

Module 9

Chapter 1

Illustrative Training Materials “Training of Trainers”

The illustrative training materials in this chapter are excerpted from the documentation on The Workshop to Train People as Trainers for the Promotion of Non-Handicapping Environments which was held at Bangkok Thailand, 2002 & 2004.

The chapter also incorporate the lessons learned from the “Training of Trainers Workshops on Promotion of Barrier Free Environment” held at Bangalore & Chennai and series of Access Sensitization Workshops held at Ahmedabad, Bhuj, Baroda, Gawalior and Delhi, India 2003.

“TRAINING OF TRAINERS”

Basis for action: why it is important for people to have training skills?

- To deliver effective training for access promotion.
- To increase the number of trainers who can make strategic contributions to empower people to address issues concerning the right of access to facilities and services.
- To become active promoters of the participation of people with disabilities in mainstream society.

Module Coverage

- The trainer as facilitator- basic facilitation skills.
- Improving basic communication skills for the role of trainer—listening, attending, abstracting, evaluating, responding, feedback.
- Assessing training needs in individuals and in groups.
- Visualizing, arranging and coordinating a training programme.
- Evaluating training.

Methodology

1. *Schedule*

Duration of three/five days is visualized for the module, with six half-day sub-modules and two overnight assignments.

2. *Methods*

There are four main types of training methods:

- (a) Group experience sharing/pooling.

- (b) Experiential exercises.
- (c) Case studies.
- (d) Lectures combined with power point presentations and discussions.

What are the qualities of a good trainer?

Characteristics

A good trainer has the following characteristics:

- ✓ Good knowledge of training.
- ✓ Treats everyone equally.
- ✓ Self confidence and confidence in the trainees.
- ✓ Commitment (to social justice and empowerment of marginalized groups in the development process).
- ✓ Open mindedness.
- ✓ Interest.
- ✓ Equality.
- ✓ Self-discipline.
- ✓ Empathy.
- ✓ Simplicity.
- ✓ Cheerfulness.
- ✓ Creativity.

Skills

The skill-set of a good trainer includes skills in the following:

1. Training.
2. Mobilization and skills in inspiring.
3. Group management.
4. Self-control in conflict situation.
5. Listening and other observation skills.

6. Innovation.
7. Verbal and non-verbal communication.
8. Skill, in eliciting information for monitoring and evaluating and documentation.

Training methods

1. *Lecture*:- Useful for enabling people to learn a new subject such as type of disabilities and their access needs. Ensuring discussion is one way of making a lecture interesting, so that it does not become a monologue.
2. *Role-play*:- This is a useful method when there is a need to illustrate issue-specific situations. This serve as a good discussion starter. It helps in learning by particularizing situations and roles.
3. *Group discussion*:- It is a useful method to get everyone to participate.
4. *Case study*:- This method conveys information about a real incident. It is useful as a method of persuading people about something that they may think is not possible.
5. *Printed matter*:- By giving handouts on the information, to be conveyed, the participants need not bother to take notes, and can concentrate on the training completely.
6. *Mock exercises*:- Imitation and simulation are mock exercises.
7. *Videos and slides*:- These are effective audio-visual ways of presenting information in training.
8. *Demonstration*:- We show something by doing. People generally remember more easily what have seen, done and experienced.
9. *Debate*:- Use debate to find solutions for a controversial issue for example “Men are lazier than women”. One person has to moderate to ensure it does not lead to a fight or personal animosity.
10. *Quiz*:- This training method uses a competitive game approach to facilitate learning. It should be followed by group discussion to clarify and reinforce the main points to be conveyed to ensure that everyone has a common understanding of what is intended.
11. If there are deaf participants, the trainer must have a session with the sign language interpreter, so as to ensure that the interpreters correct understanding of what is to be conveyed.

Physical requirements

1. *Sitting arrangement*:- In the form of a small circle is most effective in promoting rapport and a more relaxed and informal mood. It also draws participation from members. In case it is not possible to arrange seating in a small circle, the next best is to seat people in a horseshoe arrangement.

The different needs of various cross-disability groups should be taken into consideration so that they can move about easily and feel comfortable in their surroundings.

2. *Some points on working with deaf people:* - Below are some insight shared by deaf people
- (a) Have a positive attitude towards deaf people—how technically competent we are in signing is less important than our attitude.
 - (b) Be a friend of deaf people.
 - (c) Socializing and interactions are important for building relationships with deaf people.
 - (d) Maintain eye contact when signing with all members of a deaf audience, not just with one deaf person.
 - (e) Be pleasant, smile and use facial expressions.
 - (f) When speaking through an interpreter, look at the deaf person and not at the interpreter.
3. *Tea breaks and meals:* -In making tea break and meal arrangements, take into consideration the needs of wheelchair users and blind people. If it is a buffet style meal, then there should be people to serve the blind persons and wheelchair users, especially if the food is not within their reach. Servers must inform the blind persons what kind of food is available and ask if they want it before scooping the food onto their plates.

Sighted persons sitting at the same table should orient their blind peers to the exact position of their food and drinks using the ‘clock’ method, for example, 12 o’clock means the item referred to is directly in front of the blind person. In organizing meals and snacks, bear in mind the religious and special meal requirements of the participants and resource persons.

4. *During training:* -Prepare materials bearing in mind the level of the participants and the terms that they can understand more easily. In a multi-cultural and multi-lingual scenario that uses sign and other language interpreters, simple words and short sentences facilitate interpretation.

Use attractive, well labeled and colorful material, for example, charts, drawings and diagrams. Visual cues are especially important for deaf participants. For blind participants, provide a good verbal description of the charts, drawings and diagrams.

When requesting blind persons to come forward towards us, switch off the microphones first, before making the request. Otherwise the voice from the speakers may mislead them.

TRAINING OF TRAINERS WORKSHOP FOR PROMOTION OF BARRIER FREE ENVIRONMENT

Two-day Module

First Day

| | |
|--|-------------------------|
| Orientation on course- including aims and objectives. Introduction of participants & personal experiences, perceptions and terminology. What is access? | 9.30 am-10.00 am |
| Understanding Diverse Access needs – Physically Impaired – Vision Impaired – Hearing Impaired | 10.00 am-10.30 am |
| Break | 10.30 am-10.45 am |
| Disability awareness: Simulation exercise (indoor & outdoor environments) | 10.45 am- 12.00 noon |
| Simulation Feedback (sharing of experiences). Discussion on the suitability of the environment for People with Disabilities (sensory, physical and cognitive) and elderly. | 12.00 noon- 12.30 pm |
| Anthropometrics | 12. pm-1.00 pm |
| Break | 1.00 pm-2.00 pm |
| External & Internal Environment – Design Considerations | 2.00 pm-2.30 pm |
| Function of access features: Why certain access features are needed? | 2.30 pm-3.30 pm |
| Interaction Session | 3.30 pm-4.00 pm |
| Break | 4.00 pm-4.15 pm |
| Presentation of guidelines on how to conduct an access audit. | 4.15 pm-5.00 pm |

TRAINING OF TRAINERS WORKSHOP FOR PROMOTION OF BARRIER FREE ENVIRONMENT

Two-day Module

Second Day

| | |
|--|---------------------------------------|
| Departure for Location Field visit and Access Audit | 9.30 am-10.00 am 10.00 am-12.00 pm |
| Report making by participants | 12.00 noon- 1.00 pm |
| Break | 1.00 pm-2.00 pm |
| Report presentation. Comprehensive solution with illustrations. | 2.00 pm-3.00 pm |
| Case Study of a built environment. | 3.00 pm-3.25 pm |
| Barrier-Free Tourism. A Case study | 3.25 pm-4.00 pm |
| Break | 4.00 pm-4.15 pm |
| Accessible Transportation in India. A case study of Delhi Metro Rail Corporation (DMRC) | 4.00 pm-4.30 pm |
| Plan of action | 4.30 pm-4.50 pm |
| Valedictory Session | 4.50 pm-5.00 pm |

TRAINING OF TRAINERS WORKSHOP FOR PROMOTION OF BARRIER FREE ENVIRONMENT

Three-day Module

First Day

| | |
|---|-------------------|
| Orientation on course aims and objectives. | 9.30 am-10.00 am |
| Introduction of participants & personal experiences, perceptions and terminology. | 10.00 am-10.30 am |
| Access legislation: Usage and limitation with reference to PWD Act, 1995 and Building Bylaws | 10.30 am-10.45 am |
| Break | 10.45 am-11.00 am |
| Understanding Diverse Access needs – Physically Impaired & Cognitive – Vision Impaired – Hearing Impaired | 11.00 am-11.45 am |
| Disability awareness: Simulation exercise (indoor, outdoor and transport environments) Briefing Simulation Exercise | 11.45 am-1.00 pm |
| Break | 1.00 pm-2.00 pm |
| Simulation Feedback (sharing of experiences) | 2.00 pm-3.30 pm |
| Break | 3.30 pm-3.45 pm |
| Function of access features: Why certain features are needed? | 3.45 pm-5.00 pm |

TRAINING OF TRAINERS WORKSHOP FOR PROMOTION OF BARRIER FREE ENVIRONMENT

Three-day Module

Second Day

| | |
|---|---------------------------------------|
| Internal & External Environment and Barriers and Design Considerations | 9.30 am-10.45 am |
| Break | 10.45 am-11.00 pm |
| Case study of VSO | 11.00 am- 11.30 pm |
| Promotion of Barrier-Free Tourism in India Case study of Dilli Haat & Garden of Five Senses Accessible Public Transport- Case Study of DTC & HCBS (Delhi) | 11.30 pm-12.15 pm 12.15 pm-1.00 pm |
| Break | 1.00 pm-2.00 pm |
| Anthropometrics | 2.00 pm-2.45 pm |
| Minimum Design Considerations. | 2.45 pm-3.45 pm |
| Break | 3.45 pm- 4.00 pm |
| Presentation of guidelines on how to conduct an Access Audit. | 4.00 pm-5.00 pm |

TRAINING OF TRAINERS WORKSHOP FOR PROMOTION OF BARRIER FREE ENVIRONMENT

Three-day Module

Third Day

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| Field visit and Access Audit (The selected site may include a tourist destination shopping center/ University/ Government Office/Railway Station/ Bus Terminus, etc.). | 9.30 am-1.00 pm (Departure for the field visit at 9.00 am. Access Audit from 9.30 am-1.00 pm. Departure for the conference venue at 1.00 pm) |
| Break | 1.30 pm-2.30 pm |
| Report making by participants | 2.30 pm-3.30 pm |
| Break | 3.30 pm-3.45 pm |
| Report presentation comprehensive solution with illustrations. (OHP, Power point presentation or any other means) | 3.45 pm-4.45 pm |
| Valedictory | 4.45 pm-5.00 pm |

TRAINING OF TRAINERS WORKSHOP FOR PROMOTION OF BARRIER FREE ENVIRONMENT

Five-day Module

First Day

| | |
|---|---------------------|
| Orientation on course aims and objectives. | 9.30 am-10.00 am |
| Introduction of participants & personal experiences, perceptions and terminology. | 10.00 am-10.30 am |
| Access legislation: Usage and limitation with reference to PWD Act, 1995 & Building Bylaws | 10.30 am-11.00 am |
| Break | 11.00 am-11.15 am |
| Understanding Diverse Access needs – Physically Impaired & Cognitive – Vision Impaired – Hearing Impaired | 11.15 am-12.00 noon |
| Disability Awareness: Simulation Exercise Briefing: how to use assistive devices. | 12.00 noon-1.00 pm |
| Break | 1.00 pm-2.00 pm |
| Disability awareness: Simulation exercise (Indoor, outdoor and transport environments) | 2.00 pm-4.00 pm |
| Break | 4.00 pm-4.15 pm |
| Simulation Feedback (sharing of experiences). Discussion on the suitability of the environment for People with Disabilities (sensory, physical and cognitive) and elderly. | 4.15 pm-5.00 pm |

TRAINING OF TRAINERS WORKSHOP FOR PROMOTION OF BARRIER FREE ENVIRONMENT

Five-day Module

Second Day

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| Preliminary field visit objective and briefing | 9.30 am-10.00 am |
| Field visit (School/ NGO/ Government Office, etc.) | 10.00 am-1.00 pm |
| Break | 1.00 pm-2.00 pm |
| Feedback session on the field visit | 2.00 pm-3.30 pm |
| Break | 3.30 pm-3.45 pm |
| Anthropometrics (Barrier and Free Environment and Universal Design) | 3.45 pm-5.00 pm |

TRAINING OF TRAINERS WORKSHOP FOR PROMOTION OF BARRIER FREE ENVIRONMENT

Five-day Module

Third Day

| | |
|---|-------------------|
| Internal Environment-Design Considerations | 9.30 am-10.45 am |
| Break | 10.45 am-11.00 am |
| A Case Study | 11.00 am-11.45 pm |
| Functions of access features: Why certain access features are needed? | 11.45 am-1.00 pm |
| Break | 1.00 pm-2.00 pm |
| External Environment-Design Considerations | 2.00 pm-2.45 pm |
| A Case Study | 2.45 pm-3.15 pm |
| Minimum Design Considerations | 3.15 pm-4.00 pm |
| Break | 4.00 pm-4.15 pm |
| Project formulation (Team-work): Presentation of guidelines on how to conduct an access audit. | 4.15 pm-5.00 pm |

TRAINING OF TRAINERS WORKSHOP FOR PROMOTION OF BARRIER FREE ENVIRONMENT

Five-day Module

Fourth Day

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| Undertake a full access survey of a pre-selected site. Field visit. (The selected sites may include a Tourist destination/ Bus Terminus/Railway Station / Shopping center, etc.). | 9.30 am-1.00 pm |
| Break | 1.00 pm-2.00 pm |
| Propose a comprehensive solution with illustrations: report compilation by the participants. | 2.00 pm-4.00 pm |
| Break | 4.00 pm-4.15 pm |
| Report presentation. (The participants wil participate in the evaluation process and will evaluate and assess each other's work). | 4.15 pm-5.00 pm |

TRAINING OF TRAINERS WORKSHOP FOR PROMOTION OF BARRIER FREE ENVIRONMENT

Five-day Module

Fifth-Day

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|---|---------------------|
| Promotion of Barrier Free Tourism | 9.30 am-10.30 am |
| Case Study of a tourism site (Local Initiative if any) | 10.30 am-11.00 am |
| Break | 11.00 am-11.15 am |
| Accessible Public Transport-Case Study | 11.15 am-12.00 noon |
| Accessible public transport facility and services: Participation of user groups in the formulation of policies and the implementation of plans in public transportation. | 12.00 noon-1.00 pm |
| Break | 1.00 pm-2.00 pm |
| Plan of Action Summary of the experiences and knowledge that the participants can take back with them (technical knowledge, confidence and advocacy skills to bring about change). | 2.00 pm-3.45 pm |
| Break | 3.45 pm-4.00 pm |
| Valedictory and Certificate Presentation | 4.00 pm-5.00 pm |