To be read

--> Best practices Guidebook for Sending Organisations

--> Best practices Guidebook for Host Organisations

--> Best practices Guidebook for Volunteers

EUROPEAN COMMISSION

Humanitarian Aid

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European Open-Source Humanitarian Aid Volunteers

SERVICE CIVIQUE
DES VALEURS, UN ENGAGEMENT

EU Aid Volunteers Pilot Project

BEST PRACTICES GUIDEBOOK

FOR

TRAINING PROVIDERS

ACRACCS

Diakonie
Českobratrské církve evangelické

FRANCE VOLONTAIRES
Échanges et solidarité internationale

focsiv
Volontari nel mondo.

HOT

people in peril
association slovakia

SCD
Service de Coopération au Développement

SLOGA
SLOVENIAN GLOBAL ACTION

u.r.d.
urgence réhabilitation développement

FOREWORD

Why are we developing these Best pratices guidebooks?

DG ECHO is in the process of setting up an EU AID volunteer corps, with the objective of engaging 10,000 volunteers from 2015-20. DG ECHO relies on the experience of a series of pilot projects - lessons learnt, standards and recommendations - to facilitate the setting up of this EU Aid volunteer corps.

France Volontaires, together with eight European NGOs (ECCB/Diakonie, FOCSIV, ACRA, Sloga, PIPA, SCD, HOT, Groupe URD), set up and carried out one of these pilot projects.

The EUROSHA volunteering pilot project developed an innovative volunteering framework in which volunteers (European and African) were deployed in teams in order to bring together local and international actors and carry out humanitarian information management activities.

As a result, the project produced some guidebooks to send, train, host volunteers.

- ■ These Best practices Guidebooks are one of the deliverables produced for ECHO within the EUROSHA volunteering pilot project.
- ■ From the consortium and volunteers side, producing these Guidebooks is a means of capitalising on the pilot project experience.

Who is it for?

- ■ DG ECHO
- ■ Consortium members
- ■ Volunteers
- ■ Organisations wishing to send, train and host EU Aid Volunteers in the future

How was it developed?

It was developed through a participative approach from selecting, training, technical and hosting organisations as well as volunteers, this document resulted from pilot project experience and lessons learnt.

Coordinating organisation and the Groupe URD, as expert, developed a template by project phase and to be completed by working groups: selection, training, hosting, and volunteering. Information was then analysed and compiled by a group of EUROSHA volunteers and finalised by consortium members.

How to use it?

These Guidebooks are comprised by various chapters which are related to the different phases of a volunteering deployment. According to the role you play or wish to play within EU Aid Volunteer, you must refer to a chapter or another one. However it is recommended to read through the whole document in order to know about the various processes and tips.

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1   **3**   **4**

6.   Report

Tips & advice:

- • It is important to bear in mind from the beginning of the preparation phase the various reporting requirements (i.e. who do you need to write reports for, what format, what length, what language, for what purpose?).

- • Write up a report containing all the relevant feedback from volunteers and trainers.

- • Take measures and action points to ensure that feedback is integrated into subsequent training programmes.

- • Disseminate report to all stakeholders (DG ECHO, trainers, other training providers, sending organisations, host organisations)
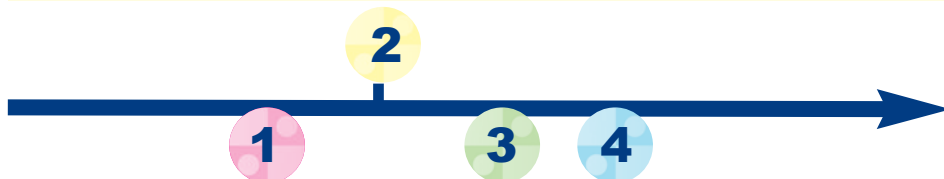
5.   Terminate training course and prepare for induction in third country

At the end of the training course, it is essential that the volunteers are provided with an opportunity to **debrief** and share as a group their understanding of what they have achieved, learnt and understood, as well as identify areas that need to be reinforced and how they are going to address any gaps.

The volunteers should be asked to **evaluate** the training course (content, delivery, facilities, accommodation, catering, learning process, etc.) and to put forward suggestions for improvements.

- What help or advice can you provide the volunteers for staying in contact during the deployment phase? (e.g. setting up an e-mail group, Dropbox for sharing photos and work-related files, blog?
- What activities have you planned to help the volunteers prepare for the induction + deployment phase?
- What are they going to do on the flight?
- What is the programme for Day 1 and Day 2?
- What is the programme for the whole of the deployment phase?
- How are they going to contact family and friends to let them know that they have arrived safely?
- How are they going to settle in to their accommodation? Where are they going to do their shopping and how are they going to prepare their meals?
- What objectives have they set themselves over the deployment phase, both on a personal level and a professional level?
- What do they plan to do after deployment?

Tips & advice:

- Organise a workshop where the volunteers can begin to think about practical aspects of the induction + deployment phase. The objective is to help them feel ready to move on to the next phase with confidence.

- Ask the volunteers to organise an end of training course party for volunteers and trainers.

What does it mean to be a Training Provider for EU Aid volunteers?

Principle 1
Training provider must be specialised in training volunteers and/or in humanitarian action.

Principle 2
Training provider must provide training modules adapted to volunteers' needs.

These principles are from the experience of EU Aid Volunteer, pilot project « EU, Local and Online volunteers : key actors for inclusive humanitarian information sharing in crisis preparedness"

Contents:

1. Introduction

This guide is aimed to training providers who are interested in delivering a training course for EU Aid Volunteers. Although some of the content in this guide is valid for the preparation and delivery of all types of volunteer training, it specifically focuses on providing training for volunteers who (i) are newcomers to the humanitarian sector but who may have some volunteering experience in their home country, and (ii) are about to be deployed to a host country.

It is based on the experience of a Consortium of nine European organisations who prepared and delivered a three-week training course for 26 European and African volunteers as part of an EU Aid Volunteer pilot project, namely EUROSHA 2012-13.

Key contacts:

URD Group: alear@urd.org
SCD: caroline.riegel@scd.asso.fr
Sloga platform: dunja.segrt@sloga-platform.org

•   Have you explained that the volunteers will be required to fill in an evaluation form at the end of the training course to help the training provider assess the quality of the training course and make improvements to future courses?

> ### *Tips & advice:*
>
> •   At the beginning of each day, organise a warm up session to help the volunteers feel at ease with each other and with the trainers, and to get them ready and focussed on working together.
> •   At the end of each day, at least 10 minutes should be set aside for daily reflection (for example in 'learning partner' pairs, or small groups). Ask the volunteers to go over the content covered in the day and discuss any points that seem unclear in order to help them engage in an individual learning process.
> •   Once a week (at the end of a module), organise a two-hour feedback session whose objective is to gather feedback on the content and delivery of the training modules during the week and each volunteer's individual learning process.
> •   Explain the advantages and disadvantages of holding training course in a remote training facility or in a town, and explain why you have opted for one or the other. For example, one of the advantages of holding the training course in a remote location is that this helps build team spirit and prepares volunteers for conditions in the field. A disadvantage of not being in a large town is that volunteers are more dependent on the training provider for access to administrative or medical facilities.
> •   Explain what you intend to do to overcome the disadvantages for each option.
> •   Try to ensure participate regularly during the training course to ensure that the learning environment is constructive and to make sure that all of the volunteers are fully on board.
> •   Each day, try to ensure that all the trainers, the training coordinator and the group facilitator attend an end-of-day discussion. This is a valuable feedback and sharing moment.
> •   Try to ensure that the volunteers are responsible for organising a certain number of activities themselves over the duration of the training course, for example shopping and preparing evening meals for the whole group, or a cleaning rota, or social activities, etc.

"On the first day, we asked the volunteers to organise themselves for preparing the evening meals and keeping the training room and living areas tidy. Although this took more time than if we had proposed a rota system ourselves, it got them into the spirit of working together and organising themselves."
Anna Lear, Training Coordinator, Groupe URD
"Delivering a training course in the remote French countryside was an ideal opportunity for team building and helped prepare the volunteers for deployment."
Nicolas Chavent, Trainer, OSM/HOT

4. Deliver the training course

Over the duration of the training course, as well as ensuring that the volunteers settle into their accommodation, your role is to help build team spirit and ensure that the volunteers are in a **comfortable learning environment.**

As Training provider, you also need to ensure that the trainers have all the necessary equipment for the delivery of their module and you should provide any additional support that they may require.

- In your welcome session, have you introduced yourself and the rest of the team clearly?
- Have you given the volunteers a guided tour around the site and shown them where all the necessary facilities are?
- Have you explained what is expected of them during the training course and built a working agreement together (e.g. attendance, participation, listening to others, turning off mobile phones and computers, etc.)
- Have you explained what they are allowed and are not allowed to do (e.g. making phone calls abroad, making photocopies, security, smoking, consumption of alcohol, etc.)
- Have you presented the three-week training programme and ensured that everyone knows what they should be doing each day?
- Have you explained the scope of the training course, what will and what will not be covered during the training course?
- What activities are you going to do that will help the volunteers and trainers to learn each other's names and build good group dynamics? (this is something that must be done at the start of the training course and can then be repeated during the warm up session each day, see timetable below)
- Have you presented the daily timetable?

Time	Activity
9.00 – 9.30	Warm up
9.30 – 10.45	Session 1
10.45 – 11.15	Break
11.15 – 12.50	Session 2
12.50 – 13.00	Morning conclusion
13.00 – 14.30	Lunch
14.30 – 16.00	Session 3
16.00 – 16.30	Break
16.30 – 17h40	Session 4
17.40 – 18.00	Daily reflection

- Have you explained that at the end of the course the volunteers will sit an assessment so that the sending organisation, training provider and host organisation can establish whether the volunteers are ready to be deployed?

2.   Prepare your organisation to provide training

You are a training provider and you are interested in delivering a training course to a group of EU Aid Volunteers. Before your organisation decides to take on this responsibility, here are a few questions that you need to consider.

■   **Do you have the right experience and mandate?**
- Does your organisation have experience in running training courses for groups of young people?
- Does your organisation have experience in running training courses for groups of young people from different cultural backgrounds?
- Does your organisation have experience in running training courses that last longer than five days?
- Is this part of your organisation's mandate?
- Does your organisation have the necessary resources to run the training course?
- Does your organisation have experience in training volunteers and/or in humanitarian action?

■   **Do you have the human resources?**
- Do you have the 'right' in-house trainers to deliver all the training modules in the training programme?

<u>Tips and advice</u>
To follow is an overview of the different profiles involved in running a training course:

"The group facilitator should be someone who enjoys organising extra-curricular activities with young people e.g. (hiking, visiting the local area, barbecues, card games, etc.) and who is a good listener. The volunteers should feel that they have someone to confide in and share their concerns."
Anna Lear, Training Coordinator, Groupe URD

•   Have you ensured sufficient coordination between trainers to harmonise pedagogical techniques (e.g. learning partners, daily timetable, warm up sessions and daily reflection, weekly feedback sessions)?
•   Have you allocated time or an event to help build team spirit between trainers (e.g. a welcome dinner or evening drink)?
•   Have you included specific activities to help build team spirit between volunteers?
•   If you are running a training course with external trainers, how are you going to ensure that all the trainers have all the necessary information about the volunteers and about their future role (where will they be deployed, what will they be doing) to enable them to prepare their modules satisfactorily?
•   Have you checked whether all the equipment of the training centre is in good condition and functioning at least ten days before the start of the training course?
•   Have you checked whether you have all the stationary for the training course (e.g. pens, paper, flipcharts, marker pens, white board pens, felt tips, post-it notes, drawing pins, bluetack, stopwatch, coffee!, first aid kit, coloured paper, etc.)?
•   Do you have some winding down activities available for the volunteers and trainers to use whenever they feel like it (e.g. pack of cards, board games, badminton set, handball, football, volleyball, etc.)?

"It is preferable that trainers are accommodated at the same place as the volunteers in order to build a good rapport and respond to their needs."
Alenka Oblak, Trainer, Sloga

Preparing the training course

You will be provided with the official modular training course and training materials and you will need to share this information with your team of trainers and assess whether any additional modules need to be developed to meet volunteer profiles and depending on their future role during deployment.

Make a checklist based on the Action Plan (see Table 3: Action plan for preparing and delivering Training Course) with deadlines for each activity.

- Have you planned the Coordination Meeting 2 appropriately to allow all the trainers to get to know each other and discuss how they foresee the delivery of this training programme?
- Have you set aside a time where the trainers can discuss any potential difficulties that they foresee and propose steps to attenuate or overcome these difficulties?
- Have you allocated sufficient time to allow all your trainers to become familiar with the training course content and their specific module?
- Have you planned a sufficient number of teleconference meetings amongst trainers to ensure a harmonised training approach, especially for external trainers?
- Have you ensured that the there is sufficient and appropriate accommodation for all the volunteers in one location for the duration of the training course?
- If the volunteers are responsible for preparing some of their own meals (e.g. breakfast, meals at weekends), does the accommodation have a fully equipped kitchen and facilities?
- Is the training centre relatively accessible from their accommodation?
- Have you reserved the necessary accommodation for all the trainers over the course of the training course, bearing in mind that external trainers may only be present to deliver one module over a limited number of days?
- Have you organised appropriate meals for the volunteers and trainers, taking into account any special dietary requirements?
- Have you developed a general risk management plan covering all general topics?
- Do you have a contingency plan in case you are unable to deliver some of the training content before the volunteers are deployed (e.g. a bout of severe food poisoning for example)?
- Do you have a contingency plan in case an external trainer is delayed or unable to attend?
- Do you have a contingency plan in case there is a last minute problem with the accommodation or catering?

Table 1: Human resources

No	Title	Role
1	Training Coordinator	Responsible for overall coordination of training course (curriculum and organisation of logistics)
1	Training Assistant	Assistant to Training Coordinator
1	Group facilitator	Provide support to volunteers out of class time (resolving non-curriculum related problems, proposing activities in the evenings and at weekends, helping to build team spirit and resolve any potential conflict or tension)
1	Administrator	Drawing up ToR and contracts for external trainers, invoicing, follow-up budget, preparation of accounting documents for DG ECHO, etc.
	Trainers	Responsible for delivering training modules in their specific field of expertise
	Training developers	Responsible for developing additional modules (optional)

Do you have the financial resources?

- Does your organisation have the necessary financial resources to prepare and deliver a training course for a group of EU Aid Volunteers?

Tips and advice

The following table is an example of some of the expenses that you will need to take into account for the preparation and delivery of a three-week training course.

See Annexe 1 for a full budget table

Table 2: Expenses for preparing and delivering training course

CATEGORY	UNIT	DETAILS
A. Fees		
Training Coordinator	Daily wage	Five months (three months preparation + three weeks training delivery + one month wrapping up and recording)
Training Assistant	Daily wage	Five months (three months preparation + three weeks training delivery + one month wrapping up and recording)
Group facilitator	Daily wage	Preparation time + three weeks training delivery
Administrator	Daily wage	Periodic budget follow-up and financial reporting
Training developers	Daily wage	Developing additional modules (if necessary)
Trainer 1	Daily wage	Preparation + assembling training materials (e.g. course book, handouts) + delivery of training module
Trainer 2	Daily wage	Preparation + assembling training materials (e.g. course book, handouts) + delivery of training module
Trainer 3 etc.	Daily wage	Preparation + assembling training materials (e.g. course book, handouts) + delivery of training module
B.Reimbursables		
B.1 Coordination Meeting 1		
Travel	Return trip	Training coordinator + sending organisation + host organisation
Daily allowance	Daily allowance	Training coordinator + sending organisation + host organisation
B.2 Coordination Meeting 2		
Travel	Return trip	Training coordinator + trainers + group facilitator
Daily allowance	Daily allowance	Training coordinator + trainers + group facilitator
B.3 Training course		
Travel	Return trip	Transport of volunteers and trainers to and from training venue
Transport	Lump sum	During training course

■ **Preparing the volunteers for the training course**
- What information do the volunteers need to receive before attending the training course?
- When do they need to receive this information by?
- Who is responsible for communicating this information to the volunteers (i.e. sending organisation or training provider?)
- What is expected of them during the training course?
- What rules and regulations will apply during the training course?

Tips & advice:

- Volunteers should receive a training package at least four weeks before the training course. Training package should include an overview of the training content and delivery methods (i.e. whether the course includes pre-training online module, residential, face-to-face classroom, post-training online modules, participatory?), tips on how to prepare themselves for the training course, checklist of equipment and material to bring for training course and deployment, etc.

- If the deployment phase immediately succeeds the training course, it is worthwhile to explain to volunteers that the training course is an integral part of the induction and deployment phase.

- Will the volunteers be twinned with a local volunteer or a local member of staff of partner organisation? Will this person be available for the induction period? If not, who will fill this role during the induction period?
- How are you going to coordinate with the host organisation(s) to ensure that information conveyed during the training course does not contradict with any information conveyed by host organisation or with the reality in the third country?
- How are you going to answer any questions that they volunteers may have during the training course that fall under the responsibility of the host organisation? (what they should expect in third country, contractual aspects, accommodation during deployment, conditions in third country, etc.)
- What specific characteristics do the volunteers need to know about their hosting environment? (e.g. intercultural preparation, etc.)

CATEGORY	UNIT	DETAILS
A. Fees		
Training venue (fully equipped)	Rent	Three weeks
Trainers accommodation	Rent	Variable
Volunteers' accommodation	Rent	Variable
Catering (trainers and volunteers)		
Training material	Lump sum	
Translation		
C Contingency reserve		
Provision for Contingency reserve	5%	
TOTAL		

Tips & advice:

- Find out as much as possible about what the volunteers will be doing during deployment

- Find out as much as possible about the host organisation's facilities in host country (offices and volunteer accommodation)

- Ask host organisation to provide a detailed programme for the induction period. This is especially important for security issues. The training course should include a general security training module but specific security conditions must be included into the three week induction course.

- The same applies for culturally appropriate behaviour. The training course should give pointers to volunteers about being aware of what is appropriate behaviour in Europe and what is appropriate or not in other countries, but this aspect must be developed further during the induction period in host country.

- The host organisation should provide a deployment package with all the necessary information that the training provider or the sending organisation can hand over to volunteers at end of training course (contact names and numbers, who will meet the volunteers at airport, description of accommodation, emergency contact names and numbers in host country, background documents on host country and humanitarian programmes)

3.   Prepare training session

You will find an Action Plan containing the main steps involved in preparing for the training course.
One of the main features of this Action Plan is the coordination between (i) the sending organisation, training provider and host organisation, and (ii) the training provider and all trainers involved in delivering modules.

WHAT	WHEN	WHO
Prepare Coordination Meeting 1 Share training programme and training content with sending organisation and host organisation	13 weeks before	Training Provider
Coordination Meeting 1 Get to know each other Analyse lessons learnt from previous volunteer schemes and take into account Share selection process, draft training programme, activities and objectives of deployment Validate draft training programme, learning objectives, modules and key sessions Assess whether additional modules need to be developed depending on volunteers activities and objectives of deployment Validate volunteer preparation activities (e.g. e-learning module before training course) Organise fortnightly coordination meetings by teleconference Outputs: revised training programme v1 and revised action plan	12 weeks before	Sending Organisation, Training Provider, Host organisation
Share selection process, training programme, activities and objectives of deployment Validate training programme, learning objectives, modules and key sessions Assess whether additional modules need to be developed depending on volunteers activities and objectives of deployment		Training Provider and Trainers
Share revised training programme v1, minutes of Coordination Meeting 1 and action plan with sending organisation and host organisation	12 weeks before	Training Provider
Fortnightly coordination meeting by teleconference	Fortnightly	Sending Organisation, Training Provider, Host organisation
Identify two trainers for each module Share training programme and training content with all trainers	12 weeks before	
Sending organisation to share selected volunteer profiles with Training Provider	12 weeks before	Sending organisation
Prepare Coordination Meeting 2 Share training programme and training content with all trainers Share volunteer profiles with all trainers	11 weeks before	Training Provider

- *What equipment and material do the volunteers need for the training course?*
- *Is there Internet connection at the training centre? (so the volunteers can plan accordingly if there is no or limited access to internet)*
- *What documents do they need to have provided before they can be accepted on the training course? (e.g. administrative documents, passport, vaccines, medical check-up, social security number, valid bank details, contact details of next of kin in country of origin)*
- *What expenses will they be required to cover themselves? What expenses will they have to pay for in advance and then get reimbursed? What expenses are covered by the programme?*
- *End of training assessment to validate whether the volunteers are ready to be deployed?*
- *What information does the sending organisation need to convey to the volunteers during recruitment process (during the interview(s) and when the candidate volunteer receives confirmation of acceptance on programme) both verbally and in written documents?*
- *What information does the sending organisation expect the training provider to convey during the training course? (regarding contractual issues, security issues, etc.)*
- *How are you going to ensure that any contractual information that is conveyed or discussed during the training course does not contradict with information provided by the sending organisation?*
- *Will a trainer from the sending organisation deliver a module (on contractual issues for example) during the training course? How are you going to answer questions raised by volunteers during the training course on contractual issues that fall under the responsibility of the sending organisation?*
- *What information do you and your trainers need to know about the volunteers in order to help you prepare your training materials?*
When do you need to receive this information? Who is responsible for providing you with this information?
- *When can the sending organisation send you the volunteers' CVs or a résumé of their previous experience and motivation? What are the recruitment deadlines i.e. on what date with the successful candidate volunteers be offered a place? By what date do the volunteers need to accept the offer?*

Coordination with host organisations
- What information will the host organisation expect the training providers to deliver during training course?
- What information do you and your trainers need to know about the deployment phase in order to help you prepare your training materials? When do you need to receive this information? Who can provide you with this information?
- What information and skills transfer falls under the responsibility of the host organisation during the initial induction period?
- What activities will the volunteers be doing during their deployment?

■ **Training course content and delivery methods**

Things to take into account
- What is special about volunteers? i.e. volunteers versus salaried profes-sionals, volunteers versus students, sense of engagement and personal commitment to a cause, roles of volunteers, etc. What should the volunteers, the host organisations and the affected population expect to get out of this exchange?
- What is special about the EU Aid Volunteers programme compared with other volunteer programmes (e.g. VSO, UNV, EVS, etc.)?
- European volunteers! How are you going to bring out the intercultural aspects of delivering a training course to a mixed group of young people from different European countries? How are you going to ensure that this is an asset? What if there are participants from non-European countries?
- Language! What language are you going to deliver your training course in? Will the volunteers be required to sit a language proficiency test to assess whether they are capable of attending a training course in English/French/Spanish/Czech, etc.? Will training courses be delivered in different languages (i.e. one training course in English, one in French, etc.)? If your training course is going to be delivered in English? Are all your trainers going to be English mother tongue or able to speak unders-tandable English and follow group discussions in English? Will a translator be needed?
- How are you going to develop volunteers' understanding of the culture of volunteering and how our understanding of volunteering changes depending on the country (for example, being a volunteer in Czech Republic does not mean the same thing as a volunteer in France or in the UK)

Coordination with sending organisations
- What information does the sending organisation need to receive from the training providers so that they can inform the volunteers correctly during the recruitment and pre-training period?

Here are some questions that need to be discussed during the Coordination Meeting 1
- *Place of training?*
- *Length of training?*
- *Training programme timetable?*
- *Lapse of time between end of training course and deployment?*
- *What can the volunteers expect from their training course?*
- *What is expected of them before, during and after the training course?*
- *What do they need to prepare? Pre-training preparation, distance learning before face-to-face training course? Language test?*

WHAT	WHEN	WHO
Share activities that will allow participants (trainers and learners) to give feedback with Training Provider during and immediately after the course (e.g. informal debriefings w at tend of each week and final written evaluation, multiple choice questions at end of training course)	11 weeks before	Training Provider
Coordination Meeting 2 Get to know each other Analyse lessons learnt from previous volunteer schemes and take into account Share overview of selection process, training programme, activities and objectives of deployment Validate training programme, learning objectives, modules and key sessions Validate methods to support learning process (warm up, daily reflection, getting to know each other, team building, learning partners, working agreement, etc.) Validate feedback techniques Revise action plan together Organise fortnightly coordination meetings by teleconference Outputs: revised training programme v2 and revised action plan and contact list	10 weeks before	All trainers and training coordinator
Share revised training programme v2, minutes of Coordination Meeting 2, action plan and contact list with all trainers and sending organisation and host organisation.	10 weeks before	Training Provider
Preparation for volunteers Communicate remotely with volunteers (contractual informati and deployment)		Sending organi-sation, Training Provider and Host organisation
Trainers to coordinate remotely Validate or submit amendments to module/session content	10 – 6 weeks before	All trainers
Develop learning materials		
Plan logistics and relevant budget • Venue and equipment • Transport • Accommodation • Catering	10 – 6 weeks before	Training Provider
External trainers to communicate provisional arrival/departure dates & times to Training Provider	8 weeks before	All external trainers
Fortnightly coordination meeting by teleconference	Fortnightly	All trainers
Each trainer to submit session content for each module (breakdown of session activities + teaching materials (handouts, powerpoint presentations, etc.)	6 weeks before	All trainers
Each trainer to submit list of requirements (i.e. equipment, printouts, etc.)	6 weeks before	All trainers
Training Provider to incorporate amendments for each module Finalise training programme, timetable and session content Ensure that each module & session contains: • Learning objectives • Key messages • Module timetable • Name of main trainer and co-trainer tandem	5 weeks before	Training Provider

WHAT	WHEN	WHO
Share FINAL training programme with all trainers, sending organisation and host organisation	4 weeks before	Training Provider
Share logistical arrangements for trainers and for volunteers (venue, transport, accommodation and catering) with all trainers, sending organisation and host organisation	4 weeks before	Training Provider
Order stationery and equipment for training course	4 weeks before	Training Provider
Organise social activities for evenings and weekends (e.g. visits, walks, barbecues, etc)	4 weeks before	Anna
Develop the "Course Folder" for volunteers or set up Dropbox equivalent Share with trainers	3 weeks before	Training Provider
All trainers to share all learning material (powerpoint presentations, printouts, description of activities) with printing instructions, if necessary.	2 weeks before	All trainers
Send practical information sheet to volunteers and all trainers	2 weeks before	Training Provider
Prepare handouts and volunteers' folders (with "Course Folder" materials, and any other documents)	2 weeks before	Training Provider
Prepare feedback and capitalisation materials	2 weeks before	Training Provider
Prepare training room	1 week before	Training Provider
Final logistical arrangements (transport, accommodation,	1 week before	Training Provider

"It is really important that an experienced member of the training team is present at all the coordination meetings, especially for validating the training programme, learning objectives and content."
Alenka Oblak, Trainer, Sloga

"Try not to be too overambitious. Simplify the structure of the training programme as much as possible, e.g. break the content down into week-long sections and arrange for trainers to deliver a whole week of content before changing over."
Julie Patinet, Trainer, Groupe URD

"If two facilitators are due to deliver a module together but have never worked together before, you need to allow time for them to get to know each other, understand the way they think, their different working styles and the definitions they use."
Lucia Desmaele, Trainer, FOCSIV

A face-to-face meeting for trainers involved in preparing and delivering a module together was an essential part of the preparation phase."
Caroline Riegel, Trainer, SCD