 8.1 How to Say 'No' to Violence Ex. 8.1.1 Violence in the Family	Unit 10.1 A Smart Migrant Ex. 10.1.1 Smart Money Habits for Success in 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 hrs	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?	Unit 2.2 Child Rights Ex. 2.2.3 Children Have Rights Too – Poster Campaign OR Unit 4.2 What Is Child Labour? Ex. 4.2.1 Working Children, What is Acceptable and What Not?	Unit 11.2 Rights at Work Ex. 11.2.1 Fundamental Rights at Work OR Ex. 11.2.3 Let's Organize at Work	Unit 8.1 How to Say 'No' to Violence Ex. 8.1.4 How to Say 'No' to Sexual Violence	Reflections & Final Exercise 1: Action Planning Final Exercise 2: Evaluation Closing Ceremony

TRAINING AID 9

SAMPLE 3-R TRAINING PROGRAMME FOR CHILDREN AND YOUTH IN DOMESTIC WORK

Learning objectives: To increase knowledge, skills and coping strategies on the topics given below

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
TOPICS	SELF & GENDER AWARENESS	RIGHTS AT WORK	PROBLEM SOLVING & REPRESENTATION	RELATIONSHIPS & HEALTH	GOALS IN LIFE
08:30 -10:00 hrs	Opening Ceremony Intro Exercise 1.2: Introduction of Participants and Training Programme	Unit 2.1 Everybody Has Rights Ex. 2.1.1 What Are Human Rights?	Unit 5.1 How to Find a Solution Ex. 5.1.1 Making a Hole Ex. 5.1.3 Playing with Puzzles	Unit 5.3 How to Make Friends Ex. 5.3.1 Looking for a Friend OR Ex. 5.3.2 Making Friends and Meeting New People	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 hrs	Intro Exercise 2: Matching Expectations and Contributions 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 11.2 Rights at Work Ex. 11.2.4 Decent Work for Domestic Workers	Unit 2.4 My Right, Our Right to Organize Ex. 2.4.1 More Heads Are Better Than One OR Unit 5.2 You Are Stronger in a Group Ex. 5.2.1 Finding Treasures	Unit 6.2 Love and Marriage Ex. 6.2.1 The Perfect Match OR Unit 6.4 Teenage Pregnancy Ex. 6.4.2 Being a Teen Parent	Unit 9.1 Handling Money Ex. 9.1.1 A Smart Spender OR Unit 9.2 Budgeting for Achieving Life Goals Ex. 9.2.3 Money In/Money Out: Making a Budget for a Young Worker
Lunch 12:00 – 13:30 hrs					
13:30 – 15:00 hrs	Unit 1.2 My Family and My Community Ex. 1.2.1 My Family Tree Ex. 1.2.2 Our Community Map OR Ex. 1.2.3 Story of Our Lives	Unit 2.1 Everybody Has Rights Ex. 8.1.2 Violence at Work OR Ex. 8.1.1 Violence in the Family	Unit 1.2 My Family and My Community Ex. 1.2.4 Community Analysis OR Unit 5.4 Friend or Foe Ex. 5.4.2 How to Keep Cool	Unit 6.3 Safe Sex Ex. 6.3.1 Risky Business OR Unit 7.4 What Are STDs and HIV and Aids? Ex. 7.3.2 True or False?	Unit 10.1 A Smart Migrant Ex. 10.1.2 Migration Snake and Ladder Game OR Ex. 10.1.3 Trafficking Dangers OR Ex. 10.1.4 My Journey and the Magic Key

Afternoon break 15:00 – 15:30 hrs					
15:30 – 17:00 hrs	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? Unit 3.2 Values and Attitudes about Gender Roles Ex. 3.2.1 If I Were ...	Unit 8.1 How to Say ‘No’ to Violence Ex. 8.1.4 How to Say ‘No’ to Sexual Violence	Unit 2.4 My Right, Our Right to Organize Ex. 2.4.2 Let’s Organize OR Unit 11.2 Rights at Work Ex. 11.2.3 Let’s Organize at Work	Unit 7.1 Planning a Family Ex. 7.1.1 Reproductive Health Quartet Game OR Unit 6.3 Safe Sex Ex. 6.3.2 Birth Control Methods	Reflections & Final Exercise 1: Action Planning Final Exercise 2: Evaluation Closing Ceremony

TRAINING AID 10

SAMPLE 3-R TRAINING PROGRAMME FOR YOUTH IN FACTORIES OR INFORMAL ECONOMY TRADES AND SERVICES

Learning objectives: To increase knowledge, skills and coping strategies on the topics given below

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
TOPICS	SELF & GENDER AWARENESS	RIGHTS AT WORK	COMMUNITY & REPRESENTATION	RELATIONSHIPS & HEALTH	GOALS IN LIFE
08:30 -10:00 hrs	Opening Ceremony Intro Exercise 1.2: Introduction of Participants and Training Programme	Unit 2.1 Everybody Has Rights Ex. 2.1.1 What Are Human Rights?	Unit 5.1 How to Find a Solution Ex. 5.1.1 Making a Hole AND Ex. 5.1.2 Connecting the Dots OR Unit 5.2 You Are Stronger in a Group Ex. 5.2.2 Making an Alien Statue	Unit 5.3 How to Make Friends Ex. 5.3.2 Making Friends and Meeting New People OR Unit 6.2 Love and Marriage Ex. 6.3.1 The Perfect Match	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 hrs	Intro Exercise 2: Matching Expectations and Contributions 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 11.1 Responsibilities Ex. 11.1.1 That's a Good Worker OR Ex. 11.1.2 Work and Family Responsibilities	Unit 1.2 My Family and My Community Ex. 1.2.2 Our Community Map	Unit 6.3 Safe Sex Ex. 6.3.1 Risky Business OR Unit 6.4 Teenage Pregnancy Ex. 6.4.1. My Life and a Baby OR Ex. 6.4.2 Being a Teen Parent	Unit 9.1 Handling Money Ex. 9.1.1 A Smart Spender OR Unit 9.2 Budgeting for Achieving Life Goals Ex. 9.2.3 Money In/Money Out: Making a Budget for a Young Worker
Lunch 12:00 – 13:30 hrs					
13:30 – 15:00 hrs	Unit 1.2 My Family and My Community Ex. 1.2.1 My Family Tree AND/OR Ex. 1.2.2 Our Community Map	Unit 11.2 Rights at Work Ex. 11.2.1 Fundamental Rights at Work OR Ex. 11.2.2 No to Discrimination at Work	Unit 1.2 My Family and My Community Ex. 1.2.4 Community Analysis OR Unit 5.4 Friend or Foe Ex. 5.4.2 How to Keep Cool	Unit 7.3 What Are STDs and HIV and Aids? Ex. 7.3.2 True or False? OR Unit 7.1 Planning a Family Ex. 7.1.1 Reproductive Health Quartet Game	Unit 10.1 A Smart Migrant Ex. 10.1.2 Migration Snake and Ladder Game OR Ex. 10.1.3 Trafficking Dangers OR Ex. 10.1.4 My Journey and the Magic Key

Afternoon break 15:00 – 15:30 hrs					
	<p>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?</p> <p>Unit 3.2 Values and Attitudes about Gender Roles Ex. 3.2.2 Heroes and Heroines</p>	<p>Unit 8.1 How to Say ‘No’ to Violence Ex. 8.1.2 Violence at Work</p> <p>OR</p> <p>Unit 11.3 Health at Work Ex. 11.3.2 Occupational Safety and Health</p>	<p>Unit 2.4 My Right, Our Right to Organize Ex. 2.4.2 Let’s Organize OR</p> <p>Unit 11.2 Rights at Work Ex. 11.2.3 Let’s Organize at Work</p>	<p>Unit 6.3 Safe Sex Ex. 6.3.2 Birth Control Methods OR</p> <p>Unit 8.1 How to Say ‘No’ to Violence Ex. 8.1.4 How to Say ‘No’ to Sexual Violence</p>	<p>Reflections & Final Exercise 1: Action Planning</p> <p>Final Exercise 2: Evaluation</p> <p>Closing Ceremony</p>

TRAINING AID 11

SAMPLE 3-R TRAINING PROGRAMME FOR YOUTH IN THE ENTERTAINMENT INDUSTRIES

Learning objectives: To increase knowledge, skills and coping strategies on the topics given below

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
TOPICS	SELF & GENDER AWARENESS	RIGHTS AT WORK	PROBLEM SOLVING & REPRESENTATION	RELATIONSHIPS & HEALTH	GOALS IN LIFE
08:30 -10:00 hrs	Opening Ceremony Intro Exercise 1.2: Introduction of Participants and Training Programme	Unit 2.1 Everybody Has Rights Ex. 2.1.1 What Are Human Rights?	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 5.3 How to Make Friends Ex. 5.3.2 Making Friends and Meeting New People OR Unit 6.2 Love and Marriage Ex. 6.3.1 The Perfect Match	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 hrs	Intro Exercise 2: Matching Expectations and Contributions 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 11.2 Rights at Work Ex. 11.2.1 Fundamental Rights at Work OR Ex. 11.2.2 No to Discrimination at Work	Unit 2.4 My Right, Our Right to Organize Ex. 2.4.1 More Heads Are Better Than One OR Unit 5.2 You Are Stronger in a Group Ex. 5.2.1 Finding Treasures	Unit 7.1 Planning a Family Ex. 7.1.1 Reproductive Health Quartet Game Unit 6.3 Safe Sex Ex. 6.3.2 Birth Control Methods	Unit 9.2 Budgeting for Achieving Life Goals Ex. 9.2.1 Setting Goals in Life and Family Decision-Making OR Ex. 9.2.3 Money In/Money Out: Making a Budget for a Young Worker
Lunch 12:00 – 13:30 hrs					
13:30 – 15:00 hrs	Unit 1.2 My Family and My Community Ex. 1.2.1 My Family Tree Ex. 1.2.2 Our Community Map OR Ex. 1.2.3 Story of Our Lives	Unit 8.1 How to Say 'No' to Violence Ex. 8.1.2 Violence at Work OR Ex. 8.1.3 Sexual Violence	Unit 1.2 My Family and My Community Ex. 1.2.4 Community Analysis	Unit 7.3 What Are STDs and HIV and Aids? Ex. 7.3.2 True or False? OR Ex. 7.3.3 Causes, Troubles and Treatments	Unit 10.1 A Smart Migrant Ex. 10.1.2 Migration Snake and Ladder Game OR Ex. 10.1.3 Trafficking Dangers OR Ex. 10.1.4 My Journey and the Magic Key

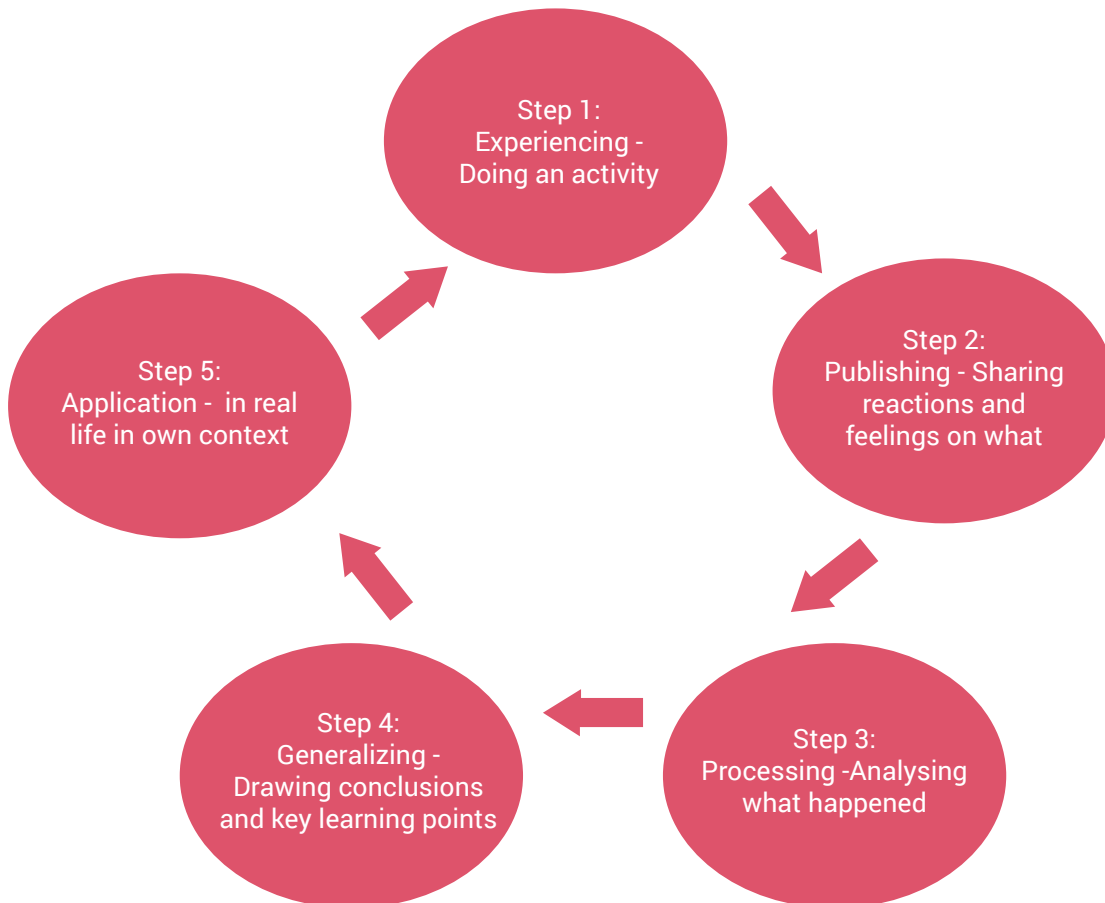
Afternoon break 15:00 – 15:30 hrs					
	Unit 3.1 What's the Difference? Ex. 3.1.1 What Makes a Boy, What Make a Girl? Unit 3.2 Values and Attitudes about Gender Roles Ex. 3.2.1 If I Were ...	Unit 8.1 How to Say 'No' to Violence Ex. 8.1.4 How to Say 'No' to Sexual Violence	Unit 2.4 My Right, Our Right to Organize Ex. 2.4.2 Let's Organize QR Unit 11.2 Rights at Work Ex. 11.2.3 Let's Organize at Work	Unit 2.4 My Right, Our Right to Organize Ex. 2.4.2 Let's Organize OR Unit 11.2 Rights at Work Ex. 11.2.3 Let's Organize at Work	Reflections & Final Exercise 1: Action Planning Final Exercise 2: Evaluation Closing Ceremony



TRAINING AID 12

SLIDE

The Experiential Learning Cycle*



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

TRAINING AID 13

3-R FOLLOW-UP ACTION PLAN

Name(s): _____

Organization/Community: _____

Date: _____

AIMS	TARGET GROUPS	INPUTS/ ACTIVITIES	WHO WILL DO IT	TIME	INPUT	
					AVAILABLE	REQUIRED



TRAINING AID 14

SAMPLE Daily Feedback Form for 3-R Training

1. Date:

2. 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 15

SAMPLE Training 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, groupwork)?
-
-
-
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

Remark:

.....

.....

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

Remark:

.....

.....

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 16

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)

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.

 **TRAINING AID 17**

SAMPLE
Training Workshop Flowchart

DATE/ TIME	SESSION/TOPIC	EXERCISE/ACTIVITY	FORMAT/ SEATING	EQUIPMENT/ MATERIALS	RESPONSIBILITY



TRAINING AID 18

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? <ul style="list-style-type: none"> • 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 19

EXAMPLES OF ENERGIZING GAMES¹⁴ 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:	<ol style="list-style-type: none"> 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:	<ol style="list-style-type: none"> 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.
Steps:	<ol style="list-style-type: none"> 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/ 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.

¹⁴ 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.*

ENERGIZING

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:
 Rain = Quickly tap both of their palms on the front of their legs
 Thunder = Quickly stomp their feet
 Lightning = 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

- Time required:**
- 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.
- 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 behaviors
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:	<ol style="list-style-type: none"> 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:	<p>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 behaviors and roles in doing group activities. Use the following questions:</p> <ul style="list-style-type: none"> • 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:	<ol style="list-style-type: none"> 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 every one 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.

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