

# Annotated Bibliography Synthesis of Resources & Organizations

Collected by DSI's Advisory Working Group to  
inform the development of the Disability Training Curriculum



June, 2020

# A conceptual framework for training of trainers (ToT) interventions in global health

Maru Mormina<sup>1,2</sup> & Sophie Pinder<sup>1,2</sup>

*Globalization and Health* 14, Article number: 100 (2018) | [Cite this article](#)

3757 Accesses | 6 Citations | 18 Altmetric | [Metrics](#)

## Abstract

### Background

Global health partnerships (GHP) between high or low-middle income countries are considered one of the best approaches to health systems strengthening. They typically involve highly skilled healthcare workers who volunteer to deliver capacity strengthening projects overseas, often in the form of peer-to-peer support through training and mentoring. Given GHP's strong focus on education and training, a common assumption is that training of trainers (ToT) is a strong predictor of sustainability because of its potential for up-skilling the workforce rapidly, cheaply and exponentially by developing local educators. Our aim is to test this assumption and identify the strengths and limitations of this approach by analysing qualitative data from a set of GHP funded by the UK Department for International Development through the Tropical Health and Education Trust.

### Results

Our analysis identifies some of the common features of the ToT model and a number of limitations that can prevent it from being both effective and sustainable. Whilst most GHP strive for the long-term sustainability of the training by focusing on adequate training provision and support of local trainers, the wider issues that can facilitate or prevent the continuation of training are not always considered. We propose a conceptual framework (TRAIN) for ToT interventions to help inform practice and project evaluation. We illustrate the applicability of our framework through five case studies, each chosen to illustrate one aspect of the framework.

### Conclusions

TRAIN is intended as a starting point for further refinements and discussions about the factors affecting capacity building strategies based on training cascades. Although we envisage its usefulness to GHP as a guidance to design and operationalise ToT, we recognise that in practice it may be difficult to implement it in its entirety. The key message underlying TRAIN is that the sustainability of a cascade depends on a number of factors being present or developing at different operational levels during the course of a project. These are crucial to transform the opportunities that ToT affords to health systems in developing countries into the actual achievement of a training cascade that ultimately upskills the workforce and improves health outcomes in these countries.

# A Conceptual Framework for Training of Trainers (ToT) Interventions in Global Health

- Mormina, M., Pinder, S. A conceptual framework for training of trainers (ToT) interventions in global health. *Global Health* 14, 100 (2018). <https://doi.org/10.1186/s12992-018-0420-3>. <https://globalizationandhealth.biomedcentral.com/articles/10.1186/s12992-018-0420-3>
- “Global health partnerships (GHP) between high or low-middle income countries are considered one of the best approaches to health systems strengthening. Given GHP’s strong focus on education and training, a common assumption is that training of trainers (ToT) is a strong predictor of sustainability because of its potential for upskilling the workforce rapidly, cheaply and exponentially by developing local educators.”
- This articles works to “identify the strengths and limitations of this approach by analyzing qualitative data from a set of GHP funded by the UK Department for International Development through the Tropical Health and Education Trust.”



## A Guide for Community Health Workers Supporting Children with Disabilities



**Promoting Development and Independence  
in children with neurodevelopmental disabilities  
through support in daily activities**



**Editors:** Mel Adams, Tina Gericke, Diana Hiscock and Gauri Divan

## A Guide for Community Health Workers Supporting Children with Disabilities

- Adams, M., Gericke, T., Hiscock, D., & Divan, G. (Eds.). A Guide for Community Health Workers Supporting Children with Disabilities. (2014). [https://www.maits.org.uk/wp-content/uploads/2016/09/MAITS\\_CW\\_Manual\\_FINAL\\_REV\\_HiRes.1-24.pdf](https://www.maits.org.uk/wp-content/uploads/2016/09/MAITS_CW_Manual_FINAL_REV_HiRes.1-24.pdf)
- “This resource is to be used as a guide for Community Health Workers (CHWs) to support parents in promoting the development and independence of their child with neurodevelopmental disabilities.”
- “This resource places the emphasis on promoting activity and participation in a child’s daily life activities.”
- “As such, this manual provides ideas on how to support the child during activities of daily living – taking particular account of their physical and communication abilities and needs – and does not include hands-on rehabilitation techniques that focus on specific impairments. It does however provide guidance on overall management and prevention of further disability.”



All Children Reading – Asia

## Cambodia Technical Assistance for Coordination and Collaboration in Early Grade Reading

### Cambodia Situational Analysis of the Education of Children with Disabilities in Cambodia Report

Submission Date: May 18, 2018

AID-GAA-TO-18-00017 Number: REQ-ASIA-16-00017  
TOCOR: Mitch Kirby

Prepared by: RTI International  
3040 Cornwallis Road  
Research Triangle Park, NC 27709-0155  
Tel: (919) 541-6000

This document was produced for review by the United States Agency for International Development.

# Cambodia Situational Analysis of the Education of Children with Disabilities in Cambodia Report

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- All Children Reading - Asia: Cambodia Technical Assistance for Coordination and Collaboration in Early Grade Reading. (2018). [https://ierc-publicfiles.s3.amazonaws.com/public/resources/ACR-Cambodia\\_Final%20Cambodia%20Disability%20Situation%20Analysis%20Report.pdf](https://ierc-publicfiles.s3.amazonaws.com/public/resources/ACR-Cambodia_Final%20Cambodia%20Disability%20Situation%20Analysis%20Report.pdf)
- “To ground All Children Reading-Cambodia’s inclusive education programming, a situational analysis of the education of children with disabilities in Cambodia was conducted from November 2017 to February 2018.”
- This document provides an analysis, presenting ten key findings, and provides several recommendations based on a significant multimodal assessment gathered through research, interviews and professional organizations.
- “The Special Education Department (SED) of the Ministry of Education, Youth and Sport (MoEYS) and the Cambodian Disabled People’s Organization (CDPO) were key partners throughout the situational analysis.”





2019

# Care and Support of Children with Disabilities

COMMUNITY CAREGIVERS MANUAL

## Care and Support of Children with Disabilities: Training of Trainers

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- Zambia 'Care and Support of Children with Disabilities' Training of Trainers in collaboration by *GHR Foundation, CMMB Zambia & Saint Catherine University* (2019). For more information on this resource, email [info@ds-international.org](mailto:info@ds-international.org)
- The goal of this Training of Trainers (TOT) process is to give new trainers the background knowledge, skills, and practical experience to provide this Kusamala+ disability training to community health workers who work directly with families and their children with disabilities in the community.





# Sustainable Development Goals

## Data for the Sustainable Development Goals

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- Data for the Sustainable Development Goals. *UNESCO UIS*. (2020). <http://uis.unesco.org/>
- “The UNESCO Institute for Statistics (UIS) is the official and trusted source of internationally-comparable data on education, science, culture and communication.”
- “As the official statistical agency of UNESCO, the UIS produces a wide range of state-of-the-art databases to fuel the policies and investments needed to transform lives and propel the world towards its development goals.”
- “The UIS provides free access to data for all UNESCO countries and regional groupings from 1970 to the most recent year available.”

## Disability and Inclusive Education

### A Stocktake of Education Sector Plans and GPE-Funded Grants



# Disability and inclusive education - A stocktake of education sector plans and GPE-funded grants

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- Disability and inclusive education - A stocktake of education sector plans and GPE-funded grants. *GPE*. (2018). <https://www.globalpartnership.org/content/disability-and-inclusive-education-stocktake-education-sector-plans-and-gpe-funded-grants>
- “This report documents progress and highlights the need to step up support to Global Partnership for Education partner countries on disability and inclusive education, to improve consideration of issues around disability and inclusion in education sector analysis and sector planning processes...”
- “This means ensuring that girls and boys with disabilities are not only able to access their right to a quality education in a nurturing environment, but also, through education, become empowered to participate fully in society, and enjoy full realization of their rights and capabilities.”

# European Agency for Special Needs and Inclusive Education Resources

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- “Resources” Inclusive Education in Action. (2020).  
<http://www.inclusive-education-in-action.org/resources>
- “The IEA resource base features a wide range of resources including international normative instruments, national policy and legislative documents, guidelines, research policy papers and practical tools.”
- “It covers a collection of topics such as inclusive pedagogy and practices, professional development, language of instruction, curriculum, and the physical learning environment. It will be regularly updated as new resources become available.”



## Evaluating a train-the-trainer approach for improving capacity for evidence-based decision making in public health

Laura Yarber, Carol A. Brownson, Rebekah R. Jacob, Elizabeth A. Baker, Ellen Jones, Carsten Baumann, Anjali D. Deshpande, Kathleen N. Gillespie, Darrell P. Scharff & Ross C. Brownson<sup>1,2†</sup>

*BMC Health Services Research* 15, Article number: 547 (2015) | [Cite this article](#)

4460 Accesses | 35 Citations | 2 Altmetric | [Metrics](#)

### Abstract

#### Background

Evidence-based public health gives public health practitioners the tools they need to make choices based on the best and most current evidence. An evidence-based public health training course developed in 1997 by the Prevention Research Center in St. Louis has been taught by a transdisciplinary team multiple times with positive results. In order to scale up evidence-based practices, a train-the-trainer initiative was launched in 2010.

#### Methods

This study examines the outcomes achieved among participants of courses led by trained state-level faculty. Participants from trainee-led courses in four states (Indiana, Colorado, Nebraska, and Kansas) over three years were asked to complete an online survey. Attempts were made to contact 317 past participants. One-hundred forty-four (50.9 %) reachable participants were included in analysis. Outcomes measured include frequency of use of materials, resources, and other skills or tools from the course; reasons for not using the materials and resources; and benefits from attending the course. Survey responses were tabulated and compared using Chi-square tests.

#### Results

Among the most commonly reported benefits, 88 % of respondents agreed that they acquire knowledge about a new subject, 85 % saw applications for the knowledge to their work, and 78 % agreed the course also improved abilities to make scientifically informed decisions at work. The most commonly reported reasons for not using course content as much as intended included not having enough time to implement evidence-based approaches (42 %); other staff/peers lack training (34 %); and not enough funding for continued training (34 %). The study findings suggest that utilization of course materials and teachings remains relatively high across practitioner groups, whether they were taught by the original trainers or by state based trainers.

## Evaluating a train-the-trainer approach for improving capacity for evidence-based decision making in public health

- Yarber, L., Brownson, C.A., Jacob, R.R. et al. Evaluating a train-the-trainer approach for improving capacity for evidence-based decision making in public health. *BMC Health Serv Res* 15, 547 (2015). <https://doi.org/10.1186/s12913-015-1224-2>. <https://bmchealthservres.biomedcentral.com/articles/10.1186/s12913-015-1224-2>
- “Evidence-based public health gives public health practitioners the tools they need to make choices based on the best and most current evidence. An evidence-based public health training course developed in 1997 by the Prevention Research Center in St. Louis has been taught by a transdisciplinary team multiple times with positive results. In order to scale up evidence-based practices, a train-the-trainer initiative was launched in 2010.”
- This article provides information regarding the results of the train-the-trainer initiative.



February 2014

TRAINING  
OF TRAINERS  
MANUALHEALTH SYSTEM STRENGTHENING AND EFFECTIVE  
MANAGEMENT FOR JHARKHAND FAMILY PLANNING

This publication was prepared by H. Chokshi, R. Mishra,  
H. Sethi, and A. Jorgensen of the Health Policy Project.

## Health System Strengthening and Effective Management for Jharkhand Family Planning

- Chokshi, H., Mishra, R., Sethi, H., & Jorgensen, A. Health System Strengthening and Effective Management for Jharkhand Family Planning. *Health Policy Project*. (2014).  
<https://www.healthpolicyproject.com/index.cfm?id=publications&get=pubID&pubID=225>
- “This is one resource in a toolkit developed as an aid a community health capacity-building program in the Jharkhand. The *Training of Trainers Manual* and accompanying PowerPoint presentations are to build participants' skills to become trainers of district- and block-level managers in health systems strengthening and effective management to improve Family Planning programming.”



## BOOKS AND RESOURCES

- > **Bookstore**
- > **Resources By Language**
- > **Digital Tools Overview**
- > **HealthWiki**
- > **Our Mobile Apps**

# Hesperian Health Guides

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- “Digital Tools Overview.” Hesperian Health Guides.  
<https://hesperian.org/books-and-resources/digital-commons/>
- “Hesperian now offers a variety of digital tools for health promotion, designed for people with limited computer or internet access.”
- “Each tool represents thousands of hours of writing, production, field testing, translation, and digital adaptation. Taken together, they form the Hesperian Digital Commons, a collaborative project to re-imagine our trusted print materials through the innovative use of technology.”



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## Inclusive Education Training in Cambodia



Disability Action Council

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## Inclusive Education Training in Cambodia

- Thomas, P. Inclusive Education Training in Cambodia. Kong V. & Disability Action Council Cambodia. (2003).  
<https://www.eenet.org.uk/resources/docs/cambodia.pdf>
- “These materials are an in-service teaching training course for mainstream primary school teachers. The materials were first used to train teachers in the Project’s pilot site and have subsequently been formally recognized by the Cambodian Ministry of Education, Youth and Sport.”

# International Code of Ethics for Educators

Released 5 October 2018



## International Code of Ethics for Educators

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- “International Code of Ethics for Educators.” *Childhood Education International*, (2018). <http://ceintl.wpengine.com/what-we-do/icoee/>
- “The ICoEE has been designed as a global code that reflects internationally accepted values and principles of human rights, including philosophies about education, human development, and learning that are embedded within United Nations declarations and international agreements.”
- “It may be used and applied by educators around the world as a tool for critical reflection and elevating professional aspirations.”



<https://kupenda.org/>

## Kupenda

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- Kupenda (“love” in Kiswahili) for the Children is a US-based nonprofit that equips children with disabilities to achieve their God-given potential through advocacy, education, and medical intervention.
- In partnership with Kuhenza, their innovation center in the Kilifi region of Kenya develops, tests, and refines disability training programs that are now also being used in parts of Tanzania, Sierra Leone, Zambia and Haiti and are relevant for use in all developing nations.
- They work in the following ways:
  - Educating families and communities about the rights of children with disabilities and how to support them by advocating for their medical care, education, legal rights, and inclusion in all aspects of society.
  - Supporting children with disabilities to access appropriate, high-quality education while supporting the staff and infrastructure of their schools.
  - Connecting children with disabilities to appropriate medical services including surgeries, medications, and therapy.



Australian  
Aid



## Lessons learned Disability Inclusion in Primary Education

Summary report of World Vision International Lao PDR  
BEQUAL NGO Consortium  
September 2018

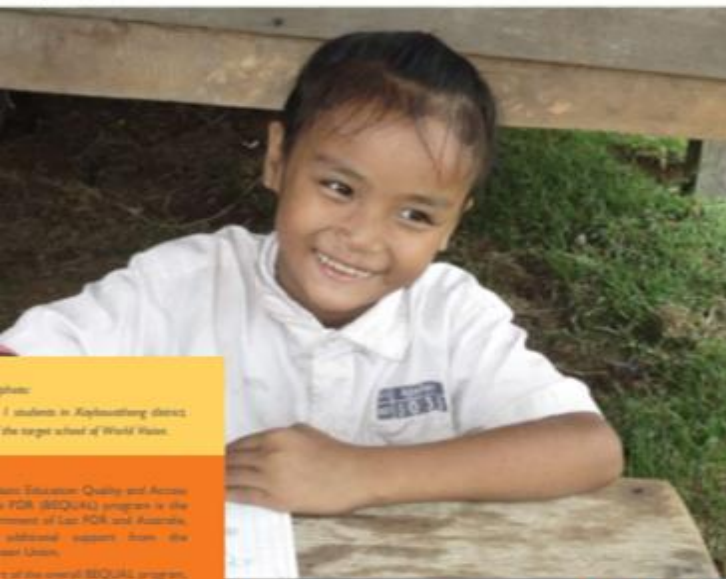


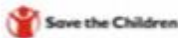
photo:

1 students in Xaybouathong district,  
the target school of World Vision.

Education, Quality and Access  
FOR (BEQUAL) program is the  
product of Lao PDR and Australia,  
with additional support from the  
United States.

part of the overall BEQUAL program,  
BEQUAL NGO Consortium (BNC)  
for District Education and Sports  
and Village Education  
Management Committees to promote  
quality and access to quality basic  
education.

ChildFund  
Lao PDR



# Lessons learned - Disability Inclusion in Primary Education

- Lessons Learned Disability - Inclusion in Primary Education. (2018). <https://resourcecentre.savethechildren.net/library/lessons-learned-disability-inclusion-primary-education>
- “World Vision International in Lao PDR implemented activities supporting inclusive education for children with disabilities in 22 villages in the district of Xaybouathong, Khammouane province from August 2017 - September 2018, under the umbrella of the BEQUAL Ngo Consortium (BNC) project.”
- “This disability inclusion component was implemented in addition to other interventions aimed at increasing access and participation in primary schools, carried out by the BNC partnership in six districts... The report outlines the key lesson learned and recommendations for future intervention in Inclusive Education in Lao PDR.”



# Mainstreaming Inclusive Education: Sharing Good Practices

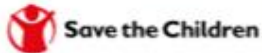
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- Mainstreaming Inclusive Education: Sharing Good Practices. *Save the Children*. (2019). [https://resourcecentre.savethechildren.net/node/15216/pdf/inclusive\\_education\\_report\\_2019\\_0.pdf](https://resourcecentre.savethechildren.net/node/15216/pdf/inclusive_education_report_2019_0.pdf)
- “The primary aim of this documentation is to provide a deeper understanding of how projects have applied more inclusive concepts in not only changing the lives of children with disabilities, those living in poverty or children from ethnic minority populations, their families and communities, but in catalyzing changes in policies and practices to the education system to benefit all learners.”



## MAINSTREAMING INCLUSIVE EDUCATION:

SHARING GOOD PRACTICES





# Make Me a Change Agent

A Multisectoral SBC Resource for  
Community Workers and Field Staff



June 2015

These Make Me a Change Agent lessons were developed by the CORE Group Social & Behavior Change Working Group, and the Food Security and Nutrition Network Social & Behavioral Change Task Force, with significant contributions from Food for the Hungry.



## Make Me a Change Agent

- Make Me a Change Agent: A Multisectoral SBC Resource for Community Workers and Field Staff. *CORE Group and FSN Network*. (2015). <https://www.fsnnetwork.org/make-me-change-agent-multisectoral-sbc-resource-community-workers-and-field-staff>
- “This guide was developed drawing on the experiences of Social and Behavioral Change (SBC) specialists from multiple non-governmental organizations (NGOs) who collaborated to identify the necessary skills related to behavior change, establish a lesson plan format and preferred training methodology, design the lessons, develop the handouts and visual aids, and review and field test the materials.





<https://www.miusa.org/>

## Mobility International USA

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- Founded in 1981, Mobility International USA (MIUSA) is a disability-led non-profit organization headquartered in Eugene, Oregon, USA advancing disability rights and leadership globally.
- MIUSA is a cross-disability organization serving people with a broad range of disabilities.
- Their mission: To empower people with disabilities to achieve their human rights through international exchange and international development.
- Their programming work includes a Training of Trainers approach in countries including Vietnam, Armenia, & Guatemala.



**National Manual on Teaching Children with Intellectual Disabilities, Learning Disabilities and Autism Spectrum Disorder**



2018

# National Manual on Teaching Children with Intellectual Disabilities, Learning Disabilities and Autism Spectrum Disorder

- The Kingdom of Cambodia, MoEYS “National Manual on Teaching Children with Intellectual Disabilities, Learning Disabilities and Autism Spectrum Disorder” (2018). [https://95a7be90-4c71-476f-8396-0cb464a181fe.filesusr.com/ugd/086462\\_fd688b1e3afd4739968c46db46d120ab.pdf](https://95a7be90-4c71-476f-8396-0cb464a181fe.filesusr.com/ugd/086462_fd688b1e3afd4739968c46db46d120ab.pdf)
- "In collaboration with national and international stakeholder in Cambodia, the Ministry of Education, Youth & Sport (MoEYS) has developed a national teacher’s manual on educating children with intellectual disabilities in order to strengthen capacity and quality of teachers... This manual offers theory-to practice knowledge to teachers with appropriate content and methodology for responding to learning needs of children with intellectual disabilities.”
- “This Manual has been developed with an aim to develop teachers’ knowledge, skills and experience in identifying and screening for children with special needs, developing personal development plans, and using simple techniques, materials and games to help children with intellectual disabilities, learning disabilities and autism spectrum disorder to learn effectively and develop further.”

# Practical lessons from four projects on disability-inclusive development programming

Sue Coe & Lorraine Wapling  
Pages 379-386 | Published online: 16 Aug 2010

Download citation | <https://doi.org/10.1080/09614524.2010.508109>

Full Article | Figures & data | References | Citations | Metrics | Licensing | Reprints & Permissions | PDF | Social media icons

## Abstract

This article considers early lessons learned from the inclusion of disabled people, based on socially inclusive principles, in World Vision programming work in Angola, Armenia, Cambodia, and Senegal. Externally led reviews and evaluations conducted between July 2007 and April 2008 drew out seven key lessons. In summary: the substantial effect of stakeholders' attitudes on practical implementation; the importance of authentic consultation with a range of disabled people; appropriate budgetary considerations; and a need for caution regarding livelihoods work.

## Enseignements pratiques de quatre projets sur la conception et la mise en œuvre de programmes favorisant l'inclusion des personnes handicapées

Cet article se penche sur les premiers enseignements tirés de l'inclusion des personnes handicapées, sur la base des principes d'inclusion sociale, dans les travaux de conception et de mise en œuvre de programmes menés par World Vision en Angola, en Arménie, au Cambodge et au Sénégal. Des examens et évaluations menés par des entités externes entre juillet 2007 et avril 2008 ont tiré sept enseignements. Pour résumer: l'effet substantiel des problèmes attitudinaux des parties prenantes sur la mise en œuvre pratique; l'importance d'une véritable consultation avec une gamme de personnes handicapées; des considérations budgétaires appropriées et la nécessité de faire preuve de circonspection concernant les travaux sur les moyens de subsistance.

## Lições práticas de quatro projetos sobre programas de desenvolvimento inclusivos para pessoas com deficiência

Este artigo examina as primeiras lições aprendidas com a inclusão de pessoas deficientes com base em princípios socialmente inclusivos no trabalho de programa da World Vision na Angola, Arménia, Camboja e Senegal. Revisões externamente coordenadas e avaliações conduzidas entre julho de 2007 e abril de 2008 extraíram sete lições-chave. Em resumo: o efeito substancial de questões de atitude de agentes envolvidos sobre a implementação prática; a importância da consulta autêntica com uma série de pessoas deficientes; considerações orçamentárias apropriadas e a necessidade de cautela em relação ao trabalho sobre meios de subsistência.

## Lecciones prácticas de cuatro proyectos que programan el desarrollo con enfoque para discapacitados

## People also read

Article  
More practical lessons from five projects on disability-inclusive development >

Sue Coe  
Development in Practice  
Volume 22, 2012 - Issue 3  
Published online: 9 May 2012

The social model of disability: thirty years on >

Mike Oliver  
Disability & Society  
Volume 28, 2013 - Issue 7  
Published online: 23 Oct 2013

Article  
Recolonising debates or perpetuated coloniality? Rethinking the meaning of

# Practical lessons from four projects on disability-inclusive development programming

- Sue Coe. More practical lessons from five projects on disability-inclusive development. *Development in Practice* 22:3, pages 400-408. (2012). <https://www.tandfonline.com/doi/full/10.1080/09614524.2010.508109>
- “This article considers early lessons learned from the inclusion of disabled people, based on socially inclusive principles, in World Vision programming work in Angola, Armenia, Cambodia, and Senegal.”
- This article highlights results such as, “the substantial effect of stakeholders' attitudes on practical implementation; the importance of authentic consultation with a range of disabled people; appropriate budgetary considerations; and a need for caution regarding livelihoods work.”





ព្រះរាជាណាចក្រ  
ជាតិ សាសនា ព្រះមហាក្សត្រ

ច្បាប់  
ស្តីពី

កិច្ចការពារនិង  
លើកកម្ពស់សិទ្ធិជនពិការ

LAW ON  
THE PROTECTION AND THE PROMOTION  
OF THE RIGHTS OF PERSONS WITH  
DISABILITIES

ទី ១ គត្តជន ឆ្នាំ ២០០៩  
July 2009

# Royal Government of Cambodia Law on the Protection and Promotion of the Rights of Persons with Disabilities

- Law on the Protection and Promotion of the Rights of Persons with Disabilities. *Royal Government of Cambodia*. (2009). <http://dac.org.kh/images/pictures/pdf/english/Law-on-the-Protection-and-the-Promotion-of-the-Rights-of-Persons-with-Disabilities-2009.pdf>
- "The goal of this law is to protect and promote the rights of persons with disabilities within the Kingdom of Cambodia"
- "The Law on the Protection and the Promotion of Rights of Persons with Disabilities is very important in addressing the issues facing people with disabilities in society together with the implementation of other Royal Government Policies in promoting the welfare of people with disabilities."
- "These include the National Strategic Plan and policies of other ministries, institutions and authorities at all levels. This law will protect and promote the basic rights of people with disabilities, reduce discrimination, provide equal opportunities for employment."



# Train the Trainer Course – A Complete Design Guide (With Examples)

by Robert Cserti on November 12, 2018 • 33 min read



This guide will show you the behind the scenes design of a train the trainer course.

Have you been wondering about:

- Why create a train the trainer program at your organization?
- How to design a train the trainer course?
- What are the essential ingredients of a train the trainer course?

With this comprehensive post, we'd like to support you on your path to designing a train the trainer workshop.

You will find a detailed breakdown of a 7-day, intensive train the trainer program including essential theories and concepts, practical tips and activities. And all this with a detailed explanation of why the course is designed as it is.

Train the trainer courses can vary in length, scope, and design, though we hope you can take some inspiration from seeing a full intensive train the trainer course and build a program suitable for your needs.

Have questions about train the trainer? See our [FAQ section](#) for quick answers to your burning questions about train the trainer courses.

## SessionLab Train the Trainer Course

- Cserti, Robert. “Train the Trainer Course - A Complete Design Guide (With Examples).” *SessionLab*, (2020).  
[www.sessionlab.com/blog/train-the-trainer/](http://www.sessionlab.com/blog/train-the-trainer/).  
<https://www.sessionlab.com/blog/train-the-trainer/>
- “This guide will show you the behind the scenes design of a train the trainer course.” This provides information to develop a train the trainer program. This includes “a detailed breakdown of a 7-day, intensive train the trainer program including essential theories and concepts, practical tips and activities. And all this with a detailed explanation of why the course is designed as it is.”
- This addresses the questions:
  - “Why create a train the trainer program at your organization?”
  - “How to design a train the trainer course?”
  - “What are the essential ingredients of a train the trainer course?”



## Train-the-Trainer Manual: Mentoring Adult Learners



### *Textbooks/Teaching and Learning Materials Program-Ghana*

Chicago State University and Ghana Education Services-Curriculum Research Development Division

Funded by

United States Agency for International Development

Prepared by

**Jean C. Murphy, Ed. D. and Carol O. Carson-Warner, Ed. D.**

Chicago State University, Chicago, IL

# Train-the-Trainers Manual: Mentoring Adult Learners

- Train-the-Trainers Manual: Mentoring Adult Learners. *Chicago State University & Ghana Education Services-Curriculum Research Development Division.*  
<https://www.csu.edu/TLMP/documents/TLMPTraining-the-TrainerManual2.pdf>
- “This Train-the-Trainer Manual addresses the need for professionally designed trainings that enhance, extend, and build the capacity of the GES [Ghana Education Service] to train a cadre of competent and well-trained mentor/trainers.”
- The purpose of the Train-the-Trainer Manual is to provide mentor/trainers with competencies that will enable them to effectively mentor, facilitate knowledge acquisition, application, and skills in use of the TLMP [Teaching Learning Materials Program] Teacher’s Guides and Children’s Workbooks...”

g of Trainers (ToT)  
Community-based Inclusive Development: T  
September 2012 | APCD Training Building, Bangkok



## Training of Trainers (ToT) for the Community-based Inclusive Development: Towards Sustainability

- Training of Trainers (ToT) for the Community-based Inclusive Development: Towards Sustainability. *Asia-Pacific Development Center on Disability (APCD)*. (2012). <http://apcdfoundation.org/?q=system/files/CBID%20in%20Sep.pdf>
- This ToT program “is specially designed to strengthen and to promote an on-going application of the Community Based Rehabilitation (CBR) Guidelines in the areas of disability and development.”
- “The launching of the CBR Guidelines in October 2010 serves as a crucial step forward to enhance CBR projects and to improve the quality of life of people with disabilities in the community.”
- “As such, the need for highly qualified CBID trainers has never been greater.” This guide is an example of a training resource.





<https://www.spoonfoundation.org/>

## Spoon Foundation

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- SPOON designs tools and trainings specifically tailored to improve the lives of vulnerable children. They partner with local organizations and governments to spread their curriculum and methodology to trainers and caregivers.
- They use distance learning, a Training-of-Trainers approach, and an app 'Count Me In', to build the capacity of caregivers in local communities and institutions in essential nutrition and feeding care.
- They advocate for policies, actions, and systems to sustain the impact of their work.

## Guidelines for Training of Trainers



# UNICEF Education Kit Handbook Guidelines for Training of Trainers

- UNICEF Education Kit Handbook Guidelines for Training of Trainers. *UNICEF*. (2013). <https://www.unicef.org/supply/media/661/file/guidelines-for-training-of-trainers-education-UNICEF-kit-handbook.pdf>
- “This Handbook aims at providing training and curricular guidance related to existing pre-packaged materials or kits. It is intended to strengthen the impact of UNICEF from the initial first response of pedagogical supplies to one of fostering learning, growth and development.”
- “With the Handbook, the education kits, and proper teacher training, it will be possible to extend the utility of the individual kits, improving the quality of the initial education response in BTS initiatives.
  - To provide curricular guidelines and instructions on how to use the teaching aids contained in the kits for teachers, caregivers and instructors working in emergency contexts. A printed copy of each curriculum is contained in the related kit.
  - To provide training guidelines for the trainers involved in the emergency response.



Train



Direct



Lead



Listen



Observe



Support

## Understanding the Training of Trainers Model

### The Training of Trainers (ToT) Model

The Training of Trainers (ToT) model is intended to engage master trainers in coaching new trainers that are less experienced with a particular topic skill, or with training overall. A ToT workshop can build a pool of competent instructors who can then teach the material to other people. Instead of just one trainer who teaches a course for a long time, there are multiple trainers teaching the same course at the same time in the ToT model. This means a new participant typically gets to watch an experienced trainer teach, complete the exercises, and then practice teaching segments to participants. The master trainer and trainer participants should use the Professional Development (PD) Best Practices.

### Goals

The main goal of the ToT model is to prepare instructors to present information effectively, respond to participant questions, and lead activities that reinforce learning. Other goals include ensuring that trainers can:

- Direct participants to supplementary resources and reference materials.
- Lead discussions.
- Listen effectively.
- Make accurate observations.
- Help participants link the training to their jobs.

Trainer participants also learn the importance of maintaining eye contact, presenting a positive attitude, speaking in a clear voice, gesturing appropriately, and maintaining interest and dispelling confusion.

### ToT Objectives

As a result of attending a ToT, participants will be able to:

1. Apply current practices in delivering a training on a selected evidence-based program.
2. Deliver proven facilitative skills to promote learner engagement, reflective practice, critical thinking, and skill acquisition.
3. Show mastery in delivering key training strategies commonly used, such as, brainstorming, processing/process checks, roleplays, and practice sessions.
4. Use appropriate levels of intervention when managing difficult training situations, including disruptive learner behaviors.
5. Initiate a personal plan of action to strengthen their training and facilitation skills.

### ToT Components

When designing a ToT, it is necessary to allow enough time to ensure the effective transfer of learning. Consider the type and number of topics when determining how much time a training session needs, and include the following elements:

- Pre-assessment.
- Pre-work.
- Trainer and participant agenda.
- Facilitation manual.
- Modeling of the skills and topic to be delivered.
- Adult learning principles.
- Skill practice and feedback.
- Action planning.
- Planned follow-up support.

### Eligibility for Participation in a ToT

To be effective in achieving intended outcomes, prospective ToT participants must be highly qualified seasoned trainers who have demonstrated the following:

- An advanced skill level in training and facilitative skills and engagement of adult learners.
- Success in the field and champions for the topic.
- Completion of the entire training workshop.
- Ability to deliver the training when needed (flexible to travel).



# Understanding the Training of Trainers Model

- Center for Disease Control. Understanding the Training of Trainers Model. *National Center for Chronic Disease Prevention and Health Promotion*. (2019). [https://www.cdc.gov/healthyschools/professional\\_development/documents/17\\_279600\\_TrainersModel-FactSheet\\_v3\\_508Final.pdf](https://www.cdc.gov/healthyschools/professional_development/documents/17_279600_TrainersModel-FactSheet_v3_508Final.pdf)
- “The Training of Trainers (ToT) model is intended to engage master trainers in coaching new trainers that are less experienced with a particular topic or skill, or with training overall.”
- “This resource outlines goals, objectives, components, participation eligibility, resources and definitions for ToT.”





QualityRights

## WHO QualityRights Tool Kit

Assessing and improving quality  
and human rights in mental  
health and social care facilities



# WHO QualityRights Tool Kit

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- WHO QualityRights Tool Kit. *WHO*. (2012). [https://www.who.int/mental\\_health/publications/QualityRights\\_toolkit/en/](https://www.who.int/mental_health/publications/QualityRights_toolkit/en/)
- “The WHO QualityRights tool kit provides countries with practical information and tools for assessing and improving quality and human rights standards in mental health and social care facilities.”
- “The Toolkit is based on the United Nations Convention on the Rights of Persons with Disabilities. The tool kit is designed for use in low-, middle- and high-income countries.”
- “It provides practical guidance on:
  - The human rights and quality standards that should be respected, protected and fulfilled in both inpatient and outpatient mental health and social care facilities;
  - Preparing for and conducting a comprehensive assessment of facilities; and
  - Reporting findings and making appropriate recommendations based on the assessment.”

