

TRAINING PACKAGE AND OVERVIEW

The trainings on ***Business, Human Rights and the Environment: Overcoming the Plastics Challenge*** are designed to build the capacity of actors in South-East Asia to support a human rights-based and gender equality approach to responsible business plastics action. The overarching aim of the trainings is to enable businesses and governments, as well as civil society and communities, to become champions of human rights responsible plastics transition.

Training materials have been developed to support delivery of the trainings. These consist of:

1. Key Issues Brief (summary of key messages)
2. Policy Training Resource (for trainers, or subsequent learning for participants: see further below)
3. Training Slide Decks (3 modules)
4. Optional Speaking and Facilitator Notes to accompany the training slide decks
5. Slide Deck Handouts for Participants (3 modules)
6. Checklists for Participants (3 audiences)
7. Toolbox of Resources

The trainings are designed with **different audiences** in mind:

1. Businesses and industry associations
2. Governments (e.g. representatives of COBSEA national focal agencies, various departments including environment, development and trade)
3. Civil society actors (e.g. SEA circular project partners, communities)

The trainings are informed by a **theory of change** according to which information sharing or knowledge awareness is the crucial first step. This includes awareness of the impact of human rights on each stage of the plastics cycle, knowledge of human rights frameworks for addressing environmental challenges including plastic pollution, and knowledge of business and human rights, and responsible business conduct tools that provide guidance on the duties of states and the responsibilities of business enterprises to respect human rights and respond effectively to environmental challenges such as plastic pollution.

The trainings consist of **three modules**:

Module 1: The Human Rights Dimensions of the Plastics Crisis

Module 2: Plastics, Human Rights & the Environment (HR&E)

Module 3: Business & Human Rights (BHR) and Plastics

The ideal overall expected length for the **delivery of the training** is 1 ½ - 2 hours, sub-divided as follows:

- Module 1: 20- 30 minutes
- Module 2: 30-40 minutes
- Module 3: 40-50 minutes

Trainers should note that the **Speaking and Facilitator Notes** provide more detailed speaking notes that can be covered during this time frame, and so trainers will need to determine which aspects of the trainings to focus on in detail. For example, in the overview of substantive

elements of the right to a clean, healthy and sustainable environment, trainers may spend more time on one or two of these (for example, clean air, and clean water), and less on others. Similarly, in module 3, several different case studies are introduced, and trainers may wish to select which are the most appropriate for a particular audience. It should be clearly communicated to **participants** that they will benefit the most if, after the trainings have been delivered, they undertake to further reflect on the details provided in the training slide handouts, and the application of the knowledge provided to the case studies with reference to the checklists for participants.

The **policy training resource** is designed to be used in two different ways. It is primarily designed to serve as a ‘train the trainer’ resource, supporting those who deliver trainings. In addition, it may serve as a detailed supplement to the trainings for participants who seek additional learning. The policy training resources identifies module specific learning objectives and expectations at the beginning of each module. Each module is comprised of an introduction, sub-sections, and a summary, and concludes with questions to consider designed to support engagement and further understanding. Case studies are integrated throughout along with reflective checklists to further deepen engagement with the training materials.

Introductory Tips for Future Trainers

When delivering the trainings, or building upon the trainings as developed in these materials, trainers may wish to consider the following tips for training adult learners:

Devlin, Kimberly. Facilitation Skills Training. Association for Talent Development, 2017.

“Tips for Adult Learners

To reach adult learners, incorporate these ideas into your next training session:

- Incorporate self-directed learning activities in the session design.
- Avoid overuse of lectures and “talking to”; emphasize discussion.
- Use interactive methods such as case studies, role playing, and so forth.
- Make the content and materials closely fit assessed needs.
- Allow plenty of time to “process” the learning activities.
- Promote inquiry into problems and affirm the experience of participants.
- Give participants a rationale for becoming involved and provide opportunities for success.
- Promote getting acquainted and interpersonal linkages.
- Diagnose and prioritize learning needs and preferences before and during the session.
- Use learning groups as “home bases” for participants.
- Include interpersonal feedback exercises and opportunities to experiment.
- Use subgroups to provide safety and readiness to engage in open interchange.
- Make all learner assessment self-directed.

- Provide activities that focus on cognitive, affective, and behavioral change.”

“In a group-learning situation, a good learning environment encourages participants to share with others in the group so the entire group’s cumulative knowledge can be used.” (Devlin, Kimberly. Facilitation Skills Training. Association for Talent Development, 2017.)