



HUMAN- CENTERED DESIGN PLAN

PART 1
EMPOWERED ENTREPRENEUR
TRAINING HANDBOOK



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What is this?



Recommended Time:

1 day

The three steps of the HCD Plan (HEAR; CREATE; DELIVER) guide you—the training organizers and implementers—in preparing a thoughtful, customized training using Human-Centered Design principles. Human-Centered Design is about putting people at the center of how projects, trainings, or plans are designed through examining their needs, dreams, and behaviors. The HCD Plan is an orderly record of your answers to a variety of questions and prompts, which will help you develop your upcoming training.



HEAR objectives:

- Better understand the needs, barriers, and constraints of your trainees, as well as their hopes and aspirations
- Develop an open mindset to approach the training



CREATE objectives:

- Understand how to deliver a training that is appropriate to the context and participants (format, methods, mindset)
- Develop tools to use in your training exercises



DELIVER objectives:

- Understand best processes for implementation and be prepared to overcome challenges
- Develop an approach for monitoring results and supporting participants
- The final outcome of the HCD process is a customized training plan for your participants

* Refer to designkit.org (of IDEO.org) for additional information and resources.

Why should you take the time?

The Handbook offers a variety of exercises (not all of which will be suitable to every group of trainees) and will need to be tailored. Women's needs and preferences differ across cultures, societies, and communities. An effective training incorporates their preferences and honors their needs. Trainers need to anticipate their needs, closely listen to their participants before and throughout the process, and be willing to respond and adapt in order to engage them effectively. Empowerment is a particularly personal process, and trainers are ultimately responsible for providing a space for women to empower themselves.

The HCD process is a necessary targeted planning process to create a relevant, customized, and culturally appropriate training that is informed by key stakeholders in the program. By creating an HCD Plan, you can be sure that you have explored the needs of your participants, clarified your goals for the training in light of their needs and preferences, visualized your successful training so that you can better react and reflect upon it, and prepared strong training processes and after-training plans. Training organizations, large and small, can gain valuable insights through the fresh observation and stakeholder analysis that this HCD Plan requires.

When?

The HCD Plan should be conducted *before* the training (recommended within two weeks before) because a successful training requires preparation and customization.

Who?

We recommend a leader of the implementing organization, a local staff member, and the trainer complete the HCD Plan together. It is ideal to include a local community member from the target audience.

To have the most effective HCD process, a review of the current training curricula should be done. Review the training material for each section (business, empowerment, leadership) and answer the questions below.

Business Topics:

- Marketing Skills and Customer Care
- Costing & Pricing
- Business Planning
- Record Keeping
- Financial Planning & Business Finance
- Business Expansion

Briefly, what are your initial thoughts on the business topics and content (including level of difficulty, length of section, breadth of topics covered, familiar and unfamiliar topics)?

Empowerment Topics:

- Building Trust in Ourselves
- Understanding Oneself
- Understanding Our Core Beliefs
- Identifying & Appreciating One's Strengths
- Developing Positive Mental Habits
- Managing Fear and Risk
- Knowing Ourselves Through Our Bodies

Briefly, what are your initial thoughts on the empowerment topics and content (including topic appropriateness, length of section, familiar and unfamiliar topics)?



Leadership Topics:

- Introduction to Leadership
- Establishing & Developing Clear Visions
- Setting Goals & Being Proactive
- Problem Solving
- Communication
- Plan of Action

Briefly, what are your initial thoughts on the leadership topics and content (including level of difficulty, length of section, breadth of topics covered, familiar and unfamiliar topics)?



TIP

Allow for additional discussion time to review topics that are unfamiliar to the participants.



STEP 1 HEAR

Objectives

- Better understand the needs, barriers, and constraints of your trainees, as well as their hopes and aspirations
- Develop an open mindset to approach the training.

Background & Methods

In the Hear section, you will use qualitative information to examine your participants and context. This will enable you to develop empathy for people you are designing for, to question assumptions, and to inspire new approaches. As you enter this process, your findings and thoughts are generative—used to inspire imagination and inform intuition about new opportunities and ideas.

This qualitative information and reflection can help you to identify participants' needs and understand the context in which they are living and working to best help you design the training that is right for them.

1 Who are your participants?



TIP

We recommend that not more than 1/3 of the participants are male in a mixed-gender group in order to encourage female participation.

Number of participants in training (recommended no more than 25):	
Women:	
Men:	
Age range:	
Percentage who are married:	
Percentage of women with small children (under five years) who may need care:	
Percentage of participants who are...	
Rural:	
Urban/peri-urban:	
Basic education level of participants:	
Reading:	
Writing:	
Numeracy:	
What language(s) do all the participants speak?	
What are the major restrictions to women's ability to be engaged in an economic enterprise? Answers could include, for example, women have restrictions on their mobility (e.g., don't know how to drive), women aren't able to access loans easily, or women need permission from their husbands to participate in economic activities.	

HUMAN-CENTERED DESIGN (HCD) PLAN | STEP 1: HEAR

<p>What are the primary social networks that women engage in or have access to (e.g., self-help groups, church groups, other community organizations)?</p>	
<p>What is the business stage of participants? Circle all that apply:</p>	<p>Development Start-up Growth Expansion</p>
<p>Where in the household energy value chain are your participants engaged? Circle all that apply:</p>	<p>Production Distribution After-sales Service Other:</p>
<p>What are the strongest motivations for your participants to be engaged in the household energy value chain (e.g., financial, future of the family, learning new skills, reputation)?</p>	
<p>Is there any other relevant information about your participants or the communities they come from?</p>	

2 Value proposition

What do you think are the three most important benefits to your participants that may result from their involvement in this training (e.g., potential earning capacity, enhanced life skills, ability to translate concepts into other life endeavors)?

1.

2.

3.



TIP

Use your answers above to articulate to participants when the training begins why the training is important. Try to use examples from the location and context you are in.

What do you think are the three most important benefits to your business or organization that may result from this training (e.g., increased sales, more effective entrepreneurs, enhanced community development)?

1.

2.

3.

③ Explore core competencies

Look at the core competencies chart and the activities that address each on page xii in the Empowered Entrepreneur Training Handbook.

Underline the ones that you think are particularly important.

Are there any competencies that you would add?

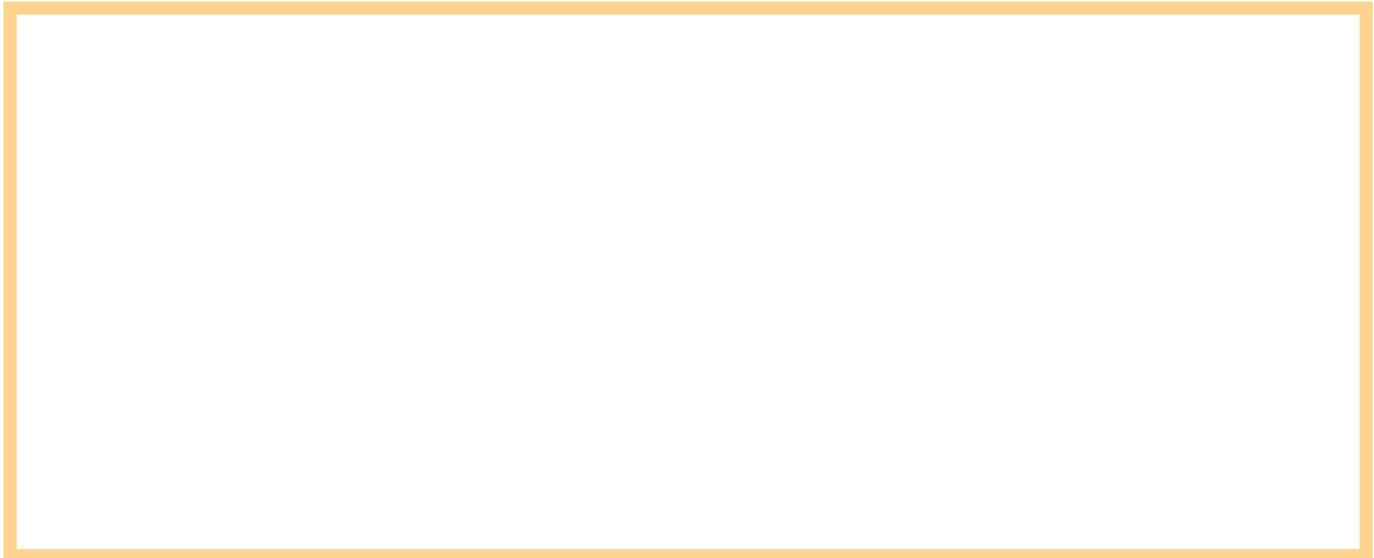
Which core competencies do you think will require additional focus/the most work?

4 Brainstorm teaching methods

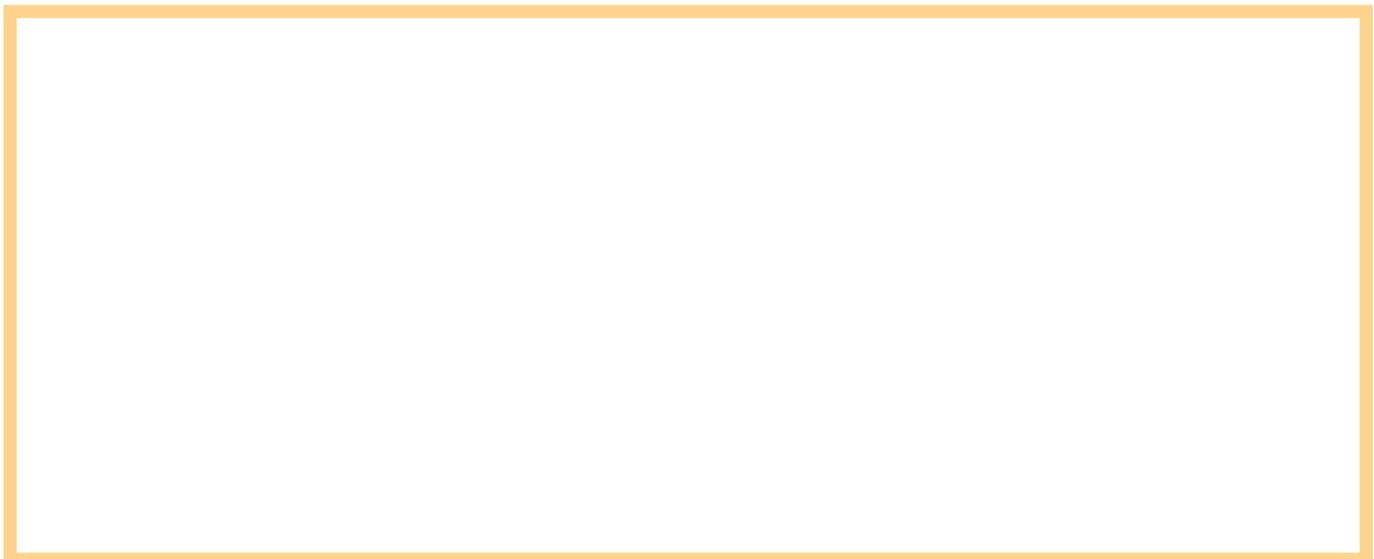
Think of some teaching methods you have heard of or tried in the past (this could even just be your own educational experience—lectures, reading, writing, debates, discussions, diary entries, role playing, etc.)? What worked and what didn't? What are the challenges and necessary skills in teaching?

(a) *Brainstorming questions*

What are some interesting and fun social ice breakers (ways to get people engaged or laughing/comfortable)? For example, you could play musical chairs before getting started, or do a group name activity (some other ideas can be found in Part 2 in introduction exercises).



What are some challenges to getting participants to actively participate (e.g., distractions in the room, competing interests, etc.)?



What are some possible ways to encourage or enhance participation (e.g., acting, group activities, dance, etc.)?

What are the participant's needs in this training (bathroom, prayer, food breaks, child care)?



TIP

Upon return from breaks conduct activities that include movement, such as a stretching exercise or an active game.



TIP

Make plans to spend more time on trainings that focus on more difficult core competencies to make sure they are understood.

Go back to your core competencies map, and circle the ones that will need the most work. Then star the activities in the Handbook that focus on those core competencies.

Literacy Level

Literacy level will affect training methods in the Handbook. For example, some exercises ask participants to write; if this is a challenge, ask them to act, dance, or draw instead, or designate a writer for the group. Some general suggestions:

High literacy level:

- Writing, draw, act/role play, dance

Medium literacy level:

- Act/role play, dance, draw, simple writing (small sentences or encourage writing single words)

Low to no literacy level:

- Act/role play, dance, draw (if possible)



IMPORTANT

Additional suggestions for training groups with no literacy skills:

- Read stories to the participants and ask them to summarize in their own words.
- Role play and allow time for feedback rounds for participants to be comfortable.
- Shorten presentations to the main points as much as possible. Be aware of not overburdening participants' ability to concentrate.
- Make sessions as participatory and interactive as possible.
- Use pictures, drawings, or symbols to illustrate the main points.

5 Develop your mindset

(a) Teacher to guide

Oftentimes during trainings, the facilitator is expected to know all of the correct answers. It is important to approach this training with an open mind and allow participants to practice self-reliance in discovering solutions and choosing the best path forward. Here are some tips for guiding rather than lecturing:

- Provide participants with opportunities to teach themselves and come to answers on their own.
- Make it clear from the beginning that you as the facilitator do not have all the answers. Everyone's voice and involvement is important.
- Ask questions rather than provide answers.
- Engage participants in the process, and promote discussion instead of lecturing.
- Encourage movement over sitting still.
- Allow participants to have ownership over the process. Allow for more advanced discussion if appropriate.



TIP

Create community agreements with rules for engagement that the participants develop themselves (for more information, see 'Community Agreements' on page 35).



TIP

Ask participants what they are expecting from the training and what they would like to get out of it.



IMPORTANT

Remind yourself frequently of the need to approach your training as a guide (versus a lecturer).



REMEMBER

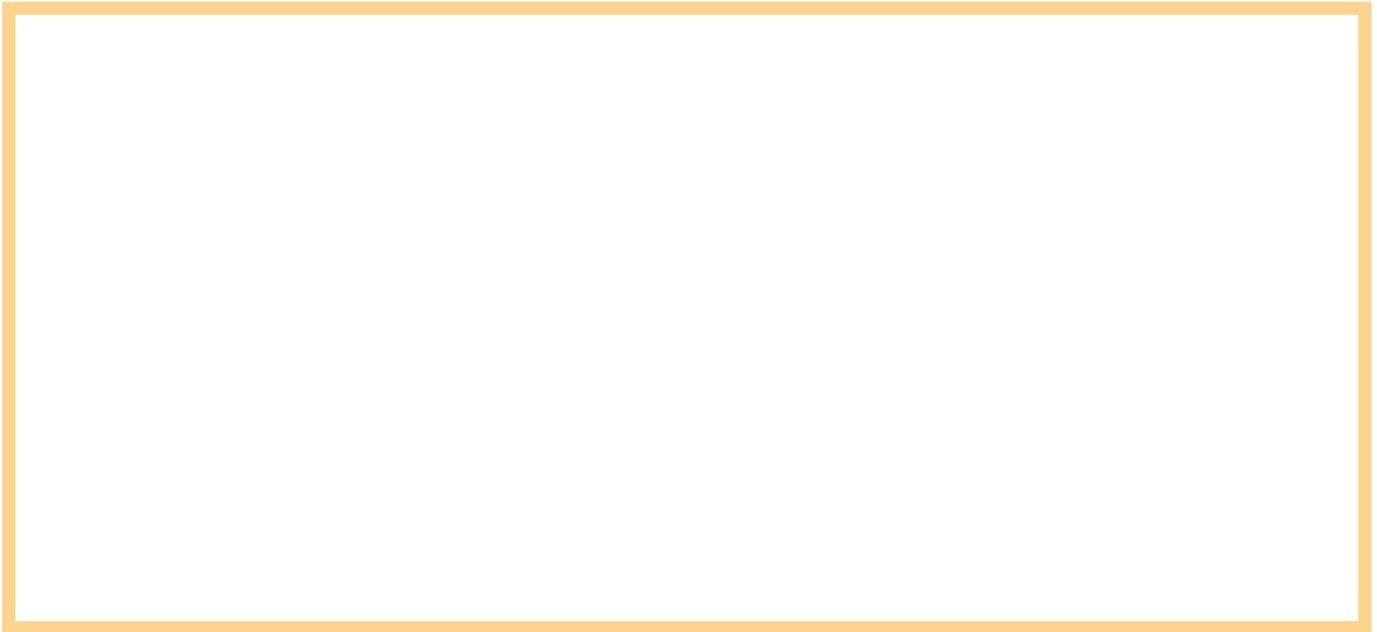
Be mindful of the classroom arrangement—are people sitting in a circle, or facing the front of the room? Is it easy to get in and out of the room? How is the temperature (and other conditions) of the learning space?

Here is one exercise to help get in the mindset of being a guide. Look at the cartoon below and answer the following quest



What is happening in this classroom?

How could you adapt the training room set up in the cartoon to be more of a space for active participation? Write and/or draw in this box what it might look like.



(b) Understanding the value of time

The concept of time (or lack thereof) comes up as a regular challenge when engaging others for specific activities or trainings. This is generally because, in the mind of participants (and the trainers), the *value* of time being spent during training is not clear (unknown), compared to the *value* of time being spent doing one's normal activities (known). Without a clear understanding of the potential impacts of the training, it becomes difficult to appreciate why so much time needs to be dedicated to such a process.

It is the responsibility of the facilitator to ensure that the value of the time spent together for this training is clear. For example, if individuals attend this training, it is expected, based on research of similar trainings, that their capacity to sell products could increase by more than two-fold. Therefore, the few days spent on training could result in years of additional economic growth for their families, increased self-esteem, better relationships, and the capacity for leadership and growth beyond the training. Of course, these outcomes can only be realized if individuals are truly present and actively engaged in this process. Therefore, it is critical that trainers and participants discuss openly the nature of time, how to optimally engage in the opportunity that this training affords and be mutually respectful of this process.

(c) Reviewing your own assumptions and limiting beliefs

Despite our experience and openness as trainers, we also have deeply held beliefs that guide our engagement with participants. Some of our beliefs may limit what we are willing to discuss or ask of participants. This could include the belief that certain topics such as sexuality or use of money are

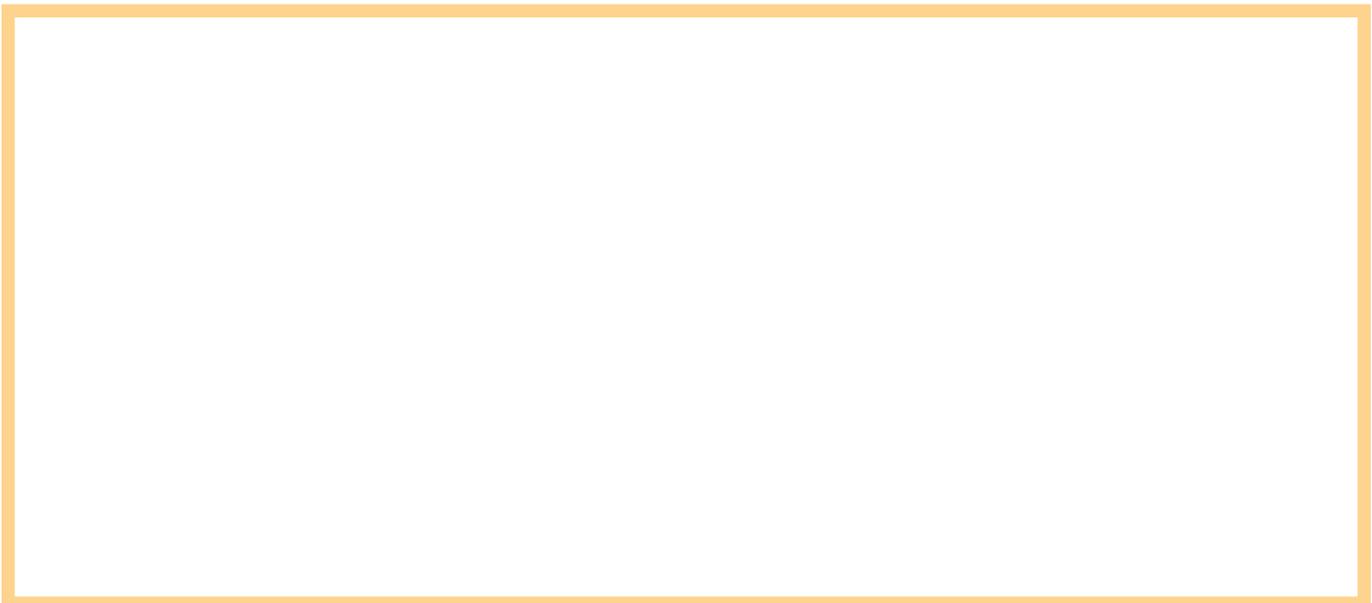
off limits to discuss within the context of a group. We also may be uncomfortable providing honest feedback to others if we feel they will be offended. As we review our own beliefs, we can examine new ways of being and engaging with others for the best outcomes. Some guiding questions:

What are some topics that may be difficult to discuss, yet have important implications in our lives (e.g., personal relationships, social taboos)? If these topics come up, how should these topics be managed within the context of the group?



It can be important to examine how we will behave as we guide the training. For example, are we being attentive to participants needs? Are we listening carefully to what people are saying?

What are the qualities that you want to possess as you guide this training?



(d) Applying a gender lens¹

Gender roles are learned and vary widely within and among cultures. Every culture and/or location has gender norms that define appropriate behaviors, responsibilities, tasks, and activities for men and women.

Review the tasks and activities in the lefthand column below. For each, identify if it would be *most commonly* done by women, men, or equally by both in the cultural context that you will conduct your training by putting an X in the appropriate column. Feel free to add more items to the list.

Task or Activity	Women only	Men only	Women and Men
Taking care of children			
Cooking			
Having work outside the home			
Working in the fields			
Building/construction			
Cleaning the home			
Managing money			
Decision making for large items			
Decision making for small items			
Speaking in community or group settings			
Traveling alone			
Traveling at night			
Driving a motorcycle or vehicle			
Selling small items or food			
Selling large/expensive items			
Taking on leadership positions			

The purpose of this exercise is to show that there are clear socio-cultural gender norms that affect women and men differently. In this training, it is important to acknowledge these norms and reflect on how best to overcome those that may pose challenges to successful entrepreneurship and empowerment.

When planning a gender-sensitive training, it is important to understand and recognize gender norms, even when it is not possible to change them. For example, in many societies the gender norm is that women have less decision making power in the household and less control over resources. This can impact their businesses, and they will need strategies to overcome these barriers. Always ensure that you are sensitive to any unintended consequences that could occur as women try to overcome these challenges in their lives and in their businesses.

What may be some barriers (related to gender roles and norms) that women household energy entrepreneurs may come across? For example, limited mobility due to restrictions on driving or working with men alone, limited time due to household responsibilities, limited control over income they earn, etc. Use the space to write or draw.



REMEMBER

You do not necessarily need to change these gender norms, but it is important to understand them and help participants develop realistic strategies, with those in mind.

Ensure that the exercises and material you provide do not reinforce gender stereotypes. Here are some examples and tips:

- Use gender neutral terms when possible, such as business people vs. businessmen.
- Ensure that stories or case studies of entrepreneurs and leaders are not always about male characters.
- If you have mixed gender groups, make sure that men and women take on different roles for each of the exercises. For example, women should not always take notes while men present findings.

Consider areas that require a gender lens, what are some local gender stereotypes (e.g., women can't handle money, men don't know how to cook)?



TIP

It may be beneficial to open the training up to the spouses of participants, depending on the context. Delivering gender-equity-focused training to both men and women will create greater awareness and promote spousal support for married entrepreneurs.

(e) Be positive and remember to laugh

Participants can feed off of positivity. Especially when some activities ask them to share an experience or an idea, it is important to remain positive. Even if you think they could improve or have a better suggestion, phrase it in a positive manner. For example:

Negative: “These were problems with that idea...”

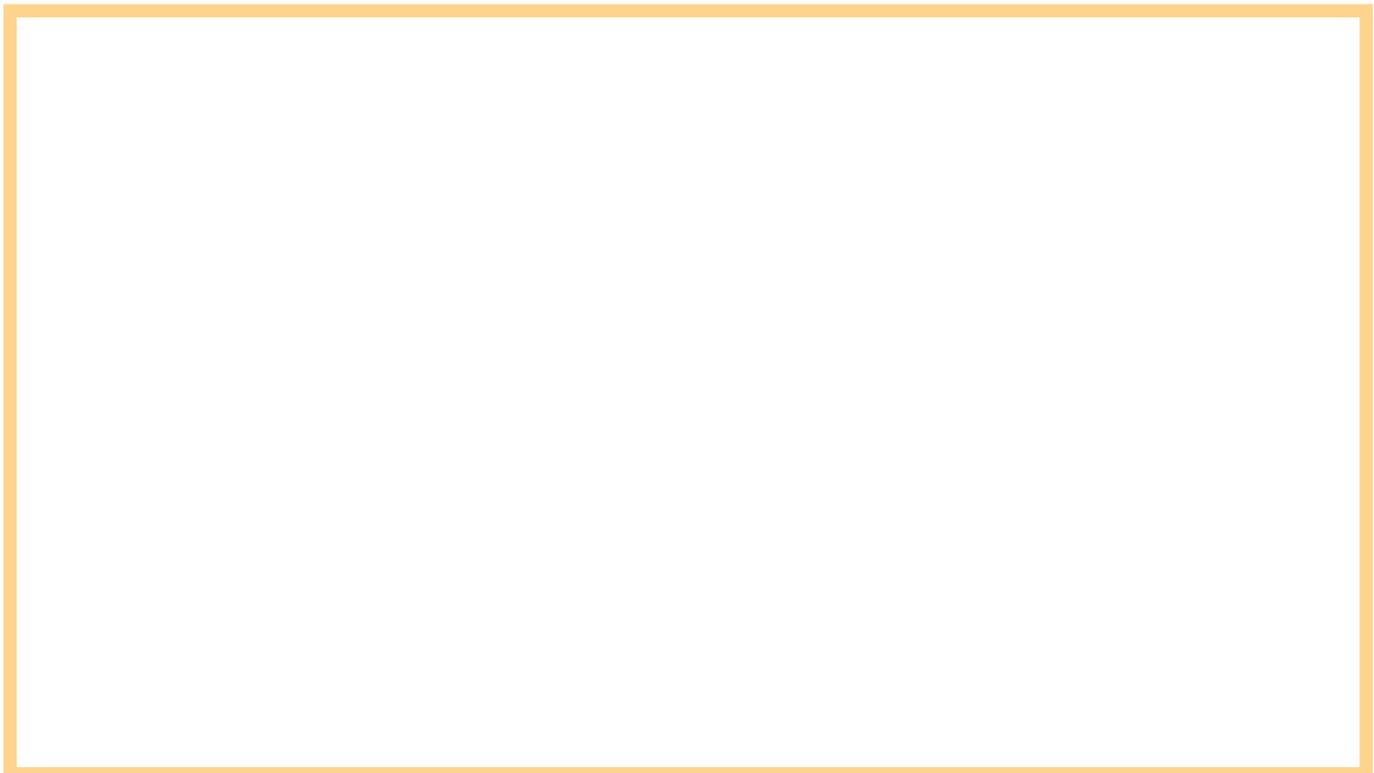
Positive: “That is a good start, and here are some ways to make it better...”

When providing positive feedback, try using positive emotional signals, such as smiles and nods, which have been shown to increase performance levels.

Allow yourself to add humor and be humorous. Humor can be a useful tool for the facilitator to loosen participants up and make heavier topics or trainings easier to undergo and digest. Humor engages participants and brings back energy into a room. This can be especially important towards the end of training days when participants are tired. Just remember not to make a joke or laugh at the expense of other people / participants.

Research finds that a leader or guide who laughs and sets an easygoing tone, triggers laughter and knits individuals together in the process, creating a more bonded group. Bonded groups perform well. Being in a good mood, helps people take in information effectively and respond nimbly and creatively.²

What is an icebreaker or joke you may share with the group?



² Boyatzis, R., Goleman, D. Social intelligence and the biology of leadership. *Harvard Business Review*.



STEP 2 CREATE

Objectives

- Understand how to deliver a training that is appropriate to the context and participants (format, methods, mindset)
- Develop tools to use in your training exercises

Background & Methods

In the Create section, you will select your training activities and structure, adapt your training to be context appropriate, prepare your training techniques, and visualize your success in order to get into an effective training mindset.

1 Select your training activities

(a) Select your training activities: Business

It is important to review the business section and its training topics and pre-identify activities that may not be relevant for the group you are working with. Here are some ways to understand and differentiate your participants; this key is used in the business section to help you identify the activities to use:

	Employees (#)	Self-employed	Directly employed from an organization	Receives salary from another organization
Micro-entrepreneur	0	✓		Maybe (can receive a small stipend and commissions on sales)
Small-sized enterprise owner	1-5	✓		
Sales agent	0		✓	✓

Activities are relevant for micro-entrepreneurs, small business owners, and sales agents unless otherwise noted in the activity description

Now, go through the business section and put a large **X** next to the activities you will not use and a check mark (✓) next to examples that you need to adapt.

Definitions:

Micro-entrepreneurs are not employed by a business and do not receive a salary from another organization. They may sell various types of products and have no employees. They often serve as a link between a business and community and/or customers in the last mile.

Small-sized enterprise owners are not employed by a business and do not receive salaries from an outside organization. They may sell various types of products, and have one to five employees.

Sales agents sell a specific product(s) for a business at a designated price, potentially receiving commissions for sales, as well as a base or full salary.

Producer vs. Distributor/Retailer:

Some of the business activities or examples are geared towards producers who make their own products, and others are geared towards distributors or retailers who sell ready-made products. Adapt the examples or skip activities as needed.



TIP

If you have a mixed group of micro- and small entrepreneurs, and/or sales agents, only do the activities that are applicable to all. You can do breakout sessions for a particular group on certain products if you have the time and trainers to do so.



TIP

Adjust some of the activity materials (e.g., case studies, examples) to make them more appropriate to your group. For example, a case study about a cookstove retailer can be changed to a story about a cookstove producer, if you have a group of mainly producers.

(b) Select your training activities: Empowerment & Leadership

While the empowerment and leadership activities are designed to be appropriate for a variety of target groups, it is important to review these sections as well. Some activities, particularly in the leadership section, may be too advanced and/or you may need to remove some activities due to time constraints.

Review the empowerment and leadership sections, and put a large **X** next to the activities you will not use and a checkmark (✓) next to examples that you need to adapt.

2 Develop your training

(a) Select your training timeline

The following four options offer examples for structuring the timeline of training sessions. It is important to understand what schedule will work best for your participants. It is possible that it could be different than these options. Remember to be flexible and aware of women's needs, other responsibilities, and demands on their time.



RESOURCE GUIDE
BEST PRACTICES

1

[Timeline 1] The 6-day deep dive

In this first option, the training is conducted over six consecutive days. This timeframe may work for some organizations, trainers, and entrepreneurs, but it is critical to keep in mind the needs of each stakeholder and participant. Six consecutive days may not be possible, depending on other responsibilities and demands on their time. Ensure this option is appropriate and clearly communicated with the women entrepreneurs who plan to attend.

- Ensure time and location are suited to women's needs.
- Ensure the women can attend the six days without causing any conflicts with their other responsibilities.
- Ensure there will be no negative consequences as a result of their participation.
- Provide lunch (consider providing breakfast and dinner).
- Consider potential lost wages due to time spent in the training.
- Consider providing overnight accommodations during the six days, but be mindful if they need to go home at night.
- Follow up and potentially hold additional trainings to continue building capacity afterwards.

Using the Handbook:

- Use all sections of the Handbook in sequence.

+ In an intensive six-day training, participants may be able to better process and understand the material when uninterrupted by other tasks or daily activities.

- Ensure that the trainings do not cause any unintended or negative consequences for the women when they return home after being away for an extended period of time.



TIP

Know and respect the limitations of the women you engage. Create time for breaks and physical activities to keep the women engaged.

2

[Timeline 2] The 5-day residential dive

In this second option the trainer conducts the training during five intensive days. This timeframe may work for some organizations, trainers, and entrepreneurs, but it is critical to keep in mind the needs of each stakeholder and participant. Five consecutive days may not be possible depending on other responsibilities and demands on their time. Ensure this option is appropriate and clearly communicated with the women entrepreneurs who plan to attend.

- Ensure time and location are suited to women's needs.
- Ensure the women can attend the 5 days without causing any conflicts with their other responsibilities.
- Ensure there will be no negative consequences as a result of their participation.
- Provide lunch (consider providing breakfast and dinner).
- Consider potential lost wages due to time spent in the training.
- Strongly consider providing overnight accommodations during the five days, but be mindful if they need to go home at night.
- Follow up and potentially hold additional trainings to continue building capacity afterwards.

Using the Handbook:

- Use all sections of the Handbook in sequence.
- Conduct some of the activities in the evening (increase from seven hours of activities per day to nine hours).

+ In an intensive five-day training, participants may be able to better process and understand the material when uninterrupted by other tasks or daily activities.

- Ensure that the trainings do not cause any unintended or negative consequences for the women when they return home after being away for an extended period of time.



TIP

Know and respect the limitations of the women you engage. During the five-day period, create time for breaks and additional physical activities to keep the women engaged.

3 [Timeline 3] The 3-weekend series

Conducting a series of trainings may be more convenient and also enable women to ease into the material and test some of what they learn in their businesses as they go.

- Start with business training; end with leadership training.
- Conduct the three trainings within a short time period (e.g., one training per week for three weeks).
- Provide lunches (consider providing breakfast and dinner).
- Create a support system and communication strategy between training days (e.g., SMS messaging; mobile phone calls).

Using the Handbook:

- Use all sections of the Handbook in sequence.

+ With this longer timeline, you can assign activities and homework that can be completed in between trainings which can allow better internal processing of the material. This allows practice and discussion throughout the training process, which may be preferred. For example, activities outside of the training could include making a business pitch or conducting cooking demonstrations for customers.

- Make sure participants are committed to being present throughout the entire three weeks and are held accountable for their participation. There is a retention risk with this timeline.



TIP

Pay attention and notice the energy and motivation levels women have when they arrive and leave the sessions.



TIP

Consider doing the three weekends as a residential (overnight) program, but before you do, ask your participants if they have a preference and/or need to go home at night.

4

[Timeline 4] 6 separate days

This scenario is not as highly recommended as the previous three. It may be difficult to establish the right mindset with program participants and can affect their participation. It should only be conducted if the participants have already established businesses.

- Conduct the six training days in a short time period (e.g., weekly).
- Create a support system and communication strategy between training days (e.g., SMS messaging; mobile phone calls).

Using the Handbook

- Use all sections of the Handbook in sequence

+ With this longer timeline, you can assign activities and homework that can be completed in between trainings, which can allow better internal processing of the material. This allows practice and discussion throughout the training process, which may be preferred. For example, activities outside of the training could include making a business pitch or conducting cooking demonstrations for customers.

- Make sure participants are committed to being present throughout the entire six sessions and are held accountable for their participation. There is a retention risk with this timeline.



TIP

Pay attention and notice the energy and motivation levels women have when they arrive and leave the sessions.



TIP

This option may be best suited for more experienced and dedicated participants. Ensuring participation on six different dates can be challenging. Utilize community agreements to help facilitate this.



IMPORTANT

For all timeline scenarios consider allowing women to bring their young children, and provide a child-care service for them. Also consider providing facilities and flexible break times for breastfeeding.



IMPORTANT

With any timeline option, women may need more time with the material, and some degree of flexibility with the timing of the training could be required. Each training section includes a training timetable, but these should be adapted as needed.

(b) Community agreements

Create a community agreement with participants at the beginning of the training session. To do this, ask participants what they think everyone should agree upon as the rules of conduct for the training, in order to respect each other and encourage the most effective participation. Community agreements engage participants in the development of ground rules and enable participants to take ownership of the rules and be responsible for them—individually and as a group. Here is a sample community agreement:

COMMUNITY AGREEMENT

- This is a safe space, and confidentiality is honored.
- Respect each other.
- Be on time.
- Commit to being present for the full time of each session.
- Allow for all voices to be heard.
- Have fun!
- All questions are welcomed.
- We will refrain from criticizing others.
- We will be open-minded.
- We will make an effort to participate in each exercise.

What are some things you might take off or add to this?


TIP

These can be especially important so we suggest you ensure that they are in the community agreements:

1. Commitment: Commitment to being here for the full time of each session
2. Punctuality: Arriving on time, so you can end on time
3. Confidentiality: Personal issues and stories shared in the training room will not be shared outside of the training room


TIP

When discussing community agreements, also ask if there are any logistical requests (e.g., start and end time of meetings, necessary prayer breaks, childcare and breastfeeding needs).

(c) Context appropriateness

It is important that examples and stories used in the training are context specific and appropriate. All examples should use names, locations, and currencies that the participants are familiar with. Throughout the Handbook you will see brackets around “Name,” “City,” “Currency,” etc. Fill these in appropriately as you encounter them. To help you prepare, brainstorm ideas that you can use in the training:

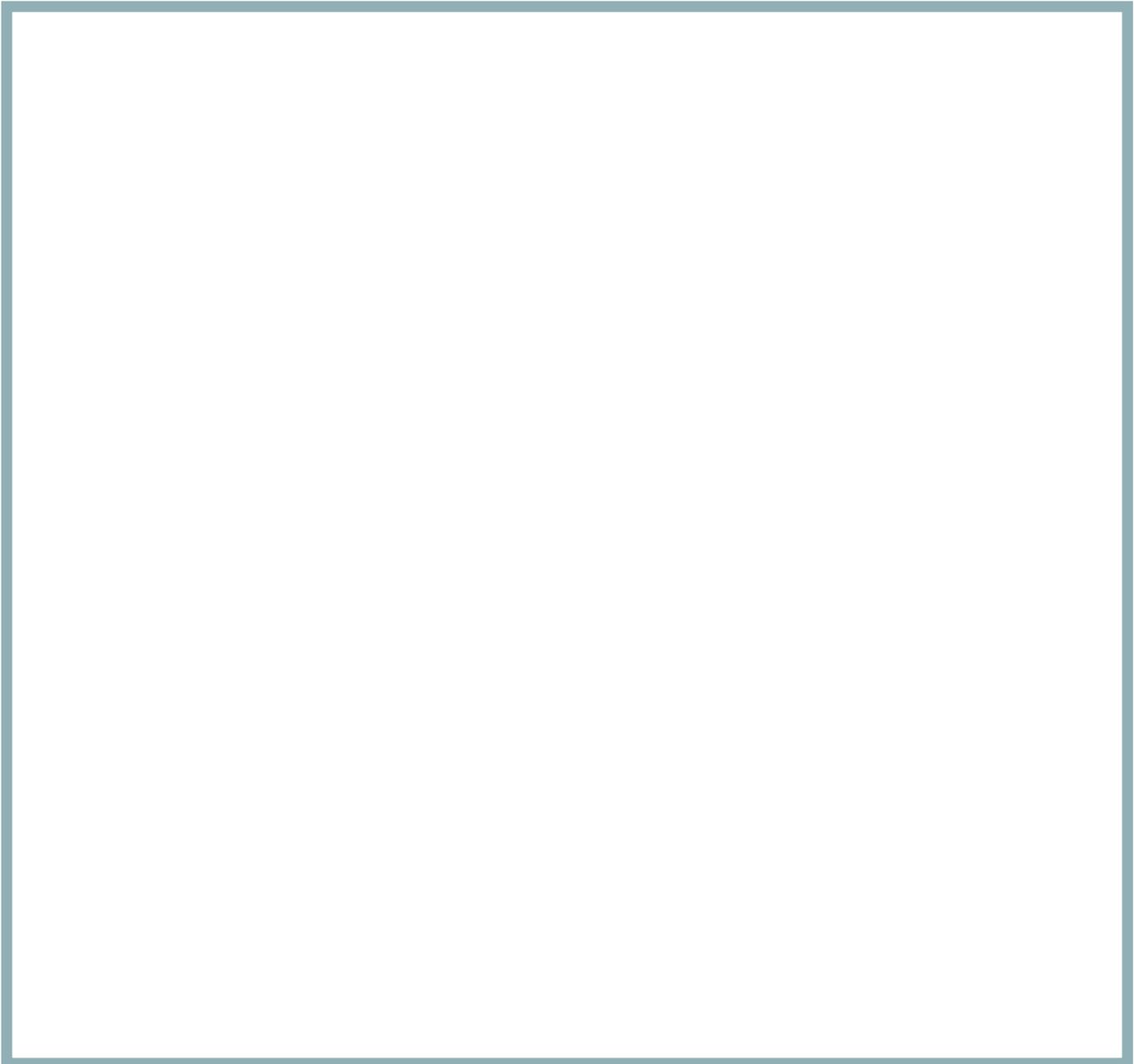
<p>Female name(s):</p> <p>Male name(s):</p>	
<p>Village/Town(s):</p> <p>City:</p> <p>Country:</p>	
<p>Currency:</p> <p>Popular dish(es):</p> <p>Name of cookstove(s):</p>	

3 Prepare your training techniques

(a) *Story time*

Stories can be a critical component to foster understanding during training. Telling stories and giving real-life examples are a way to inspire, relate, spark ideas, and spur solutions. Stories describe real people and their lives and are not summaries of information. There are several times in the curriculum where you are urged to share stories or will share case studies. You can use the stories/ case studies provided, adapt them, and/or use your own.

Practice: Share a story about a leader who had a vision and worked to make it come true.





Some tips on storytelling: (1) Be specific: Talk about things that have happened. (2) Be descriptive: Use your physical senses to make your description more vivid. (3) Provide a whole image: Discuss who, what, when, where, and why.



Choose stories about people who are similar to the women you are working with.



Encourage participants to share their own stories and provide examples from their own experiences.

(b) Brainstorming opportunities

Brainstorming occurs when people are allowed to think freely and without constraints. There are several times in the curriculum that will ask participants to brainstorm. Brainstorming allows the facilitator to guide rather than lecture. In order to empower participants, they need to come up with ideas, solutions, challenges, etc. Brainstorming encourages personal exploration and encourages us to think for ourselves.

Seven brainstorming rules

1. Defer judgment. There are no bad ideas.
2. Give some examples to start the conversation.
3. Encourage participants to think big. Offer some big ideas of your own if needed.
4. Build on the ideas of others. Think in terms of “and” instead of “but.” If you dislike an idea, try to help build on it and make it better.
5. Stay focused on the topic.
6. Discourage domination of the conversation by only a few people; ensure everyone has a chance to contribute ideas.
7. Go for quantity. Collect many ideas and narrow them down later. Let the ideas flow quickly!

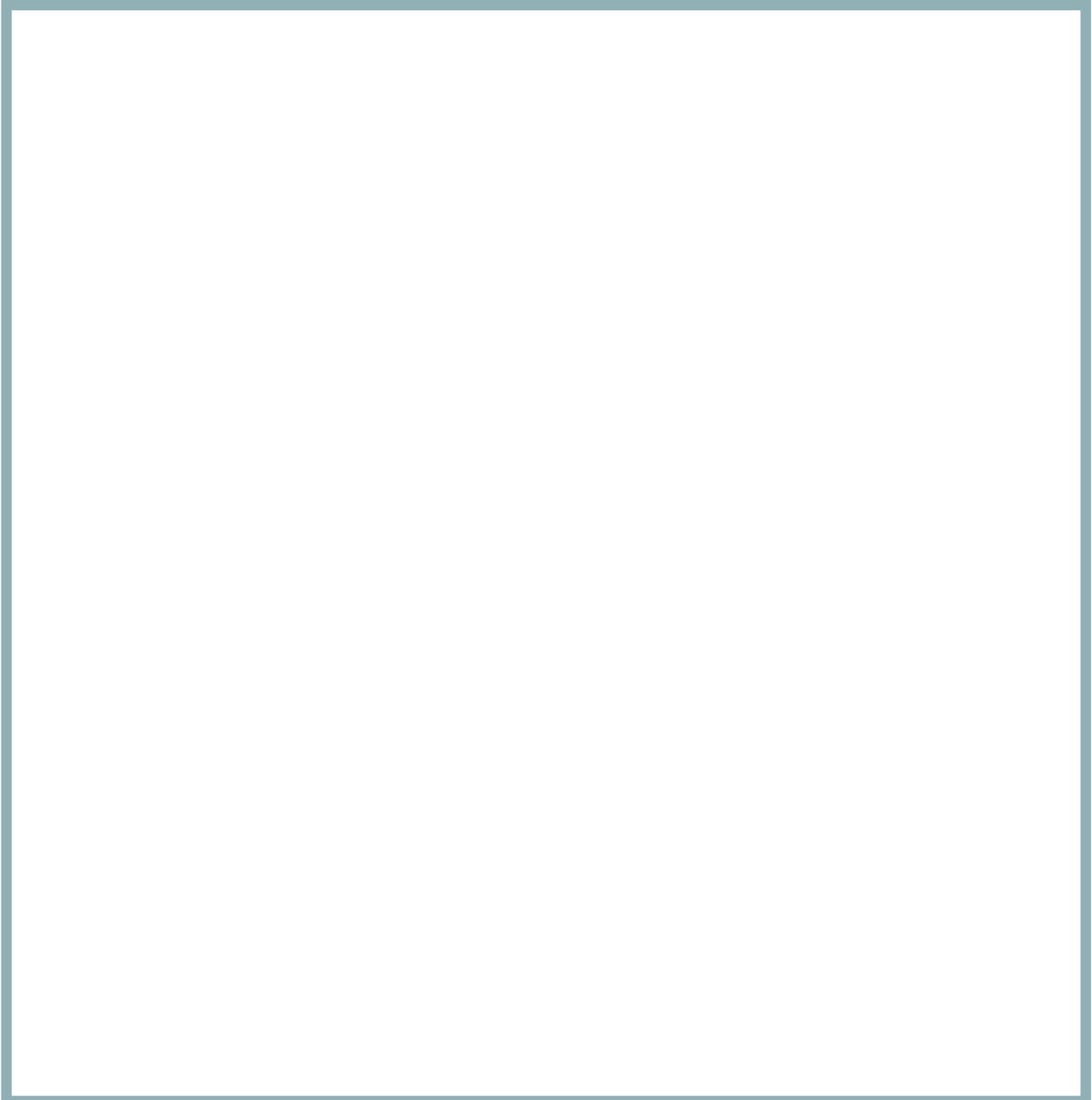
4 Envision Success

(a) *Brainstorm: What does success look like?*

Practice brainstorming with this activity. What does success look like during the training? How will you know that you have adapted the training effectively for your participants?

Remember the tips above, and use this full space to write!

When you've used all the space, go back through and underline the ideas that are your favorites.



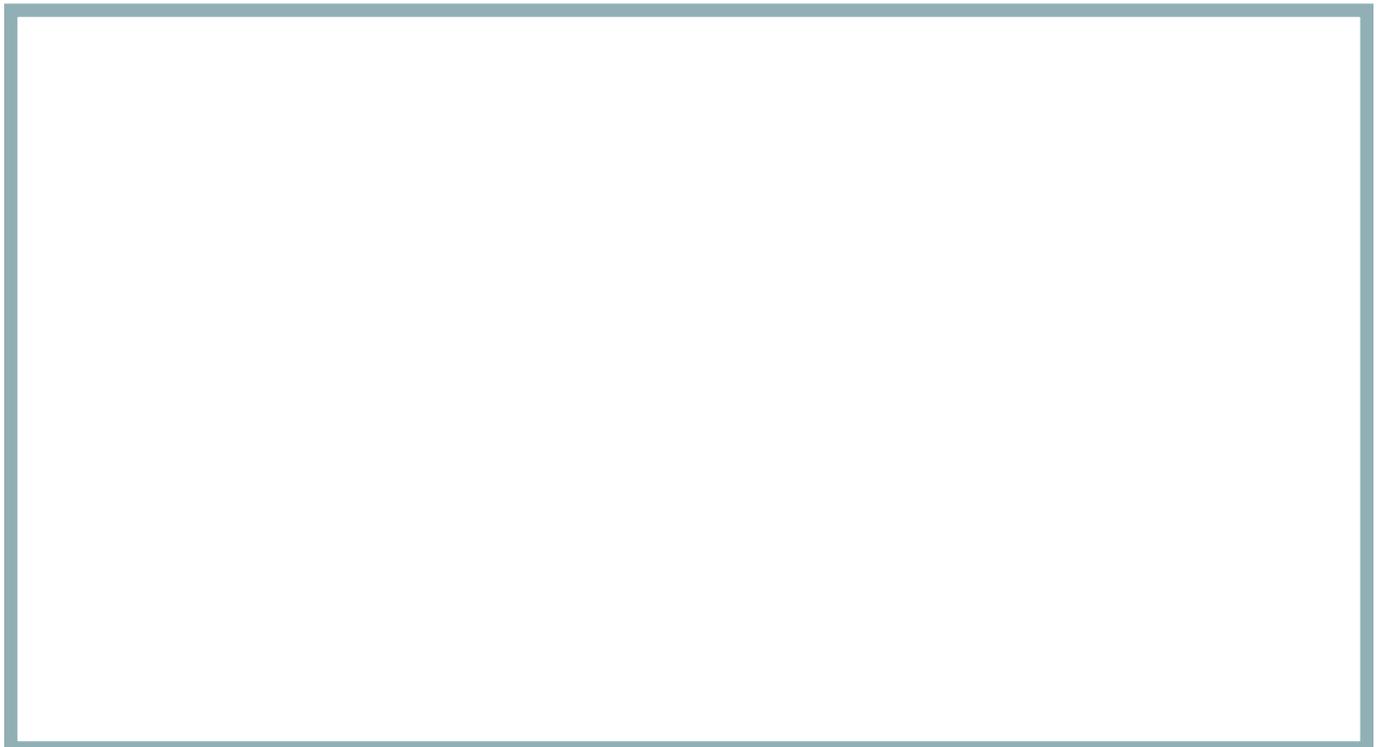
(b) Prepare for feedback

During the course of training, you will receive both verbal and non-verbal cues that reflect participants' feelings and reactions to the training. For example, these cues could include how lively the group is, how deeply they are engaged, if they appear tired, etc. Be open to all the feedback that is provided, positive or negative. Your response to feedback can model to participants how they can react when given negative feedback or find themselves in difficult situations. Adjust the training as necessary according to the feedback. Some suggestions:

- Introduce each exercise topic clearly and discuss the relevance of the topic to the participants' life/business.
- When starting a new topic, check the participants' prior knowledge, experiences, and interests (particularly relevant for the business section).
- Link new topics to previous ones and topics between sections.
- Give participants the opportunity to provide brief comments or ask questions, particularly at the end of activities. Allow for reflection time.
- If participants respond negatively, do not become defensive. Try to find solutions that address negative feedback.

Some exercises will be difficult for various participants. Encourage them to participate, and explain that the different activities are part of a broader process that will be beneficial to go through. Avoid showing your own discouragement if there is resistance to an activity.

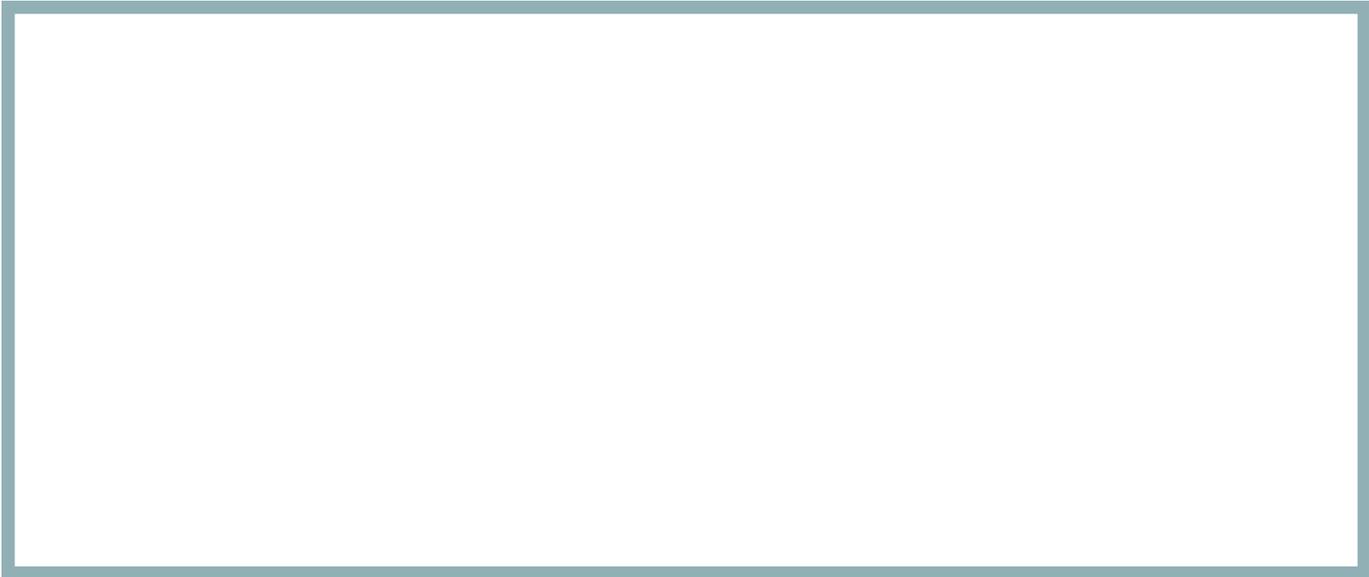
What are some ways you can allow participants to provide feedback? How might you respond to negative feedback?



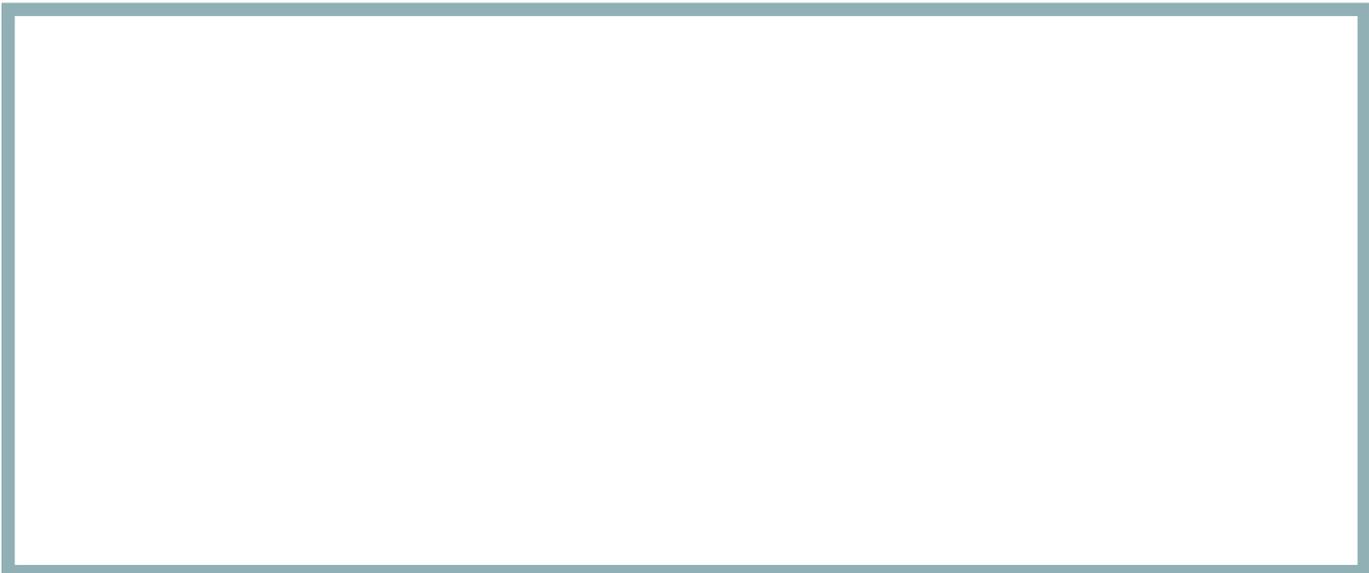
(c) Foster accountability

Individual accountability is an overarching theme of this training. This means that everyone present at the training is responsible for his/her full participation, adherence to the community agreement, and is open to new ways of thinking and being. There should be an opportunity to allow those who feel they are not ready to commit to their full participation to withdraw from the training. Some guiding questions:

How committed am I, as the trainer, to be fully present and responsible during the training? How do I need to act and think in order to be fully present for the training?



How committed am I, as the trainer, to creating a space for individuals to be truly accountable for their participation? What can I do to encourage individuals to be accountable for their participation?





STEP 3 DELIVER

Objectives

- Understand best processes for implementation and be prepared to overcome challenges
- Develop an approach for monitoring results and supporting participants

Background & Methods

In the Deliver section, you will understand the most effective implementation processes for the culturally appropriate and context specific training that you have created. You will also brainstorm potential challenges so that you are prepared to address them if they arise. Last, you will create a monitoring approach and develop a post-training plan to support your trainees.

1 Best processes/practices for implementation

From past experiences conducting this type of training, here are some processes and practices for creating an environment for effective leadership, empowerment, and business training. See if any of these can be applied to your training.

Best Processes/Practices

- Modify the activities based on the culture and need for comfort (for both facilitator and participant).
- Create an outline of important concepts that can be handed to participants.
- Encourage participants to share personal experiences.
- Use personal experiences to demonstrate your own vulnerability and willingness to share.
- Use physical movement and music to increase the energy and excitement among participants.
- Utilize co-trainer to facilitate and prepare for the training.

2 Brainstorm: Potential challenges and solutions

Spend at least twenty minutes brainstorming potential challenges you might face when conducting this training and potential solutions to overcome them. Use this page to capture your thoughts and ideas. It is important to prepare for challenges that may arise so you are able to react effectively.

Challenges	Solutions

3 Develop your monitoring approach

(a) Tool: Training surveys

There are feedback surveys in the participant packet at the end of each section (business, empowerment, leadership) to allow participants to provide feedback. You can also make your own survey, if more appropriate. It is important to gather feedback for yourself and your organization, to inform and improve future trainings.



TIP

If working with illiterate or semi-literate participants, allow them to offer suggestions in confidence through a trusted literate participant who can then record the feedback.

(b) Tool: Evaluate yourself

At the end of the Empowered Entrepreneur Training Handbook there is a document with prompting questions to help you review the expectations you had during the HCD planning process and compare them to what actually happened in the training. This can help you to prepare for future trainings, as well as reflect on lessons learned, challenges, and best practices.

In order to continuously improve this Handbook, we welcome the feedback of you and your participants. Visit www.cleancookstoves/gender to submit input for future versions of the Handbook.

4 Creating a support system

(a) Mentors

If possible, create mentor/mentee relationships for participants. Community leaders, businesswomen, and others can serve as mentors. Encourage mentors to meet weekly or bimonthly with their mentees and to talk about leadership, business, and empowerment topics. Mentors may need to be paid or supported in another way.



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(b) Peer support groups or peer buddies

If it is not possible develop a mentor relationships, encourage leaders within the group to create their own support system. You can create a support group made up of participants interested in continuing to engage and support each other after the training. The group can select its own leaders (e.g., president, secretary) to help guide the group. Peers can mentor each



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other, problem solve, and encourage growth.

Appoint peer leaders to lead continued meetings and bring up discussion topics at support groups or spaces. In general, the group should have a minimum of five members and not more than twenty. This group can also serve as a savings group so that individuals can create their own finance mechanism as they grow their businesses. These individuals should live fairly close to each other in order to make regular meetings feasible. Peer groups should answer the following:

- What is our goal?
- Who is involved?
- How often will we meet?
- What will be discussed (what is our agenda)?
- What is our Community Agreement?

Peer support groups should have a coordinator who oversees them. The peer leader can then report information and progress to the coordinator. Coordinators should also observe how the groups are functioning and collect best practices for inclusion in other groups.

(c) Method: Meeting spaces and continual growth

Identify meeting spaces to facilitate regular, consistent meetings. If possible, hold short training sessions on additional topics during meetings. If your organization is unable to commit to supporting women through monthly trainings, still encourage the group to come together and appoint group leaders. Provide support to group leaders with discussion topics and encouragement.



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