

The Role of Organisations of Persons with Disabilities (OPDs) in Community Based Inclusive Development



Trainer's Manual:



NAD - The Norwegian
Association of Disabled



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The Norwegian Association of the Disabled (NAD) have developed this Training Package on The Role of Organisations of Persons with Disabilities (OPDs) in Community Based Inclusive Development as part of a range of training programmes relating to CBID.

The package draws on a range of CBID packages developed and rolled out in Malawi, Zambia, and Zanzibar between 2016-2022. NAD worked in collaboration with Flourish Development Consulting UK, the Malawi Council for the Handicapped (MACOHA), the CBR Zambia Support Programme, the Madrasa Early Childhood Programme Zanzibar (MECPZ) and many of their partners and collaborators in all three countries. Our grateful thanks to the Governments and OPDs in all three countries, and to all of the individuals and organizations involved.

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The logo used throughout the training package represents inclusion: the diverse elements are included equally in the whole.

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FOREWORD: NORWEGIAN ASSOCIATION OF DISABLED

The perception as well as the content of CBR, Community Based Rehabilitation, has changed substantially over the years. When initiated many decades ago, the strategy had a medical focus. CBR workers were trained to, and largely expected to respond hands on to the various disability related needs of persons with disabilities in the community. Since then CBR has evolved to become a broader and more holistic developmental approach with the aim of fulfilling the human rights of persons with disabilities, whether it is about accessing good education, getting appropriate health services, earning an income, being included in society or actively contributing to the development of society.

This transition is reflected in the emergence of CBID, Community Based Inclusive Development, as a new name of the strategy to reflect its broader scope. CBID is implemented by a network of social workers, volunteers, community members, persons with disabilities and their family members, who mobilize resources and support within the community for the purpose of developing a disability inclusive society.

In order to secure a harmonized development of CBID aligned with the CBR Guidelines (2010) and the UN CRPD, as well as the SDGs, it was considered vital to develop a range of CBID training packages that could be used by all stakeholders. This package focuses on the important role that OPDs have in all aspects of CBID and we hope you will find it useful in your work.

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NAD – The Norwegian
Association of Disabled



ACRONYMS

The following acronyms are used throughout the package:

CBID	Community Based Inclusive Development
CBR	Community Based Rehabilitation
CRC	Convention on the Rights of the Child
IE	Inclusive education
NAD	Norwegian Association of Disabled
NGO	Non-Governmental Organization
OPD	Organization of Persons with Disabilities
PPT(s)	PowerPoint presentation(s)
PWD	Persons with disabilities
SDGs	Sustainable Development Goals
UN CRPD	United Nations Convention on the Rights of Persons with Disabilities
UDHR	Universal Declaration of Human Rights
UN	United Nations
WHO	World Health Organization



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i. INTRODUCTION

This training for Organisations of Persons with Disabilities (OPDs) has been developed to draw on and complement a comprehensive Community Based Inclusive Development Training Package (CBID TP). It was devised in line with the World Health Organisation (WHO) Guidelines on Community Based Rehabilitation (CBR) and the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD). The Norwegian Association of Disabled (NAD) funded its development.

This CBID Training Package was developed with the aim of facilitating the mainstreaming of disability issues in all sectors to achieve the rights of persons with disabilities. CBID is a rights-based and development oriented approach to enhance the quality of life for persons with disabilities and their families. The approach aims to ensure their inclusion and active participation in their families and communities.

The need to develop a comprehensive training package was identified to train personnel from various disciplines and service providers and to orient decision makers at all levels on strategies for promoting disability as an integral component of development at national, provincial, district and community levels. This package focuses on the roles of OPDs in CBID.



ii. FROM CBR TO CBID

As a trainer of this package, it is important that you understand the history of these terms and why the package uses and promotes the term CBID.

The shift in language from Community Based Rehabilitation (CBR) to Community Based Inclusive Development (CBID) has been widely discussed over recent years. This summary presents the benefits of promoting CBID over CBR.

Originally, when the World Health Organization introduced CBR in the 1970's it was focused on medical treatments and related interventions, and rehabilitation was its cornerstone. Through basic and specialized health services, rehabilitation reduced the consequences of disease or injury and improved health, function and quality of life¹. Health personnel provided service provision for rehabilitation. Over time CBR has evolved to become a strategy that promotes inclusion, participation and empowerment of persons with disabilities, and facilitates access to existing services and a range of coordinated interventions across the health, education, livelihood, social and empowerment sectors for persons with disabilities and their families². These interventions are summarised in the CBR Matrix within the CBR Guidelines³. While provision of rehabilitation services remains an important aspect of CBR, it is one of many interventions of the holistic interventions provided not only by health personnel, but also by a range of other personnel from all sectors. CBR increases participation and social inclusion of persons with disabilities through rehabilitation, equalizing opportunities and poverty reduction⁴.

It is a rights-based and development-oriented approach for promoting inclusive development. It is a strategy now implemented by more than 100 countries as an effective tool to achieve the rights of people with disabilities in line with the UN Convention on the Rights of Persons with Disabilities (UN CRPD).

Although CBR is now much more than just rehabilitation, the use of the word in the CBR title may imply that interventions are still focused only on clinical interventions, and that persons with disabilities must be 'rehabilitated' in order for them to lead full and dignified lives. CBR is a term that some development stakeholders, including many Organizations of Persons with Disabilities (OPDs), may not understand in its current sense, as they view it as a medical strategy. There are also CBR actors whose approach remains very traditional and does not promote or facilitate the empowerment of people with disabilities, who further fuel this perspective. Furthermore, some stakeholders working in specific areas of the CBR Matrix such as inclusive education, access to justice, inclusive sports, culture and arts, may not be aware of the CBR Matrix and do not associate themselves as CBR stakeholders. This can limit their support of CBR, their collaboration with other actors, and their recognition of the relevance of CBR to them and their work.

This transition of CBR to a broader based strategy was reflected in the emergence of CBID, Community Based Inclusive Development, as a new name to reflect its broader scope.

¹ World Health Organization (2014)

² NAD (2010)

³ World Health Organization, UNESCO, International Labour Organization & International Disability Development Consortium. (2010). Community-based rehabilitation: CBR Guidelines. World Health Organization.

⁴ ILO, UNESCO and WHO (2004)

In contrast to the term CBR, the term CBID is more recognised as a strategy that is relevant to all. It is seen as focusing on outcomes for persons with disabilities in the wider community.

CBID is achieved when barriers are removed at different levels of society, enabling active participation in development work across all sectors. Inclusive development results from the adoption and implementation of rights-based development approaches that respect differences and acknowledge and accept diversity as part of human life. Inclusive development engages society to remove all barriers that exclude persons with disabilities. It builds capacity and supports people with disabilities to lobby for their own inclusion.

Inclusive development respects equality of human rights for persons with disabilities and promotes their full participation in, and access to, all aspects of society⁵. Inclusive development is a global strategy that development stakeholders identify with and see as their responsibility.

By using the term CBID in place of CBR, we can more strongly encourage everyone to take responsibility for the inclusion of all. CBID ensures that persons with disabilities are an integral component of the Sustainable Development Goals (SDGs) that *'leave no one behind'*.



⁵ CBM (2012)



iii. THE TRAINING PACKAGE

a) Training package components

The CBID TP comprises:

- A *Trainer's Manual*, designed to help trainers facilitate the training. This consists of a compilation of all the session plans for each module of the training, plus additional guidance notes on how to run the training, how the session plans are structured, and preparation required in advance.
- A *Participant Manual* providing detailed reference notes and activities on each topic.
- A series of *PowerPoint (PPT) presentations* to accompany the training. Each session has a corresponding PPT.
- *Posters and videos* to accompany some of the sessions.
- *Evaluation forms* to help assess the effectiveness of the training.

Scope of the training

The topics included in the package are as follows:

- The UN CRPD and the 2030 Agenda
- A rights-based approach
- CBID as a strategy
- The role of OPDs and their leadership
- Advocacy for disability rights
- Reviewing policies
- Lobbying for change

Duration and timing of the training

The training can be delivered over different time periods and in different formats to suit the local situation. However, the full programme is five days – with a short day on Friday.

Trainers are able to extend, shorten or adapt the training (pace and content) to target the needs of participants. The content may be delivered on consecutive days, or spread out over a longer period of time.

Identifying trainers for the CBID Training package

The training delivery will be most effective when delivered by trainers who are themselves persons with disabilities with a good understanding of the context and of disability rights and CBID.

Any necessary arrangements made to ensure the accessibility of the resources should be made, such as producing the Session plans and Participant Manual in braille for trainers with visual impairments.

Guidance for trainers

Those intending to train the OPD package should start by reading this introductory section of the *Trainer's Manual* and familiarising themselves with all the components of the training package. If you follow the session plans you will cover everything in the package. However, participants will have different backgrounds and levels of knowledge so evaluate this and make any adjustments to make the training more appropriate to your context.

Group size and trainer roles

The OPD package is designed to be delivered to around 30 participants at any one time by a team of 2-3 trainers. Two or more trainers can take turns to lead the sessions, support each other better, help arrange the training logistics and monitor group activities more efficiently.

The *trainer* takes responsibility for:

- preparing and delivering the session (or part of session)
- ensuring the PowerPoint and/or Presenter is correct and working
- keeping to time
- coordinating with co-trainer(s).

A *co-trainer* can assist by:

- delivering part of the session as agreed with trainer
- writing answers on the board during ask/answer sessions
- adding any missing or supporting information
- helping to keep time – such as by indicating when 10 or 5 minutes are remaining
- helping to facilitate group activities
- giving feedback about participants to the trainer
- contributing to the overall feedback/reflection of the session delivery.

A *training coordinator*. It is important that one member of the training team takes overall responsibility for the logistics of the training. This role includes:

- ensuring sufficient hard copies of participant and trainer's manuals, evaluation forms, handouts, activity cards, etc. are printed well in advance and bound, if necessary
- liaising with other trainers to make sure they all know their own roles and responsibilities
- coordinating the timetable and division of sessions between trainers
- making sure that all materials and resources are ready for each session
- linking with the venue before and during the training to make sure the training spaces are appropriate and that everything runs smoothly (e.g. that refreshments are provided on time)
- making necessary arrangements regarding administrative and finance support staff
- organizing and chairing trainers' meetings at least one week in advance of the training and at the end of each training day.

Session plans

The training is divided into sessions of varying lengths. This *Trainer's Manual* includes *Session Plans* for every session. Each plan is presented in the same format and contains, in order:

- a) Learning objectives for the session.
- b) Time allocation: this is a guide for the trainer but can be varied to suit the local context, existing knowledge and skill of the participants, time available, speed of working, and size of group. Each section heading includes an estimate of the amount needed to deliver that section. These timings are particularly important when trainers are dividing a session to ensure that each trainer uses approximately the right amount of time for their part and the overall session runs to time.
- c) Resources needed: lists the resources required for the session. PPTs are available for all sessions. A projector isn't listed in every session as this should be available throughout the training.
- d) Preparation: the essential preparation required of the trainer in advance of delivery.

The next part of the session plan guides the trainer through the different parts of the session, step by step. Clear guidance is given as to: subject, presentation method, content and activities. Key messages to deliver are provided and thumbprints of PPT slides are shown in sequence at the appropriate place in the session. Activities for small or whole group participation are described in detail.

PowerPoint presentations

All sessions have an accompanying PPT to help present information during the training. Thumbprints (small representations of the actual slides) are shown in the session plan, at the time required to show that slide. Usually, the slide text or additional information to convey is given alongside each thumbprint, making it easy for the trainer to include all the key points, as shown below:



Introduce your guest speaker to give their testimonial about their experience as a person with a disability and what factors have helped him or her to achieve a good quality of life and inclusion in society.

Ask participants if they have questions for the speaker.

Videos

Some sessions include videos that can be shown if facilities are available. Ensure that the video is embedded in the PowerPoint presentation before the session. Sometimes these do not transfer from one computer or pen drive to another. Remember to have speakers available for the sound and test them before the session.

Activities

Most sessions include at least one activity. Instructions for the activity are shown in the session plan by a table which lists the groupings required, instructions for the activity, how the trainer should monitor the activity, how long it should take and how to feedback or conclude the activity (see example below). Often, activities require participants to work together on topics and present or feedback their thoughts and observations to the whole group. To keep the training on track, it is recommended to use a timer for some aspects of activities such as when giving each group five minutes to feedback.

For each activity, there is a PPT slide which shows the instructions for participants. Activities often include reference to the *Participant Manual*.

Each activity includes a suggestion on how to divide the participants into groups. Adjust this as needed, based on your total participant number.

Activity: CBR Matrix components	
Groups	Divide participants into five groups and allocate each of them one CBR Matrix component.
Instructions	Ask them to read the one page summary sheet relating to their area of the CBR Matrix from the introductory section of the ' <i>Components of CBID</i> ' chapter in their Participant Manual and to prepare a 5 minute presentation for the other groups to summarise the five elements of their component area.
Monitor	Check the groups are on track.
Time	Allow 40 minutes for the groups to review the material and prepare their presentations. Allow 5 minutes for each group to present. 10 minutes summary discussion (Total time: 70 minutes).
Feedback	Ask each group in turn to present to the whole group. Let them know when they have 1 minute left. Stop them when they have presented for 5 minutes. After all groups have presented, facilitate a brief discussion about how the components and elements link together.

Evaluation form

The OPD training includes a Training Evaluation form to be completed at the end of the training.



iv. PREPARING TO DELIVER THE TRAINING

Training needs careful planning and preparation. The training coordinator must ensure all necessary preparation and arrangements for the training are carried out in good time, starting at least **one month before the training starts**. To help with the necessary logistics, trainers and coordinator should use the checklist below to ensure everything is arranged on time.

The training team should meet well in advance of the training to allocate each task on the checklist to specific individuals. Each task must be assigned a time by when it must be completed and columns ticked accordingly. Subsequent meetings can be used to plot progress. The final column should be ticked once the tasks have been satisfactorily carried out.

Checklist for training preparation

*time before the training starts

	What	By when*	By whom	Done? (✓)
<i>Before you start</i>				
1.	Read the introductory section of the <i>Trainer's Manual</i> .		all	
2.	Familiarise yourself with all the components of the training package.		all	
3.	Decide on training dates and length (check for public holidays).	1-2 months		
4.	Prepare a budget for the training.	1-2 months		
5.	Book suitable venue and pay deposit if needed. Is it accessible? Toilets? Enough space for group work? Good light and ventilation? Power? Generator?	1 month		
6.	Arrange local liaison person at the venue.	1 month		
7.	Book trainers.	1 month		
8.	Decide numbers; Invite participants and ask if they have any specific needs	1 month		
9.	Book guest speaker(s), if required.	1 month		
10.	Make accommodation and transport arrangements	3 weeks		
11.	Arrange refreshments/water/lunches/allowances as needed	3 weeks		

12.	Consider any special arrangements required for: <ul style="list-style-type: none"> • trainers or participants with disabilities • religious observance • dietary needs • other? 	1 month		
13.	Be aware of the existing knowledge, skills and experience of the participants – it affects the pace and ‘level’ of the training.	1 month		
14.	Decide content/modules/sessions for the training.	1 month		
15.	Compile a timetable for the training.	1 month		
16.	Book translator, including sign language interpreter, if required.	1 month		
17.	Hold a planning and coordination meeting for trainers / administrative support personnel	3 weeks		
18.	Decide on trainer roles – who is the training coordinator, who will lead which sessions (or parts of sessions), who are the co-trainers. Always have a co-trainer. Communicate well. Arrange regular coordination meetings.	3 weeks		
19.	Read the session plans and handouts. Prepare what’s required for sessions and gather resources – see Resources needed and Preparation required at the beginning of each session plan. Take care with the activities – be clear about the outcome of the activity, decide how groups are to be organised, make instructions clear.	1-2 weeks		
20.	Print all resources required including any braille translations required: <ul style="list-style-type: none"> • Trainer’s Manual • Participant Manual • Timetable • Evaluation form 	1-2 weeks		
21.	Find /prepare all other resources: <ul style="list-style-type: none"> • Powerpoint presentations • posters • activity resources 	1-2 weeks		

22.	<p>Collect all equipment required. Buy new, if necessary:</p> <ul style="list-style-type: none"> • name badges • notebooks • pens/pencils for participants • flipchart paper and stand • marker pens, assorted colours • whiteboard markers, assorted colours • laptop and projector + extension cables, if required • sound system/speakers for videos, if required • post it notes • coloured card • Prestik or similar • masking tape • plain printer paper • printer • spare printer ink/toner cartridge(s) • stapler and plenty of staples • staple remover • highlighter pen • hole punch • scissors • supply of sweets: to help make the training fun! 	1-2 weeks		
23.	<p>Set up the training room:</p> <ul style="list-style-type: none"> • seating plan and chairs and tables, for participants, trainers, and admin support including a table for trainers resources • lighting • heating/cooling • minimum noise • whiteboard • projector/computer/sound and check it works. 	1 day		
24.	<p>The trainer: be prepared, be on time, read the session plan before the event, check resources are available, dress appropriately. Make sure you know where you will position yourself. Can you be seen by all? Are you left or right handed?</p>	on the day (see also 'During and after the training' section of this manual		



v. TIPS FOR TRAINING

<p>Preparation</p>	<ul style="list-style-type: none"> • Review the session plans fully before the start of the training to ensure you are familiar with, and confident of, the material. • Follow the directions in the 'preparation' section of the session plan to prepare anything needed. • Use the <i>checklist for training preparation</i> to ensure the training spaces(s) are prepared well. • Ensure you are catering for the requirements of any trainers or participants with disabilities within the training. • Familiarize yourself with all of the material in the Participant Manual as these cover the topics in more detail than the session plans and will give you more comprehensive knowledge of each subject. • For longer sessions, it is recommended to divide the sections of the session between trainers. If two or more trainers are sharing a session delivery, agree who will cover each section well in advance so that each trainer can prepare. • Agree with your co-trainer how you will support each other: for example, by helping to monitor group discussions, ensuring that resources are available, helping with time keeping etc.
<p>Presenting clearly</p>	<ul style="list-style-type: none"> • Ensure you speak clearly and calmly and check everyone can hear you or can see their interpreter clearly. • Ask questions to check that your participants have understood material. • Make sure your writing on the flipchart and whiteboard can be read: write legibly and large enough to be read by everyone. • Consider persons with disabilities in all presentations – for example by reading all slides if the group includes persons with visual impairments. • Be aware of your position in the room.
<p>Co-training</p>	<ul style="list-style-type: none"> • When your role is co-trainer, ensure you are fully present in the room and following the session closely to support the trainer as needed.
<p>Running group activities</p>	<ul style="list-style-type: none"> • Circulate between groups during group work to check the group have understood the task and to monitor their progress.

<p>Keeping participants engaged</p>	<ul style="list-style-type: none"> • Encourage participants to speak and discuss among themselves. • Use the variety of different training styles and methods given in the session plans. • Encourage participation by all. • Give positive feedback to participants and encourage questions. • Connect the learning with examples from the area where the training is conducted to make it relevant, such as through example case studies. • Add songs and other methodologies to keep the training interesting and fun.
<p>Managing time</p>	<ul style="list-style-type: none"> • Be aware of the time allocated for each session, and each section of each session, and try to keep to time. • Monitor your progress against the timetable and adjust as necessary. If you are running late consider leaving out a question, section or activity to catch up with time. • At the end of day trainers meeting, review your progress against the timetable and make any adjustments needed.
<p>Using 'energizers'</p>	<ul style="list-style-type: none"> • Use short activities whenever the participants seem tired or unfocused to re-energize the group. Make these inclusive for the group.
<p>Continuity</p>	<ul style="list-style-type: none"> • Include a recap session each morning encouraging participants to remember the topics of the previous day(s) and to make the link between the topics and the overall objective of Community Based Inclusive Development (CBID). • Link the sessions to help reinforce key concepts and learning.



vi. TIMETABLE FOR OPD CBID TRAINING

The timetable below is a sample of how all sessions of the training may be delivered over five days.

Time	Day 1	Day 2	Day 3	Day 4	Day 5
8.30am	Registration (15m)	Recap (15m)	Recap (15m)	Recap (15m)	Recap (15m)
	Introduction to the CBID training	A Rights Based Approach through a CBID Strategy	The role of OPDs and their leadership in relation to the CBID strategy	Advocacy for disability rights	Lobbying for change
10.30am	Break				
11.00am	Defining disability, the UN CRPD and 2030 Agenda	A Rights Based Approach through a CBID Strategy (Continued)	The role of OPDs and their leadership in relation to the CBID strategy (Continued)	Advocacy for disability rights (Continued)	The way forward
12.30pm	Lunch				
1.30pm	Defining disability, the UN CRPD and 2030 Agenda (Continued)	A Rights Based Approach through a CBID Strategy (Continued)	The role of OPDs and their leadership in relation to the CBID strategy (Continued)	Reviewing policies	

Notes

The timetable is based on an 8.30 start time on all days and a 3.45pm finish. Also, an hour for lunch and one 30-minute morning break. Start, finish and break numbers, times and lengths, as well as total number of days can be adjusted to suit the context.

Many sessions will continue after a break or lunch and a detailed timetable should be prepared for each training so that trainers are clear on specific start and finish times.

An excel version of this timetable is provided in the Training Package with more detailed timings.



vii. DURING AND AFTER THE TRAINING

Trainer responsibilities

As well as thorough planning and preparation, it is important for the trainers to work in a coordinated way throughout the training delivery. Following these recommendations will help ensure the training runs smoothly.

Arrival at the venue

All trainers should arrive at the training venue at least 60 minutes before the training begins on the first day of training and at least 30 minutes before the training day begins on each subsequent day. This will ensure that trainers are available to support each other to complete any final arrangements for the day. This might include:

- checking the arrangement of the room and resources after cleaning has taken place
- ensuring that the projector is in place and working
- checking speakers are working where needed
- checking all resources are available for the day's sessions
- printing any additional resources required
- checking arrangements for refreshments
- dealing with any administrative or financial issues
- discussing the recap plans for the day
- being available to participants to address any questions
- discussing any progress with addressing 'Car Park' issues.

During breaks and at the end of day

It is the responsibility of all trainers to ensure the training space is kept organized and tidy. This means:

- trainers should clear away used flipchart sheets after their sessions
- trainers resources table should be kept organized at all times.

At the end of the final day of the training, all posters should be taken down, and all resources neatly packed into the training resources box.

End of day meetings

It is essential to hold trainer meetings at the end of each day's training as soon as participants leave. The purpose of these meeting is to:

- review the day's progress and discuss any issues that have arisen such as:
 - feedback from all trainers and co-trainers on the sessions delivered
 - agree what to do if any planned content was not covered during the day
 - any issues raised by participants
 - comments on the content or resources of any sessions delivered and any items to be noted for the next curriculum review on the training review sheet

- any challenging participants and how they will be approached/addressed
 - administrative input needed such as typing up session feedback where a written record is useful
 - agree any issues to be included in the recap the following day (for example a reminder of the Ground Rules if these are not being closely followed)
 - discuss any Car Park issues and who will address them and how.
- discuss any final plans for the next day's training including:
 - confirmation of the trainers for each session and availability of all resources.

These meetings should be short if all preparations have been made well, except in the case of piloting new or updated training materials where more extensive discussion might be needed.

End of training meeting

A final meeting of the trainers should be held at the end of the training to discuss the overall outcomes of the training and agree any plans for follow up. This might include:

- an overall review of the training programme and final feedback from the trainers
- reviewing any evaluation forms and agreeing who will compile the summary
- agreeing any additional resources to be sent to the participants and who will send
- discussing any administrative or financial issues
- agreeing any final feedback to the venue and who will do this
- agreeing any follow up activities or actions as participants and trainers implement their learning.



DETAILED SESSION PLANS

