



REPUBLIC OF UGANDA

# **GUIDELINES FOR TRAINING OF TRAINERS (TOT)**

MINISTRY OF GENDER LABOUR AND SOCIAL DEVELOPMENT



Published by:

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## **ABBREVIATIONS AND ACRONYMS**

CBO	Community Based Organization
CPA	Core Program Areas
CSF	Civil Society Fund
CSO	Civil Society Organizations
CBSD	Community-Based Services Department
GoU	Government of Uganda
M&E	Monitoring and Evaluation
MGLSD	Ministry of Gender, Labour and Social Development
NOP	National Orphans and Other Vulnerable Children Policy
NSSPI	National Strategic Program Plan of Intervention for Orphans and Vulnerable Children
OD/ID	Organizational Development/Institutional Development
OVC	Orphans and Other Vulnerable Children
PPP	Power Point Presentation
TOT	Training Of Trainers
TSO	Technical Services Organizations
UAC	Uganda AIDS Commission

## 1. BACKGROUND

The CORE Initiative for Youth, Orphans and Other Vulnerable Children (OVC) supports the Ministry of Gender, Labour and Social Development (MGLSD) in its effort to lead, manage and coordinate the national response to OVC and HIV prevention among youth. The 5-year CORE Initiative programme provides technical assistance to MGLSD to support expanded delivery of quality services for OVC and youth HIV prevention through strengthened partnerships between Government of Uganda (GoU) and Civil Society Organizations (CSOs).

Between 2004 and 2007, MGLSD/CORE Initiative provided grants and technical support to 24 CSOs that were implementing OVC activities country-wide addressing the following three intervention areas:

- integrating HIV/AIDS prevention, care and support services into one or more Core Program Areas (CPAs) in underserved districts;
- assisting MGLSD to strengthen child protection services;
- strengthening the capacity of CSOs to plan, provide, manage and sustain OVC services.

Since 2007/8, CSOs implementing OVC activities have received funding through the Civil Society Fund (CSF) of the Uganda AIDS Commission (UAC). Technical support was provided through zonal Technical Services Organizations (TSOs).

TSOs were identified by MGLSD for each zone to help fulfill the MGLSD's technical responsibilities to districts and CSOs in each of the 8 demarcated zones. The two major functions of TSOs are:

- assisting MGLSD to roll out national level policies, strategies, standards, principles, guidelines, quality assurance and data collection systems;
- providing technical support to districts and civil society by building district capacity to plan, manage, supervise, strengthen, monitor and evaluate district level OVC service provision.

As part of its capacity building support to TSOs, MGLSD/CORE Initiative has developed key policies, manuals/guides, guidelines and tools/toolkits that will be utilized by Community-Based Services Departments (CBSDs) and CSOs to support delivery of quality services for OVC. The purpose of the policies, manuals/guides, guidelines and tools/toolkits are to support OVC service delivery in line with the national quality standards for OVC.

MGLSD/CORE Initiative will orient TSOs to the policies, manuals/guides, guidelines and tools/toolkits through specific training of trainers (TOT) and induction workshops. In turn, TSOs provide specific trainings to orient CBSDs and CSOs to the respective policies, manuals/guides, guidelines and tools/toolkits. The facilitators of TOT and induction workshops with TSOs will utilize the following TOT Guidelines developed by MGLSD/CORE Initiative.

## 2. INTRODUCTION TO THE TRAINING OF TRAINERS (TOT) GUIDELINES

### 2.1 Purpose of these Guidelines

The purpose of these Guidelines is to provide a guide for planning, conducting and evaluating TOT workshops to orient TSOs to utilize key policies, manuals/guides, guidelines and tools/toolkits to support service delivery for OVC at the zonal level to meet the national quality standards for OVC.



*Source:  
International  
HIV/AIDS Alliance*

### 2.1 Structure of these Guidelines

These Guidelines provide session guidance covering two major themes:

- a) Facilitation skills
- b) Overview of technical content/subject matter

Under each theme, the curriculum has the following structure:

- Theme/topic
- Overall objective(s)
- Sessions
- Session objectives
- Training methodology
- Training materials
- Duration

The suggested time duration for each session allows the content of the TOT Guidelines to be covered during a three day workshop. Facilitators may wish to allocate more time for specific sessions to allow for a more detail discussions or longer participatory activities. A review of the Guidelines and decision regarding the amount of time needed should be considered prior to inviting the participants to the workshop. Remember to plan sufficient time between workshop sessions for breaks or energizers to revitalize the participants.

## 2.2 Implementation of these Guidelines

The Guidelines will be are utilized by MGLSD/CORE Initiative to conduct a TOT workshop to orient the TSOs to the following nine key national policies, manuals/guides, guidelines and tools/toolkits namely: 1) Support Supervision Guide, 2) Human Resource Development Guide, 3) Staff Induction Guide, 4) OVC Monitoring and Evaluation Manual, 5) Community Mapping Guide, 6) Intervention Assessment Toolkit, 7) Quality Standards Guide, 8) Psychosocial Support Training Manual, and 9) Operational Guidelines for District Orphans and Vulnerable Children Committee.

Each TOT workshop will be conducted over a period of 3 - 5 days. Trained TSO staff will in turn orient CBSDs and CSOs in respective policies, manuals/guides, guidelines and tools/toolkits. These initial TOT workshops will act as a pre-test for the draft training guidelines. Based on the feedback generated during the TOT, the TOT Guidelines will be reviewed and finalized by MGLSD/CORE Initiative.



*Source:  
International  
HIV/AIDS Alliance*

Section 4 includes some reference resources that can be used to extract training/learning concepts, principles, processes and models etc mentioned within the TOT Guidelines (particularly the CEDPA manual). Other reference resources provide advice to facilitators including facilitation tips, designing workshop etc. The training methodologies described within the TOT Guidelines are limited as these reference resources can be used to identify more specific training methodologies/tried-and-tested examples of activities to conduct. These resources can also be used to make facilitation notes and visual aids, and handouts.

### 3. TOT GUIDELINES

Theme/topic	Overall objectives	Session	Session objectives	Training methodology	Training materials	Duration
<b>a) Facilitation skills</b>	1.To build an understanding of facilitation, its principles and how it enhances learning and development 2. To strengthen skills in the utilization of training/facilitation techniques and tools	A: Principles of adult/participatory learning	1. To define concepts of facilitation and learning 2. To identify principles that guide trainers of adult learners	- Brainstorming - Buzz groups - Plenary session - Facilitator's input - Q&A	Flip-charts Markers Masking tape Projector/laptop Hand-out	60 minutes
		B: Experiential learning methodology	1.To identify the components of an experience-based learning approach 2. To introduce the action-learning model/cycle	- Brainstorming - Group discussions - Plenary presentations - Facilitator's input - Q&A	Flip-charts Markers Masking tape Projector/laptop Hand-out	80 minutes
		C: The role and qualities of a trainer/facilitator	1.To identify the roles and qualities of a trainer/facilitator 2. To examine how the facilitator's qualities affect the effectiveness of a learning process	- Group discussion - Plenary presentations - Facilitator's input - Q&A	Flip-charts Markers Masking tape Projector/laptop Hand-out	55 minutes
		D: Planning and conducting a group facilitation/training event	1. To identify key steps and considerations in planning and delivering a facilitation/training process	- Brainstorming - Role-play - Plenary presentations - Facilitator's input - Q&A	Flip-charts Markers Masking tape Projector/laptop Hand-out	70 minutes

Theme/topic	Overall objectives	Session	Session objectives	Training methodology	Training materials	Duration
		E: Facilitation/ training techniques	1.To identify the key training/facilitation techniques 2.To analyze the advantages and disadvantages of each technique 3. Practise the application of each technique in training/facilitation situations	- Brainstorming - Group discussion - Plenary presentation - Role-play - Facilitator's input - Q&A	Flip-charts Markers Masking tape Projector/laptop Hand-out	150 minutes
		F: Monitoring and evaluating a facilitation/training event	1.To acquire skills in: a) tracking the progress/effectiveness of a training process b) developing simple tools for M&E of a training process	- Brainstorming - Buzz groups - Plenary presentation - Facilitators' Input - Q&A	Flip-charts Markers Masking tape Projector/laptop Hand-out	50 minutes
<b>b) Overview of technical content / subject matter</b>	To acquire knowledge of quality OVC programming as defined by MGLSD in Uganda and Organizational Development/Institutional Development (OD/ID) need to support its implementation	G: Overview of OVC programming in Uganda	1.To review the NOP mission, vision and values 2. To discuss the principles, strategies and interventions in OVC programming 3. To review quality standards for OVC service delivery	- Group discussions - Plenary presentations - Facilitator's input - Q&A	NOP/NSPPI Quality standards booklet Training guidelines for NOP & NSPPI Flip-charts Markers Masking tape Projector/laptop Hand-out (PPP)	90 minutes



Theme/topic	Overall objectives	Session	Session objectives	Training methodology	Training materials	Duration
		H: Overview of the content of policies, manuals/guides, guidelines and tools/toolkits	1.To orient TSOs/ trainers to the overall purpose, use and content of the key national policies, manuals/guides, guidelines and tools/toolkits	<u>Plenary presentation</u> - Purpose/aims of policies, manuals/ guides, guidelines and tools/toolkits - Steps in development/ dissemination of policies, manuals/ guides, guidelines and tools/ toolkits - Users - Aims & objectives - How the policies, manuals/guides, guidelines and tools/ toolkits will be utilized - Brief description of content/topics - Q&A	Flip-charts Flip-charts Markers Masking tape Projector/laptop VIPP cards Hand-out	60 minutes
		I: Overview of key OVC and OID content areas (M&E, guidance & counselling, support supervision, psychosocial support and community mapping)	1. To acquire knowledge and skills concerning key technical concepts, frameworks, methodologies and tools	- Brainstorming - Buzz groups - Group discussions - Plenary presentations - Role-plays - Case studies - Facilitator's input - Q&A	Flip-charts Markers Masking tape Projector/laptop Hand-out (PPP) Copies of manual/guide/toolkit	240 minutes

## **4. TOT GUIDELINES FACILITATION REFERENCE RESOURCES**

### **4.1 Ministry of Gender, Labour and Social Development resources**

Ministry of Gender, Labour and Social Development policies, manuals/guides, guidelines and tools/toolkits to support service delivery for OVC can be downloaded from the [www.mglsd.go.ug/ovc/](http://www.mglsd.go.ug/ovc/) including:

- Support Supervision Guide
- Human Resource Development Guide
- Staff Induction Guide
- OVC Monitoring and Evaluation Manual
- Community Mapping Guide
- Intervention Assessment Toolkit
- Quality Standards Guide
- Psychosocial Support Training Manual
- Operational Guidelines for District Orphans and Vulnerable Children Committee

### **4.2 External reference resources**

The following resources concerning the theory and practice of TOT and / workshop facilitation can be downloaded free of charge from the online NGO Support Toolkit (International HIV/AIDS Alliance). Insert the following link into your search engine or internet field:

<http://www.aidsalliance.org/sw16066.asp>

Double click on the following relevant documents listed under 'Resources' in the green column on the right-hand side of the web page:

- A training trainers for development – Conducting a workshop on participatory training techniques, The Centre for Development and Population Activities (CEDPA), 1995
- Training works – what you need to know about managing, designing, delivering and evaluating group-based training, JHPIEGO, 2003
- A facilitators' guide to participatory workshops with NGOs/CBOs responding to HIV/AIDS, International HIV/AIDS Alliance(IHAA), 2001
- 100 Ways to Energise Groups, IHAA, 2002

## ANNEX 1: PRE-TRAINING NEEDS ASSESSMENT QUESTIONNAIRE

This is a needs assessment questionnaire to be filled in by the person to attend a Training of Trainers workshop on national policies, manuals/guides, guidelines and tools/toolkits.

1. Name .....

2. Organization/Department .....

3. Position .....

4. District(s) of operation  
.....  
.....

5. Brief description of your roles and responsibilities in training and provision of technical support  
.....  
.....  
.....

6. Major activities implemented in training and provision of technical support  
.....  
.....  
.....

7. What do you hope to get out of this training of trainers?  
.....  
.....  
.....

8. Have you attended a training of trainers previously?

- Yes ... *If this is your answer please go to question 9*
- No ... *If this is your answer please go to question 16*

9. Duration of training of trainers:

- Less than a week
- 1 week
- 2-3 weeks
- Other ... *if this is your answer, explain below*

.....  
.....

10. Where and when did the training of trainers take place?  
.....  
.....

11. Which organization/firm conducted the training of trainers?  
.....  
.....

12. What themes/topics did you cover during the training of trainers?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

13. Did you carry out any practical sessions during or after the training of trainers?

- Yes ... *If this is your answer please go to question 14*
- No ... *If this is your answer please go to question 16*

14. How long were the practical sessions during or after the training of trainers?

.....  
.....

15. Were the practical sessions supervised or not?

.....  
.....

16. What themes/topics would you like to be reviewed or emphasized during training of trainers workshops on national policies, manuals/guides, guidelines and tools/toolkits?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

17. If you have never attended a training of trainers, what would you like to learn in order to be more effective as a trainer/technical support provider?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

18. Please add any additional comments that you feel are relevant

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.....

**ANNEX 2: TRAINER ASSESSMENT FORM**

This is a form for assessing trainers during practical sessions.

**Trainer being observed** .....

**Training session/activity** .....

**Date** .....

**RATING OPTIONS:**

- 0 = No/none of the time
- 1 = Somewhat/some of the time
- 2 = Mostly/most of the time
- 3 = Very much/all the time
- n/a = Not applicable

<b>A. Knowledge and preparation</b>	Rating
Was the trainer well prepared?	
Was the trainer’s presentation well organized?	
Did the trainer appear to know the subject matter?	
Did the trainer present accurate information?	
Did the trainer use appropriate language?	
Did the trainer stick to the subject matter?	

<b>B. Delivery and mannerism</b>	Rating
Did the trainer use appropriate body language (i.e. facial and body expressions including good eye contact)?	
Was the trainer interesting and entertaining?	
Did the trainer present himself/herself with confidence?	
Was the trainer innovative?	
Was the trainer audible (i.e. speak loud enough)?	
Did the trainer explain information in clear and understandable terms?	
Did the trainer conduct the training at an appropriate pace?	

<b>C. Visual aids</b>	Rating
Did the trainer use creative visual aids?	
Did the trainer position the visual aids suitably (i.e. so everyone could see and use them)?	
Did the trainer effectively link the visual aids to relevant information?	

<b>D. Sensitivity</b>	Rating
Did the trainer acknowledge the feelings and concerns of participants and appear to be culturally sensitive?	
Did the trainer express appreciation for participant input?	
Did the trainer treat participants with respect?	
Did the trainer demonstrate confidentiality?	
Did trainer respond to group signals (i.e. discern the mood of the group, by noticing and responding appropriately when participants appeared to be upset, tired, or confused)?	
Did the trainer appear to be sincere and personally convinced about the subject?	

<b>E. Methods and skills</b>	Rating
Following an experiential learning activity, did the trainer ask questions that lead to effective critical analysis?	
Did the trainer use a variety of training methods effectively?	
Did the trainer effectively facilitate participation?	
Did the trainer document and use feedback from the participants?	
Did the trainer demonstrate the ability to draw on and build on what the participants already know?	
Did the trainer ask appropriate questions to see if participants were following?	
Did the trainers probe for questions and concerns?	

**Total rating** \_\_\_\_\_

**Summary:**

1. What are the trainer's strengths?  
.....  
.....  
.....
2. What areas can the trainer improve?  
.....  
.....  
.....
3. Would you say the trainer accomplished the objectives? Please explain your assessment.  
.....  
.....  
.....  
.....

**ANNEX 3: POST TRAINING OF TRAINERS EVALUATION FORM**

Please write your answers and feedback below. This will assist us to find out how useful the training of trainers workshop has been, and how the training could be improved. Thank you!

1. On a scale of 1-5, what level of competence do you have now to train/orient local governments and civil society organizations on policies, guides, guidelines and tools?

a) Your assessment (1= lowest and 5= highest)            1        2        3        4        5

b) Your explanation .....

.....

.....

.....

2. What new knowledge and skills did you learn at the training of trainers workshop?

.....

.....

.....

.....

3. In what way will this new knowledge and skill assist you to conduct effective orientation and training of local governments and civil society organizations?

.....

.....

.....

.....

4. Training content - what areas do you feel were not satisfactorily addressed?

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.....

.....

5. Facilitation process and methods:

a) What went well? .....

.....

.....

.....

.....

b) What did not go so well? .....

.....

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.....

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c) Suggestions for improvement .....

.....

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.....

6. What questions do you still have about training/facilitation?

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.....  
.....  
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7. Venue and logistics - what could have been done differently?

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.....  
.....  
.....

8. General comments

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.....  
.....  
.....

**Optional** – if you are happy to do so, please provide your name:

Name .....









