

## 6.5. Presenter Training

There are some notable variations in the structure and processes of presenter training across the seven jurisdictions involved in The Pillowcase Project. In the United States, where a national and regional infrastructure is in place, there are three levels of presenter training: an online *Basic Instructor Fundamentals* course of 60-90 minutes followed by an online or instructor-led *Fundamentals Module 1* again of 60-90 minutes that is capped by an instructor-led *Fundamentals Module 2* of 4 hours that, following the positive assessment of candidate presenters, leads to certification. The first teaches basic understandings of facilitation, the second consolidates participants' grasp of instructional techniques and explains The Pillowcase Project presentation, while the third gives presentation practice and offers feedback on performance. Regionally based Training Leads organize training sessions and classroom presentations. A cascade approach to training is in place covering national officer, regional officer and staff and volunteer presenter training.

Inevitably, training in the six piloting jurisdictions is not backed by an equivalent infrastructure. In Australia national Pillowcase Project staff travelled to each of the six participating states to conduct staff and volunteer training of five hours duration and covering a Project overview, classroom management, components of the presentation, a demonstration to trainees (acting as third graders) and micro teaching by participants of sections of the program, with feedback. In Hong Kong a two-tier training program was put in place: a basic training involving a briefing on local hazards, preparedness skills and the Project itself followed by an advanced training session with videos of pilot lessons providing a springboard for review and discussion of good practice and role-played presentation demonstrations. Notably, the opportunity was afforded to participants to input their ideas into the content of program during the training. The Peruvian approach involved a two-stage training of local volunteer presenters over a consecutive three days. The first one-day stage covered immersion in emergency and disaster concepts as well as facilitation techniques; the second stage gave practical and detailed training in session delivery and evaluation going over two days. In Mexico training is awaited but the team-led delivery approach will involve a training program for university teachers who are to teach the program and conference-style familiarization of the teachers who will teach alongside them. In the United Kingdom devolved teacher-led delivery called for guidance documentation for teachers but not training as such.

***Recommendation 14:*** Future Pillowcase Project staff/presenter training should provide more guidance to participants on negotiating for follow-up sessions, on helping teachers capitalize on curriculum links, on ensuring the Share dimension of the program is followed through on, on conducting learning using a wider range of learning modalities, and on how to achieve a more thoroughgoing child-centered dynamic in the classroom. There is a case for always leaving a gap between initial and more advanced training sessions thereby giving trainee presenters time to digest and internalize their learning so they come to the next session with questions and concerns to air.