

How to Use the Module

INTRODUCTION

This module provides the trainer with all the information and materials required for planning and implementing a two-day workshop. The information in the module is organized in the following way:

- Information for trainers
- Training materials

INFORMATION FOR TRAINERS

Information is provided to assist trainers in organizing and delivering the workshop. This information is found in the following documents, which are included in this module:

- **Pre-workshop instructions**—Provide the trainer with guidelines and examples for all the pre-workshop communications and activities required to prepare for the workshop. Sample formats are provided for the invitation letter, workshop schedule, trainee registration form and daily evaluation. (Note that this is a separate document.)
- **Instructions for Trainers for Day 1 and Day 2**—Provide the trainer with specific information on the scheduling of all sessions and instructions on how to facilitate activities. Guidelines are also given for presentations and distribution of handouts. A sample format for the ‘Instructions to Trainers’ is provided below. (Note that the instructions for Day 1 and Day 2 are provided as two separate documents.)
- **Tips for trainers**—Tips on techniques for successful results and on facilitating groups (provided below).
- **Practical considerations for the exercises** – Provides the trainer with facts, syntheses, lessons learned, key questions, etc., on each of the five group exercises to help the trainer to facilitate the discussion more effectively and to provide feedback to the participants. (See Handouts 14, 17, 21, 28, 29 and 33.)

TRAINING MATERIALS

The module includes a daily programme and complete set of materials for each day. These materials include schedules, participant handouts/readings, PowerPoint presentations, exercises, practical considerations for the exercises, references, bibliography and evaluation forms:

- **Overview**, including workshop objectives and master list of handouts (Handout 1)
- **Schedules** for Day 1 and Day 2, including schedules for all daily activities, including lectures, exercises, feedback sessions and breaks (Handouts 2 and 3)

- **Summary of Overheads** for Session 1 and Session 2, providing an overview of the overheads in reduced format for each session, sequentially numbered and referenced in the Instructions to Trainers (Handouts 4 and 23)
- **Background readings** to accompany each of the presentations (to be distributed to participants prior to the workshop) (Handouts 5-9, 24)
- **Group Exercises for Session 1 and Session 2**, including **Practical Considerations** for the exercises, which involve interactive learning, role-play, analysis and synthesis of information received from lectures, readings and exchange of information, as well as providing feedback on the exercises (Handouts 10-21 and 25-33)
- **PowerPoint Presentations**, organized by session and by presentation within each session (Handouts 4 and 23 provide a summary of these to give to participants, as noted above.)
- **References** to key background documents, including international laws and other reference materials, with links to the full text on web or PDF files (Handout 35)
- **Bibliography** for further reading of key papers and publications supporting the content of the module with hyperlinks to the full text where available (Handout 36)
- **Evaluation** form to gather daily feedback on the strengths and weaknesses of the workshop and ways to improve it in the future (Handouts 22 and 34)

WEB LINKS

While the internet is a tremendous source of information, it is always changing. Sites shift from year to year—or even month to month—and may no longer be active. The information posted on them may no longer be available. In revising these training materials, we have done our best to ensure that all links cited were current as of the first half of 2010.

RE-USE OF THE MODULE

The module files are available both in PDF format for ease of printing and as MSWord files for users who wish to tailor the text to meet the needs of their own learning programmes.

Below, we have included a tip to facilitate this process.

IMAGES OF OVERHEADS

The images of the overheads included in the summaries of overheads have been ‘unlinked’ from PowerPoint in order to keep the file size of the modules manageable. The disadvantage of doing this is that the images are more difficult to edit—they are ‘objects’ rather than linked PowerPoint slides.

Follow these steps if you need to make changes in the overheads and want to insert the new slides into the summary of overheads:

- In PowerPoint, go to the **Print** or **Publish** menu (depending on what version of PowerPoint you have) and select **Create Handouts in Microsoft Office Word**.
- Choose the option that gives you **Notes below slides**. This will generate a Word file that contains an image of each slide.
- Go to the new version of the slide you want to replace. Click on it and select **copy**. Do not close Word.
- Open the Word file of the handout you want to change (Handout 4 or 23) and go to the slide you want to replace.
- Click on the image of the slide that you want to replace, and then **delete** it.
- Click **paste** and the new slide should appear in that spot.
- To ‘unlink’ the image, press **Control+Shift+F9**.
- If you need to change the size of the image so that it matches the other slides, go to the **Format** menu and select **Object** (at the bottom of the menu) and **Size**.

Sample Format—Instructions to Trainers

DAY ONE

**Session 1
International Treaty on Plant Genetic
Resources for Food and Agriculture**

SESSION 1

Instructions to Trainers

09:00 – 10:30 Session 1. International Treaty on Plant Genetic Resources for Food and Agriculture

The suggested time and title of each session

OBJECTIVES

By the end of this session, the participants will be able to do the following:

- Discuss the significance of the International Treaty and its main elements
- Identify which regime of access and benefit sharing will apply to individual cases of germplasm accession.
- Explain the relationship of the IT to the CBD.
- Understand what may be required to implement the International Treaty

The objectives are stated in terms of participants' ability by the end of each session.

Use overhead 1 to present the session's objectives.

PROCEDURE

Learning Strategy: presentation, group work

Various learning strategies employed during the session are listed.

PRESENTATION

(experience) Give a presentation on the Rationale for the International Treaty and facilitate interaction with the participants. Before you begin your presentation, distribute the summary of overheads (Handout 4). You will find the information in Handouts 4, 5 and 6 very useful. Overheads 7 to 50 support the presentation. At the end of the presentation be sure to ask the participants if they have any comments or questions. (40 minutes)

The stage of the experiential cycle is identified in italics.

EXERCISE 1

Exercise 1. Making decisions about Access to Genetic Resources (1 hour, 45 minutes)

Each exercise is numbered sequentially. The title of each exercise and suggested time appear here.

Distribute handouts 10 to 13. Handout 12 gives clear instructions for the exercise. Go over the instructions with the participants step by step. Ask if clarifications are needed. (5 minutes)

Time: The time required for an activity appears in parentheses.

Phase 1. Group work (60 minutes)

1. Distribute handouts 4, 5 and 6. Ask a participant to read the instructions aloud.
2. Form four groups of participants. Ask each group to elect a rapporteur. (etc., etc.)

Tips for Trainers

INTRODUCTION

As a trainer, you are responsible for creating the learning environment and maintaining the flow of the workshop. You must be aware of the participants' needs and be sensitive to their concerns. The following tips will help you to achieve a successful workshop.

TIPS FOR SUCCESS

Ten tips for your success as a trainer:

1. Begin your working day by presenting:

- objectives
- schedule

Make sure that the trainees are aware of what they are expected to learn each day.

2. Manage time wisely. Time is a motivating factor in learning processes. If you go too slowly, the participants will lose interest and commitment.

3. Give brief presentations. Encourage participants to speak up and participate actively in discussions and exercises.

4. Follow the instructions for the exercises:

- use different techniques
- promote active participation
- increase interest and level of motivation

5. Avoid 'shortcuts' while working on topics. Keep the same level of interest while making presentations, doing exercises and listening to reports. Remember that as a trainer you are responsible for the results of the workshop.

6. Do not let your interest and willingness to teach diminish. Show concern for the participants' learning and be patient!

7. Be an attentive and good listener. The participants expect you to value their ideas and to look at them while speaking. These positive attitudes increase your credibility with the participants.

8. Praise your participants for their efforts and for good performance. This shows that you recognize their input and consequently increases their level of motivation.

9. Make sure that your trainees feel positive and that they are satisfied with the workshop. Ask for their feedback at the end of each day.

10. Be confident of your success as a trainer. Go through the whole plan and be well prepared. Let them see you are competent and self-confident.

TIPS FOR FACILITATING GROUPS

Many of the exercises require the participants to work together in small groups, and there must be a way to share the information with the rest of the workshop participants. The most common way is to have group presentations. You are responsible for managing the group activities and ensuring active participation. The following tips will help.

Seven tips for facilitating group exercises:

1. Be attentive to and supportive of the participants' needs in every situation.
2. Help them to understand the steps they must take to accomplish all the tasks.
3. Manage time effectively. Be sure to remind participants of the time remaining. Be firm! Keep to the schedule.
4. Show interest and be willing to assist them at all times. Circulate from group to group while they are working.
5. Follow the entire process. Remain in the classroom during all activities.
6. Provide the groups with constructive feedback.
7. Always summarize the major points made by the groups and relate them to the objectives of the session and exercise.