

8 Planning training

Throughout the action guide there have been training suggestions and further activities for people responsible for helping others learn about trade and gender.

This unit now offers a selection of training scenarios and ideas for capacity building. These approaches are based on the Commonwealth Secretariat Gender Section's work on gender and the multilateral trading system and globalisation, and its experience in organising regional workshops and capacity-building events.

The unit will help you to:

- plan a training or capacity-building programme fit for your purpose
- choose and adapt from the action guide to suit the needs of your programme and your learners.

In this unit

Planning your programme
Adapting the action guide
Training and capacity building examples

Planning your programme

This section of the unit outlines the main steps involved in planning a programme. These may be familiar to you, but you can use the steps as a checklist or reminder.

Step 1 Do a learning needs analysis

Even if you are not providing formal training, you should do a learning needs analysis to find out more about the participants and what they expect to get out of the programme. Use the action guide to give you ideas about content and activities.

A learning needs analysis means asking the key questions: Who? Why? What? When?

- Who has asked for this training (individuals? institution?)
- Who will be the participants?
- Why do they want the training? What is it for (e.g., in relation to wider institutional aims or individual participants' own objectives)?
- What do they hope to get out of the training; what is their motivation?
- What do they already know?
- What is their educational background/ skills level/ approach to learning?
- What do they want to learn? What are the main learning objectives?
- What kind of time do they have available?
- When do they want the training?

Perhaps you can give a questionnaire to the people involved (institutions, stakeholders, participants) or hold a discussion group to find out about the learning needs.

- Draw up a learning needs analysis, using the information you collect.

Step 2 Plan the programme

Planning answers to the other key question: How?

On the basis of the learning needs analysis, plan your programme, setting out:

Aim – a broad statement that sums up the purpose of the whole programme.

Objectives – what you want participants to know or be able to do by the end.

Outline timetable – work out whether objectives can be achieved in the time available.

Introduction and evaluation – allow time for these.

Pre-reading and follow up – plan these in.

- Do a rough plan of the programme.

Plan individual sessions. Bring together the learning needs analysis, aim and objectives, timing, choice of methods (e.g., group discussions, case studies, lectures or talks), choice of materials, teaching notes, teaching aids, handouts and so on.

- Complete the plan of the programme.

Adapting the action guide

The action guide has offered many activities and training suggestions. The next section outlines a number of possible training scenarios. Though you may not find an activity or programme that exactly matches your purpose, you can adapt them to your group and their needs.

Adapting the action guide materials involves the same steps as planning a programme or individual activity. To recap:

- start with a learning needs analysis
- define the aims and objectives
- outline the timing, allowing for all elements and any preparation
- plan the programme (or session, or activity).

Then see if any of the activities in the action guide or the training examples in the next section match your needs analysis and aims and objectives. Which units or resources are most relevant? If none of the activities or examples are exactly what you want, work out why. For example:

- Learning needs analysis – there's a different learner profile or motivation, different institutional context or requirements.
- Aim and objectives are different from the ones you have defined.
- Examples, case studies or handouts are not relevant for your participants.
- Methods/ exercises are not appropriate for your group – too formal or too informal.
- Level of difficulty or language level – may be pitched too high or too low for your group.
- Timing unsuitable – activity may be too long or comes at the wrong point of course/ programme.

Note which parts could be rewritten or redesigned, so that they meet your group's needs. For example, you could adapt a section or unit by picking and mixing different activities from the action guide, or you could follow the general outline of an activity with a similar aim and objectives, but change parts of it.

- **Adapt content:** Find relevant material to use as examples, case studies and handouts – e.g., local material fitting a national, regional

or institutional context or a different sector. Sources could be higher education, NGOs, grey literature (i.e. documentary material that is not commercially published such as reports, working papers and conference proceedings), media, grass roots. Choose topical material.

- **Adapt process:** Adapt to your learners – their learning approach, education level, prior knowledge, e.g., participatory approach for learners from women’s NGOs, more formal for ministers, senior officials or academics. Rewrite handouts/ exercises in simpler language or alternatively make activities more challenging.

Finally draw up a new plan combining existing and new elements. If possible, test out your plan with another trainer or someone similar to your participants. Revise if necessary.

Training and capacity building examples

Here are six examples of trade and gender training and capacity-building activities, with outline programmes, showing how they might make use of the action guide.

- 1 a week-long regional capacity-building workshop, for middle managers from both trade and gender
- 2 a one-day workshop with a single country focus, for a combined audience of trade and gender specialists from the same country
- 3 a half-day high-level briefing for policy makers (e.g., permanent secretaries from ministries)
- 4 a one-day briefing for experienced gender and trade trainers
- 5 a team-building programme, for women producers and other stakeholders
- 6 supporting a self-study programme for individuals or groups of learners.

Read through the examples to get ideas of the possibilities.

1 A week-long regional capacity-building workshop

Participants: middle managers from both trade and gender

Aim: To build capacity to integrate gender analysis into trade policy and implementation, using a regional perspective

Objectives:

- define key concepts relating to gender and trade
- describe trade framework and environment
- identify key issues of the multilateral trading system in the region
- identify key issues of regional and bilateral trading systems in the region
- identify ways of enabling women producers and workers to take advantage of trade opportunities
- select and use tools you need to achieve your purpose
- plan appropriate ways to take action.

Draft programme

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|---------------------------|-----------|--|
| MONDAY | Morning | Welcome and introductions Explain purpose of workshop Concepts: shared learning on gender and trade (Unit 2) |
| | Afternoon | Introduction to trade policy environment (Units 2 and 3) Links between trade/ poverty/ gender Impacts Identify local issues and outline problems to solve; present project for the week Activity: emerging issues |
| TUESDAY | Morning | MTS – outline how it works and issues involved (Unit 4) Select a sector and work on a local case study/ or divide into groups and work on different sectors; identify information needs |
| | Afternoon | Exercise on influencing policy (Unit 7 Tools – influencing) Panel/ role play with speakers/ experts |
| WEDNESDAY | Morning | Regional and bilateral agreements (Unit 5) Apply to own region and do exercise on what to do to influence trade negotiations |
| | Afternoon | Review own local issues – present problems/ local cases. Consider team building/ networking approaches (Unit 7 Tools – informing) |
| THURSDAY | Morning | Joining the global economy (Unit 6) Introduction to relevant tools (Unit 7) |
| | Afternoon | Work on local examples – real or imaginary (Unit 7) Option: an outside visit to a local project to be analysed in terms of morning session |
| FRIDAY | Morning | Group work to prepare presentations on local issues or actions Groups present action plans: returning to topics of Monday |
| | Afternoon | Review and reflect |
| At end of each day | | Resource team give short recap of what has been learned and look forward to next day; suggest any reading, thinking, discussion to be done overnight |
| Each morning | | One local team gives short summary of previous day's content |
| Preparation | | Some preparatory reading (e.g., the Bridge Pack) |
| Resource team | | Workshop leader and trade and gender trainers. |

2 A one-day workshop with a single-country focus

Participants: combined audience of trade and gender specialists from the same country

Aim: To provide briefing and update on latest trade negotiations and their implications

Objectives:

- shape understanding of basic concepts
- summarise essential information
- analyse how trade and gender affect one another in negotiations
- plan further joint action.

Draft programme

Morning

Introduction: current issues for country/ region
(e.g., state of play of EPAs negotiations)

Joint briefing exercise on gender and trade (Unit 2)

Identify local issues (Units 4/5)

Local sectoral case studies (Units 4/5)

Afternoon

Analyse implications/ role play
(e.g., participants take roles of policy maker, negotiator, NGO, etc; see, for example, Unit 7 Tools #1 and #2 on trade negotiations)

Do presentations about action required

Action planning

Preparation

A key reading and a preparatory exercise to identify local issues.

3 A half-day high-level briefing

Participants: policy makers (e.g., permanent secretaries from ministries)

Aim: To prepare participants to raise gender-related matters at trade negotiations (e.g., on RTAs, BTAs and multilateral trade negotiations)

Objectives:

- outline how gender issues affect RTAs, etc
- identify key issues to raise and trade offs
- rehearse key issues to raise.

Draft programme (time slots could be longer if policy makers have more time available)

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|--------------------------|---|
| Morning 10.00 | <p>Presentation: expert background briefing on gender implications for RTAs (etc) in region, including latest research and developments update (Unit 5)</p> <p>Discussion of background paper / summary</p> |
| 10.30 | <p>Presentation with visuals from women's organisations in region (Unit 5)</p> <p>Q and A/ discussion session</p> |
| 11.30 | <p>Develop memo of key points and how to tackle; discuss and agree.</p> |
| Preparation | <p>Participants to read background paper (or summary)</p> <p>Staff responsible for briefing should have already worked through the action guide or taken part in training based on it.</p> |

4 A one-day briefing for trainers

Participants: a team of experienced trainers with mixed trade and gender training experience who are to deliver the week-long regional workshop outlined above

Aim: To prepare the trainers to deliver the workshop

Objectives:

- identify key concepts and issues
- analyse needs of participants
- collect local information and examples
- plan the training programme.

Draft programme

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| Morning | |
| 8.30 | Work on activities from Unit 1 and 8 to identify and agree learning needs |
| 10.00 | Plan programme and activities and tools (relevant units) |
| 11.30 | Share local materials and agree resources to be used |
| Afternoon | |
| 2.00 | Work jointly to develop workshop activities (relevant units) |
| 3.30 | Agree on division of tasks Agree on and finalise programme |
| Preparation | Note: it is essential that the trainers work through the action guide before attending this briefing so that they all have the same basic knowledge of the issues. They need advance warning of this at least a month before Work through the action guide, and collect local materials and resources |
| During workshop | Review workshop and if necessary adjust programme and activities |
| At end of workshop | Evaluate and review Later follow up and networking |

5 A team-building programme

Participants: mix of women producers and people from women's organisations, business organisations, enterprise units, ministries in a country

Aim: To set up a network with monthly meetings to enable women producers to take advantage of trade liberalisation

Objectives:

- clarify and agree on purpose of network
- evaluate local situation
- practise using business tools for analysis and planning
- take advantage of mutual support from networking.

Week 1

Team-building activity to clarify and agree on purpose of network

Week 2

Activities to explore local situation and place it in wider framework (e.g., from Unit 5 or 6); identify opportunities and barriers

Week 3

Practise using business tools for analysis and planning (Unit 7 Tools #9–12)

Week 4

Activities to plan and agree future of network and its organisation; schedule future meetings.

6 Supporting a self-study programme

Participants: a trainer (facilitator/ tutor/ mentor) working to support individual learners or groups of learners with different levels and objectives

Aim: To support learner(s) working through the action guide as self-study materials

The trainer has the role of mentoring and learner support. This could be provided at face-to-face sessions, online or by telephone.

Example: a trainer is supporting an individual learner who has a background in gender and development, but little knowledge about trade. She is in a new job role and wants to prepare for an international meeting in three weeks time when she must make a presentation.

Objectives

For trainer:

- help learner(s) learn effectively from their self-study programme.

For learner(s)

- clarify own learning objectives
- achieve own learning objectives.

Draft programme

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|--------------------|--|
| Week 1 | Review Unit 1. Discuss learning needs, tasks and learning action plan. Decide which units to focus on and schedule timing Pinpoint any specific tasks with finish dates Help identify resources, sources of local information, people who can provide support |
| Week 2 | Follow up Check progress (is learner up to date with agreed learning action plan?) Identify any problems, review objectives and timing |
| Week 3 | Follow up Check progress (has learner completed what was agreed in the learning action plan by now?) Discuss plans for presentation Reflection and planning next steps (Unit 10) |
| Preparation | Learners work through Unit 1 before Week 1 session Trainer to get familiar with action guide. |

Activity

To end this unit, draw up a plan for the programme you wish to deliver.



Activity 8.1: Checklist

Learning needs analysis

Aim of programme

Objectives

Outline timetable

Individual session plans (if required)

Evaluation

Preparation or pre-reading

Follow up

Further reading

The *GMS Toolkit* (COMSEC, 2004) Action Guide Unit 8 Using the Trainers' Guide and the Trainers Guide itself provide many ideas about planning training, particularly gender training (COMSEC, 2004).

The Oxfam Gender Training Manual (Williams et al, 1995).

For ideas about materials, case studies and other further reading, see Unit 9 Resources.

References

COMSEC (2004) *GMS Toolkit: An Integrated Resource for Implementing the Gender Management System Series*, Commonwealth Secretariat, London and Commonwealth of Learning, Vancouver.

Williams, S with J Seed and A Mwau (1995) *The Oxford Gender Training Manual*, Oxfam Publishing, Oxford.