



GOVERNMENT OF SINDH
Planning and Development Department



**Sindh R&R Policy Implementation and
Resettlement Learning Program**

Phase III Training of Trainers (TOT)
Empowering Trainers for Effective Training Programs
Final Report

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Executive Summary

The Sindh Resettlement & Rehabilitation (R&R) Policy (2023) Implementation Training was delivered in three progressive phases to build capacity for effective policy application. Following successful stakeholder engagement and sector-specific training in Phases I and II, Phase III focused on Training of Trainers (TOT) and was conducted virtually from June 25 to 28, 2025, with technical support from the World Bank. This final phase aimed to empower 33 senior officials, project staff, and civil society representatives to become skilled trainers capable of multiplying the impact of resettlement and rehabilitation initiatives across Sindh.

The TOT program emphasized the development of practical skills essential for adult education and capacity-building, including facilitation techniques, curriculum design, understanding diverse learning styles, and effective delivery of training programs. Trainees engaged in needs assessments, curriculum creation, interactive exercises, and case study analyses, with a strong focus on collaborative learning environments. The approach was intentionally interactive and participatory, fostering a supportive community of future trainers equipped to lead R&R training sessions tailored to local contexts.

Comprehensive training materials supported the initiative, featuring a dedicated Manual for Training of Trainers in Resettlement Management and the R&R Handbook: A Practical Guide. The four-day virtual format, with daily two-hour sessions, enabled participants to balance professional commitments while fully engaging with the program. Each session addressed a key training component: program objectives and needs assessment, curriculum development, facilitation practice, and training delivery with evaluation methods. The flexible online structure facilitated knowledge sharing, peer learning, and the use of innovative training technologies, all contributing to a highly engaging learning experience.

Outcomes from the TOT program were highly positive. Participants gained essential knowledge, practical tools, and confidence to design and deliver effective R&R training, with many reporting significant personal and professional growth. The awarding of certificates by the Government of Sindh, with recognition of the World Bank and expert trainers, highlighted both the program's success and its collaborative spirit.

The closing ceremony underscored the Government of Sindh's commitment to transparent, inclusive, and sustainable resettlement practices. The program's success demonstrates the effectiveness of a well-structured virtual TOT model in building local expertise, supporting policy implementation, and fostering a culture of continuous learning and community empowerment across the province.

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1. Background

The Sindh Resettlement & Rehabilitation (R&R) Policy (2023) Implementation Training was structured in three sequential phases: Phase I – Stakeholder Consultation Workshop; Phase II – Sector-Specific R&R Training; and Phase III – Training of Trainers (TOT)/Becoming a Trainer. The initial two phases were successfully conducted in May 2024 and February 2025, respectively, engaging nearly 250 participants from a wide range of departments, sectors, and project-level offices.

Phase III, the TOT/Becoming a Trainer program, was delivered virtually over four days from June 25 to 28, 2025, with technical support provided by the World Bank. As the culminating phase of the training initiative, it aimed to strengthen the effective implementation of the Sindh R&R Policy. The decision to host the TOT virtually ensured greater flexibility in scheduling and location, reduced costs, and expanded accessibility for participants from diverse backgrounds.

The training cohort consisted of 33 participants, including senior officials from various government departments and agencies, project staff, and representatives from civil society. This brief report provides an overview of the TOT training activities and outcomes.

2. TOT and Objectives of the Training

The Training of Trainers (TOT) program differs fundamentally from traditional training, which typically focuses on enhancing knowledge within a specific area or discipline. Instead, the TOT approach is designed to equip participants with the skills and expertise necessary to become effective trainers themselves. The goal is for trainees not only to absorb new concepts but also to apply their learning in real-world settings, thereby multiplying the impact of the training initiative across future cohorts.

For Phase III of the Sindh Resettlement & Rehabilitation (R&R) Policy Implementation Training, the online TOT was purposefully structured to foster practical skill development among future trainers. Key competencies targeted in this phase included:

- *Facilitation Techniques:* Mastering methods for guiding group discussions, encouraging participation, and managing dynamic learning environments.
- *Curriculum Design:* Developing training materials and sessions that are relevant, engaging, and aligned with policy goals.
- *Understanding Learning Processes and Styles:* Recognizing the diverse ways adults learn and adapting teaching strategies to maximize effectiveness.
- *Effective Delivery of Training Programs:* Applying best practices for presenting information, fostering interaction, and ensuring retention of key concepts.

Since participants in the TOT cohort had already completed the foundational Phases I and II, the emphasis in Phase III shifted to designing and demonstrating future R&R trainings. Core skills and tasks covered included:

- (i) Conducting R&R training needs assessments and customizing programs to suit specific audiences.
- (ii) Creating robust training curricula, including clear learning objectives, relevant content, interactive activities, and meaningful assessment tools.
- (iii) Engaging trainees in hands-on exercises using real-world scenarios or case studies—analyzing both successful and unsuccessful examples, and exploring strategies for improvement.
- (iv) Defining the roles and responsibilities of trainers in all aspects of the training cycle: design, facilitation, delivery, and evaluation.

Importantly, the online TOT did not focus solely on the technical elements of R&R. Instead, it was crafted to demonstrate how to create collaborative and supportive training environments. By leveraging practical exercises and case studies, trainers built on existing knowledge, encouraged the adoption of best practices from project experiences, and helped participants avoid common pitfalls.

The TOT methodology emphasized interactive conversations and active engagement, fostering a culture of continuous learning and improvement among future trainers. The TOT offered opportunities for discussion and exercises in a more informal and friendly environment. Thus, the approach empowered participants to lead future R&R trainings confidently and effectively, driving better outcomes for resettlement and rehabilitation initiatives across Sindh.

3. Training Materials

To support the achievement of training objectives, a comprehensive *Manual for Training of Trainers (TOT) in Resettlement Management* (June 6, 2025), was developed as the central resource for the TOT program. This Manual is organized into five chapters:

- Chapter 1: Introduces the TOT program, outlining its structure and key goals.
- Chapter 2: Details the process for designing and conducting Training Needs Assessments (TNA) specifically for resettlement training, including methods for gathering data and defining participant requirements.
- Chapter 3: Provides practical guidance for developing effective training curricula and content, ensuring relevance and alignment with program objectives.
- Chapter 4: Highlights the significance of facilitation skills, offering tools and techniques for engaging participants and fostering a collaborative learning environment.
- Chapter 5: Describes strategies for delivering training and evaluating its effectiveness, including measures for assessing outcomes and continuous improvement.

Alongside the *Manual*, participants received learning sheets—replacing traditional modules—which were distributed in advance of the training sessions. These resources were complemented by the *Resettlement & Rehabilitation (R&R) Handbook: A Practical Guide* (January 2025), providing additional practical insights. Collectively, these materials were designed to help participants acquire the skills needed to design, deliver, and evaluate effective training programs tailored to specific resettlement contexts.

4. Training Programs and Format

The virtual Training of Trainers (TOT) program was successfully conducted over four consecutive days, from June 25 to June 28, 2025. Each session was held for two hours daily, from 9:30 to 11:30 AM (Pakistan Standard Time), allowing participants to conveniently join from their homes or offices. This flexible format enabled trainees to balance their professional commitments while fully engaging in the TOT, making it an ideal fit for many participants' schedules.

The program was delivered through a dynamic combination of webinars and interactive discussions, which fostered a highly participatory atmosphere. Trainees were actively involved in each session, sharing insights, asking questions, and collaborating on exercises designed to deepen their understanding and application of resettlement and rehabilitation (R&R) training concepts. This approach not only facilitated knowledge transfer but also encouraged peer learning and the development of a supportive trainer community.

Below is an expanded day-by-day summary of the TOT program:

Day 1: Wednesday, June 25 – Welcome, Objectives, and Training Needs Assessment (9:30–11:30 AM PST)

The first session began with a warm welcome and an overview of the program's objectives, setting clear expectations for both trainers and trainees. Participants discussed the interactive role of trainers, established ground rules for engagement, and explored the importance of accurately identifying R&R training needs. The session covered various types and examples of training needs, along with a detailed walkthrough of conducting training needs assessments—such as data gathering, understanding participant requirements, defining learning objectives, and crafting clear, measurable outcomes. The session concluded with guidance on structuring an effective training program that aligns with identified needs.

Day 2: Thursday, June 26 – Development of Training Curricula and Content (9:30–11:30 AM PST)

This session focused on designing context-specific and culturally relevant training modules. Emphasis was placed on inclusivity, relevance, and the integration of interactive learning methods to maximize participant engagement. Trainees learned to utilize digital tools for effective content delivery and explored strategies for adapting traditional training materials

to virtual formats. Practical exercises enabled participants to draft their own modules, incorporating best practices for adult learning and digital engagement.

Day 3: Friday, June 27 – Facilitation Skills and Practice (9:30–11:30 AM PST)

On the third day, trainees enhanced their facilitation skills through a combination of theoretical instruction and practical application. Topics included effective facilitation techniques, building rapport with participants, and managing diverse group dynamics. The session addressed how to navigate sensitive discussions and handle challenging topics with confidence. Participants engaged in hands-on facilitation exercises, receiving real-time feedback to refine their skills.

Day 4: Saturday, June 28 – Delivery and Evaluation (9:30–11:30 AM PST)

The final session was dedicated to the practical aspects of training delivery and the evaluation of training effectiveness. Participants developed actionable plans to translate their learning into real-world R&R applications. The session introduced monitoring and evaluation (M&E) techniques for assessing the success and impact of training programs, with a focus on continuous improvement. The program concluded with closing remarks and the awarding of TOT certificates to all successful participants, recognizing their commitment and readiness to lead future R&R training initiatives.

Overall, the virtual TOT program not only provided valuable knowledge and skills necessary for R&R trainers but also demonstrated the advantages of remote learning. Participants benefited from the flexible format, interactive sessions, and supportive learning environment, all of which contributed to the program's effectiveness in preparing trainers for future resettlement and rehabilitation training needs. The sessions were strategically designed to build capacity by equipping the trainees with the practical skills and in-depth knowledge required to manage resettlement and rehabilitation processes in alignment with the established policy framework.

The virtual format also optimized time management and facilitated the use of innovative training methods—including online courses, webinars, virtual presentations, and informal discussions. This approach enabled trainees to participate without needing to leave their homes or offices, allowing them to complete the program while advancing their professional development.

5. Outcome and Award of TOT Certificate

The primary objectives of the Training of Trainers (TOT) program were to equip participants with the essential tools, knowledge, and practical skills needed to design and deliver impactful resettlement and rehabilitation training. The program was carefully structured to enable trainees to identify and respond to the unique needs of a diverse range of stakeholders, ensuring that the training modules would be both relevant and effective in real-world contexts. Through a blend of interactive sessions, hands-on exercises, and digital learning

tools, participants gained a comprehensive understanding of adult learning principles, curriculum development, facilitation techniques, and program evaluation methods.

By the conclusion of Day 4, participant evaluations indicated that the trainees not only acquired technical competencies but also experienced significant personal and professional growth. Many reported that the TOT was a transformative journey, fostering greater confidence, adaptability, and a sense of empowerment as future trainers and practitioners in the resettlement and rehabilitation field. The supportive and engaging virtual environment, coupled with opportunities for peer learning and immediate feedback, further contributed to the trainees' readiness to lead impactful training initiatives for diverse communities.

The trainers were awarded Certificates by the Planning and Development Department of the Government of Sindh, acknowledging their successful completion of the Training of Trainers (TOT) program. The Certificate distribution ceremony, held on 2025-07-15 at the Project Coordination and Monitoring Unit (PCMU), featured special recognition of the World Bank team for their invaluable technical support, as well as Dr. Mohammad Zaman, International Resettlement Specialist and lead trainer, for his expert guidance throughout the program.

During his closing remarks, Mr. Nazeer Ahmed Memon, Project Coordinator at PCMU, emphasized the ongoing importance of learning, capacity-building, and active community engagement in resettlement planning. He reaffirmed the Government of Sindh's commitment to implementing the Sindh R&R Policy in a transparent and inclusive manner.

The ceremony celebrated the successful conclusion of a transformative virtual TOT program that equipped participants with the essential skills and knowledge needed to lead future resettlement and rehabilitation initiatives in alignment with established policy frameworks. The event underscored the value of collaboration, technical excellence, and a shared vision for sustainable development and community empowerment.

CERTIFICATE DISTRIBUTION CEREMONEY PICTURES



