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TRAINING FOR SUCCESS



A GUIDE FOR PEER TRAINERS

REGIONAL OFFICE FOR ASIA AND THE PACIFIC





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First published 2008

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Training for Success: A Guide for Peer Trainers / International Labour Organization.
Phnom Penh: ILO, 2008 - ISBN: 9789221205012

poverty alleviation / development project / project evaluation / training of trainers / Cambodia
03.03.6

Also available in Khmer: ISBN 92-2-820501-5, Cambodia, (2008)

ILO Cataloguing in Publication Data

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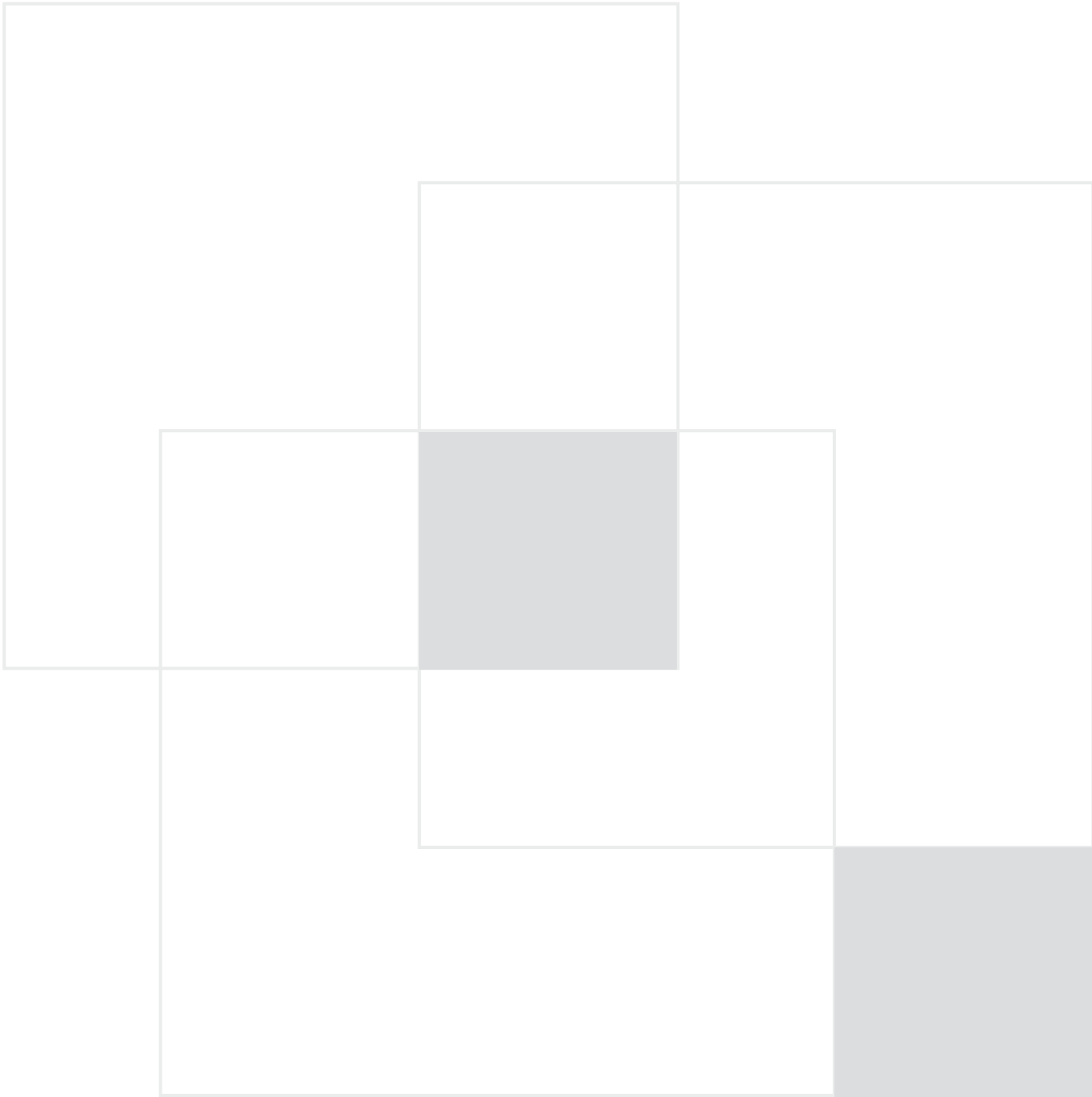
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Printed in Cambodia

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INTRODUCTION

Training for Success: A Guide for Peer Trainers is a guide to help villagers, like you, teach others to operate a business like the one you operate. It was developed as part of the ILO project Alleviating Poverty through Peer Training (APPT). The project was designed to reduce poverty among people with disabilities in Cambodia by using village-based peer trainers to teach others.

The purpose of this guide is to teach you, a possible peer trainer, how to teach others to replicate your business!

The APPT project helped more than 950 people, mostly with disabilities, start businesses over a five-year period. More than 200 peer trainers were involved. Many of the peer trainers also had disabilities. And, since the project paid special attention to women, most of the trainers and trainees were women, some with disabilities, some without.

The peer training method is particularly well suited to people with disabilities or others in remote or rural areas, because it:

- relies on village-based peer trainers who have successful income generating activities;
- involves teaching at the village level rather than a training centre that may be located far from someone's home;
- uses a one-to-one approach that addresses the abilities and learning needs of the trainee;
- trains in skills that are part of the rural economy or simple tourist industry with an existing market;
- is usually short-term so that trainees do not have to neglect other tasks or family members for long periods of time.

This guide was developed to help train peer trainers and is based on years of ILO experience. It was field-tested as part of a series of workshops for peer trainers conducted by the APPT project in the provinces of Siem Reap, Kompong Thom and Pursat in 2007.

Training for Success: A Guide for Peer Trainers will be used by people like yourself who are already peer trainers or who want to start training others. Ideally, it should be used as part of a workshop that teaches you how to be a peer trainer.

In these pages, you will meet many people, some who have disabilities, and many who are women. We hope that when you finish reading the guide and/or complete a peer training workshop you will be a more effective peer trainer. And, if you have been a peer trainer before, we hope that this guide will help you be a better one!

PEER TRAINING BASICS

SECTION

INTRODUCTION:

In this section you will learn:

- basic information about peer training;
- about other peer trainers and why they decided to train others;
- why peer training targets disabled people.

WHAT IS A PEER TRAINER?

Some people are successful in operating a business. They may make baskets, grow vegetables and sell these products. Or raise pigs for sale. Or, they may deliver a service like cutting hair, selling groceries or playing music at weddings and other events. Successful people make a profit from their business activities.

When successful people teach their skills to other people, they are called peer trainers. The people they teach are the trainees. The purpose of peer training is to help the trainee start a business similar to that of the trainer.

Peer means that the trainer and the trainee come from similar backgrounds. They could both come from the same geographical area, share similar living conditions, have comparable levels of education, and so on.



You can see Ms. Chut Samon (on the right) instructing her two disabled trainees.

Example: Mrs. Chut Samon Successful tailor becomes a peer trainer in Siem Reap

Mrs. Chut Samon is 30 years old, married with one child and has been disabled since her childhood as a result of polio that affected her mobility. For seven years she has been successfully running her tailoring business, which she originally started with start-up assistance from the ILO. Now she has trained more than 10 people, both disabled and non-disabled, to become tailors like her. Being a peer trainer has changed Samon's life in many ways. She is now a better tailor, because she has learned more from training others. Her business is also more successful. She has more customers ordering her clothes and can earn extra money from charging her trainees a small training fee. With the profit from her business, she has already expanded it and invested in a new house for her family. Her husband, neighbours and other members of the community support and respect her for her skills and drive to help others.

WHY DO PEOPLE WANT TO BE PEER TRAINERS?

People become peer trainers for many reasons. As you see from the examples of Mrs. Chut Samon and Mrs. Um Sophorn, peer trainers benefit in many ways.

When you are a peer trainer, you can:

- ➔ build your self-confidence by helping others to succeed;
- ➔ feel good about contributing to the development of your village and country;
- ➔ gain respect from others in your community;
- ➔ earn extra money, if you charge a training fee;
- ➔ improve your business and learn more about it;
- ➔ develop new skills through training others;
- ➔ build your social and business network.



You can see Mrs. Um Sophorn at home doing her daily tasks: feeding chicken and buffalos.

Example: Mrs. Um Sophorn Successful chicken raiser becomes a peer trainer in Pursat

Mrs. Um Sophorn, 39 years old, has had difficulty walking since she had a landmine accident at the age of 20 years. Being disabled has not stood in her way of becoming a successful chicken raiser. She has expanded her business to include buffalo and pig raising and bamboo roof making and has trained others. In less than two years' time, Sophorn has already trained 16 people who all have different types of disabilities. Even though Sophorn is now busy with her other businesses and setting up a new savings group in her village, she is committed to continue training others. "I like taking a few days off every month to do training and to meet other people. It takes two days to train someone to raise chickens. My husband helps me with the transport if I need to go to the trainee's house. I am happy that other people appreciate that I try to help others to be successful in their lives".

WHO CAN BE A PEER TRAINER?

Anyone who runs a successful small business, believes in him or herself and is willing to help others can be a peer trainer! A peer trainer does not have to be old, highly educated, or have a high standing in the community. Look at Mrs. Chut Samon and Mrs. Um Sophorn who have trained many disabled and non-disabled people.

You can be a peer trainer if you:

- ➔ have a successful business that is making profit;
- ➔ are willing to share your skills and know-how with others, including what might be considered “secrets” that make your business a success;
- ➔ have the confidence and a desire to train others;
- ➔ are patient;
- ➔ believe that other people, including women and people with disabilities, can learn from your example;
- ➔ can take the time to be away from your business to train another person.

DO PEER TRAINERS WORRY ABOUT COMPETITION?

It is wise to consider competition. Being a peer trainer should not hurt your business. If too many people are producing the same product in one market area, there will not be enough customers to buy the product or use the service. The price of the goods or service may go down. This is called “flooding” the market and it should be avoided.

If you train someone who will operate the business in another market for different customers, you do not have to worry about competition in your own area.

At other times, the market may be so large it will have no immediate effect. And, sometimes training others can help meet and expand market demand as you can see from the example of Mrs. Chay Her.

Example: How training others improved my business
Mrs. Chay Her, leader of the basket weaving self-help group in Siem Reap

Mrs. Chay Her learned how to weave baskets in 2003 from her peer trainer Mrs. Mai Rai. Many thought she would not make as good quality baskets as others because of her disability. But Chay Her proved them wrong by producing high quality baskets that could be sold abroad or for tourists for a higher price. The export company Basket of Cambodia soon placed so many orders that Chay Her decided to train others to help her meet the growing demand. Chay Her trained five other disabled people and now works together with her trainees in a self-help group to produce enough baskets to meet the growing market demand.



You can see Mrs. Chay Her (third from the left) working with her basket weaving self-help group.

Before you start training others, you need to assess the market capacity in your area. You need to answer the following question:

CAN ONE OR MORE PEOPLE DO THE SAME BUSINESS AS YOU IN YOUR MARKET AREA WITHOUT FLOODING THE MARKET?

If the answer is:

➔ **YES**

- There are more customers in your market area that you can serve. More people can replicate your business to meet the current market demand.
- Training others may even help your business. Your trainees may help you meet the market demand and you may be able to sell more goods or services or develop new goods or services.
- You can also train others in a different market.

➔ **NO**

- Your business has enough customers and meets the market demand already. If you train others to do the same business as you in your area, you risk flooding the market and hurting your own business.
- You can still train someone who will offer the same product or service in a different market in another village or location that has no impact on your market or profit.

WHY IS PEER TRAINING EFFECTIVE?

Peer training is an easy and low cost way to train people especially in remote areas, because it brings training right to the village level. Training conducted by peer trainers can often be more effective than many formal vocational schemes. This is because:

- Trainees may be more comfortable learning from an expert who is like themselves. They might trust peer trainers more than teachers in far away schools or trainers coming from outside of the community.
- Peer trainers are good role models. If trainees see someone like themselves having succeeded, they can believe that they can succeed as well.
- Peer trainers are familiar with the local situation and can give specific advice about the local market.
- Peer trainers usually live close to trainees so transport is easier to arrange.

WHY DOES PEER TRAINING TARGET CERTAIN TYPES OF PEOPLE?

Peer training is suitable for all types of people, but it is a particularly good approach to reach people who have special needs and people who face difficulties in getting formal vocational training. It is a good way to work with:

- people with disabilities;
- women;
- others who have not had access to training or suffered from discrimination.

In Cambodia, people with disabilities often:

- live far from regular training centres;
- cannot use regular training services because of their disabilities (For example, they may not be able to **get to** the training centre, or **get into** the training centre if they are a wheelchair user.);
- have not attended school or do not have the reading, writing or math skills needed for some types of training;
- cannot afford regular training programmes;
- can benefit best from a one-to-one approach to training;
- are denied entry into some training programmes because they have a disability (While this is against their basic human rights, it often happens.);
- lack confidence and can benefit from a supportive and encouraging peer trainer.



You can see Mr. Hang Hach making rope tethers at home.

**Example:
Learning a skill through
peer training for the first time
Mr. Hang Hach,
blind rope maker in Pursat**

Mr. Hang Hach had the opportunity to learn a new skill through peer training and is now able to earn money for the first time in his life. Hach is 54 years old, completely blind and used to be dependent on his sons who worked in the rice fields. His peer trainer, Mr. Hem Him, taught Hach how to make rope tethers in six days. Now Hach can earn about US\$25 per month. He describes himself as “being reborn” and feels good about being able to contribute to his family’s wellbeing.

Take Mr. Hang Hach for an example. He never had any vocational training, mainly because of his disability. After peer training, he now successfully runs his own rope making business.

In Cambodia, women in general are less likely to attend or complete school or vocational training. Women and men with families may not be able to leave home for training because of other responsibilities limiting their time. They may have children, family members, rice fields or other tasks at home that they must tend to. Poor men, like women, may have had to leave school to help their families. It is difficult for these women and men to attend regular vocational training as adults.

Other people like those with HIV/AIDS may be denied access to regular training programmes because of ignorance. Some trainees may be unable or afraid to go to a vocational training school away from their villages.

Peer training offers specific benefits to people with these special needs or conditions. To learn more about how to take them into account in your own training, please read on. The next sections of this guide will give you more practical tips and ideas.

SECTION SUMMARY: PEER TRAINING BASICS

- ➔ Peer trainers are successful business people who teach their skills to other people (trainees) to replicate the trainer's business.
- ➔ People become peer trainers for many reasons. Most want to help others, because this makes them feel good and useful to the community as a whole. Some peer trainers can improve their own businesses and learn new skills from training others.
- ➔ Peer trainers should think about competition before training others. They should consider the market demand and the location of the trainee's potential business to make sure that training others does not hurt their business.
- ➔ Peer training is a less expensive, easy way to teach some women, disabled people and other groups, especially those living in remote rural areas.

TRAINING BASICS

SECTION INTRODUCTION:

In this section you will learn about:

- basic training concepts: skills, knowledge and attitudes;
- different methods of training and when to use them.

WHAT TO TEACH: BASIC TRAINING CONCEPTS

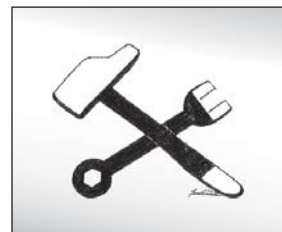
There are two main types of businesses: those that produce goods for sale, such as Khmer cakes or baskets, and those that provide a service to people, such as repairing motorbikes or cutting hair. Regardless of the type of your business, you need to understand the following basic training concepts before training others:

A. SKILLS

There are many different types of skills that you use in running your business. Two most important skills for making your business successful are:

➔ **Technical Skills:**

You are able to complete the technical tasks or steps that are the basis of your business. For example, you may be able to build pig pens, plant and harvest a crop, or design and sew a dress or tailor a suit.



➔ **Business Management Skills:**

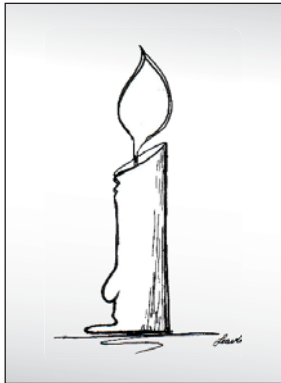
You are able to do many tasks needed in operating a business, such as calculating profit, keeping records, and marketing goods or services to your customers.



These are the different types of skills that you must teach your trainees so that they can successfully replicate your business.

B. KNOWLEDGE

In addition to your skills, you also use other information to make your business successful. Some of this information you may have collected from years of experience or from mistakes you have made. For example, you may know the signs of a sick animal, the right times of the year for planting, or where to buy raw materials for a good price.



This is called knowledge. Knowledge is **information** you need to have to do a job or work task. To be a successful peer trainer, you must share this information with your trainee. Trainees need information about people, such as customers and competitors, work processes, tools and standards, how to price goods, and many other matters. You may be tempted to keep some of the information a secret, because it is part of the reason why you are a success. But, to be a successful peer trainer you have to share this knowledge with your trainee.

C. ATTITUDES



Customers feel at home with a friendly and welcoming vendor.

Besides skills and knowledge, good, friendly and confident behaviour and a positive attitude are important in training others or dealing with your customers or suppliers. An attitude is **a way of thinking**. Positive attitudes, such as having self-confidence and being open-minded are important to a successful business. Negative attitudes, such as doubting your abilities or excluding others, can limit your success.

Successful entrepreneurs need to have positive attitudes. So do successful peer trainers. For example, if customers can choose, they would normally buy from

a friendly, helpful and welcoming vendor, like the one shown in the drawing, and not from someone who is moping and rude. Trainees will learn better from someone who believes in the trainee's ability to learn and succeed.

It is difficult to teach positive attitudes. The best way is by having a positive attitude yourself and by being a good example. You will learn more about how to encourage trainees who have negative attitudes or low self-confidence in the section "Getting to know your trainee".

HOW TO TEACH: DIFFERENT TEACHING METHODS FOR PEER TRAINERS

It is important to learn about different methods of training and when and how to use them to teach people skills, knowledge and attitudes. You can then select a method of training that best suits the trainee or what you want to teach. This guide describes the following methods:

1. Explaining or lecturing
2. Showing or demonstrating
3. Learning by doing: Guiding, discovery and practice
4. Role playing
5. Using questions and assignments
6. Exposure visits

You have learned things from some of these methods yourself. You may have also used these methods in teaching others. Or, you may have used these methods in helping your children or friends without realizing it.

1. EXPLAINING OR LECTURING

Explaining means telling someone how to do something or giving information. Explaining can be done by talking, using sign language or in writing. When explaining is done in a large group it is often called lecturing.

Example: Explaining or lecturing

Ms. Doun Sokunthea lectures at the peer training workshop in Pursat

The APPT project conducted peer training workshops where this guide was tested and used as training material. Some of the participants were already peer trainers who wanted to learn how to be better ones, while some had not trained others before and wished to learn how to do so. Many of the participants were disabled. The training sessions of the workshops used many different training styles, including lecturing which is a good method to reach bigger groups. The former APPT lead field worker, Ms. Doun Sokunthea, travelled from Kompong Thom to Pursat to lecture to the participants.



You can see Ms. Doun Sokunthea (second on the left) writing on the board.

BEST USES

- Explaining or lecturing is a good way to explain both verbally and in writing, if your trainee is able to read. If the trainee can write, he or she can take notes.
- Explaining is good for short training periods and useful for trainees who have no prior knowledge of a topic.
- Lecturing is more commonly used in large groups or formal settings.
- Used alone, explaining is not very effective for teaching practical skills. However, explaining while using other methods can be very effective.

DISABILITY CONSIDERATIONS

Trainees who have hearing difficulties (completely or partly deaf)

- Use writing, if your trainees can read.
- Use sign language, if you and the trainee know sign language.
- Pictures and drawings, like those used in this guide, help people understand better.

Trainees who have seeing difficulties (completely or partly blind)

- Written explanation requires Braille for disabled people who can use Braille.
- Large print is useful for people who are visually impaired, but not blind.

Trainees who have learning difficulties

- Use simple words and pictures or other visual representations especially for trainees who are illiterate or of limited intelligence.

TIPS

- Use simple language.
- Give examples for what you mean.
- Present information and ideas in a logical way.
- Explain in different ways if you can, such as verbally, by writing on a blackboard or by writing and showing at the same time.
- Encourage the trainee to write or draw pictures to represent what is being explained, if he or she is able to do so.
- Interact with the trainee by encouraging or asking questions or starting a discussion.

2. SHOWING OR DEMONSTRATING

Showing or demonstrating is physically doing the activity you want your trainee to learn. Sometimes trainees just observe while the trainer works. Showing or demonstrating is a good way for almost all groups of people to learn except those who are blind or visually impaired. Showing is especially important for people who are deaf.

BEST USES

- ➔ Explaining and showing at the same time really works. Trainees learn better when they see what is involved in a task or in operating a business.
- ➔ Showing or demonstrating is an especially important training method for teaching complicated tasks or those that have many steps. With many steps you want to break the tasks down into small steps and demonstrate them one at a time. You may even want to let the trainee practice or learn by doing in between parts of the demonstrations.

Example: Showing or demonstrating

Mrs. Seng Sopheap teaches deaf trainees how to produce soybean milk

Mrs. Seng Sopheap is a 37 year old mother of two whose left leg was amputated in 1986 after a landmine accident. Sopheap has a successful business making soybean milk, which she originally started with ILO assistance. She has already trained six other disabled people how to replicate her success. Sopheap normally demonstrates and explains at the same time



You can see Mrs. Seng Sopheap (on the right) demonstrating at the APPT peer training workshop in Pursat how to teach a person with impaired hearing and speaking.

when she trains others. She had to become more creative when she was teaching someone who is deaf. “I first found the communication very difficult because she could not hear me”, Sopheap admits. Sopheap started using symbols, some written text and her fingers for showing numbers and pointing to explain the process of making soybean milk without having to talk. The training took a bit longer than normal. Sopheap used a lot of practice sessions to make sure her trainee had learned well. “I am proud of myself that I had the skills to train a deaf person and other people with disabilities and to be able to help them like the ILO once helped me”.

DISABILITY CONSIDERATIONS

Trainees who have seeing difficulties (completely or partly blind)

- ➡ Describe what you are doing as you demonstrate with trainees who have seeing difficulties.
- ➡ Use touch or physical guiding (see the method “learning by doing” which follows). For example, if you are teaching a blind person to do a manual task you can have him or her feel your hands while you do the task.

TIPS

- Plan demonstrations and think about what you want the trainee to learn.
- Make sure you have all the materials and tools at hand.
- Demonstrate slowly and, if possible, explain as you do it. You can also ask the trainee questions at the same time to make sure he or she understands.
- Combine demonstration with other methods such as learning by doing.
- Ask the trainee to repeat the tasks you demonstrate.
- Praise what the trainee does right and correct what is wrong by showing the right way to do it.
- Repeat the demonstration or show the steps several times if needed.

3. LEARNING BY DOING: GUIDING, DISCOVERING AND PRACTICING

Giving the trainee the chance to do a practical task, or learning by doing, is an important way to train. It is also a way to evaluate or test to see if the trainee is learning. Learning by doing is an important way for anyone to learn. It is frequently used to train people who have limited educational backgrounds or learning ability.

There are different approaches to this method:

A. GUIDING

There are two ways to guide: verbally or physically. In verbal guiding the trainer tells the trainee what to do. The trainer coaches the person through each step of the process. In physical guiding, the trainer may physically take the persons hands (or other body part) and take them through the steps. You should always ask the trainee first if you can use physical guiding.

B. DISCOVERING

The trainer creates a situation where the trainee has to figure out or discover what to do. Take making a necklace, for example. The trainer could provide a model (the completed necklace) and ask the trainee to “discover” or figure out how to put it

together. This approach might meet with frustration or failure depending on how demanding it is. But, after providing proper instruction, the trainer may want to use this approach to test or determine how well the trainee can perform the task.

c. PRACTICING

Once someone understands how to do a task, the trainer could ask the trainee to practice the task over and over to develop skills or improve speed. Practice sessions are an important part of learning, as you can see from the examples of Mr. Hem Him and Mrs. Seng Sopheak.

Example: Physical guiding

Mr. Hem Him trains Mr. Hang Hatch how to make rope tethers in Pursat

Mr. Hem Him, 40 years old, trained Mr. Hang Hatch, who is completely blind, how to make rope tethers for animals. Him had never before trained anyone and wondered if it would be even possible to train someone who could not see. He was positively surprised with Hatch's capacity to learn and his own skills to teach. Him has the following four key recommendations for other peer trainers who are training people with seeing difficulties:



1. Use physical guiding as much as possible. It works well with people who cannot see. I held and guided Hatch's hand to show how to weave the rope.
2. Explain to describe the different processes at the same time when you are holding your trainee's hands and guiding him or her through each step.
3. Be patient and expect that the beginning will be difficult. It took me some time to realize that I needed to do a lot of practice sessions with Hatch especially when training how to identify and process the different raw materials, which may feel the same for someone who cannot see.
4. Use the help of your trainee's family or neighbours who can see. For example, I also trained Hatch's eldest son who can sometimes help his father.

BEST USES

- Learning by doing is an important way for trainees to develop practical skills.
- Learning by doing can be used on its own or with other training approaches.
- Practice sessions will help build speed and improve quality.
- If the tasks are carefully planned, learning by doing can help build trainee confidence.
- Learning by doing is also a way to evaluate how the trainee has learned and of measuring progress.

DISABILITY CONSIDERATIONS

Trainees who have hearing and/or speaking difficulties

- Learning by doing is especially suitable for persons with hearing and/or speaking difficulties. It relies on seeing and doing rather than hearing or speaking.

Trainees who have seeing difficulties (completely or partly blind)

- Physical guiding is a good way to teach blind people. Let them feel the product or outcome that is expected before they start. You can guide and explain as they try to learn by doing.

Trainees who have learning difficulties

- Learning by doing is especially important for those trainees who have limited education or learning difficulties.
- Combine showing and guiding for these trainees. First, break the task down into small steps. Show the step and then guide the trainee through repeating the step, either verbally or by touch. Repeat each step as needed until he or she is able to do it correctly. Then go to the next step, until the process is complete. Many repetitions may be needed. It is important to remain encouraging. You will also need to gradually put each step together so the trainee learns the sequence of the steps.

TIPS

- Be creative. There are many ways to use learning by doing. Use it as a way to improve learning, to assess progress and to develop speed and quality.
- Give feedback during practice sessions and ask questions. Positive feedback will encourage motivation and confidence. Correcting mistakes prevents the trainee from learning incorrect methods.

4. ROLE PLAYING

Role playing is like a game or a play. It involves setting up a scene, assigning roles and acting out a scene so the trainee can learn something. Role plays can be used in many situations. For example, if you want to teach a trainee how to interact with a customer, you might set up a role play. The trainer can assume the role of the customer (or get someone else to play this role) and the trainee would act as the shop keeper. The trainee gets to practice how to deal with customers. Another example is to have the trainee negotiate a price for raw materials from a vendor.

The trainer must carefully design the activity. He or she must also make the roles very clear to the trainees or people playing the roles. The people playing the roles must be encouraged to take it seriously so that it seems real.

It is important to discuss the role play afterwards. Ask the trainee what he or she learned from the experience. Also ask the trainee how he or she would do it differently next time. You can repeat the role play many times or change it so the trainee can develop his or her skills related to the role play's purpose.

The comic strip consists of four panels arranged in a 2x2 grid, connected by arrows. Panel 1 shows a woman sitting at a desk, looking thoughtful with a question mark above her head. A thought bubble shows a restaurant scene. Panel 2 shows the woman standing and talking to a group of people seated at desks. Panel 3 shows the woman acting as a server in a restaurant, interacting with customers. Panel 4 shows the woman sitting at a desk, talking to a group of people who are raising their hands.

1. *Think up the role play.*

2. *Assign roles.*

3. *Conduct the role play.*

4. *Discuss the role play.*

Role play is a lot of fun with a group of trainees! Remember to plan well and to be organized: 1. think up the role play; 2. assign roles; 3. conduct the role play; and 4. discuss the role play.

BEST USES

- ➔ Role plays are a good way for people to learn new skills, especially those that involve interaction with others. If people are afraid of interacting with others or are shy, it is a good way to learn how to be comfortable and confident.
- ➔ Role playing is also suited for teaching a complex series of skills, such as selling. Selling may involve meeting someone, finding out their needs, and promoting the products or services available. Finally, the vendor must close the sale or try to get the customer to buy the products or service. This can involve deciding on a price, delivery date and other matters.
- ➔ Role plays are very effective and fun to use in group situations.
- ➔ Role plays can be used to test trainee understanding. For example, in the selling situation just described the trainer can evaluate the trainee's communication and selling skills. The trainer can also determine the trainee's knowledge of the product or service and what it should cost.
- ➔ Role plays can be used to build confidence, break stereotypes and change attitudes.

DISABILITY CONSIDERATIONS

Trainees who have hearing and/or speaking difficulties

- ➔ You need to consider how well the trainee is able to communicate with others, because role plays often involve speaking and other forms of communication.

Trainees who have poor social skills

- ➔ Make the role plays interesting and fun to encourage participation. Role plays may be particularly useful to build social and interactive skills among disabled people who have been socially isolated.

TIPS

The following steps are involved in developing a role play:

- Decide what you want to teach through the role play. Create a simple role play.
- Define the roles or characters in the play. Consider how many people you need and what each person should do. The trainee may play him or herself. In fact, this is most effective so he or she can have the experience of what to do. Ask other people to play the other roles in the play.
- Make sure that each person in the role play knows his or her role and the key words to say. You may want to keep the specific situation secret from the trainee. For example, if you want the trainee to learn how to ask for a lower price for some raw materials, you should not tell the trainee that you have instructed the person in the role of the vendor not to agree right away. This way the trainee will learn the value of being persistent and trying to get a lower price.

- By the end of the role play, you should ask what the trainee thought it was about, what was learned and what the trainee would do differently.
- After the discussion, you should conclude by reinforcing the main lesson of the role play.
- You can repeat the role play to develop skills. It can be like a practice session.

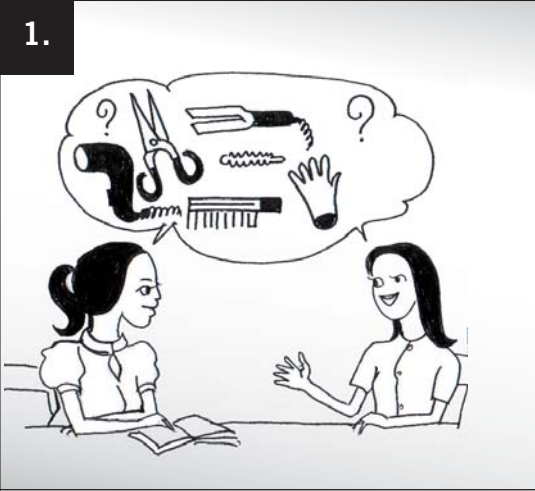
5. USING QUESTIONS AND ASSIGNMENTS

Questions and assignments are often used with other training methods. Using questions and assignments is a good way to encourage active participation and to check what the trainee already knows or if he or she has understood your teaching. The trainee has to respond independently either by answering a question or completing an assignment given by the trainer. The trainee needs to use what he or she knows to find a solution to a problem or practice a task related to running the business.

A) QUESTIONS


Questions are an easy problem solving activity to test trainee knowledge. For example, you may ask the trainee which scissors or other equipment he or she would use to cut someone's hair.

1.



➔

2.



Questions can be used to check if the trainee has understood the teaching. Here the peer trainer asks which equipment the trainee should use to finish the customer's haircut before repeating instructions and letting the trainee complete the task.

Questions can also be more complex involving a story. For example, the trainer can pose a question related to a story to solve a problem. The story can be real or imaginary. For example, a trainer in pig raising might describe a situation where many pigs are dying and the pig raiser is about to lose her business. What should she do? Where can she go to get help? The trainer asks the trainee to solve these problems.

Another example might be about a business person making a mistake, such as in preparing Khmer cakes. The trainer might describe a situation where the ingredients used to make the Khmer cakes are wrong. The trainer asks the trainee to identify why the Khmer cake tastes bad. This is a good way of testing if the trainee knows the recipe, if he or she understood that if the recipe is not followed, the business is not good. People will not buy bad tasting Khmer cakes and the trainee will lose time and money as a result of the mistake.

B. ASSIGNMENTS

The trainee is given a task to do by him or herself. An assignment can have many purposes. It can also be a real assignment or one that has no consequence. Using assignments is like learning by doing, but it is more complex.

For example, a bicycle repair trainer might ask a trainee to find a broken bicycle in his or her village and decide what needs to be done to fix it. Assignments can also be used to help the trainee learn new information that will help the business. For example, for a trainee learning to sew shirts, the trainer might instruct him or her to interview all the people in the village to find out what colour and style shirts they might want to buy. This is a good way to find out more about the market demands.

BEST USES

- ➔ Questions and assignments are best used to help trainees learn by thinking or doing on their own. This method can also be used to find out if the trainee really understands what to do. It encourages trainee creativity and initiative.
- ➔ Using questions and assignments is especially useful if the testing or training cannot be done in another way or it would be too costly. For example, the Khmer cake example tests if the trainee understood how to make Khmer cakes by following a recipe. It also teaches what goes wrong if the different types of ingredients are not properly used or measured.
- ➔ These methods can be used to help build the business to find out new information. The assignment about finding out which colour and model shirts people want to buy is about market research and can help the trainee start or improve the business.

DISABILITY CONSIDERATIONS

Trainees who have hearing and/or speaking difficulties

- ➔ You need to consider the trainee's ability to communicate with others when presenting questions and assignments. A deaf person might have difficulty in carrying out problem solving tasks related to market research, unless they could be done with a partner, through writing or some other means.

Trainees who have learning difficulties

- ➡ Keep the assignments and questions simple and easy to understand.
- ➡ More difficult assignments or questions with complex stories may only be useful with people who have higher intellectual abilities.

TIPS

- Use questions with other training techniques.
- Use simple assignments to test trainee understanding.
- Use more complex assignments and questions to build new knowledge.
- Gain experience before you use more complex stories or assignments.
- Consider the trainee's experience level. Difficult questions and assignments can lead to frustration and failure. Those carefully designed can challenge and build trainee confidence.

6. EXPOSURE VISITS

Exposure visits are similar to the showing or demonstrating method, but they have a broader purpose. An exposure visit or field trip involves visiting a successful business where it operates or a place that could be useful for teaching a specific skill. For example, if you are teaching how to raise pigs, you could organize a visit to a successful pig farm. Or, you may want the trainee to visit a bank or credit bureau to learn how to access credit. Exposure visits are often arranged for a small group of people, but can also be done for individual trainees. Some types of exposure visits can be expensive.

If the peer training sessions are not held at your place of business, it is a good idea for the trainee to visit your business or a similar operation. The trainee should see how the business is organized, managed and carried out. Even if the trainee is working at your place of business, it is useful for the trainee to visit similar businesses and related places. For example, if you are making ropes for animals that are sold at the market through a middleman, you may want the trainee to visit the market.

BEST USES

- ➡ Exposure visits are a good way for trainees to see different ways of doing things.
- ➡ Exposure visits can be a good way to encourage and motivate the trainees.
- ➡ Exposure visits work best when they are combined with other training methods, such as using questions and assignments. For example, a trainee could be asked to evaluate the profitability of a business being visited. Or, he or she could be asked to identify the steps involved in making the product.

- ➔ Exposure visits are most useful when the trainees have some previous experience of the business or process to understand what is being observed and be able to ask questions. Trainees, who already have a business but need to improve it, can benefit greatly from exposure visits to successful similar businesses.

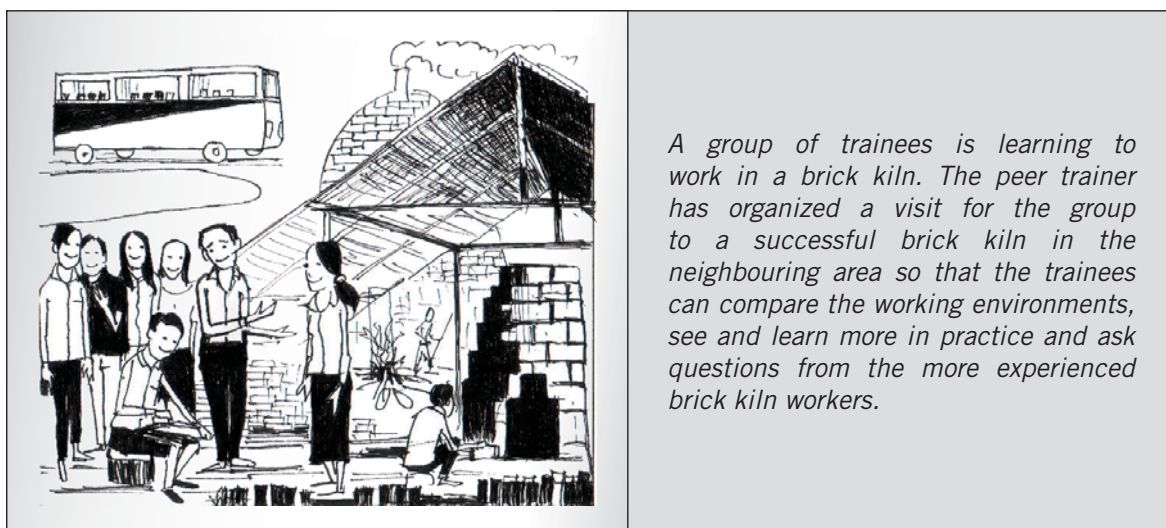
DISABILITY CONSIDERATIONS

Trainees with moving difficulties

- ➔ The place visited must be accessible to people with moving difficulties. You need to consider issues with barriers, transportation, safety and suitability of the place.

Trainees with hearing, seeing, speaking and/or learning difficulties

- ➔ You may need to provide some assistance in explaining what is going on to those who have seeing or hearing difficulties or are slow learners.



A group of trainees is learning to work in a brick kiln. The peer trainer has organized a visit for the group to a successful brick kiln in the neighbouring area so that the trainees can compare the working environments, see and learn more in practice and ask questions from the more experienced brick kiln workers.

TIPS

- Make sure that the persons visited are comfortable with disabled people and deliver positive messages about their ability to do the work.
- Consider using a facilitator to provide guidance and ensure learning when an exposure visit is organized for a group. The facilitator can be the peer trainer him or herself or someone who is equally skilled.
- Be focused and well-prepared, have a clear purpose and expected outcome.
- Prepare the trainee or trainees for the visit. Tell them the goals and what they can expect to see and learn. Coach them on asking questions beforehand.
- Involve the trainees in summarizing the visit at the end to emphasize what was learned.

SECTION SUMMARY: TRAINING BASICS

BASIC TRAINING CONCEPTS

- ➔ As a successful business person you have skills, knowledge and attitude that your trainee needs to learn to be able to replicate your business.
- ➔ **Skill** means being able to do something. There are technical skills, such as repairing a motorbike, and business skills, such as calculating profit.
- ➔ **Knowledge** is information you need to have to do a job or work task, such as where to buy raw materials.
- ➔ **Attitude** is a way of thinking or acting. A business person who thinks and behaves in a positive way has more chances to be successful. Having a positive attitude also improves teaching and learning.

DIFFERENT TRAINING METHODS

- ➔ **Explaining or lecturing** is a good way to teach new skills and information in a short time.
- ➔ **Showing or demonstrating** is a good way to teach complicated tasks or those that have many steps.
- ➔ **Learning by doing** is a good way for trainees to learn practical skills and can also be used to evaluate whether the trainee is learning. Learning by doing has different approaches: guiding verbally or physically, discovering and practicing.
- ➔ **Role playing** is a good way to teach new skills or a complex series of skills, such as selling, in a group setting. It encourages active trainee participation and can be a lot of fun.
- ➔ **Using questions and assignments** is a good way to test trainee knowledge and find out whether the trainee understood the training.
- ➔ **Organizing exposure visits** to a place of business is a good way to compare best practices or to learn a particular skill needed for running the business.

DESIGNING THE TRAINING PROGRAMME

SECTION INTRODUCTION:

In this section you will learn:

- how to decide what you need to teach;
- how to select training methods and times.

HOW TO START

As the expert in your business, you need to think about what to teach others who want to replicate your business. Here are some ideas to get you started to design a practical, hands-on training programme, which can be used for different types of trainees. You will learn more on how to adapt the standard training programme in the next section on “Planning and Conducting the Training”.

First you need to remember that:

- ➔ The purpose of peer training is to help the trainee replicate your business so he or she can earn a decent profit after the training.
- ➔ It is important to teach the trainee all skills and share information which is relevant and needed in running your business. You also need to share the “secrets” of your success.

It is good to start by making a list of skills, knowledge and attitudes the trainee needs to have in order to succeed in your business. Remember that:

- ➔ Skill means being able to do something.
- ➔ Knowledge is information you need to have to do a job or work task
- ➔ Attitude is a way of thinking or acting.

Some of the topics on your list of skills, knowledge and attitudes may depend on the trainee’s needs and his or her ability to learn. However, all trainees need to learn the key points regardless of their previous knowledge and capacities. Remember to think about both technical and business management aspects.

Start with the technical aspects of your business. First you need to identify and think about the different steps in producing goods or providing services and how to

prepare for and do them. Then you need to consider the business management aspects for making your business successful and profitable. This includes your daily activities, such as managing money and dealing with customers, but also what to plan for, such as how to finance costs of your business, where and when to sell your goods or services, and so on.

Once you have decided what needs to be taught, you should estimate the time needed for training. The length of the training will vary depending on the type of business, training methods used and the trainee's learning ability and prior experience. For example, with regard to training, bean sprouting might only take a few days, rope making two weeks, and bicycle repairing three months or more.

You can start to develop your hands-on training programme by filling in the following chart:

What?	When? / For how long?
1. Technical	
2. Business management	

The following example describes how the soybean milk peer trainer, who you met in the previous section, completed the chart.

Designing a training programme: Producing and selling soybean milk: 3 Days

What?	When?
<p>1. Technical</p> <ul style="list-style-type: none"> - What kind of raw materials are needed (soy, etc.) - Where and how to buy the raw materials - What are the tools and equipment needed for the production process (cooking pots and pans, etc.) - Where to buy the tools and equipment - What are the main steps for processing soy milk: <ul style="list-style-type: none"> • How to soak the soy • How to mill or make the milk form soy • How to cook • How to bottle the milk - How to store the raw materials - How to maintain the tools and equipment - What to do with the left over milk - Which raw materials to recycle and how 	<p>Day 1</p> <p>Day 1</p> <p>Day 1</p> <p>Day 1</p> <p>Day 2</p> <p>Day 1</p> <p>Day 1 and 2</p> <p>Day 2</p> <p>Day 2</p>
<p>2. Business management</p> <ul style="list-style-type: none"> - Where and when to sell the milk - What costs to think about (raw materials, equipment, rent, etc.) and how to manage money - How to price the milk per bottle - How to transport the milk - How to sell and display the milk - How to attract customers: <ul style="list-style-type: none"> • Your behaviour and attitudes • How to maintain a safe and sanitary process and workplace - How to contact middlemen who buy milk to be sold elsewhere - How to keep records - How to calculate profit 	<p>Day 1 and 3</p> <p>Day 1 and 3</p> <p>Day 3</p> <p>Day 3</p> <p>Day 3</p> <p>Day 1 and 3</p> <p>Day 3</p> <p>Day 1 and 3</p> <p>Day 1 and 3</p>

WHAT TRAINING METHODS SHOULD YOU USE

Once you have decided what the trainee needs to learn about your business, you can then decide on the best ways to teach. Of course, you will need to adapt the training techniques to meet the needs of your trainee. You will learn more about how to adapt your training plan to the needs of the trainee in the section on “Getting to know the trainee”.

Before you decide which training methods to use, remember that:

- Explaining is a good way to teach new information.
- Showing or demonstrating and learning by doing through guiding and practice sessions are good ways to teach practical skills.
- Exposure visits are useful to introduce the trainee to important places for running the business.
- You can ask questions and prepare assignments to make sure your trainee has understood from your example. This helps the trainee to participate more in the training and apply the lessons learned in practice.

The soybean milk peer trainer decided to use the following training methods:

What?	How?	When?
1. Technical		
- What kind of raw materials are needed (soy, etc.)	- Explain and demonstrate	Day 1
- Where and how to buy the raw materials	- Demonstrate, exposure visit to the market	Day 1
- What are the tools and equipment needed for the production process (cooking pots and pans and other tools)	- Explain and demonstrate	Day 1
- Where to buy the tools and equipment	- Demonstrate and exposure visit to the market	Day 1
- What are the main steps for processing soy milk: <ul style="list-style-type: none"> • How to soak the soy • How to mill or make the milk form soy • How to cook • How to bottle the milk 	- Explain, demonstrate, learn by doing (guiding, practicing) and using questions and assignments	Day 2
- How to store the raw materials	- Explain and demonstrate	Day 1
- How to maintain the tools and equipment	- Explain, demonstrate and using questions	Day 1 and 2

- What to do with the left over milk	- Explain and demonstrate	Day 2
- Which raw materials to recycle and how	- Explain, demonstrate and learn by doing	Day 2
2. Business management		
- Where and when to sell the milk	- Demonstrate and learn by doing	Day 1 and 3
- What costs to think about (raw materials, equipment, rent, etc.) and how to manage money	- Explain, demonstrate and exposure visit to the market	Day 1 and 3
- How to price the milk per bottle	- Explain	Day 3
- How to transport the milk	- Learn by doing	Day 3
- How to sell and display the milk	- Explain and learn by doing	Day 3
- How to attract customers: <ul style="list-style-type: none"> • Your behaviour and attitudes • How to maintain a safe and sanitary process and workplace 	- Explain, learn by doing, exposure visit to the market, role play	Day 1 and 3
- How to contact middlemen who buy milk to be sold elsewhere	- Explain, exposure visit to the market, role play	Day 3
- How to keep records	- Explain, demonstrate, and learn by doing	Day 1 and 3
- How to calculate profit	- Explain, demonstrate, using questions and assignments	Day 1 and 3

Now make your own chart! A blank chart is attached on the following page.

Remember to:

- ➡ Keep the training as practical as possible. Most people learn best when they can experience what they need to learn.
- ➡ Use many different training techniques. Some people learn best by listening and taking notes, others by seeing and most people by doing. It is best to use many styles to make sure your trainee is learning.

What?	How?	When?
1. Technical		
2. Business management		

SECTION SUMMARY: DESIGNING THE TRAINING PROGRAMME

- ➔ It is good to make a list of things that you need to teach, before designing your hands-on training programme. Think about different skills, knowledge and attitudes you want to teach and remember to include both technical and business management aspects in your training.
- ➔ Keep the training as practical as possible. Consider the best uses of each training method. Use many different methods to keep the training interesting and ensure the trainee is learning.
- ➔ Use the What? How? and When? chart to design your standard training programme to make sure you have not forgotten anything and to be more organized.



You can see the participants of the APPT peer training workshop in Siem Reap filling in the What? How? and When? chart.

PLANNING AND CONDUCTING TRAINING

SECTION INTRODUCTION:

In this section you will learn about:

- planning for the training;
- getting to know your trainee;
- conducting the training;
- evaluation and follow-up.

HOW TO PLAN FOR THE TRAINING

Planning involves more than knowing what to teach and how to teach it. You also need to plan for the equipment and supplies you may need for conducting the training, and think about when and where you will train. After you meet your trainee, you may have to change your plans, but it is good to do some planning first.

WHAT DO YOU NEED

To prepare, you need to make a list of the materials needed and make sure you have them on hand. If you plan to incorporate many practice sessions in the training, make sure you have enough materials for the trainee to practice and make mistakes!

Consider the soybean milk example in the last section. To teach producing and selling soybean milk, you will need some tools or supplies. You may include these costs in your training fee, if you charge one, or ask your trainee to buy them before the training starts.

If the trainee will take some equipment and supplies with him or her after training, you should plan for this as well. For example, if you are teaching how to make Khmer cakes, you may decide that the trainee can take some raw materials and one of the moulds after the training to start his or her own business.

Example: Preparing for the training**Mrs. Seng Sopheap, peer trainer in soybean milk production in Pursat**

Mrs. Seng Sopheap, the peer trainer you met in the previous sections, shows the variety of materials and equipment that are needed for making soybean milk. Before she starts training others, she advises her trainees to buy these items: soybeans and a bowl where they can be soaked, a mill, cooking pot and charcoal for cooking the milk, a filter net and a big plate for filtering the cooked milk, empty bottles for the ready-made milk, cleaning brush and a big drying dish for the bottles, and a container to keep the milk cold.



You can see Mrs. Seng Sopheap at home where she trains others.

WHERE TO TEACH

It is always best to conduct the training at your place of business. You will have the materials you need to hand. The trainee can experience how the work is done at your home or place of business and observe and perhaps assist you at work.

If the trainee has a disability, you must have a suitable place to teach. If the trainee has difficulties in moving, make sure he or she can get to your place of business and get around without too many obstacles. Be sure your workplace is safe. This is important for everyone, but especially when you are training deaf or blind people. For example, make sure all dangerous liquids or products are carefully stored so that a blind person or anyone can avoid injury.

WHEN TO TEACH

Many trainers prefer to train when they are not busy such as during the slow season for their business. You may want to consider avoiding certain planting or harvest times if you or your trainees are involved in these activities. For transportation or other purposes that may be related to your business, you may want to avoid the rainy season or other specific times of the year. Sometimes you are busy running your business only during a certain part of the day. In this case, you might want to train another person when you are not working yourself so that you can continue to run your business as you would normally.

GETTING TO KNOW THE TRAINEE

Building a relationship of trust with your trainee is important. You should meet with the trainee and try to get to know him or her before the training starts. It makes learning easier when the trainee is more comfortable with the trainer.

Some of the things you should know about the trainee are:

- ➔ Background: Age, education, work history, family situation, where the trainee lives, etc.
- ➔ Basic abilities: What kind of skills and knowledge does the trainee have already? Does the trainee know how to read and write? Does the trainee already know something about your business?
- ➔ Goals and aspirations: Why does the trainee want to learn to replicate your business? What does the trainee want to do in the future? What does the trainee expect to learn from you?
- ➔ Special needs: What adjustments or changes to the training or workplace are needed because of the trainee's disability or other considerations?

HOW TO MOTIVATE THE TRAINEE

When you meet with your trainee and evaluate his or her ability and motivation, you should remember that some people might have low self-confidence for various reasons.

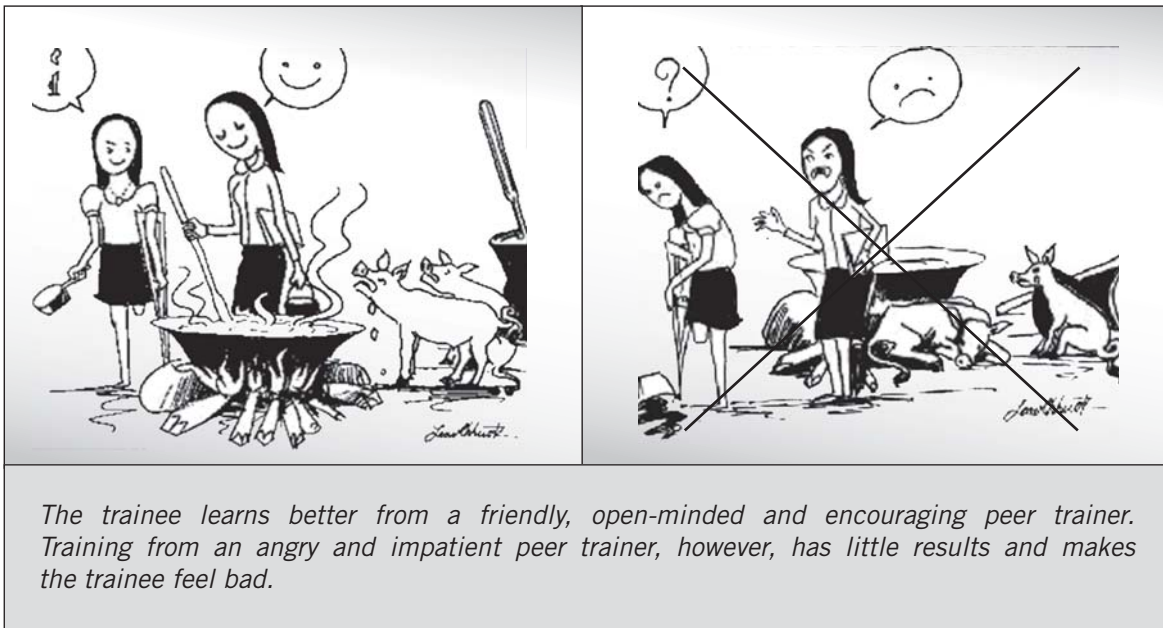
Many women and disabled people may have been told by others that they cannot do certain things or that they cannot succeed. Even if no one said this to them directly, they are often excluded from certain activities. They may feel they are not as good as others or that they cannot do certain things as well as others just because they are disabled or female. These are stereotypes and myths that you need to break. As the examples of Mrs. Chut Samon, Mrs. Um Sophorn, Mrs. Chay Her and Mrs. Seng Sopheap showed, disabled women can be successful business people.

As a peer trainer, it is important that you believe in your trainee and encourage him or her. If your trainee lacks self-confidence, here is what you can do to motivate him or her:

- ➔ Treat your trainee in the same way as you would treat non-disabled people.
- ➔ Give regular feedback. Be sure to tell your trainee when he or she is doing a good job. If the trainee is doing something wrong, correct him or her by telling or showing the right way in a nice and friendly manner.
- ➔ Break complex tasks into small steps and teach one step at a time. This is especially important for trainees who are slow learners.

- Give the trainee enough time to understand and give more support if the trainee has difficulties. Be patient as the peer trainer Hem Him advised and give the trainee a chance.
- Give good and concrete examples. For example, if your trainee is disabled, it might be useful to organize a visit to see a successful business person with the same disability.

If you think negatively about your trainees or their abilities, try to get to know them better. Try to have an open mind and see what they can do. Be encouraging and do not lose your temper like the peer trainer in the second drawing.



HOW TO ADAPT THE TRAINING PLAN TO MEET THE NEEDS OF THE TRAINEE

After building a relationship of trust with your trainee and getting to know more about his or her background, special needs and goals, you may need to adapt your standard training programme or plans accordingly.

Here are a couple of ideas how to do it:

A. HOW TO TRAIN

You may need to change training methods based on the trainee's disability or whether he or she can read and write. For example, do not use written material if your trainee is illiterate or blind. Or, try to find alternative ways to communicate if your trainee is deaf.

B. WHERE TO TRAIN

Because of disability or other considerations, you may need to train the person in his or her home or another location. Sometimes it can be difficult for women or men who take care of their children or family to be away from home for longer periods. Some trainees may have problems with transport. Where ever you train, try to make it private, safe and a good learning place.

C. WHEN AND HOW LONG TO TRAIN

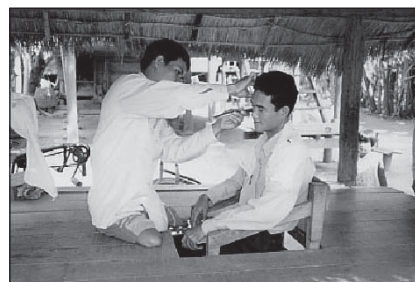
You may need to change the date of the training or extend the length of the training depending on your trainee. If your trainee is a slow learner or may have some learning difficulty, be sure to allow for extra time.

D. WHAT ABOUT OTHER SUPPORT AND EQUIPMENT

Some people, especially disabled people, may need certain supports. For example, you may train a family member along with the disabled trainee, if they will work together during some steps of the business. A disabled person may need also other adjustments to be able to carry out the business activities, such as a special piece of equipment. Adjustments and additional equipment do not need to be expensive. Try to be creative, like the haircutter in the example.

5. WHAT ABOUT TRANSPORTATION, FOOD AND PLACE TO LIVE DURING THE TRAINING

You will need to work out with the trainee what arrangements are needed and who will take care of the preparations.



Example: Adjusting the workplace

A haircutter works normally standing up even for long periods. For this haircutter who lost both of his legs in a landmine accident it was not possible. But his disability did not stand in the way from being able to run a successful haircutting business. He decided to raise the work level and cut his customers' hair by sitting down, as you can see from the picture.

HOW TO CONDUCT THE TRAINING

After you have designed the training programme and met with your trainee to agree on the plans, you can start the training.

Before you start, be sure that:

- ➔ You have prepared the place of training and all related training materials, such as raw materials for practice sessions and writing materials like pens and notebooks.
- ➔ You have confirmed the time and location of the training with your trainee.
- ➔ You have reminded the trainee what he or she needs to prepare and bring for the training.

On a first day of training it is important to review the purpose of the training and the training plan. This is especially important if time has passed since prior meetings with the trainee.

Here are some important points to ask and discuss with the trainee or to consider for yourself:

- ➔ What does the trainee expect from the training?
- ➔ What do you expect from the training?
- ➔ What is the purpose of the training? After discussing the trainee's goals and your own motivations, it is good to review the purpose of the training and to change it if needed.
- ➔ What is the time schedule for carrying out the training? It is good to set up a tentative time schedule and agree to certain rules, such as being on time for the training.

When you have jointly agreed with the trainee on the purpose of the training and the rules and timetable for the training, you should make a training contract together.

The training contract can be a verbal or written agreement. Verbal agreement means that the trainer and the trainee both give their word to respect the training plan and schedule. Written agreements should have the key information about the training, such as the names of the trainer and the trainee, the location and length of the training, and the main purpose of the training. Both the trainer and the trainee should sign the written agreement or give their thumb print as a sign of agreement. Both verbal and written agreements are equally valuable.

HOW TO KNOW IF THE TRAINEE IS LEARNING

You should evaluate the trainee during the training programme and after it has finished to find out how effective and successful your training has been. Questions, assignments, practice sessions and other techniques can be used to find out if the trainee is learning the tasks involved in the business and has the information required to succeed.

During the training, it is important to regularly test how well the trainee is learning and if the trainee is making enough progress. If not, try to find out what he or she needs or does not understand so that you can correct it.

Depending on the trainee's reactions and comments, you may want to review some parts of the training programme or change it. Remember that each trainee learns differently. For example, some may learn better when you first show them the task or activity and then explain it, while others may prefer to first listen to the explanation and then see how it is done in practice. Or, some trainees may find the technical aspects difficult to learn and need more time with that, while others struggle more with business management aspects.

You should always evaluate the trainee at the end of the training programme. Before you end the training, you need to make sure that the trainee knows enough to start up his or her own business.

Here are some ideas on how you can evaluate your trainee during and after the training:

A. ASK QUESTIONS AND ENCOURAGE THE TRAINEE TO ASK QUESTIONS

To encourage questions, you should ask:

- ➡ Do you have any questions?
- ➡ Have you understood?
- ➡ What do you find most difficult in this task?

Remember that it is easy to just say no to the first question or yes to the second question. The third question requires that the trainee think about the work and come up with a question that might give you some information about what they find difficult. You can also ask the trainee to repeat back what you just said to test if he or she understands.

At the end of the training, it is good to ask the trainee to try to summarize the main steps of running the business and key points of the training. If the trainee is literate, you could test him or her with questions in writing. You should always explain and correct incorrect answers.

B. GIVE PRACTICAL ASSIGNMENTS

Give practical assignments to test if the trainee can perform tasks independently. If not, you should always show the correct way of doing it.

C. REPEAT, DEMONSTRATE AND USE PRACTICE SESSIONS

In case the trainee has not understood, repeat key information, demonstrate tasks again or use more practice sessions so that the trainee can learn better. This is illustrated well by the example of the basket weaving self-help group in Siem Reap.

Example: The basket weaving self-help group in Siem Reap Demonstrating and using practice sessions to make sure the trainee is learning

The basket weaving self-help group, which you met already in section 2 on “Peer Training Basics”, needed more members to be able meet the orders of the export company. The products of the group are of high quality and there is no room for mistakes if the group wants to get a good price for the baskets. The peer trainer repeats the instructions, demonstrates the tasks several times, and uses as many practice sessions as needed to make sure that the trainee learns well and is able to make as good quality baskets as the other members of the self-help group. At first this might take a bit more time. It helps that the self-help group provides continuous support for its new members by working together.



You can see the peer trainer assisting the trainee as they work together.

D. EVALUATE REGULARLY

Regular evaluation during the training and evaluation after the training will also help you to develop your own training skills and be a better peer trainer in the future.

FOLLOW-UP

After the training is finished, the trainee will try to set up his or her own business and run it independently. Remember that it can be difficult to do something for the first time alone. For example, see what happened to Mr. Dorn Chhim when he set up his umbrella making business.

You should be aware that the trainee may encounter problems in the beginning and be prepared for that by keeping in touch with the trainee or making sure they can contact you if they need help.

**Example: Rocky start of the umbrella making business
Case of Mr. Dorn Chhim, Siem Reap, Part I**

Mr. Dorn Chhim, 40 years old, learned how to make umbrellas from his peer trainer, Mr. Chan Ron. The training took two months after which Chhim set up his own umbrella making business with the help of an ILO start-up grant. However, Chhim faced several problems in the beginning to make his business a success. Even though he had potential customers ready to buy his products, the quality of his umbrella frames was not yet good enough for sale. Chhim also struggled to find the right type of bamboo to make the umbrella frames. Chhim decided to contact his peer trainer for advice to solve these problems. See part II to find out how Chhim's peer trainer helped him.

It is good to keep in mind that the trainee who has had difficulties in learning to do a particular task or a step of a more complex process during the training is also more likely to face the same difficulties after the training. A good peer trainer continues to support the trainee after the training is finished.

This is called follow-up. Follow-up is the key to a successful training result. A good way to make sure the trainee has understood and learned the key training points is to visit the trainee when he or she is preparing to set up the business. See how the peer trainer helped Mr. Dorn Chhim to make his business successful.

**Example: The importance of follow-up
The case of Mr. Dorn Chhim, an aspiring umbrella maker in Siem Reap, Part II**

When Mr. Dorn Chhim started his business, he could not remember well which type of raw materials to buy in order to make strong and good quality umbrella frames. He also faced some problems in the technical production process – his umbrella frames collapsed easily. Fortunately Chhim's peer trainer, Mr. Chan Rod, had kept in touch with Chhim after the peer training and was ready to help. Rod took Chhim to the nearby market where different kinds of bamboo materials are sold. He explained and showed Chhim which bamboo types work best for the umbrella frames and how to cut them so that the frames do not break easily. Chhim got to know the reliable sales person in the market for the right kind of bamboo and practiced cutting the bamboo frames together with Rod to improve his technical skills. Now the quality of Chhim's umbrellas is good enough to be sold and Chhim has started slowly making profit with his business. After the first follow-up visit, the peer trainer Rod visited Chhim's business a few more times to make sure his business was going well after the rocky start.

SECTION SUMMARY: PLANNING AND CONDUCTING TRAINING

WHEN YOU PLAN YOUR TRAINING, REMEMBER TO:

- ➔ Prepare the materials and tools or supplies needed to carry out the training before the training starts.
- ➔ Agree with the trainee where and when to train. If possible, it is always good to train at your place of business.
- ➔ Get to know the trainee by meeting him or her before you start the training. You may need to adapt the training programme according to the specific needs of your trainee. Remember that some trainees, especially women and disabled people, might lack confidence in themselves and need encouragement from you.

WHEN YOU START THE TRAINING, REMEMBER TO:

- ➔ Review the training programme together with the trainee on the first day of training and change it as needed.
- ➔ Make a training contract with the trainee where you both agree on common rules, the purpose of the training and the timetable. The training contract can be a verbal or written agreement.
- ➔ Check regularly to make sure the trainee is learning and to improve the quality of your teaching by asking the trainee questions or giving him or her assignments.
- ➔ Evaluate the trainee before the training ends to make sure the training has been useful and achieved its purpose.
- ➔ Do follow-up to help the trainee when he or she starts the business. Visit the trainee and his or her business again if possible.





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ISBN 978-92-2-120501-2