Trainer's Manual

Training on SDG Localisation in City Corporations and Paurashavas

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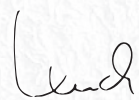**Ms. Redita Rokib**, Advisor, SDG Localisation, ICICF, GIZ Bangladesh

Preface

Germany has been providing development assistance to Bangladesh since its independence in 1971. Over the years, GIZ has been committed towards implementing bi-lateral projects in Bangladesh in the areas of climate change adaptation and mitigation with the financial support of Federal Ministry of Economic Cooperation and Development (BMZ). Germany remains supportive towards partner countries such as Bangladesh in the implementation of the Sustainable Development Goals (SDGs).

Bangladesh was one of the first countries to align its national development plans with the SDGs, and to launch a voluntary National Review in 2017 to report on its progress towards achieving the goals. Through the review, Bangladesh highlighted its achievements in reducing poverty, expanding access to education and healthcare, and promoting gender equality, while acknowledging the challenges that remain in areas such as climate change, sustainable cities, environmental degradation, and inequality. To address these challenges, the commitment made in the framework of the 2030 Agenda for Sustainable Development and its Sustainable Development Goals (SDGs) to "Leave No One Behind" (LNOB) is the utmost significant and transformative component. Thus, the process of localizing SDGs in Bangladesh involves identifying specific targets and indicators that are relevant to local needs and priorities. This ensures that resources are directed towards areas with the greatest need and that local communities are actively engaged in the process of achieving the SDGs. This marked a comprehensive approach to the incorporation of Local Government Institutions (LGIs) by enhancing the capabilities of City Corporations and Municipalities in the process of localizing the Sustainable Development Goals (SDGs).

I am delighted that the National Institute of Local Government (NILG), with the assistance of GIZ's technical support, has developed a trainee manual on "Tools and Methods of SDG Localisation in the City Corporations and Municipalities of Bangladesh" as well as an excel tool to assist City Corporations and Municipalities in identifying the scope for SDG localization and accomplishments. I am happy to know that selected Local Government Institutes (LGIs) in Bangladesh have been trained by the experts from GIZ, NILG and BUET and there is scope to institutionalise this tool. I would earnestly request Local Government Division (LGD) to consider the tool for all City Corporations and Municipalities. I would like to express my gratitude to LGD for their support in this process.

The officials of the Governance Innovation Unit (GIU), Prime Minister's Office (PMO), who have guided and contributed to the development process of the training manual, have my sincere appreciation. I would also like to express my gratitude to BMZ for their trust and support and commend the Improved Coordination of International Climate Finance (ICICF) project for their close collaboration with the National Institute of Local Government (NILG) for developing capacities to localize the Sustainable Development Goals (SDG) in the context of Bangladesh.

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Message

The Government of Bangladesh, in collaboration with German Development Cooperation, strives to identify international climate finance sources and strengthen the capacities, processes, and structures of the Bangladeshi government for strategic engagement with bilateral and multilateral partners in climate finance and sustainable development. The 'Improved Coordination of International Climate Finance (ICICF)' project actively involves Local Government Institutions (LGIs) in enhancing SDG Localisation by equipping City Corporations and Municipalities with the knowledge and skills necessary for addressing climate change and Sustainable Development Goals (SDGs).

The Prime Minister's Office and the National Institute of Local Government (NILG) have played pivotal roles in shaping the path for capacity development initiatives aimed at localising SDGs in Bangladesh. Within the framework of the ICICF project, in collaboration with national and international experts, NILG has developed a training handbook, trainer's manual and an excel tool for SDG Localisation in City Corporations and Paurashavas. This trainer's manual serves as a comprehensive guide for participants in enhancing SDG Localisation and recognizing SDG achievements, which can be duly reported at the national level. The ICICF project has provided essential technical support and capacity development to enable the application of these tools and methods in identifying contributions towards achieving SDGs through planned adaptation measures, as well as identifying suitable climate change project concepts at the local level.

As part of the capacity enhancement process, officials from Local Government Institutions (LGIs) in two City Corporations, namely Khulna City Corporation and Rajshahi City Corporation, and two Paurashavas, Sathkhira and Sirajganj, have undergone training. This training has led to the collection of SDG Best Practices from the selected City Corporations and Paurashavas by NILG, which were subsequently validated through a Write-Shop. The final objective of SDG Localisation is realized through the documentation of these collected SDG Best Practices, making them accessible to other City Corporations and Paurashavas for learning and adoption.

I take this opportunity to express my gratitude to the officials of the Governance Innovation Unit (GIU) and the Prime Minister's Office (PMO) for their guidance and active participation in the development of this Training Manual for SDG Localisation in City Corporations and Paurashavas in Bangladesh. I am indebted to Ms. Luciana Maia, Mr. Evandro Holz, and their International expert team for their invaluable contributions. Special thanks go to the national expert team, including Dr. Israt Islam, Dr. Shakil Akhter, and the team members of Bangladesh University of Engineering and Technology (BUET), for their exceptional technical inputs in the preparation of the Training Manual and the development of various training exercises. I would also like to extend my heartfelt appreciation to the National Institute of Local Government (NILG) for their leadership throughout the tool and training development process and their unwavering commitment to enhancing the capacities of local government entities in Bangladesh.

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Table of **Contents**

1

INTRODUCTION

1.1 SDG Localisation and Climate Change in Bangladesh Context

The urban areas of the world hold more than half of the world's total population and high proportion of global greenhouse gas emissions are generated by urban-based activities and residents (Revi et al., 2014; Satterthwaite, Huq, Pelling, Reid, & Lankao, 2007). Though cities are engines of economic growth, still a large share of the urban population lives in a poverty prone unhealthy condition lacking access to basic services and amenities. In such a backdrop, during 2015 and 2016, the global community witnessed the adoption of important global agreements that would guide development of cities and urban areas globally – among the documents, the 2030 Agenda for Sustainable Development, the New Urban Agenda and the Paris Agreement are notable. About 56% of the world population are living in cities and urban areas in 2020 - which is estimated to be increased to 60% by 2030. Thus, the urban areas will play a vital role in the attainment of sustainable development goals. Similar to other countries of the world Bangladesh has also developed policies, strategies and plans to achieve SDG (2016-2030) and adopted climate change strategy action plans.

All the national documents and most of the sectoral documents of Bangladesh have incorporated these global agendas. Bangladesh and in many other countries, at local level, the local actors still need support and guidance to address the global commitments. Despite all these efforts, focus on the specific needs and perceptions of the vulnerable population is still missing in the formal procedures of plan preparation and implementation process at local level. The inclusion of vulnerable groups in the planning process is the key to uphold the motto "Leaving No One Behind".

Bangladesh government have taken steps to achieve SDGs (2016-2030) and to manage the impacts of climate change through its long-term and short-term plans (such as 8th five-year plan 2020 - 2025), Perspective Plan (2021- 2041); Bangladesh Delta Plan 2100 (General Economic Division, 2020a; General Economic Division, 2020b; United Nations, 2015;). The Perspective Plan (2021-2041) of Bangladesh is envisioned in four 5-year phases. The first phase starts with the 8th Five Year Plan. In this backdrop, the 8th Five Year Plan focuses on six core themes, among them following five themes are directly linked with global commitments of SDG and climate change goals of adaptation and mitigation:

- GDP growth acceleration, employment generation, productivity acceleration and rapid poverty reduction;

- A broad-based strategy of inclusiveness with a view to empowering every citizen to participate fully and benefit from the development process and helping the poor and vulnerable with social protection- based income transfers;

- A sustainable development pathway that is resilient to disaster and climate change; entails

- Sustainable use of natural resources; and successfully manages the inevitable urbanization transition;

- Development and improvement of critical institutions necessary to lead the economy to UMIC status;

- Attaining SDG targets and coping up the impact of LDC graduation.

1.2 Capacity Strengthening on SDG Localisation

Adapting to climate change in urban area has been a key priority area of German Development Cooperation in Bangladesh since 2014 and the 'Improved Coordination of International Climate Finance (ICICF)' Project is an integral part of the programme that was adopted in 2019. One of key output for the project is capacity strengthening of urban local government of Bangladesh for SDG localisation. One of the expected outputs of the project "Improved Coordination of International Climate Finance (ICICF) Project" of GIZ is to involve the local level in the design, planning and implementation of an SDG-linked climate project. To involve the local level actors in SDG implementation in the context of adaptation projects, it is necessary to demonstrate how to involve the local level in planning and implementation of an SDG-related climate project. The climate projects are more viable for international funding if SDG contributions and needs of local target groups are integrated. This enables all relevant stakeholders - especially vulnerable target groups - to articulate their needs in line with the Agenda 2030 principles of "shared responsibility" and "leave no one behind" (LNOB). The narrative for city corporations/ municipalities to engage with ICICF project comes with the benefit of improved capacities to recognize SDG contributions and report on SDG achievements, including best practices. It is expected that the eligibility of climate projects increases if SDG objectives are already integrated in the planning process and local target groups are included in the planning process.

It should be mentioned here that Bangladesh government is committed to achieving the SDG goals. In this regard, the government aims at to eliminate extreme poverty and reach Upper Middle-Income Country (UMIC) status by 2031, and High-Income Country (HIC) status by 2041. The perspective plan 2021-41 is prepared to achieve these objectives. It focus specifically on SDG 1 and 2 as those two are very much focused on poverty alleviation, but it do recognize the importance of other goals.

On the other hand, to achieve the twin objectives of achieving the goals of SDG 13 and adapting to climate change in October 2022, Bangladesh government adopted the National Adaptation Plan of Bangladesh (2023-2050) (NAP). NAP has six goals which are to be achieved through 113 interventions within eight thematic sectors, which are-i) Water resources, ii) Disaster, social safety and security, iii) Agriculture, iv) Fisheries, aquaculture and livestock, v) Urban areas, vi) Ecosystems, wetlands and biodiversity, vii) Policies and institutions and viii) Capacity development, research and innovation. Though this document emphasizes on the achievement of SDG 13, but the interventions proposed in it, also facilitate the achievement of SDG 1, 2, 3, 4, 5, 6, 7,9,10,11, 14 and 16. In June 2023, government has published SDG Localisation: Bangladesh Model. The model focuses on two issues i) The role of local government in achieving SDGs and ii) Formulating local development plan on the basis of SDGs. Thus, government identified 39 national priority targets for SDGs and each of the districts and upazilla identified their own priority target.

1.3 The concept of the training

The training materials, methodology and localising tool developed build strongly on the GIZ tool named City WORKS, developed by the Sector Program Cities, as well as on long-standing GIZ experience with practice-oriented and interactive learning.

City WORKS is conceived as a set of interlinked tools that help cities realise, analyse and tackle the implications of global agendas in cities. The toolkit offers a targeted step-by-step process which:

- Provide an overall understanding of the interlinkage of global climate goals and sustainable development goals (SDGs) and the challenges and opportunities at the local level.

- Support cities to identify and prioritize SDGs and climate aspects relevant from them, while also linking their current projects to reporting formats at the national level

- Increase visibility of local efforts nationally and internationally by jointly developing and testing Voluntary Local Reviews formats (including localizing national indicators)

- Support cities, in the long run, in working result-oriented and taking evidence-based decisions.

A similar tool based on **City WORKS** and considering the local context has been developed that can be applied in Bangladesh to build the capacity of city corporations and municipalities to

(a) ensure alignment of suitable project ideas to the achievement of Agenda 2030/SDGs and other global agendas and

(b) catalysing their potential to promote positive social, environmental and economic impact in the areas of climate change mitigation and adaptation and Sustainable Development.

Projects are more viable for international funding, if the needs of local vulnerable groups and linkage with SDGs are considered in the planning process. This enables all relevant stakeholders, especially vulnerable target groups to articulate their needs in line with the agenda 2030 principles of *"Shared Responsibility"* and *"Leave No One Behind" (LNOB).*

The pilot application of **City WORKS** in Bangladesh was done by the National Institute of Local Government (NILG), which later will act as a disseminator in line with its mandate to strengthen the Local Government Institutions (LGIs) in the country. During piloting Center for Regional Development Studies at Bangladesh University of Engineering and Technology (BUET) supported NILG. The National Institute of Local Government (NILG) has the mandate to strengthen capacities of the LGIs in the country by providing training and conducting relevant research activities. NILG has developed and implemented a **Training of Trainers (ToT) Manual** on SDGs for Zila (District) and Upazilla (sub-district) level. This Manual has been a useful starting point for SDGs Localisation especially in subnational LGIs. The ICICF project along with NILG has identified a clear opportunity to build on, and further expand this ToT to cover the SDGs localisation process at the urban LGIs especially city corporations and address major environmental and sustainability issues related to LGI operations.

During the pilot training (Part 1), nominated officials of the Khulna City Corporation, together with selected officials from NILG experienced the application of selected tools from **City WORKS** and customised tools that included national and local aspects and provide valuable feedback about these approaches. Afterwards (part 2) the training focused on providing methodological / didactical and practice-oriented training skills while also offering trainers from NILG the opportunity to apply and further develop these skills (trainers on stage).

The aim of **practice-oriented and interactive learning** is to convey teaching messages mainly through interactive practical work done by the trainees. The training is usually facilitated by two or more trainers and is offered to a range of 10 to 25 trainees.

Different blocks or modules compose each of the trainings and most of them follow the same sequence, including the **elements** (and complemented by games, movies, action learning exercises):

- A brief **introduction** given by the trainer provides the necessary theoretical background and introduces participants to their task in the case work/activity.

- The **case work/activity** gives participants the opportunity to work in groups through the different aspects linked to cities and climate change.

- The **plenary/wrap up / harvesting discussion** is the space to reflect on what has been learned, to share experiences and for mutual learning. Trainers guide through questions and consequently offer alternatives and corrections where necessary. In a **final reflection**, the participants reassume their own real-life position to link the gained findings into their own experience.

To support the learning/teaching activities, a different set of **training materials** was developed:

- A library of PowerPoint slides (to be presented by the trainer and later handed over as soft copies to the trainees) supports the introductory input for each module and the explanation of the tasks / group work.

- The main material to be used by participants is the Training Manual / Handout, which contains the instructions and necessary information for the caseworks and exercises, and additional information.

- A Trainer's Handbook is also available. Besides the basics on participatory training methods (part 1), it also provides necessary information for running each module (part 2 – facilitation plan)

- Evaluation, pre- and post-training assessment as well as a list of resources and materials are also provided.

1.4 Training Objectives and structure

There are eight blocks in the training manual. Block 0 to block 5 focused on the training for participants (day 1 to 3). Block 6 and 7 are the methodological part; and it is– for the training of trainers (day 4 and 5 - Methodological / didactical skills / trainers on stage).

Block 0. Welcome and Introduction
Goal: Give orientation, introduction of training and methodology, introduction of participants

Block 1: SDGs and climate agenda – International, national and local perspectives
Goal: Understand the key outcomes of the Sustainable Development Goals (SGDs) & Climate agenda; the role and limitations of local government action in supporting the achievement of SDGs; and what Bangladesh cities / local governments can do to implement SDGs

Block 2. Supporting tools for stakeholder analysis and engagement
Goal: Reflect on the institutional, governance and engagement frameworks that can support collaborative local action towards global goals

Block 3. Assessment of city challenges and opportunities regarding climate and resilience
Goal: Allow participants to work in a collaborative manner in order to identify the main issues their cities face, and the actions derived to face them in alignment with national and global climate and resilience agendas

Block 4. Developing project logical framework
Goal: Understand how global agendas can be reflected under a project logical framework

Block 5. Measuring progress towards the goal
Goal: Reflect on the way ahead concerning SDG localisation in Bangladesh; learn and discuss about data challenges and possible innovative ideas, trying to find concrete indicators at project and strategic level to help monitoring and reporting at local level

Block 6. Methodological / didactical skills
Goal: Discuss your best training experiences as trainee and didactics of adults learning
Be familiar with methodological / didactical concepts for interactive / practice-oriented trainings

Block 7. Trainers on stage
Goal: Further strengthen the content-wise knowledge regarding the SDG localisation topic, as well as practice as a trainer and receive / give feedback within the trainers' team

In the following table, an overview of the draft proposed structure for a 5-day training is given. Please note that the duration of the individual sessions is indicative.

Part 1. Day 1. Understanding SDGs and climate goals	Day 1	Format	Presenter/ Moderator
Registration	08.45 – 09.45		
Official Welcome - Opening Remarks - Welcome remarks	09.45 – 10.15	Speeches	
Introductions and group picture	10.15 – 10.30	Picture	
Housekeeping / rules	10.30 – 10.45	Lecture	
<u>Block 1. SDGs and climate agendas – International, national and local perspectives</u> Overview on SDGs and Climate Agendas Mandate and governance at local level (city corporations) (NILG)	10.45 – 11.30	Lecture	
Break	11.30 – 11.45		
Exercise "Spot the Agenda"	11.45 – 12.45	Group work	
Lunch & prayer break	12.45 – 14.30		
Energizer – SDG Pair Matching	14.30 – 14.45		
SDG-Wheel / Self-assessment	14.45 – 16.00	Group work	
Local government tasks and mandates for SDG achievement	16.00 – 16.45	Group work	
Wrap up and outlook of day 1	16.45 – 17.00		

Part 1. Day 2. Engaging stakeholders and assessing your city with SDG and climate lens	Day 2	Format	Presenter/ Moderator
Registration	08.45 – 09.20		
Check-in, Recap and Agenda	09.20 – 09.40	Open discussion	
Block 2. Supporting tools for stakeholder analysis and engagement Stakeholder engagement exercise (BUET)	09.40 – 12.00	Lecture Group work	
Break	In between		
Energizer	12.00 – 12.15		
Block 3. Assessing challenges and opportunities at local level regarding climate and resilience Analysing climate change and resilience at the local level	12.15 – 13.15	Lecture Action Learning	
Lunch	13.15 – 14.30		
Relevance of SDG Localisation in Bangladesh	14.30 – 15.00	Speech	
Spatialising challenges and opportunities (SDGs, climate, resilience) in the map	15.00 – 16.45	Group work	
Break	In between		
Wrap up and outlook of day 2	16.45 – 17.00		

Part 1. Day 3. Projects, data and indicators & roadmap for action	Day 3	Format	Presenter/ Moderator
Registration	08.45 – 09.20		
Check-in, Recap and Agenda	09.20 – 09.30	Open discussion	
Block 4. Developing project logical frameworks Thirsty Donkey	09.30 – 09.50	Lecture Group work	
Theory of change/logical framework Locally adapted indicators	09.50 – 12.00	Lecture Group work	
Break	In between		
Mobilizing resources – how can actors support local action	12.00 – 13.30	Group work	
Lunch	13.30 – 14.30		
Block 5. Measuring progress towards the goals Digital tools for SDG localisation	14.30 – 15.30	Tool demonstration	
Roadmap for Action	15.45 – 16.00	Homework	
Evaluation / feedback	16.00 – 16.15	Written, oral	
Letter to myself	16.15 – 16.45	Written	
Closing session - Certificate dissemination - Closing remarks by Mayor, KCC	17.00 – 17.35		

Part 2. Day 4. Methodological / didactical Skills	Day 4	Format	Presenter/ Moderator
Registration	08.45 – 09.00		
Welcome and agenda / Goals of part 2	09.00 – 09.15	Lecture	
Interactive training: how adults learn / What makes a good training / success factors	09.15 – 10.00	Lecture	
People and spaces / Principles of debate-based teaching / Difficult situations in training and how to cope with them	10.00 – 11.00	Lecture	
Short break	11.00 – 11.15		
Developing a training program	11.15 – 12.30	Group work	
Trainers of stage - Introduction / forming groups	12.30 – 13.00	Group work	
Lunch	13.00 – 14.00		
Energizer	14.00 – 14.15	Energizer	
Groups prepare to deliver one training exercise	14.15 – 15.15	Group work	
Trainers On Stage I: groups conduct a selected exercise and get feedback	15.15 – 16.45	Group work	
Feedback session	16.45 – 17.15	Open discussion	

Part 2. Day 4. Methodological / didactical Skills	Day 4	Format	Presenter/ Moderator
Registration	08.15 – 08.30		
Check-in and energizer	08.30 – 08.45	Lecture	
Trainers on Stage II – groups conduct a selected exercise and get feedback	08.45 – 10.15	Group work	
Feedback to group work	10.15 – 10.45	Group work	
Break	10.45 – 11.00		
Structured discussion about overall feedback, debriefing, next steps	11.00 – 12.00	Open discussion	
Lunch	12.00 – 13.00		

Further outcomes of the training are:

- Improving the general understanding of the relevance of local actors in delivering the Agenda 2030, helping to make sense of the global goals at the local level
- Fostering a practice-oriented understanding of relevant SDGs' targets and indicators
- Providing concrete ideas for implementation in the context of day-to-day work
- Offering opportunities for horizontal / peer-to-peer learning and to gain important insights through the exchange of experiences.

2
BASICS ON PARTICIPATORY TRAINING METHODS

2.1 Tips and hints for interactive trainings

- As a trainer **talk less.** Apply the **10:60:30 rule:** 10% theoretical input, 60% active interaction / case work / working groups, 30% discussion, reflection, conclusion and transfer to participants reality.

- **Mobilize the participant's creative energy and knowledge**, and open space for the active interaction of all. Take your participants seriously. Nobody knows everything (including yourself), but everybody knows something. Your participants have much experience and want to share their views with others.

- **Facilitate** the exchange of information and problem solving **by means of dialogue**: among you and the participants, and among the participants themselves. Adults can learn well - and much from dialogue with respected peers. **Do not force your view** on to the participants.

- **Motivate by means of questions** that stimulate curiosity and exploration. Formulate questions for group work carefully and precisely. If possible, pre-test them among the members of your trainer team.

- **Visualize questions for group work** on a board or flipchart, explain them carefully and ask whether further clarifications are necessary.

- **Set an appropriate level of difficulty/complexity.** The degree of difficulty/ complexity should be set high enough to challenge participants but not to frustrate them. The instruction should predict and reward participation, culminating in success.

- **Listen before you talk**, in order to fully grasp the socio-cultural and professional background, the working situation, and the questions of your participants.

- As often as possible **pass on subject matter or methodological questions** directed at the trainer to the plenary or possibly a resource person. The same applies if the participants call on the trainer to solve a problem. He or she may want to refer to the rule of thumb: "If somebody has a problem, he/she should take the responsibility to solve it".

- **Do not defend your procedures** but be self-critical in the use of moderation rules and in the evaluation of your own function.

- Always **allocate precise and sufficient timelines for group work** or other tasks and avoid abusing breaks for work.

- From time to time, certainly every morning, **provide an overview on where you are in the training programme**: recall the last topics or last steps in the learning process, and provide a look ahead into the program to follow.

- Always **provide time and space for working groups to present** and discuss their results in plenary. Respect the efforts they have invested. Ask the groups to present but highlights of their conclusions if time is a concern.

- **Mix methods and create a good workshop flow** through proper sequencing. For example, having a phase of intensive group work followed by a plenary session capitalising on the group work, yet still demanding active participation, but not to the same extent as before. It also means mixing intellectual (cognitive), emotional and physical impulses. A day full of lecture and "always-the-same-style-working-groups" can be painful for both sides. Mix input/lecture, group work, discussion, brainstorming, mind-maps, buzz groups, games, role-plays etc. But keep in mind: form follows function.

- Use **"buzz-groups"** to encourage participants to interact with each other, to reflect lessons learnt from a particular session, to answer a question or to collect ideas: A plenary session breaks into sub-group of 2-4 members – just by moving the chairs – to briefly discuss a particular question. The room soon fills with noise as each sub-group 'buzzes' in discussion. ask the sub-groups to agree upon two or three highlights and to briefly report back to the plenary.

- **Watch out for group dynamics.** Not everybody feels comfortable with participatory processes. Workshop participants may come from an organisational culture where participatory dynamics are avoided rather than embraced. Encourage the shy persons to participate while discourage someone who is dominating the discussion.

- Keep a **"bin" list.** When participants raise issues, which are outside the scope of the current topics or require more time than you have available, chart them on a "bin" or "unfinished business" list. You may hit these issues as the training progresses, or you can schedule time to return to these questions.

- D**o a review at the end or beginning of every training day,** Schedule time to do a quick review of the day's work, the most important learning highlights. Schedule the review for the last ten minutes of the day or beginning of next day.

- **Make photo-documentation** and hand out the flipcharts to participants and prepare boards. Let the participants know that you would make a photo-documentation. Keep track of the many flipcharts and boards generated throughout the training. Take pictures in every session break, certainly at the end of every training day.

- **Be flexible but still open for positive surprises.** We expect that the workshop would be conducted as planned. But there may arise some unexpected issues. So, you should be flexible enough to change plans. Being flexible also means throwing the ball back in the participants' court in order to jointly reflect on the best way forward.

- **Work in a team of trainers.** Trainers have different personal characteristics, which are perceived, accepted and appreciated differently by participants. Being a trainer is very demanding and intensive. It requires phases of rest and reflection. So always work in a team. If you can't have a co-trainer, insist on having at least an event assistant who supports you throughout the entire training.

2.2 How adults learn

- **Adults have special needs and requirements** as learners.
- **Adults know already a lot.** Adults have accumulated a foundation of life experiences and knowledge that may include work-related activities, family responsibilities, and previous education and training. They need to be able to integrate new ideas with what they already know if they are going to keep and use the new information.
- **Adults need to be shown respect.** Trainers must acknowledge the wealth of experiences that adult participants bring to the training. These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in the group.
- **Adults are autonomous and self-directed.** They need to be free to direct themselves. Trainers have to act as facilitators, guiding participants to their own knowledge. They serve as to assist participants' own learning process and must actively involve and reflect their interests in the design of a training. They should allow participants to assume responsibility for presentations and group leadership.
- **Adults are goal oriented.** Trainers must show participants how a training will help them attain their goals. This classification of goals and course objectives must be done early in the training and should be spelled out before each exercise and lectures.
- **Adults are relevancy oriented.** Trainers need a sound understanding of the participants' motivation and needs and they must continuously try to harmonize content and design of a training with the life and work context of the participants. They should make participants think about the practical application of the newly acquired knowledge at his/her workplace: Possible benefits, preconditions, difficulties, resistances and how to deal with them.
- **Adult learning refers mostly to behaviour changes –** to be able to do something better or differently than before. This needs action-oriented training methods combined with intensive feedback by the trainer or the other participants.

2.3 Roles and Skills of a Trainer

A trainer needs to have a profound knowledge on the subject matter and its different components but should not see himself or herself as master or lecturer only, but also as a facilitator, a "communication butler" for the group. Beside the competencies as an "expert" they definitely need specific facilitation skills and competences. Good facilitators bring a group together, develop and balance its potentials in a non-dominating way. Asking and formulating the right question at the right time and active listening are two of their most important tasks. Trainers master a variety of techniques to enhance group dynamics and organize plenary sessions as well as group work in a well-planned, scripted way. A good trainer possesses the following characteristics-

- **Interaction competence:** ensures effective communication and focused work in a relaxed and friendly atmosphere and in turn, creates effective problem solving. Trainers convince of a method not by preaching but by supporting participants to apply and to reflect on it.

- **Presentation competence:** Trainer supports general understanding and learning of new information. It includes participants- and learning-oriented "power point"-skills, and general rhetorical skills.

- **Visualization competence:** Trainers should possess drawing and handwriting skills, and acquire a sense for arranging space, structure, colours and other moderation or presentation elements to create an attractive learning environment.

- **Participation competence**: A trainer should bring out the best in a group by means of cumulative learning which all individuals contribute. Good trainers make participants feel that "Nobody knows everything, but everybody knows something". They set the tone of the event, trust in other people's intellectual and creative potential, avoid that there are winners and losers in a group, and respect the ideas, opinions and practices of others.

- **Dramaturgic competence:** Trainers need to be able to flexibly adapt and modify moderation and visualization methods and sequences of steps, according to the group's dynamic and needs, time, space, and other frameworks conditions that have an influence on the design of a training.

> **In a nutshell:** We see the trainer less like a teacher or expert and more like **a facilitator of learning processes.** This fits very well with the trainer sharing his/her knowledge and experiences (e.g., through inputs and presentations), but only as part of an interactive learning design and not in a way that places the trainer's knowledge and experience in the spotlight.

What makes a good trainer?

A good interactive trainer.

- Prepares both content and process, including a clear set of teaching/learning objectives, guiding questions, follow-up questions, and closing comments.

- Listens thoughtfully throughout the classroom discussion.

- Actively manages class flow and structure, while responding flexibly to trainees' comments.

- Poses challenging questions, cold/warm calls (cold: without pre-class hint for the trainee), and follow-ups to promote high quality class discussion.
- Stimulates thoughtful trainee-to-trainee discussion and encourages participation from a broad range of trainees.
- Draws on student background information in guiding the class discussion.
- Provides appropriate closure / conclusions to discussion segments and sessions.

Dealing with difficult situations

Each 'real' training situation will be confronted with certain challenges. These might include:

- Time constraints,
- Dominant trainees,
- Chronic complainers,
- Chatty members,
- Attention-seeking,
- Unusually quiet group members,
- Meandering discussion.

There are several techniques how to respond to these challenges:

Timing / schedule

- Have a clear time schedule but be flexible to change it if unavoidable.
- If you notice that trainees want to address an issue not included in the agenda, try to find some space and clarify where to take the time from.
- Provide for slots of spare time.
- Create 'parking lots' for issues to be discussed later.
- Be courageous to skip issues.

Group dynamics

- Provide clear rules and instructions for certain training situations.
- Alternate group composition to avoid encrusted group dynamics.
- Allocate rotating roles among trainees e.g., as facilitator, recorder, reporter, observer, timekeeper.
- If problematic behaviour occurs: Address the behaviour, not the person.
- Enable members with specific knowledge to give inputs / short presentations to the group.

In general

- Maintain a positive attitude: Do not fall into a common trap of channelling too much energy into the challenges posed by only one or two members.

Type of question	Use	Example
Circular questions	Change the perspective. introduce other perceptions.	If I asked your colleague about what made the situation so difficult, what would he say? What alternative ways of looking at this are there? If you had invited a representative from Civil Society to your meeting, what would have been different?
Questions about behaviour	Help to perceive what hapens beyond judgement. Promote a more detailed perception and reframing. Clarify your own contributions to situation.	What does Mr. Miller do exactly, when he is making you impatient? What exactly happens, when nobody takes the responsibility for ..? How exactly do you react when the team?
Assessment questions	To step back and use hindsight. To draw lessons from a particular experience.	What have you learnt form .? How can you make use of what you have learnt from ? What for you was encouraging? If you started again what would you do differently?

2.4 Active Listening - five key elements

Listening is one of the most important skills a trainer can have.

There are five key elements of active listening. They all help trainers ensure that they hear the other person, and that the other person knows they are hearing what they say.

1. Pay attention
Give the speaker your undivided attention and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly.

- Look at the speaker directly.
- Avoid being distracted by environmental factors.
- "Listen" to the speaker's body language.
- Refrain from side conversations when listening in a group setting.

2. Show that you are listening

- Use your own body language and gestures to convey your attention.
- Nod occasionally.
- Smile and use other facial expressions.
- Note your posture and make sure it is open and inviting.
- Encourage the speaker to continue with small verbal comments like yes, and uh huh.

3. Provide feedback

Our personal filters, assumptions, judgments, and beliefs can distort what we hear. Trainers role is to understand what is being said. This may require to reflect what is being said and ask questions.

- Reflect what has been said by paraphrasing. "What I'm hearing is." and "Sounds like you are saying." are great ways to reflect back.
- Ask questions to clarify certain points. "What do you mean when you say." "Is this what you mean?"
- Summarize the speaker's comments periodically.

4. Defer judgment

Interrupting is **a waste of time.** It frustrates the speaker and limits full understanding of the message.

- Allow the speaker to finish.
- Don't interrupt with counter arguments.

5. Respond appropriately

Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down.

- Be candid, open, and honest in your response.
- Assert your opinions respectfully.
- Treat the other person as he or she would want to be treated.

The Six techniques of active listening

Active listening involves paying attention, withholding judgment, reflecting, clarifying, summarizing and sharing. And each listening skill requires several techniques or behaviours.

Technique	Example
1. To paraphrase Repeat with your own words the last thing or main message the dialogue partner has said.	"So you did not find adequate climate data"
2. To mirror You express what feeling or attitude you perceive in your dialogue partner 's statements.	"It must have been quite frustrating to you to find no adequate solution"
3. To summarize Summarize in one sentence a longer explanation.	"So overall you faced quite a number of restrictions from the political level"
4. To focus Select an issue of particular importance of what your dialogue partner has said and invite your partner to ,dig deeper.	"What was it in detail what made that decision so difficult?"
5. To translate Express a hypothesis what the meaning of what you heard	"It must have been a breakthrough to get finally the permission by the mayor"
6. To inquire Ask open questions following your own curiosity starting with W-Questions (Why, Where, How, Who, What, When etc.):	"Why was there so much resistance on the issue in your city?"

3
TRAINING PROGRAMME

3.1 Designing a training programme

This section provides an overview of what needs to be taken into consideration when designing a training programme. Regardless of whether the training is complex or not, thorough, and deliberate preparation and design are indispensable. Training design is to be seen as a crosscutting endeavour, i.e., those certain steps and tasks are relevant for whatever content the training programme or workshop might focus on.

Clarify objectives and major themes and topics

An institution takes the initiative for a training programme and asks an internal or an external trainer or a team of trainers to prepare a training programme. The first question the trainers must raise regards the **objectives** of the institution, i.e., what the institution (client) wants to achieve, and their expectations from the trainers and training. Trying to understand these objectives goes hand-in- hand with the exploration of underlying assumptions.

The trainers also need to agree with the client institution on the approach. The following questions are most helpful in this respect:

- Will training workshops as a single event be sufficient?
- Should a modular approach be given priority, which means organising the training process as a series of several workshops, team and/or individual coaching?
- What approach will be taken for the training process to be adopted? On which levels the training workshops should take place?

At the end of this clarification the trainers need to be convinced that a training programme is the right way to achieve the client's objectives.

Learn about participants and their needs

The agreement with the client institution will already have provided indications about the participants in the training process. But as the training programme unfolds, the question 'Who needs to participate?' will find a more and more concrete answer. Criteria are indispensable in order to make a proper selection of participants.

In defining criteria, the organisational context needs to be taken into consideration. For example:

- Will the participants be in a position to use their newly acquired capacities and competencies in a way that the expected outcome and impact can be achieved?
- How many people would participate in the training workshop? What is the maximum and minimum?
- What is the desired composition in the group in terms of experiences, professional back-grounds, gender, age and institutional affiliations?
- What are your assumptions about the participants' openness towards a participatory training approach?

Define the learning objectives

For defining learning objectives, it is helpful to go to the very end of the learning process in answering the following question:

- What should participants be able to do differently/better?

Formulation of learning objectives

The formulation of learning objectives is a key step in preparing a training workshop. It is the anticipation of what participants will take home from a training workshop in terms of newly acquired abilities and competencies. Learning objectives provide indications about stages in the workshop process because some of the learning objectives might be achieved 'on the road' whereas others are only achieved at the end of the training workshop.

Clarify budget and logistics

This is a decisive milestone in the design process because it entails negotiations with the client organisation and what is available in terms of budget and what is needed to reach the objectives of the training programme.

In most cases this is a difficult balancing act. The client organisation might push for increasing the number of participants per training workshop while as trainers it is needed to explain that you cannot reach certain learning objectives when you have a group of 25 instead of 15 participants, for example.

Another critical parameter is 'duration'. The normal reaction of a client organisation with a tight budget is to cut down on the days for a training event and to increase the number of participants. It is crucial for trainers at this stage not to accept responsibility for achieving certain learning objectives if the duration and number of trainees are not tuned in a way that these learning objectives can be achieved.

Trainers need to be prepared at this point to put **convincing methodological arguments** on the table regarding the two key parameters: duration and number of participants. There is a less decisive factor coming into the picture, but it is a tricky one is venue. It is important for trainers to lobby for a suitable venue. A good venue provides for working rooms with sufficient light and space, away from the daily life of busy organisations, but not too remote.

If they are unfamiliar with the venue selected, trainers should check it out to see whether it is suitable for a participatory workshop:

- What is the flexibility in terms of seating arrangements?

- Is there enough space to practice the mobile visualisation and to work in different arrangements?
- Is it possible to expose visualisation results on walls? How big is the seminar room and what is its shape? Are there obstructive pillars in the room?

Prepare workshop structure /design

Based on the learning objectives it is possible to make a draft of the workshop flow. Using a mind map has proved to be very useful at this stage. The workshop flow depicts the sequence of working steps from the opening and introduction until evaluation and close of the training workshop. It derives from the abilities of the trainers to anticipate an exciting and effective dramaturgy **for the whole learning process.** It is like a sketch map of how the workshop process is supposed to unfold. How it will really unfold is of course not predictable because this depends on what the major actors in the workshop scenery, the participants, will or won't do.

It is **this draft of the workshop** flow that will serve as a starting point for developing the training workshop scenario. It will also help the trainers on the first day of the training workshop because it is much more convincing to explain the main working steps in this manner than in a detailed programme where the participants will not be in a position to immediately grasp what to expect.

Planning training workshop

Planning and designing of a training workshop need to focus on a number of aspects which includes-

i. Lecture/ Discussion/ Group Exercise content

ii. Allocation of time for each lecture/ discussion/ group exercise

iii. Designation of competent trainer for each lecture/ discussion/ group Exercise

iv. Designation of supporting personnel for conducting each session

v. Designing of each lecture/ discussion/ group exercise session according to their content.

vi. Scheduling the lecture/ discussion/ group exercise session in blocks based on their interdependency in a chronological order.

Considering the above aspects, "Tools and Methods for SDG Localisation" has been designed comprising of following six blocks. Details of each block is explained below:

1. Block 0. Welcome and Introduction

This is the welcoming and introduction session of the training workshop. The goal of this block was to "Give orientation, introduction of participants, explain the goals and objectives of the training workshop and the modality of conducting the program. The total time allocated for this block is an hour. In addition, a pre-training knowledge level assessment form regarding the perception on of participants' knowledge base of SDG localisation should be given to the participants to fill out.

2. Block 1: SDGs and climate agenda – International, national and local perspectives

The goal of this Block is to "Understanding the key outcomes of the Sustainable Development Goals (SGDs) & climate agenda; the role and limitations of local government action in supporting the achievement of SDGs; and what Bangladesh cities / local governments can do to implement SDGs".

Total 300 minutes is allocated for this block. It is comprised of eight tasks. There are two breaks of 15 minutes and 75 minutes. The training contents included lecture and group-based exercises and a wrap-up discussion at the end.

3. Block 2: Supporting tools for stakeholder analysis and engagement

Block 2 has the goal of "Reflecting on the institutional, governance and engagement frameworks that can support collaborative local action towards global goals". About 150 minutes is allocated for this block. Two tasks will be conducted in this block with a 15-minute break. This Block has lectures and group-based exercises. At the beginning of the day, it has a recap session on discussion from previous day.

4. Block 3: Assessment of city challenges and opportunities regarding climate and resilience

The goal of this Block is to "Allow participants to work in a collaborative manner in order to identify the main issues their cities face, and the actions derived to face them in alignment with national and global climate and resilience agendas". The total time allocated for this Block is 270 minutes, that included tasks of group-based exercises and a wrap-up session. It also has a break of 75 minutes.

5. Block 4. Developing project logical frameworks

This Block consist of the goal of "Understanding how global agendas can be reflected under a "project logical framework". The total time allocated for this Block is 300 min, which was further divided for four tasks. This Block also has a 75-minute break. The tasks allocated in this Block included Recap of the previous day and group-based exercises.

6. Block 5. Measuring progress towards the goals

Block 5 aimed to "Reflect on the way ahead concerning SDG localisation in Bangladesh; learn and discuss about data challenges and possible innovative ideas, trying to find concrete indicators at project and strategic level to help monitoring and reporting at local level". Within total allocated time of 180 minutes, four tasks are to be conducted which includes an energizer for participants, group-based exercises with a 15-minute break.

At the end, the participants filled out the post-training knowledge level assessment form about the change of perception of participants' knowledge base of SDG localisation. In addition, they also has to filled out form to evaluate the trainers and different aspects of training session.

Documentation and reporting

Trainers need to decide beforehand, in consultation with the client organisation, how the results and the process of the training workshop are to be documented. This depends on the scope of documentation, i.e., if it is done 'only' for the participants or if the documentation should be made available, eventually in a more elaborated form (report, handbook), to a wider audience.

At this stage the trainers also need to decide what they want to put at the disposal of the participants, beyond the workshop documentation, for supporting the learning transfer. This support could comprise of handouts, a reader, case studies or a handbook, to give a few examples.

Operational planning

Finally, the team of trainers will divide the tasks and responsibilities among its members according to the training structure and the scenario developed. An action plan will highlight what needs to be done by whom at which phase. This plan will facilitate the preparation work of the team prior to the training workshop. It will include the preliminary agenda for the final planning meeting which the trainers will have on the day before the participants arrive.

3.2 Opening a training

Participants of an interactive training spend an intensive time together, full of encounters and interactions at different levels. An introductory round at the beginning of the course will support this process, so that the trainees start getting to know each other. There are different techniques for introductory rounds depending on the available time and the envisaged intensity of getting to know.

Room mapping

Explain that there is a virtual map on the floor of the training room. Indicate the extreme points of this map in respect to the following categories / questions:

Question	Extreme Points on the floor
Where do you come from?	Middle of the room: training venue. 4 sides of the room: north – south – east – west of present location.
Where do you work?	Extreme Points: 4 sides of the room: city administration – city politics – consultant/ expert – NGOs.
What is your main field of work?	Extreme points: 4 sides of the room: Environment – other sector policy -
How far have you been involved in SDG localisation issues?	Extreme points: 2 sides of the room: Very much – not at all.

Let the participants find their position on the map according to these categories (requires sufficient space in the training room). After each positioning: Please move around and ask some participants (not all) for details regarding the respective question. Ask others after the next question so that at the end of the room mapping everybody have had a chance to say some words about his / her background.

Paired interviews

Let the participants lead mutual interviews with their direct neighbour for 5 min. each along the following questions:

- Name & organization of your neighbour?
- Your neighbour's exposure to climate change issues so far?
- What does he / she expect from this training?

Let the interviewers make notes on their findings. Then each participant will introduce his / her neighbour to the plenary according to his / her findings.

Picture introduction

During registration of participants, keep ready a display of picture cards, which have to do with different aspects of climate impacts, climate mitigation and climate adaptation actions. Let each participant select one picture card. During the presentation round, each participant is invited to give short statements to the following issues:

- Name and organization of participant.
- Exposure of participant to climate change activities so far.
- Why did the participant select the particular photo (show the photo)?
- Expectations to the training.

3.3 Evaluating a training course

An evaluation at the end of the training is important in order to

- Enable a certain quality review of the training courses and
- To gradually further improve the training based on experiences during practical performances.

Smiley evaluation: This is a quite quick, illustrative but rough evaluation. Trainers prepare a pin wall according to the example as shown in the picture. Each participant receives dots according to the numbers of criteria and may mark his / her assessment in each category.

Flashlight evaluation: This is also a quick evaluation, which is a bit more interactive than the Smilies evaluation. Trainers invite every participant to give short oral feedback to the following two categories, e.g.: What I liked and what could be improved. The facilitator visualizes the answers on a flip chart (or participants right cards to be pinned in the chart).

Questionnaire based evaluation: This is the most common way of evaluating a training course. Usually, the trainees receive a prepared questionnaire towards the end of the course and are invited to use 10 - 15 min. for completion and return the questionnaire to the trainer. The evaluation form may comprise a multiple-choice part and a part for free comments.

GIZ Training Evaluation

Dear participant!

Your opinion is very important to us. Therefore we kindly ask you to fill in this questionnaire for us. Your comments and recommendations will help us to Improve the GIZ training.
Please rate each of the following categories between 1 and 6 and mark the corresponding column.
(1-very bad; 2-bad; 3-regular; 4-good; 5-very good; 6-excellent)

Categories	1	2	3	4	5	6
working method						
workshop contents						
moderation team						
group dynamics						
applicability in your working area						
degree of expectations met						
organisation, logistics, venue						
time-table						

In this part of the evaluation, you are kindly requested to give us your opinions and comments on the different aspects of the workshop.

working method:

workshop contents:

moderation, team:

group dynamice:

applicability in your working area:

degree of expectations met:

organisation. logistica. place:

time-table:

suggestions for Improvement:

Would you recommend the GIZ training to others?

Post-course evaluation with the request to send the questionnaire back to the organizers have the advantage to reflect also impacts of the training into day-to-day work but suffer from usually poor return rates. A questionnaire as commonly used by GIZ is shown below.

- The questionnaires that has been used for evaluation (both of the pilot training as well as the training of trainers) and for pre- and post- training knowledge assessment during piloting can be found in **Annex 1.**

3.4 Instructions for presentations and interactive exercises

Principles of good presentation

The following rules are essential for presentations / lectures:

- Never extend a presentation over 30 minutes. This timeframe is the maximum if you want to keep up attention of the trainees.
- Use the slide presentations as prepared for the course.
- Remember that your slides are only there to support, not to replace your talk!
- Never read your slides, talk freely.
- Never let the audience read the text while being quiet.
- Point to key issues of slides (by laser pointer, hand)
- Know your slides inside out (if necessary, use a print-out with notes for yourself).
- Speak with confidence – loud, clear, not too fast.
- Maintain eye contact with the audience.

Preparation of additional slides

The course materials include the collection of all necessary slides. It is possible to design additional slides if needed for a concrete course application. This could be the case if you which to refer to local cases or address contents of specific interest to your target group. When designing additional slides, follow the KISS rule:

KISS = Keep **I**t **S**traight and **S**imple.

- On slides keywords only.
- No sentences.
- Use illustrations, photos, graphs etc. to visualize your message BUT:
- Don't overload your slides with different elements.
- Highlight take-home messages in boxes.

Visualization might not be limited through slides. Wherever appropriate, you might use flipcharts or blackboards, e.g. when highlighting key conclusions at the end of a session.

Interactive exercises

As mentioned before, interactive exercises are a key didactical feature of this course. Usually, there is an alternation of lectures and interactive session. The latter can have different forms:

- **Group work with subsequent wrap-up:** The plenary is split into at least 2 groups (each not more than 12-15 participants), which work separately on specific exercises during a time frame of approx. 20-30 minutes (timeframes shown in **moderation plan.** After concluding their work, the groups re-assemble in the plenary. The groups present their findings. The trainer further explores the findings through questions (see section 2.3 for techniques of questioning) and might close the session through a condensed summary on the main key issues learnt.

- **Whisper groups:** The general concept is similar to the group work; however, the work is not organized in groups of 12-15 participants but in mini groups of 2-3 participants (immediate neighbours). One of the advantages of mini groups is that participants can remain seated in the plenary. Therefore, you don't need time for organizing groups and letting them assemble at different places. Also due to less complex interaction, the mini group discussion will go faster.

- **Games:** The Training Manuals comprises several interactive games. Games follow stricter rules and have a specific set-up. Often games use pre-prepared materials. Games must be well prepared and organized. The specific instructions are included in the module-based chapters of the Trainer's Manual. The final wrap-up for games is similar as for group work.

The following instructions specify these general principles for the three types of interactive sessions.

How to conduct Group Works:

- **Good instructions:** Explain very precisely the task to the plenary, provide and explain the training material and give all additional instructions the trainees might need. The trainees should go into group work with a clear understanding of what they have to do. Allow questions to make sure that everybody feels well instructed.

- **Group formation:** Split the plenary into groups of 12-15 participants. You might do that during the course in different compositions to alternate group dynamics. Make very clear who belongs to which sub-group. Don't let the participants decide.

- **Organize group work:** The trainees move to the separate locations for their work. Each group will need...

  - **Space for their work:** If the plenary is big enough, the groups might assemble in the different corners of the room. In case of limited space, you need smaller breakaway rooms, one for each group.

  - **Pre-prepared working materials:** These will normally include a pin-wall on which brown paper is fixed showing a copy of the matrix scheme of the relevant exercise as given in the respective modules of the Trainee's Manual. If pin walls are missing, trainers might fix the brown paper directly on the wall or on a black / white board.

  - **Writing materials:** You should pose marker pens in different colours at each pin-wall so that the participants can document their findings directly into the pre-prepared matrix.

- ♦ **Identify visualizer and presenter:** At the beginning of their work, each group should select a visualizer who documents the findings of the group work in the matrix and a second person that will present the key results to the plenary afterwards. A facilitator is usually not necessary for smaller groups of 12-15 participants. But if it will be helpful for group interaction, the visualizer or the presenter could also take over the role of a facilitator.
- ♦ **Indication of time progressing:** It is important that the time provided for the group work is kept. Facilitator(s) should go through the sub-groups approx. five min. prior to the end of the group work and indicate the remaining time. If there is the feeling that the group work is quite slow, then some extra minutes can be provided.
- ♦ **Compilation of the pin-walls in the plenary after group work:** The trainees pose all pin-walls or brown papers side-by-side in the plenary to enable the plenary to compare the results.

- • **Wrap-up / harvesting session:** The wrap-up session will start with brief reports by the presenters of each group. Make sure that each group does not exceed their presentation time of five min. Otherwise, the time frame will be overstressed, and peer trainees might feel bored by too long presentations. After the presentations lead the participants into a discussion exploring the essentials of their findings. This interactive debate will be steered through guiding questions by the trainer. Pose questions and let the trainees answer. Help the trainees through appropriate questions to come to key conclusions. A last question of the wrap-up might be always: 'How does this relate to your daily work?'. For this important part of the training, a minimum of 15 min. should be calculated.
- • **Case examples:** At the end of some wrap-up sessions, facilitator(s) should present a short best practice example and real case, which demonstrates how the particular aspects of the exercise worked in practice. This will further support a stronger relationship of contents to the trainees' working practice. Preferably, the real cases should be taken from the province where the training takes place. You should schedule around five min. for these real case presentations.
- • **Handouts:** A further powerful support especially to participants of lower pre-knowledge is a handout of 'take-away-messages' and 'main lessons learnt' at the end of each session. These one-pagers should be elaborated in advance.

How to conduct Whisper Groups

- • In general, the agenda of a Whisper Group is composed similarly to those for the Group Work. Trainers will provide clear instructions of work, let the trainees work in mini groups and finally explore the findings during the wrap-up session. The following specifics distinguish Whisper Groups from Group Works:
- • There should be less time for group formation and organization. Clearly indicate in which composition neighbours collaborate in mini groups. All participants remain seated in the plenary and cooperate with their direct neighbour(s) through whispering.
- • The mini groups need less time for their group work. Usually, a time frame of 15 min. is sufficient.

- The mini groups don't need prepared brown papers and pin walls. Rather, they write their findings directly into the training manual or on separate sheets.
- There is no need for systematic presentations of findings of all mini groups at the beginning of the wrap-up. Select a mini group and ask them on some specific aspects / results of their work. Invite other mini groups to add on or to indicate differing findings.

How to conduct Games

Games do not follow a common design but are specifically elaborated and explained in the subject specific Modules of the Manual. The following points are important for conducting games successfully:

- Usually, games require certain materials, which have to be prepared prior to the training.
- Games are also conducted in certain sub-groups. Follow the rules for group composition as mentioned for the Group Work.
- Good instructions prior to the game are essential. The trainees should go into the game with a clear understanding of what they have to do and how the rules work. Allow questions to make sure that everybody feels well instructed. Be around for questions regarding rules of the game, which might come up during performance.
- A wrap-up session is essential also for games. The game is not being performed 'for fun' but to convey certain teaching messages. These should be explored through group discussion after the playing sequence. A first guiding question might be 'What did you learn from the game?'.

Concepts of visualization

Visualized information…

- Is easier to remember ("What I hear, I forget. What I see, I remember.").
- Helps to create common understanding – leads to more precise discussion.
- Forces the teacher to focus on significant points;
- Supports explaining complicated ideas;
- Serves as external memory (minutes of meeting);
- Helps participants identify with the results.

Rules of visualization

- Wherever there is an important conclusions and messages, visualize them on black / white boards, flip charts etc.
- Also pose cards with key conclusions on the pin-walls during wrap-up.
- When using moderation cards, observe writing rules:
  - Print words; do not use handwriting style,
  - Write big enough to be read at a distance (i.e., Font size should be at least 45),
  - Not more than three lines on a card,

♦ Be creative in using colours, sizes and shapes of cards,

♦ One idea, one card,

Materials needed for interactive trainings.

The materials needed for interactive training sessions (beside the materials as indicated in the subject-related Modules of the Trainer's Manual) are as follows:

- Cards

- Dots, Glue, Pins and Scissor

- Flip Chart

- Pin Boards and Cover Paper

3.5 Group work: different settings and formats

Group work is an indispensable feature in participatory training workshops. Group work will have different functions according to a particular sequence: generating ideas, reflecting on particular issues, working-out solutions, preparing a planning etc. Compared to plenary sessions group work provides much more space for participants to be active.

The design of the classroom and the way people are placed inside have a great impact on the success of interactive trainings. Set-ups where people can see each other support interaction between participants. With this background, the two upper examples are less, the two lower examples more favourable.

A   B

C   D
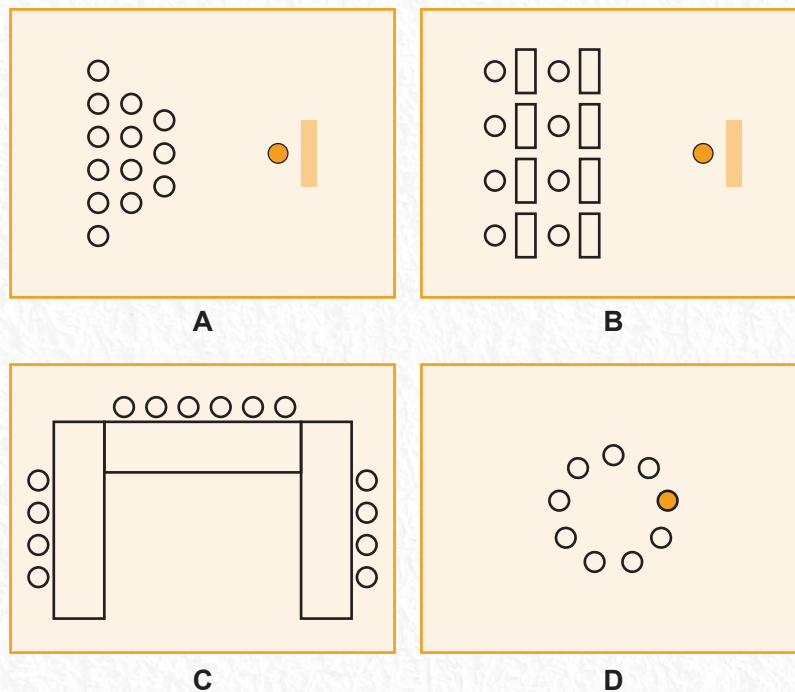
Main features

Working in small groups provides space for intensive dialogue and reflection. Ideally, all group members contribute what they could not do in a plenary session. Group members only mobilise their energy if they have a clear common understanding of why they need to work together and where this will lead.

Working in small groups provides an opportunity for the participants to test their self-regulatory abilities. This will start with the designation of a facilitator and somebody to present the results. But according to the setting small groups (3-5 members) may even be able to proceed without a facilitator.

Settings for group work

- Participants remain in plenary session, so they don't need to move around, e.g., 'buzzing groups' (see previous section).

- When groups need to have quiet time for reflection or space for discussion without disturbing others, they may be better may of in separate rooms.

- Rotating groups (in one room) is a particularly interesting setting allowing all participants to contribute to what each group is doing: A certain number of complementary tasks are assigned to different groups. Each group starts with a particular task and then moves on to the next task for commenting and complementing what the previous group has done. According to the number of participants, it may be useful to give the same task to two different groups and ask them to merge their findings to one presentation in the end.

Practical hints

In preparing for group work there are a number of questions the trainers need to ask themselves:

- What are the expected results from group work?
- How many groups should be formed?
- How should the groups be formed?
- Should the groups work on the same topic or on different issues?
- How should the group assignments look?
- How should the group work results be shared and discussed in a plenary session?

There are some rules of thumb for trainers/facilitators for successful group work:

- Provide detailed written instructions for group work.
- Provide a time budget of at least 40 minutes and make the rules explicit about how groups can get additional working time if needed.
- Don't compromise on the necessity of a visualized presentation of group work results.

There are a variety of **ways to form groups.** Counting "1-2-3" is the quickest way of forming groups. The most participative way is to let the group decide on the criteria of group formation at the first instance and then form groups accordingly. Groups can also be formed according to certain categories which might be relevant for the kind of work expected to be performed by the groups.

Support group work

Guidance for effective group work (to be explained to participants)

- For effective and efficient work, a working group should select a facilitator, a timekeeper and a presenter.

- Take time to read through the task description and see if everybody is on board.

- The working groups work independently.

- Trainers can be asked for advice.

- If not explained differently, matrixes should be worked through in grid lines (not rows)

- The main learning objective is to learn about the systematic approach and not to be comprehensive in the task

Even if the trainers trust the self-regulatory abilities of a group, they should check from time to time to see if things are going smoothly. Groups may get stuck for some reason, e.g., lack of clarity about the task or difficult group dynamics and will welcome a well- targeted intervention from the trainer. But for the sake of enhancing self-regulation the trainers may introduce the rule that they will only intervene on request.

4

ORGANISATION OF CONTENTS, TIMING AND RESOURCES FOR THE TRAINING

The training is divided into different days / blocks. This provides some flexibility to compose an individual course out of different blocks, depending on available time, the concrete target group and envisaged main teaching messages.

The following types of elements generally compose each module:

- Lectures
- Energizers, action Learning exercises
- Caseworks
- Wrap-up discussions

The following scheme / moderation plan indicates the template for an agenda including all blocks and elements. Some specific elements like welcome speeches etc. might be included subject to the concrete requirements for a particular course. Also, coffee and lunch breaks might be included in line with the concrete conditions.

The wrap-up / harvesting sessions within each exercise/casework are mainly structured by guiding questions and opportunity for harvesting the results from the group work. In the following moderation plan chart, some ideas for the flow are given.

Not necessarily all guiding questions / suggested steps have to be covered during the casework. It is essential that (i) the trainer develops his / her 'mental storyline' for the questions prior to the wrap-up session but (ii) is at the same time flexible enough to react on dynamics of concrete group work.

Tools and Methods for SDG Localisation

Pilot Training at KCC + Training of NILG Trainers

GIZ / NILG / BUET

Moderation Plan – As delivered (September 2022)

Duration	Topic	Main Goal of Session	Method/ Elements	Contents for presentations / Design and key questions for exercises	Materials / References	Comment
1.1	**Day 1. Understanding global goals and the role of local governments**					
Block 0. Welcome and Introduction **Goal: Give orientation, introduction of training and methodology, introduction of participants** **Total time: 60 min**						
30 min	Official Welcome and group picture	Welcome addresses	Short speech and group picture	• Opening remarks from Mayor, KCC • Welcome speech by DG, NILG • Project presentation by Dr. Firdaus/ Redita	Banner etc.	
10 min	Introduction to the training	Present concept, method, content	Presentation	• Concept and structure/ content of training – Briefly about City Works • Working/ Training method • Overview on agenda and materials and resources and / references	Slide	

| 15 min | Self-introduction of participants | Make the trainees familiar with each other | Introductions | Alternatives:

1. Participants choose one picture and present themselves (name, institution, position, experience with the topic, and expectation as above, and why they choose the picture)

2. Room mapping:
◆ Your organisation (KCC, NILG, BUET, GIZ)
◆ How long did it take you to arrive here (0,5h to 24h)
◆ Vacation: beach, mountain or city?
◆ Food preference? Biriyani, Beef Rezala, Hilsa Fish, Jhalmuri

After each category, a few of them can then say their names and position | Cards with mapping categories | Other categories can also be used |
| 5 min | Break | Guests leave | | | | |

Block 1: SDGs and climate agenda – International, national and local perspectives

Goal: Understand the key outcomes of the Sustainable Development Goals (SGDs) & climate agenda; the role and limitations of local government action in supporting the achievement of SDGs; and what Bangladesh cities / local governments can do to implement SDGs

Total time: 300 min

45 min 30' input 15' Q&A	Global agendas and the local level	Provide an overview on SDGs and Climate Agenda (International and national) and local government mandates	Presentation + Q&A	• Overview of SDGs • Role of Local/Regional governments – what does localization of SDGs mean? • Brief Presentation of City WORKS website • Climate agenda Input on general mandates at local level and forms of governance (enabler, provider, etc.) - Activities / mandates of City Corporations	Slides Video Website browsing
15 min	Break				

60 min 10' explain the task and form groups 30' work in groups (3 or 4, for 1-2 pictures) 20' harvesting	Exercise 1.1: Spot the Agenda / the SDGs	Summarize the relevance of SDGs for the local level and help participants memorize what each SDG stands for	Action learning and exercises	By using different pictures, the aim of the presentation is to visually show how nearly all challenges at the local level are related to global agendas. • Step 1: Decide about the setting (for smaller groups it is recommended to use print outs – ideally in A3; for bigger groups it may be advisable to either split them into small groups and let them discuss along printed images or show a digital image via screen to everyone). • Step 2: Prepare question: What agenda/SDG do you spot in this image? • Step 3: Let participants discuss among each other and present the results of the findings to the whole group.	Picture collection
75 min	Lunch and prayer break				

Time	Exercise	Objective	Method	Description	Materials	Notes
30 min 5' instructions 10' exercise 15' harvesting	Exercise 1.2: Pair-matching of SDGs	Energizer	Discussion in pairs	Step 1: • Each participant receives one (or two) folded card (either an SDG goal number or goal description) • Participants search in the room for their pair and discuss with their pair about what their city is already doing or could do to implement that SDGs • Moderator harvests answers and write down, comment	Folded cards with SDG numbers (2 for each SDG)	Need to know how many and what SDGs to use
75 min 15' instructions 45' group work 15' harvesting	Exercise 1.3: SDG-Wheel	Prioritise and position your own city in relation to SDGs (goals and selected, urban relevant targets)	Group work working on different set of Goals/Targets	Prioritization: - What are the 3 most relevant SDGs for your work? • Ask participants to prioritize the three most relevant SDGs for their city (Khulna) and the three most important for their country and discuss the results with the whole group. Note: ask the SDGs where they are already doing well, not only the ones they have challenges	Work on paper wheels (printed A2) and if time allows show on laptops the excel tool – 4 groups	Prioritization of SDGs can be done priorly based on the given context; trainers can also just choose 3 specific SDGs

Guiding questions:

- What SDGs have been chosen at city level? At national? Similarities / priorities are similar?

- Select the targets that will be used for the next exercise

Alternatives: ask about issues they consider during their work and connect them to SDGs; have pre-selected goals/targets. SDG Wheel

- Participants fill in the self-assessment (mainly a feeling) for each SDG/ target for his own city. Use the goals and targets defined in the previous exercise and corresponding targets.

- Ranking scale: The length between the centre of the circle and the perimeter is used to qualify the level of achievement of a particular target in accordance with the following categories (starting with the most central): critical, bad, highly unsatisfactory, unsatisfactory, basic, satisfactory, highly satisfactory, good, vibrant.

- Participants can discuss within the group while filling in about the commonalities and differences between the cities, about how they feel in ranking all the targets (difficult, easy), about difficulties and positive aspects of the analysis.

This was not done, but can be mentioned:

- Second part of analysis: in pin-boards: participants pick up 3 to 5 of targets accessed critical and bad (and 5 accessed good)
- What are the success factors for targets accessed good? List in cards
- What could be the reason for the targets accessed critical? What could be done to improve these categories?

Wrap-up discussion
- Comparison point: country, region?
- Importance of a multi-disciplinary group to exchange / entry point for understanding of targets / dialogue / there is no right or wrong answer / it is a perception exchange

Time	Session	Objective	Method	Content	Materials
				• Feedback on the points discussed: differences between the SDGs, about how they feel in accessing all the targets (difficult, easy, all participants agree on the assessment?) about accessing difficulties and positive aspects of the analysis • Areas where action needs to be taken; How to further prioritize areas for action? • (Challenging points related to indicators)	
60 min 10' instructions 20' work 15' harvesting	Exercise 2.2: Local government tasks and mandates for SDG achievement	Connect the goals and targets to the mandates at the local level	Group work	• Work in groups writing information in the matrix • Step 1. List the target assessed critically (or all, and divide the work in two groups) from SDG wheel • Step 2. Associate each target to the respective activity number	Two to three matrices per group (A3 printouts)

			• Step 3. Describe actions your city is already taking on that regard • Step 4. Discuss what could be improved in the city for them to perform that mandate better • Step 5. Identify what other important actors are or need to be involved • Optional – Step 6: How has this been measured? Are there any indicators being used?	
15 min	Wrap up and outlook of day 2	Recap / main messages Open discussion	• Summarise main messages of the day. • Provide outlook for next day. • Open questions: • Did you think the content and exercises were clear? • Is there anything you would like to expand on in the next day?	PPT slide to register learnings/ suggestions

1.1   Day 2: Engaging stakeholders and assessing your city with SDG and climate lens

Block 2: Supporting tools for stakeholder analysis and engagement
Goal: Reflect on the institutional, governance and engagement frameworks that can support collaborative local action towards global goals
Total time: 150 min

15 min	Check-in, Recap and Agenda	Recap the main elements discussed in the prior day	Input from participants	Recap and main messages of day 1 • Quick activation exercise? • Summary and take away - relevance to day-to-day work • Agenda for the day	PPT slide to register feedback

120 min	Exercise 2.1: Stakeholder mapping and engagement	Demonstration of engaging stakeholder in project	Presentation and Game	• Step 1. Decision to Include Stakeholders, identification of scope and limitations to include stakeholders • Step 2. List the most relevant stakeholders involved in your project. • Step 3. Divide the participants into 5/6 groups to represent each stakeholder. • Step 4. Introducing Stakeholder Groups to the project and its relation to SDGs and climate change issue. • Step 5. Stakeholder Analysis: Understand, assess, analyse and prioritize stakeholders • Step 6: Planning and scheduling for stakeholder engagement in the plan preparation phases • Step 7: Purpose and modality of stakeholder engagement at each phase of planning process		

Time	Activity	Notes	Method	Content	Materials
15 min	Break				
Block 3: Assessment of city challenges and opportunities regarding climate and resilience Goal: Allow participants to work in a collaborative manner in order to identify the main issues their cities face, and the actions derived to face them in alignment with national and global climate and resilience agendas Total time: 270 min					
60 min 60' interactive lecture	Analysing climate change and resilience at the local level	Highlight the importance of aligning local issues with global agendas on climate change and resilience	Lecture input Open discussion	• Relevance of spatializing analytical and strategic work • Recap about climate change – mitigation and adaptation – and resilience (action learning exercise on terminology)	PPT slides Reference to the climate and resilience elements of City WORKS
75 min	Lunch break				
120 min 20' instructions 80' work 20' feedback (Break in between)	Exercise 3.1: Spatializing challenges and opportunities (SDGs, climate, resilience) in the map	Emphasize the relevance of spatializing to visualize synergies/ patterns between issues and potentials	Group work working in different areas of the city Collaborative mapping	Exercise: • Step 1: Identify main challenges and opportunities in your city (following up from the work on Block 1) • Step 2: Localise the main challenges and opportunities in your city map. If possible, use different colours and dots to do so.	Map printout (different neighbourhoods of Khulna) Matrix to list and provide details on challenges/ opportunities - there is also possibility to do it using the online tool via City WORKS website

- Step 3: Discuss which challenges and opportunities go beyond spatial spots.

- Step 4: Identify different shocks and stresses possibly associated with each issue you have identified (for the cases where the issues are not shocks or stresses already).

- Step 5: Map the areas of direct and indirect impact of each shock and stress identified.

- Step 6: Fill out matrix with corresponding challenge/potential, connection to SDGs, climate mitigation/adaptation and resilience elements

- Important to relate challenges and opportunities to climate change mitigation and adaptation.

- Refer to prioritized SDGs in the previous blocks.

15 min	Wrap up and outlook of day 3	Recap / main messages	Open discussion	• Summarise main messages of the day. • Provide outlook for next day. • • Open questions: • Did you think the content and exercises were clear? • Is there anything you would like to expand on in the next day?	PPT slide to register learnings/ suggestions

1.1 Day 3. Projects, data and indicators & roadmap for action

Block 4. Developing project logical frameworks
Goal: Understand how global agendas can be reflected under a project logical framework
Total time: 300 min

15 min	Check-in, Recap and Agenda	Recap the main elements discussed in the prior day	Input from participants	Recap and main messages of day 2 • Quick activation exercise? • Summary and take away - relevance to day-to-day work • Agenda for the day	PPT slide to register feedback

30 min	Exercise 4.1: Overview of logical framework	Energizer	Action learning	Exercise "Thirsty Donkey" • Step 1. Pin all pictures and categories randomly at two or three boards or wall. • Step 2. Ask participants to develop and explain the logical framework together as a competition • Keep the time and allow them the discuss and come up with the solution, if there is group that is able to finish it correctly prior to others, then stop the exercise and ask the group to explain their results • Engage the other groups also in bringing in their ideas and results	Printouts of the Thirsty Donkey Cards + boards
120 min 20' presentation 100' work (break in between)	Exercise 4.2: Theory of change/logical framework Locally adapted indicators	Structure a project approach into a clear framework	Action learning	Follow up with the "5 Whys" approach to identify more structural measures to tackle the main issues your city faces	

| 120 min

20' presentation

100' work

(break in between) | Exercise 4.2: Theory of change/logical framework

Locally adapted indicators | Structure a project approach into a clear framework | Action learning | Example:

Problem: housing deficit of 1 million houses OR donkey is thirsty

Why? (1)

Because people do not build properly OR he cannot find water

Because they do not have proper training OR he depends on his owner to find the water tap

Why? (3)

Because technical trainings are out of reach

Why? (4)

Etc.

Solution: provide technical training on construction practices within communities so they can build better and minimize the deficit without need for building new houses

Participants working in groups are asked to:

• Step 1: Develop "5 Whys" of one selected project proposal | Pin boards, markers/pens |

Time	Activity	Objective	Method	Steps	Materials
				• Step 2: Develop corresponding logical framework • Step 3: Define one indicator for each framework level (impact, outcome, output, input)	
60 min 15' instructions 45' work 15' feedback	Exercise 3.2: Mobilizing resources	Identify different actors that can support local action and the resources they can provide	Group work	• Step 1: Select one project (from Block 2) • Step 2: Confirm the duration and measurement of the project using the provided matrix. • Step 3: Discuss what are the resources necessary for the project to be implemented, including the general type of resources (e.g. land, money, labour) and how to mobilize them. • Step 4: Identify what actors could potentially contribute with the necessary resources to the project.	Matrix Pens, markers
75 min	Lunch break				

Block 5. Measuring progress towards the goals
Goal: Reflect on the way ahead concerning SDG localisation in Bangladesh; learn and discuss about data challenges and possible innovative ideas, trying to find concrete indicators at project and strategic level to help monitoring and reporting at local level
Total time: 180 min

60 min	Exercise 5.1: SDG monitoring at the local level	Familiarise with approaches and tools for defining and measuring indicators	Introduction to Voluntary Local Reviews Case study of Singra, Bangladesh / Presentation and demonstration of Excel tool. The tool is aimed at supporting cities in managing their vision and strategies in alignment with global agendas (SDGs). The tool will be demonstrated and then shared with participants for feedback after the training session. • Use the case of the city of Khulna and demonstrate how the tool can be used in a real case scenario • Promote participation by asking their opinion on each step	Lecture Tool demonstration	PPT MS Excel tool
60 min 5' instructions 50' work 5' feedback	Exercise 5.2: Data challenges and brainstorming ideas	Inspiring discussions and think processes on data and indicators	Continue working in the same groups as for the exercise for Block 5. Participants are invited to get to know in more detail of some of the indicators.	Peer-exchange and group work	Meta-boards, markers, pens

Time	Topic	Objective	Method	Content	Materials	Notes
				• Step 1: For each of the identified indicators in Block 5, they are asked to think about possible source of data to build the indicator • Step 2: Identify the relevant institutions / stakeholders responsible • Step 3: Discuss the challenges that might occur in regard to collecting the data and possible innovative solutions.		
15 min	Break					
30 min 10' instructions 10' work 10' feedback	Homework: Roadmap for Action	Establish a road map for implementing SDG localisation processes	Action learning	This serves for participants to develop their own plans to implement SDG localisation measures in their cities. The idea is not to develop and detail the whole plan, but for participants to get started and finalise it as part of their daily work. During workshop: Using Mentimeter, ask the participants about three actions the participants will take home to carry forward SDG localisation in their work.	Meta-boards, markers, pens	During the pilot training there was not enough time to go into detail, this was briefly mentioned only, but it is a quite important exercise

Homework: • Step 1. Think about the measures and go through the elements of the roadmap in order for your city to carry out SDG localisation, the challenges your city may face during implementation and develop ideas for overcoming these challenges. • Step 2. To allow for an integrated planning, discuss the steps with partners and colleagues from different departments or units and define for each category/action the responsible person/department and the timeline for the action.		evaluation and assessment forms in the trainer's manual
15 min	Check-out / evaluation	• Method • Content • Relevance to my work • Moderation / trainers • Venue Organization

5
TRAINNING OF TRAINERS WORKSHOP

How to design a Train of Trainers (ToT) Workshop strongly depend on what kind of trainers you have invited, if they have good experience/expertise on the topic, and/or good experiences on interactive methods) or not.

One recommended option is to run the entire training (maybe some changes/shortening) in a first part, so that the trainers are in fact trainees at first, and just simply experience the training as it is. In a second part, they change the hat to being trainers, and undergo more in-depth training either on methods and/or on thematic issues.

For the second part, a traditional sequence would be to start with an overview of methodological basics, via presentations and practicing group-work and interactive discussions. Short presentations on what has been listed previously should be prepared and hold, and different kinds of exercises/work in groups should be applied.

Detailed description of possible exercises:

- What makes a good training? Ask participants to think for five minutes about good trainings that they have attended during their entire life (school, university etc.); Then contribute to a group discussion: what made it good. (Moderators take notes of answers)

- Making training an effective part of capacity development: A training course might be an inspiring experience, but it is by far not assured that its impacts are reflected in day-to-day work of the trainees and that it will lead to better results and achievements of the organizations the trainees work in. Discuss with neighbour (after explanation of capacity development butterfly), which institutional and organizational options and support measures may lead to a more sustainable impact of trainings.

- (After a break, change the room arrangement to a classroom style). Pros and Cons for training room arrangements: discuss with your neighbour (in the new arrangement) for five minutes the pros and cons for each of the four presented room arrangements; Feed the findings into plenary session.

- Pros and cons of the different types of participants' introduction: discuss with neighbour (or group of 3) within five minutes the pros and cons for each of the introduction techniques. Estimate the time needed for each type. Feed the findings into plenary discussion.

- Open and closed questions: form groups of 2 and explore the work what partner does in his/ her organization. It could be done in different ways: a) using only closed questions and b) using only open questions; what difference did you notice in the mode of communication?

5.1 Methodological / didactical Part

Part 2 – Day 4. Methodological / didactical skills

Goal: Discuss your best training experiences as trainee and didactics of adults learning
Become familiar with methodological / didactical concepts for interactive / practice-oriented trainings
Total time: 495 min (60 for lunch)

Duration	Topic	Main Goal of Session	Method/ Elements	Contents for presentations / Design and key questions for exercises	Materials / References	Comment
15 min	Welcome	Arrive and get orientation		• Welcome, goals for part II / energizer		
45 min	What makes a good training	Activation of existing knowledge and experience	Short input + Whisper group + card collection	• Think back of same at some of your best learning /training experiences – you as a learner • Which situations can you remember? • How did it feel? • What makes these learning situations valuable for you? SUCCESS FACTORS • Talk about this in the group • Write the success factors on cards (one idea, one card)	Whisper group	
30 min	How adults learn	Consolidate knowledge about learning success factors	Short input and exchange Quiz, what we remember (brain and percentage)	• Quiz on what we remember • 5 points: how adults learn (slide) • Engage in a short discussion with participants about these points • Socratic method / debate-based teaching / hints for asking questions	PPT	

Time	Topic	Objective	Method	Content	Materials
30 min	People and Spaces	Consolidate knowledge about learning success factors	Short input + discussion	• Pros and Cons of different room settings • Difficult situations in training and how to cope with them	PPT
15 min	Break				

75 min	Training Materials	Overview / structure and purpose of current materials	Group work	• Moderation plan, Handouts, PowerPoints
				• In groups: design overarching moderation plan for SDG localisation toolkit, including:
				  ◆ Sequence of the sessions
				  ◆ Inclusion/removal of sessions
				  ◆ Method to be applied
				  ◆ Other activities (site visit?)
				  ◆ How to derive a roadmap
					Metaboard

30 min	Instructions trainers on stage	Get prepared – trainers on stage	Group discussion	• Trainers on stage – introduction • Task explanation • How to give and receive feedback • Confirm exercises to be carried out by each group • Building groups and getting prepared	
60 min	Lunch				
15 min	Energizer				
60 min	Preparation		Group work	• Groups prepare to deliver one training exercise	PPTs

Time	Session	Description	Method	Content
90 min	Trainers on stage I		Presentation, group work	• Trainers On Stage I: groups conduct a selected exercise • One exercise per group
30 min	Feedback	Feedback on exercise and day		• Feedback on group exercise • Reflective Debate: What did I learn during the day?

Part 2 - Day 5. Trainers on stage

Goal: Further strengthen the content-wise knowledge regarding the SDG localisation topic
Practice as a trainer and receive / give feedback within the trainer's team (Trainers on Stage)
Total time: 210 min

Time	Session	Description	Method	Content
15 min	Welcome			• Check-in and energizer • Recap from previous day
90 min	Trainers on Stage 2			• Groups conduct a selected exercise and get feedback
30 min	Feedback	Feedback on exercise		• Feedback on group exercise
15 min	Break			
60 min	Debriefing	Feedback on training / next steps	Discussion / brainstorming	• Structured discussion about other available tools and experiences, debriefing / next steps • Feedback • Assessment
60 min	Lunch			

5.2 Rules for trainers on stage

Condensed recommendations for a good performance

Element of module	Recommendations
Introduction	• Keep subject presentation short. • Tell the trainees, where and who they are (role) in the case work. • Provide very clear instructions for casework: exact task, venue, available time, facilitation, and visualisation. • Ask whether all tasks / instructions are understood.
Group work	• Let the trainees organize themselves as much as possible. Stay ready for questions. • Interfere only if you notice something is going into the wrong direction. Correct more through questions than through instructions. • Make sure that somebody of the group takes over visualization.
Wrap-up	• Don't let the facilitators of the group explain their results in total (often boring for the others). Organize the points of discussion yourself and let the trainees from both sub-groups contribute, what they found. • Keep your list of guiding question at hand and use them in a flexible way according to the progress of discussion. • Avoid bilateral dialogues. Involve other persons. • If the right answer does not appear, ask others whether they have different ideas. • Invite trainees to relate findings to their real-life experiences

5.3 How to give and receive feedback

How should I provide constructive feedback?

The Do's	And Don'ts
Feedback is a description!	Feedback is not an assessment!
Talk about your observations and feelings!	No assumptions, fantasies or interpretations and definitely no moral judgment!
Relate to the situation and be as precise as possible!	No generalizations! No "walk through the museum"!
Give feedback according to "it's now or never"!	Don't hold off on providing feedback until Christmas!
Refer only to changeable behaviour patterns!	Don't refer to shortcomings over which the person has little or no influence!
Encourage the others to provide feedback as well!	Feedback should not be a one-way road!
Only provide feedback when asked to do so, or ask if it is wanted.	Don't try to "force" anyone's happiness!

How should I receive constructive feedback?

The Do's	And Don'ts
Listen and take in. Accept the observations of others.	No defensiveness and/or justification and/ or explanation!

Criteria to be analysed and given feedback by chosen participants to the participant performing the trainers on stage:

- Presence, appearance, body language
- Voice, language, general communication
- Questioning, sequences of questions, open/closed questions
- Sequence of the training, team facilitation

6

ADDITIONAL INFORMATION

6.1 Assessment and evaluation

Knowledge Level Assessment Form (pre-training)

This is an anonymous survey. The data will only be used for research purpose under this project.

1. Please select from below the organization type that best matches with you

National Institution ☐   Local Government Institution ☐   Academia ☐   Other ☐

2. Please indicate where do you perceive your current knowledge regarding the following topics in the relative scale (1 – very low, and 10 – very high) from your expert judgement

#	Topic	1	2	3	4	5	6	7	8	9	10
1	Agenda 2030/SDGs and climate goals										
2	SDGs goals and their relevance to the local level										
3	Knowledge about SDG Localisation Methodology/ Tool										
4	SDGs targets, indicators and their relevance to the local level										
5	National Priority Target (NPT) 39+1and its relevance to the local level										
6	SDG Tracker at National Level										
7	Incorporation of climate and resilience elements into project planning										
8	Stakeholders' analysis and engagement										
9	Project elaboration, including logical framework										

3. Any further expectation regarding this training you would like to share?

Knowledge Level Assessment Form (post-training)

This is an anonymous survey. The data will only be used for research purpose under this project.

Please select from below the organization type that best matches with you

National Institution ☐   Local Government Institution ☐   Academia ☐   Other ☐

2. Please indicate where do you perceive your knowledge after the training regarding the following topics in the relative scale (1 – very low, and 10 – very high) from your expert judgement

#	Topic	1	2	3	4	5	6	7	8	9	10
1	Agenda 2030/SDGs and climate goals										
2	SDGs goals and their relevance to the local level										
3	Knowledge about SDG Localisation Methodology/ Tool										
4	SDGs targets, indicators and their relevance to the local level										
5	National Priority Target (NPT) 39+1and its relevance to the local level										
6	SDG Tracker at National Level										
7	Incorporation of climate and resilience elements into project planning										
8	Stakeholders' analysis and engagement										
9	Project elaboration, including logical framework										

Please also fill in the separate evaluation form.

Evaluation Form

This is an anonymous survey. The data will only be used for research purpose under this project.

1. Please select from below the organization type that best matches with you

National Institution ☐ Local Government Institution ☐ Academia ☐ Other ☐

2. Please indicate your level of agreement with the statements listed below

#	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Objectives of the training were clearly defined					
2	Participation and interaction were encouraged					
3	Training modules were well designed and organized					
4	Contents of the training were well explained and easy to follow					
5	Time allotted for the training and casework was sufficient					
6	Trainers were knowledgeable about the training topics					
7	Trainers were well prepared					
8	Topics covered were relevant to me					
9	Training will be useful to my work					
10	Meeting room and facilities were adequate and comfortable					
11	Training objectives were met					

3. Please indicate below how helpful did you find the overall training

1 Very helpful	2 Helpful	3 Neutral	4 Less helpful	5 Not helpful

4. What did you like most about the training?

5. What aspects of the training can be improved?

6. How do you envision this training helping in your daily work?

7. What additional topics would you like to have seen covered in an SDG localisation training?

6.2 References

6.2.1 Global Agendas

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