

## Program Title: Train-the-Trainers for Empowering Underserved Communities

A fully structured program developed by the team of Orpe Human Rights Advocates for a **Train-the-Trainers program** designed to empower underserved individuals and communities. We've formulated doctrines that capture the principles behind each component, emphasizing multiplier effects and foundational community capacity-building.

### Executive Summary

The **Train-the-Trainers (T3) Program** is designed to equip individuals from underserved communities with the knowledge, skills, and facilitation expertise needed to become effective trainers themselves. The program is rooted in the principle of **multiplier empowerment**—trained participants will return to their communities to educate and uplift others, creating sustainable networks of skill-building, leadership, and organizational foundations. Inspired by adult learning principles and participatory approaches, the T3 Program fosters practical competence, adaptability, and ethical leadership, preparing participants to deliver transformative workshops in diverse community settings.

### Need Statement

Many underserved communities face chronic gaps in skills, access to knowledge, and capacity to organize around community priorities. Traditional training models often fail to create local leaders who can continue knowledge transfer sustainably. There is a critical need for **locally-embedded trainers** who can:

- Understand community-specific needs.
- Adapt and facilitate training content effectively.
- Multiply impact through peer-to-peer education.
- Build foundational structures in local organizations and networks.

Without such programs, communities remain dependent on external actors, limiting sustainable development, innovation, and self-empowerment.

## **Program Goals and Objectives**

### **Goal 1: Build local capacity to deliver high-quality training.**

- **Objective 1.1:** Train 50 individuals from underserved communities in facilitation and instructional skills within 6 months.
- **Objective 1.2:** Ensure all participants can design and implement at least one community-based workshop independently.

### **Goal 2: Promote multiplier effects to enhance community skills.**

- **Objective 2.1:** Each trained trainer will conduct a minimum of three workshops within 12 months of program completion.
- **Objective 2.2:** Measure direct and indirect beneficiaries of the training to demonstrate knowledge transfer.

### **Goal 3: Establish foundational organizational skills.**

- **Objective 3.1:** Equip trainers to support the creation or strengthening of local community organizations.
- **Objective 3.2:** Integrate basic management, planning, and evaluation skills into the training modules.

## **Doctrines Underpinning the Program**

1. **Empowerment Doctrine:** Training builds self-efficacy; participants gain the confidence to teach, lead, and organize.
2. **Multiplier Doctrine:** Knowledge transfer should extend beyond direct participants to create exponential community impact.
3. **Adaptability Doctrine:** Trainers must tailor methods, activities, and materials to meet specific community needs.
4. **Participatory Doctrine:** Learning is co-created; facilitation encourages engagement, discussion, and group ownership.
5. **Resilience Doctrine:** Trainers must anticipate challenges, handle sensitive topics, and manage difficult participants.

6. **Sustainability Doctrine:** Training outcomes should create long-term community capacity, not one-off interventions.
7. **Reflective Doctrine:** Continuous evaluation and reflection enhance effectiveness and inform future improvements.

### Theory of Change

**If** underserved community members are trained to become effective trainers,  
**and** they acquire facilitation, lesson planning, and organizational skills,  
**then** they will implement workshops in their communities, multiplying knowledge and building foundational structures,  
**leading to** empowered individuals, stronger local organizations, and sustained community development.

### Logic Model

| Resources/Inputs                                            | Activities                                                                                           | Outputs                                               | Short-Term Outcomes                                                                   | Long-Term Outcomes                                                           |
|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Trainers, facilitators, training materials, venues, funding | Conduct 12-module T3 workshop: training, facilitation, lesson planning, activities, sensitive topics | 50 trained trainers, lesson plans, workshop materials | Trainers demonstrate facilitation skills, lesson plan creation, engagement techniques | Trainers deliver workshops to their communities, creating multiplier effects |
| Participant recruitment and community engagement            | Needs assessment & material review                                                                   | Participant needs mapped, materials adapted           | Participants understand community needs                                               | Community organizations strengthened                                         |
| Monitoring tools, evaluation templates                      | Simulation exercises and peer teaching                                                               | Mock workshops, feedback sessions                     | Trainers can handle difficult participants and tough topics                           | Sustained knowledge transfer and local capacity building                     |

| Resources/Inputs                      | Activities                                | Outputs                              | Short-Term Outcomes                   | Long-Term Outcomes                                            |
|---------------------------------------|-------------------------------------------|--------------------------------------|---------------------------------------|---------------------------------------------------------------|
| Partnerships with local organizations | Action planning and post-training support | Action plans for community workshops | Trainers ready to implement workshops | Enhanced leadership, self-reliance, and community empowerment |

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### Sustainability Strategy

- Develop a **Trainer Alumni Network** to provide peer support and continued learning.
- Encourage **community partnerships** to institutionalize workshops and embed trainers in local initiatives.
- Provide **digital toolkits and templates** for ongoing training and adaptation.
- Include a **“train-the-followers” model** where trainers prepare others to become trainers.

### Monitoring and Evaluation

- **Pre- and post-training assessments:** Measure knowledge and facilitation skill acquisition.
- **Workshop delivery reports:** Track number of workshops, participants reached, and satisfaction levels.
- **Community impact surveys:** Assess skill application, organizational development, and multiplier effect.
- **Reflective logs and action plans:** Ensure continuous improvement and accountability.

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### Assumptions

- Participants are motivated to train others in their communities.
- Communities are receptive and have a basic infrastructure to host workshops.

- Trainers will have access to materials and support for post-training workshops.
- Funding and logistical support are available to sustain follow-up activities.
- Cultural and social contexts allow for open discussion and participation.

## OUTLINE

### Train-The-Trainer Outline:

#### **Module One: Getting Started**

- Workshop Objectives

#### **Module Two: Understanding Training and Facilitation**

- What is Training?
- What is Facilitation?
- Identifying Appropriate Situations for Each

#### **Module Three: Gathering Materials**

- Identifying Participants' Needs

#### **Module Seven: Getting off on the Right Foot**

- Greeting Participants
- Being Prepared
- Using Icebreakers

#### **Module Eight: Delivery Tips and Tricks**

- Using Visual Aids
- Creating Supporting Materials
- Gauging When It's Time For A Break

- Reviewing the Materials
- Identifying and Resolving Gaps

#### **Module Four: Creating a Lesson Plan**

- Planning for the Basics
- Adding Slack Time
- Creating a Plan B
- A Take-Home Template

#### **Module Five: Choosing Activities**

- Types of Activities
- Creating a Tickle Trunk
- What To Do When Games Go Wrong

#### **Module Six: Preparing for the Workshop**

- Creating a Materials List
- Gathering Participant Information

#### **Module Nine: Keeping it Interactive**

- Encouraging Discussion
- Using Group Work
- The Power of Post-It Notes

#### **Module Ten: Dealing with Difficult Participants**

- The Ground Rules
- Challenges and Solutions
- Handling Interruptions

#### **Module Eleven: Tackling Tough Topics**

- Tough Stuff to Watch Out For
- Adjusting Your Material for a Sensitive Issue
- Dealing with Sensitive Issues in the Workshop

#### **Module Twelve: Wrapping Up**

- Words from the Wise
- Review of Parking Lot

- Setting up the Physical Location

- Lessons Learned
- Completion of Action Plans and Evaluations