



Training at WUF5 - Presentation and training tips for organizers

Conceptual Framework

The training events at the World Urban Forum are designed to help participants enhance their skills using a “how-to” approach on implementing smart urban development ideas. We make every effort to ensure that classes:

- Help participants translate sustainable urban development policies into practice;
- Take a “how-to” approach to increase skills to implement specific sustainable development objectives; through better practices, case studies, mode processes, effective and practical principles and approaches for implementing programmes and other tools
- Are taught through mini-lectures, demonstrations, group exercises, and discussions; and
- Are small with around 40 participants for about 3 hours.

Standard Format

We suggest to all trainers to adopt the following format. We strongly encourage all trainers to include at least one exercise and an associated discussion

Outline	Principles/Practices
Opening	Establish rapport and credibility, create a safe and highly motivating environment (continue to apply these principles throughout the remainder of the course), communicate the course outcomes and schedule, address the desire to recognize and meet the diverse needs of the group.
Lecture	Provide broad context and justification for the specific skills being taught or addressed in the session (e.g. need for water conservation/management, gender equity, etc.). Define technical terms, highlight policies that are relevant to the course, provide case studies that illustrate the diverse contexts in which the skills have been applied and illustrate lessons learned emphasizing how challenges to implementation have been overcome and best practices developed.
Lecture discussion	Request participants to state their name and organization when they speak to facilitate networking. Set time limits on discussions so that they do not interfere with other elements of course instruction. Before the discussion begins, explain the objectives of the discussion and let the participants know how much time you are allotting. Invite participants to ask questions to help them clarify points



	<p>made during the lecture and contextualize the lessons learned to meet their specific needs.</p> <p>Encourage the participants to offer relevant case studies and lessons learned based on their own experiences and to share information on relevant resources that might benefit other participants.</p>
Demonstrations	<p>Explain to participants how a specific skill is applied, step by step.</p>
Introduction to group exercises	<p>Clearly explain the objectives (what you want the participants to achieve) and procedure for the group exercise. Be sure to let the participants know how much time they have and what resources (reference materials, Internet, etc.) they can use.</p> <p>Before the exercise begins, give the participants an opportunity to ask questions to clarify points of confusion or uncertainty and let them know that you will answer their questions if they get "stuck" during the exercise.</p>
Group exercises	<p>Provide the participants with an exercise that will help them: 1) test their current knowledge, 2) apply the information presented thus far in the class, 3) think critically and holistically, and 4) contextualize the information and lessons to meet their specific needs.</p> <p>We encourage you to provide the participants with at least one scenario to work through. The problem they need to solve could be based on an actual situation or hypothetical, but realistic. Set up the scenario by providing the participants with background information (i.e. set the context and explain the problem), then ask them to determine how they would apply specific skills to solve the problem. Let them know that they will be asked to report their conclusions back to the class (within a specific amount of time). Ask the groups to elect one or more "reporters" (depending on time constraints). Note: the exercises could be undertaken by the group as a whole, subgroups, or individuals. When possible, we encourage you to have participants work in subgroups to allow opportunities for networking and to facilitate the development of team-building skills.</p>
Exercise Reporting and Discussion	<p>Invite participants to report their conclusions back to the group (within agreed time limits). Address new questions that may have arisen as a result of the process. Point out the elements of the exercise that participants did well and where they might have applied better practices. Invite them to consider alternative ways of approaching the exercise. Provide the participants with questions to think about after the class to further enable them to apply what they learned to their specific needs. As time permits, invite participants to ask questions of each other and share observations. Use the guidelines provided</p>



	above under "lecture discussion."
Evaluation	UN-HABITAT is interested in knowing what the participants appreciate about our classes and how we might make them even more effective. We will provide you with an evaluation form to distribute to participants, asking them: 1) what they learned in the class, 2) what they appreciated about the course instruction, and 3) what they recommend for course improvement. Return the completed evaluations to a UN-HABITAT training coordinator as soon as possible. Ensure that the evaluations clearly state the course name, instructor(s), and date.
Closing	Reiterate succinctly the primary lessons that you hope the participants will take away from the course and encourage them to remain in contact with one another. Close with a quote or story to motivate them to apply what they have learned effectively.
Post course follow-up	As soon as possible, provide UN-HABITAT staff with the course evaluations, a copy of your course curriculum and other relevant course materials for posting on our website to support the participants in applying what they have learned.

The training sessions must be linked to the main themes of the World Urban Forum which are embodied in the following six dialogues: **Dialogue 1:** [Taking forward the Right to the City](#) , **Dialogue 2:** [Bridging the Urban Divide](#) , **Dialogue 3:** [Equal Access to Shelter](#), **Dialogue 4:** [Cultural Diversity in Cities](#), **Dialogue 5:** [Governance and Participation](#), **Dialogue 6:** [Inclusive Sustainable Urbanization](#)