TRAINING OF TRAINERS

TRAINER'S HANDBOOK

Ministry of Local Government
P.O. Box 7037
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Not for Sale

Foreword by the Ministry of Local Government

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Abbreviations and Acronyms

A/V	Audio-Visual (equipment such as projectors, amplifiers, etc)
AIDS	Acquired /Immune Deficiency Syndrome
CBO	Community Based Organization
CSO	Civil Society Organization
DVD	Digital Video Disk
GOU	Government of Uganda
KISS	Keep It Short & Simple
LC	Local Council
LCD	Projector used for power point presentations
LG	Local Government
LGA	Local Government Act
LGFC	Local Government Finance Commission
MLG	Ministry of Local Government (Also MOLG)
NGO	Non – Governmental Organizations
NRM	National Resistance Movement
PEAP	Poverty Eradication Program
PLWA	People Living with Aids
POC	Point of contact
PPAs	Priority Programme Areas
RCs	Resistance Councils
RDC	Resident District Commissioner
ROI	Return on investment
SMART	Specific, Measurable, Achievable, Relevant, Time based (objective and
SOP	Standard Operating Procedure
TOT	Training of Trainers
TV	Television
UgS	Uganda Shillings
USAID	United States Agency for International Development
VCR	Video cam recorder

Summary of the Course

This Training of Trainer curriculum provides a course of study for trainers who are called on occasionally to train in a topic familiar to them. The course provides them with ways to identify the skills their trainees would need as well as tested ways to teach these skills. In addition, it provides useful ways to estimate if they, the trainers, have succeeded, and ways to identify what resources they will need.

This Trainer of Trainer's course is presented is a single module of twenty-two sessions presented over six days (for participants who have had prior TOT Training) or ten days (for participants who have not had any TOT Training). The module is designed to build training skills. The designers assume that the novice trainer is already knowledgeable about the content and skills to be taught. The twenty-two sessions are:

1. Introduction
2. What is Training?
3. Principles of Adult Learning
4. Learning Styles
5. Experiential Learning
6. Facilitation Techniques
7. Implementing Gender in Training
8. Training Needs Assessment
9. Training Gap Analysis
10. Training Techniques
11. Setting Training Objectives
12. Selecting Training Content
13. Designing a Training Session
14. Evaluation, Monitoring and Assessment/Validation
15. Using Audio-Visual Support
16. Developing a Training Budget
17. Setting up a Training Workshop
18. Preparation for Training Practice
19. Training Practice
20. Managing Feedback
21. Tips on General Management of a Training Programme
22. Wrap Up and Closure

Target Groups

The course of study is targeted to participants who are occasionally called upon to develop and conduct training. It is not designed for people whose primary function is training. While a wide range of stakeholders may jointly participate, the selection of target groups will be influenced by the immediate objectives to be achieved. Generally, this Training Handbook will be used for training a mixed group of elected and appointed leaders as well as CSO Representatives. As far as possible, the administrators of the course should attempt to achieve a balance in each course among:

- Special interest groups in leadership positions;
- Elected and appointed officials at both at the higher and lower levels of local governance;

- CSO/CBOs representatives;
- Training providers.

1.0 Introduction

The Uganda Constitution (1995) and Local Governments Act, 1997 give effect to Decentralisation at all levels of local government to ensure good governance and democratic participation in, and control of decision making by the people. The dynamic environment under which the local governments system operates calls for trained individuals who can effectively teach others the knowledge and train them in the skills needed to meet the demands of the day. Furthermore, there is a need to develop training pools to make the training function cost effective and sustainable to local needs.

This course is designed to help meet that need. It is aimed at participants who are occasionally called upon to develop and conduct training. "Training," as defined in Session One of the course, is "the development of skills that people will use in performing their jobs." The course promotes interactive, learner-centred methods. These methods respond to two of the principles in adult learning: That adults generally assimilate only what they find useful, and that adults want to be able to apply their new knowledge and skills. An experienced trainer uses these methods to train the novice trainer and the novice trainer, in turn, is asked to imitate the more experienced trainer. In short, the training process is a “play within a play.” The participants follow and experience the same training methodology they are being trained to use in their own classrooms/training rooms/sessions..

That methodology is an experiential approach in which participants learn to put trainees at ease, establish learning objectives and then take the trainees through the experiential learning cycle - a device which allows the learner to encounter an experience, reflect on it, draw conclusions from it, then decide how to apply it to their own work after the workshop.

The method content includes identifying the principles of adult learning, developing a needs assessment and a gap analysis, delivering a training session in one technical area consistent with the principles of adult learning, incorporating various training techniques, showing skill at facilitating both large and small groups and inventorying the critical elements in designing and implementing a training session.

Because every training situation is different, and each training program must address the special needs of participants, trainers using this manual are encouraged to assess learner needs and then adapt the sessions accordingly. Care has been taken to respect the principles of adult learning, and sessions follow the experiential learning cycle so that participants can effectively internalize learning.

In the course each small group becomes a training team, with each team practice teaching a model lesson in one of the technical areas. This allows each participant to perform in front of the group, have their performance videotaped and commented on by both the trainers and the other participants.

Through out the course the participants are encouraged to imitate the trainers, view each other as sources of learning, focus on real world problems, and adopt those tools and techniques that would be of immediate use to themselves. In these ways, each learner takes responsibility for his or her own learning.

Each trainer of this TOT workshop must be an experienced trainer, with demonstrated skills in all aspects of training. At a minimum, these include:

a. Needs assessment
b. Training design
c. Materials development; materials preparation
d. Stand-up training presentation experience, with diverse audiences
e. Experience as co-trainer
f. Content and process observation
g. Monitoring and Evaluation
h. Coaching and counseling; supervision of trainees
i. Ability to use various training aids

Training will be is evaluated in four ways:

a. Trainer observation of trainee session participation and performance on demonstration tasks, plus feedback from other trainees

b. Daily review of progress by the TOT team

c. End-of-training written evaluation:

   i. Trainers

   ii. Trainees

d. Evaluation of long-term experience of course graduates in delivery training using methods learned in this course.

2.0 Training Course Objectives

The main aim of the module is to enable TOT trainees to acquire knowledge and skills in as far as training and facilitation is concerned for purposes for purposes of preparing them to deliver training programmes to Local Governments and CSOs at the District and lower Councils diligently.

By the end of the course, participants will be able to:

- Identify critical elements in setting up a training program
- Do training needs assessment of the topic to be addressed for a particular audience
- Design and deliver a training sessions consistent with adult learning principles, alone or in a team
- Use appropriate training techniques
- Identify and use appropriate criteria for measuring success

This Handbook, which is a must have for every trainer, is quite comprehensive as it contains both notes to enable the trainer deliver any training Programme and participants notes. It is therefore important at every session the trainer extracts relevant participants notes and avails them to the trainees.

It contains an introduction, objectives and materials for each session, as well as additional resources that may be of interest. The Participant's notes are a guide for the participant to be use during training and later, as reference material. Each of the twenty- two sessions has a learning objective, content notes, group exercises and questions to guide the trainer. Each session follows the experiential learning cycle. The trainees will be given opportunity to make presentations to them to themselves so as to ensure effective dissemination of skills. These presentations will be

videotaped and played for the participants to identify weakness and strengths for future use. Ideally each novice trainer would have to make an hour presentation.

3.0 Historical Facts, Policy and Legal Framework

3.1 Introduction

Uganda's National Resistance Movement (NRM) Government adopted Decentralisation in 1993 in fulfillment of its earlier promise during its guerrilla struggle (1981-86) to democratize Ugandan society and to improve social services provision in the country. During that struggle the NRM had set up Resistance Councils (RCs) through which people freely made decisions over matters that affected them directly. The formulation of the Decentralisation Policy in 1993 was aimed at expanding those powers following the recommendations of the Commission of Inquiry into the Local Government System in 1987[1]. Since the enactment of the present Constitution in 1995 and the Local Governments Act, 1997, decentralisation has emerged as a key instrument in the struggle to improve social services provision and general welfare of people in Uganda.

3.2 Decentralisation and Local Governance

The Decentralisation Policy as enshrined in the Constitution of the Republic of Uganda 1995, Chapter 11, gave rise to devolution of functions, powers and services at all levels. This policy was intended to increase local democratic control and participation in decision making as well as to mobilise support for development.

It is now generally recognised that earlier centralised approaches to development that were adopted by most African countries were not effective in improving peoples' conditions, and that a different approach that allows beneficiaries to have a larger say in priority setting, allocation of resources and implementation of development programmes is more likely to generate the desired results. What is not well known, however, are the conditions under which the structures, institutions and systems that facilitate local development can be made to operate optimally. The current focus on good governance in development circles is due to the realisation that it is the

[1] Republic of Uganda, **Report of the Commission of Inquiry into the Local Government System** (June 1987).

manner in which institutions, structures and systems function that determines the success of development programmes in general.

Decentralisation[2] is a *political* as well as a *technical* process. At the political level it involves leadership, participation, inclusion, representation, decision-making, and power relations between and within central and Local Government levels. On the technical plane it involves administration, planning, budgeting, financial and human resources management, monitoring and evaluation, supervision, mentoring and all functions and activities that are usually the responsibility of technical staff. The political and technical elements must be clearly understood in order to distinguish between the desirable and the possible, and to appreciate the continuous tension between liberalisation and control in most Decentralisation processes.

In Uganda, Decentralisation is viewed as a process, and not a project, which normally has clearly defined starting and ending dates. It takes many shapes and forms and the manner it unfolds reflects to a significant degree the unique characteristics of each country in which it is practised. The Decentralisation process involves conflict, learning, experimentation, contradictions, and change. It is, therefore, not possible, or even desirable, to duplicate the experiences of one country in another because differences in history and circumstances are bound to generate unique dynamics in each Decentralisation process, although cross-country experiences may offer good practices that could be modified to suit local circumstances.

Many countries in Africa have adopted Decentralisation as the main vehicle for transforming their societies, although the forms adopted range from a high degree of central control to extensive devolution of power to Local Governments.[3] This signifies a positive shift in the continent's approach to development, and it could lead to real improvement in people's lives in addition to getting the majority out of the poverty in which they are mired. Good local

[2] 'Decentralisation' is taken here to mean the transfer of power from the central government to local administrative units. The transfer may entail significant control from the centre (deconcentration), some degree of local discretion (delegation) or extensive powers over local division making (devolution).
[3] United Nations Centre for Regional Development, **Decentralisation and Citizen participation in Africa**, Vol. 21, No. 1, Spring 2000.

governance, however, is essential in the process – a process that entails efficient and effective use of power and resources to bring about desired developmental outcomes.

Several facilitating conditions are necessary including constitutionalism, rule of law, justice, electoral and participatory democracy, security of person and property, promotion of human rights, transparency and accountability (political, managerial and financial), exemplary and inspirational leadership, an informed citizenry, and popular participation in social and economic processes.[4] Good *local governance* refers to the interplay of all these elements in a decentralised setting in order to bring about the desired transformation for the benefit of the people. For example, constitutionalism introduces check and balances and reduces excesses and abuse of office; justice and rule of law create a conducive environment for economic growth and investment; good leadership generates better pro-poor policies; popular participation leads to election into office of issues-minded leaders in addition to better prioritisation and local ownership of development programmes; transparency and accountability in public office ensures that resources reach their intended targets; and an informed citizenry is capable of holding public officials to account to ensure that the policies they pursue reflect the general will of the people. Uganda's approach takes these considerations into account based on the conviction that there is a clear link between good local governance and improved welfare of people.

3.3 The Objectives of Decentralisation in Uganda

Decentralisation in Uganda is designed to achieve the following:

- Transfer real power to Districts and thus reduce the load of work on remote and under resourced central officials.
- Bring political and administrative control over services to point where they are actually delivered, thereby improving accountability and effectiveness, promoting peoples feeling of ownership of programmes and projects executed in their districts.
- Free local managers from central constraints and, as a long-term goal, allow them develop organisational structures tailored to local circumstances.

[4] **Republic of Uganda, National Programme for Good Governance in the Context of the Poverty Eradication Action Plan (PEAP)** (May 2000), pp 9-10.

- Improve financial accountability and responsibility by establishing a clear link between the payment of taxes and the provision of services they finance.
- Improve the capacities of the councils to plan, finance and manage the delivery of services of their finance and manage the delivery of services of their constituencies.

3.4 Implications of the Objectives

The above objectives imply the following:-

- Establishing a rational and unified service delivery system at the District level.
- Promoting greater involvement of communities, in turn lead to plans appropriate to local needs and problems/priorities.
- Reducing duplication of services and costs by relating responsibilities to a defined catchment population.
- Reducing inequalities through selective allocation of resources.
- Strengthening national policy and planning by releasing Ministry staff administrative and routine responsibilities.
- Improving the implementation of programmes by reducing centralised control over local administrative matters.
- Encouraging greater community financing and control over local facilities and staff.
- Reducing problems and delays caused by long distances and poor communication.

3.5 The Local Government System in Uganda

Uganda's Decentralisation Policy is based on devolution of power to popularly elected Local Governments. There are six types of Local governments comprising 56 District Councils (including Kampala City), 857 Sub-county Councils, 5 City Division Councils, 13 Municipal Councils, 34 Municipal Division Councils, and 63 Town Councils. There are also Administrative Units comprising 151 Counties, approximately 5,225 Parishes and approximately 44,402 Villages.

Local Governments are body corporate. They make and implement development plans based on local priorities; develop, approve and execute their own budgets; raise and utilise resources according to their own priorities; appoint statutory Committees, Boards and Commissions; make

ordinances and bye-laws that are consistent with the Constitution and other existing laws; hire, manage and fire personnel; manage their own payroll and separate personnel systems; and implement a broad range of services that were previously the responsibility of Central Government. These are listed in Schedule 2 of the Local Governments Act, 1997.

This extensive devolution of power is intended to improve service delivery by shifting responsibility for policy implementation to the beneficiaries themselves; to promote good governance by placing emphasis on transparency and accountability in the management of public affairs; to develop, broaden and deepen political and administrative competence at local level; to facilitate democratisation by promoting inclusive, representative and gender-sensitive decision-making; and to alleviate poverty through collaborative efforts between central and Local Governments, development partners, non-government organisations (NGOs), community based organisations (CBOs), the private sector and other stakeholders.[5] Uganda's Decentralisation process is based on several complementary elements comprising the legal framework, Local Government Councils, Local Government Statutory Bodies, and financing arrangements.

3. 6 The Legal Framework

The origins of the legal framework for Uganda's Decentralisation Strategy can be traced to the *Resistance Councils and Committees Statute (1987),* which gave legal backing to the popular participation that had started during the guerrilla days. The statute raised the political profile of Local Councils in reaction to the centralising tendencies of the 1967 Constitution that had turned Local Governments into mere implementing agencies and appendages of the Central Government. However, it did not provide Local Councils with significant authority over the management of financial, and human resources and following Government's decision to devolve power to Local Governments a new law – the *Local Governments (Resistance Councils) Statute 1993* – was enacted. Among other things, the statute provided for the principle of 'non-subordination' to prevent higher Local Governments from dominating lower ones. The powers of

[5] Republic of Uganda, **Decentralisation in Uganda: The Policy and Its Philosophy**, Booklet # 1 (Kampala: Ministry of Local Government, May 1993); and, Republic of Uganda, **Decentralisation in Uganda: The Policy and its Implications Booklet** # 2 (Kampala: Ministry of Local Government, April 1994).

Local Governments were further expanded in the 1995 Constitution and elaborated on in the Local Governments Act, 1997.

Schedule 2 of the LGA, 1997 sharply distinguishes between the respective roles of Central and Local Governments. The Central Government's role is to set national policy and standards; to mentor and give assistance and advice to Local Governments; and to inspect, supervise, monitor and co-ordinate activities of Local Governments to ensure that they comply with national policies and standards. On the other hand, Local Governments are responsible for providing a broad range of services that were previously the responsibility of the Central Government, in addition to any lawful others they may wish to undertake for the development of their respective areas. They must abide by the Constitution and follow the *Local Governments Act, 1997 and* the *Local Governments Financial and Accounting Regulations 1998* and other Regulations when executing their responsibilities.

3.7 Local Government Councils

Local Government Councils, which are elected on the principle of adult suffrage, are assigned most of the powers previously held by the Central Government in local development. They approve their own development plans and budgets without reference to those above them (the 'non-subordination' principle), unless those plans imply investment and recurrent costs for higher councils. They also oversee implementation of their development plans, and those of the Central Government, through their own sectoral committees.

Affirmative action is entrenched in the composition of Local Government Councils to give voice to the disadvantaged. Women *must* constitute at least a third of every Local Government Council. Each council must also have two representatives for the youth, one of whom must be female, and two representatives of the disabled, one of whom must also be female. Lower Local Governments (not Districts) are also required to have two representatives of the elderly (55 years and above), one of whom must be female.

The Local Government System comprises two sets of officials: a popularly elected council headed by a Chairperson or Mayor in the case of the City and Municipalities, which is

responsible for approving development, plans and budgets; and a team of appointed technocrats headed by a Chief Administrative Officer (District) or Town Clerk (Urban), who are responsible for implementing council and Central Government policies, in addition to providing technical guidance to their respective councils.

3.8 Financing Arrangements

Transfers from the centre for funding Local Governments activities are made through three different modalities, namely, *conditional*, *unconditional* and *equalisation* grants.

Article 194 of the Constitution provides for an independent Local Government Finance Commission (LGFC) to advise the President on the distribution of revenue between the central and Local Governments, and among Local Governments; on conditional and equalisation grants; and on Local Governments revenue sources and potential. The LGFC is also mandated to advise the ministers responsible for Local Government and for finance on financial disputes between Local Governments.

Local Government also get resources from bilateral donor programmes. However, country coverage from this funding modality is still uneven because donors target specific Districts of their choice. Efforts have been made to harmonise donor investments in Local Governments by the Ministry of Local Government under the Donor Co-ordination Office.

Conditional Grants are directed at the five national Priority Programme Areas (PPAs) of Primary Education, Primary Health Care, Agricultural Services, Feeder Roads, and Water and Sanitation. The law stipulates that conditions for Conditional Grants must be mutually agreed between Central and Local Governments. Unconditional Grants are determined using the formula set in the Constitution and are disbursed on the basis of population (85%) and area size (15%). They are intended to give Local Governments discretion in resource allocation in keeping with the spirit of Decentralisation, although Local Governments are required to give priority to the PPAs. Equalisation Grants, on the other hand, are a subsidy given to the least developed Local Governments to enable them to provide social services at average national standards of social service delivery. These resources are supplemented by locally raised revenue (Discussed in detail in Section5.2)

3.9 Statutory Bodies

District councils are empowered to appoint District Tender Boards, Local Government Public Accounts Committees and District service Commissions to ensure that local government affairs are handled in a transparent and accountable manner. Councils keep track of local government financial transactions and tender awards through mandatory monthly and quarterly reports that must be submitted to the relevant committees and boards for scrutiny. The Statutory Bodies improve on transparency in the procurement of services in Local Governments.

Local Governments are required to keep proper books of accounts and to produce statements of final accounts within four months of the end of each financial year. The Auditor General is required to audit Local Governments' books of accounts and financial statements, and to submit audit reports to Parliament, the ministers responsible for Local Government and for finance, the relevant Local Governments, Local Government Public Accounts Committees and the LGFC. Resident District Commissioners (RDCs), who represent the President in Districts, monitor and supervise the implementation of Central Government programmes and are empowered to draw the attention of integrity bodies (e.g. auditor general, Inspectorate of Government, etc..) to any anomalies they may detect.

3.10 The Poverty Eradication Action Plan (PEAP)

PEAP is another important national development framework. It is based on Vision 2025. The major theme/ vision is prosperous people, harmonious nation and a beautiful country. The PEAP is Uganda's national development framework and it seeks to transform the economy, ensure that all people especially the poor benefit from economic growth through increased incomes and improved services. It seeks to attack poverty in its many dimensions through its four pillars as follows:

- Rapid and sustainable rapid growth.
- Good governance and security- facilitating the democratic process and ensuring the evolution of a popular and tolerant political system, building local government capacity to enable efficient allocation and utilization of public resources

- Increasing the ability of the poor to raise their incomes- increasing opportunities for self-employment.
- Enhancing the quality of life of the poor- increasing public information and awareness as well as improving service delivery through increased participation.

Decentralisation falls under the second pillar of good governance. Good governance can be enhanced by what actually this training module aims to achieve that is to equip Local Government officers with skills to train others so as to improve their performance and conduct business diligently to act as change agents.

4.0 Training Methods

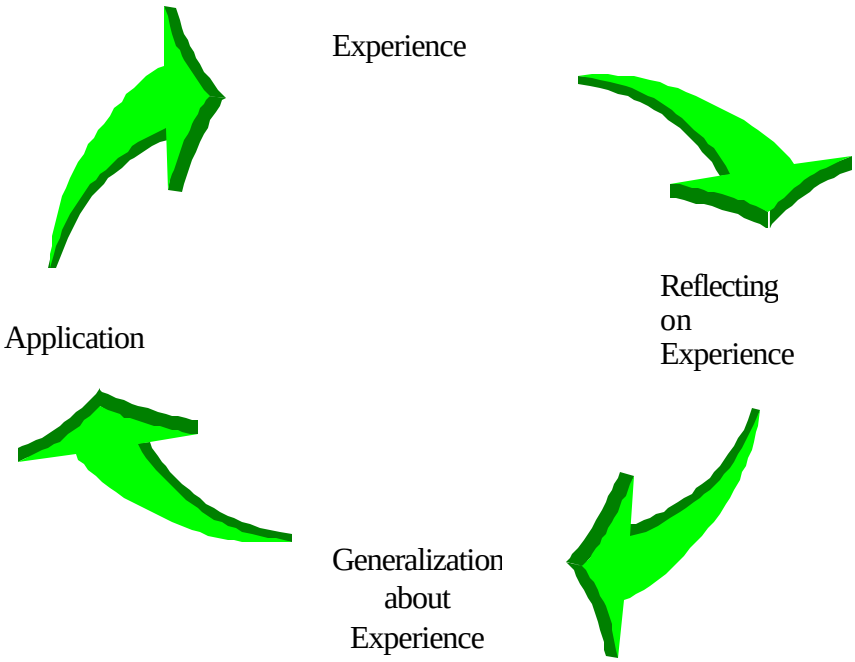
The training approach is based on an experiential learning methodology that owes a great deal to Malcolm Knowles, the father of adult learning. It makes use of current ideas about the way that an adult learns. Among these ideas are:

- Adults are motivated to learn as they develop needs learning will satisfy
- Adult learners need to feel safe and relaxed and physically comfortable
- Adults learn best in an active participatory environment geared to their life or work-related needs.
- Adults have a lot of experience and appreciate being asked to share it
- Adults are self-directed. They know what it is they want to learn.
- Adults learn in an environment of mutual respect between the you and the learner
- Individual differences among adults increase with age and time so you must be flexible in terms of style and pace of training.[6]

Underlining these principles is the idea that the trainer is both teacher and learner. The trainer shares what he or she knows, and listens to what the participants know. On occasion, the trainer may find the participants know as much he or she does. The flow of information is no longer from the top down, from a knowing teacher to an unknowing student, as it often is in traditional training. Instead this approach promotes a horizontal exchange in which the trainer is an important source of information, but not the only source. Each person in the room brings

[6] Adapted from Malcolm Knowles, *The Adult Learner: A Neglected Species* (Houston: Gulf Publishing Co., 1978)

something to the activity, and each person takes from the activity what he or she needs. The recognition that both the trainer and the participant have something to offer each other is part of the dynamics that drives this approach. Each lesson is based on the adult learning cycle first developed by Kurt Lewin and adapted by David Kolb as part of the experiential learning cycle. [7]



The learning circle is a device that imitates the ways most people learn on their own. They think about an experience they have had, they draw conclusions from it, and then act on those conclusions in their daily lives.

The circle guides the trainer in offering the participants an experience and providing them with an opportunity to reflect on it, possibly through a discussion or a small group task. During the task the participant compares the new experience to his or her own experience, and draws some conclusions from it. The participant then decides how he or she will apply those conclusions to their own situation following the workshop.

[7] Kolb, D.A. *Experiential Learning* (Englewood Cliff, N.J: Prentice Hall, 1984)

It is important for the trainer to value the learning circle, as it follows what people ordinarily do when learning naturally. It is also important that the trainer follows the sequence.

The generalization and application questions are very important. These are real teaching moments as the trainer hears from the participants what they have or have not learned.

The trainer should create as many opportunities as possible for the participants to discuss. The trainer should also be patient as he/she endeavors to relate the new materials to his/her own experience.

The trainer should try to limit the amount of time he or she speaks, and encourage the participants to discuss how they feel about a topic, what they thing about it, whether they agree with it or do not. It is a trainer's responsibility to facilitate these discussions.

In addition, a variety of training techniques are used in this workshop. They include short lectures, demonstrations, group discussions, readings, and structured exercises.

The trainer is also encouraged to coach individual participants as they develop their plans for practice teaching as an important aspect of this workshop. It is likely the participants will need help in selecting training content that is familiar to them so that during the workshop they can focus on training skills, not on gaining new technical knowledge. The participants may also as well need help in developing learning objectives. Important to note is that often their objectives are too broad to be reasonably taught in an hour or less.

5.0 Organizing a Training Activity

5.1 Length of Workshop

The training should be delivered in six consecutive one-day sessions for participants who will have undergone prior Tot course. Ten days for those who will not have undertaken the TOT course earlier on.

5.2 Trainer Requirements

People who train this workshop should be experienced trainers with expertise in developing and conducting training. They should demonstrate strong interpersonal skills and be competent group facilitators. They should also serve as positive trainer models for learners to observe. It is recommended that at least two trainers co-deliver the entire workshop in order to provide alternative trainer models for learners to view.

5.3 Course Schedule

A sample course agenda is provided in the Resource Book. It is prepared with time frames as that is up to the discretion of the trainer.

5.4 Number of Participants

The course is designed for 15 - 30 participants. Minimum workshop size is ten participants. Practice training groups should not exceed eight learners per group. If the group is larger than 15 participants then a second Trainer is needed.

5.5 Space Requirements

The main training room must accommodate all learners and the trainers. There should be space for practice teaching in the front large enough to allow videotaping and viewing. If possible there should be space for breakout group of six to eight participants. The main training room can serve as one of those spaces. A suggested set-up for the room would be:

- Tables in herringbone configuration with chairs for learners at each table, or in a fan shape with the trainer at the joint of the fan.
- Flipchart stands at the front of the room
- A table to accommodate the overhead projector, with room for trainer notes.
- A projection screen at the front of the room.
- A table at the side of the room for training materials and supplies.
- A television set, or a LCD projector
- Copying facilities, necessary for duplicating handout materials for learners' practice training, must be within easy access of the training location.

5.6 Equipment and Supplies

The Materials session for each session details the equipment and supplies needed for that session. In addition, a Workshop Checklist of equipment and supplies is provided in the Resource Book for you to request the materials you will need for the workshop. At a minimum, the following inventories the equipment and supplies needed for the workshop:

1	Overhead projector
1	Projector screen
4	Easel stands
8-10	Flipchart pads
6 boxes	Water-soluble flipchart markers:
	2 boxes of blue
	2 boxes of black
	1 box of green
	1 box of red
1 box	Name badges
2 rolls	Masking tape
1 box	Blank transparencies
1 set	Water-soluble transparency markers
1 set	Permanent transparency markers
4 sheets	Manila paper for table tents
1 pair	Scissors
1/participant	Folder
2 packs	Large Post-it Notes
1	Stapler (filled)
1/participant	Notepads
1 box	Pencils (sharpened)
1 box	Paper clips
1 spare	Overhead projector bulb
1	Television set
1	LCD projector for PowerPoint

Access to a copier for duplicating handouts learners will develop for their practice training.

A letter should be sent to learners in advance of the workshop advising them of the date, start time, and location of the training. A sample workshop letter annex----.

Some suggestions to help the trainer prepare to conduct the training:

- Two checklists are provided in the Resource Book. The first is a logistics checklist and the second is a checklist for developing a training budget.
- Familiarize yourself with the Trainer's Handbook. Review each session and prepare the necessary handouts and flipcharts ahead of time.

- Review the Participant's Handbook to be able to answer any question the participants may have regarding the material.
- Try to learn the names of the participants before they arrive.
- Arrive at least an hour before the participants to make sure everything is in place, and test any equipment that maybe used that day, for example, the overhead projector, the LCD projector, et cetera.
- Ensure that the room is well lit with ample fresh air.
- Check to make sure the tea break is organized.

6.0 Cross Cutting Issues

There are a number of contemporary issues that have an effect on the design, implementation and evaluation of any of Training Programme/Session. It is therefore imperative that a good facilitator or Trainer should always be mindful of such issue as he/she designs, implements and evaluates a Training Programme. For ease of reference the current issues include among others Gender, HIV/AIDS, other Demographics, Globalization aspects, Poverty, Environment Literacy, and Human Rights.

7.0 Running a Training Activity

The introduction to a training activity is very important. It sets the climate for whatever follows. The trainer should spend time welcoming the participants to the workshop, asking them questions about their day, their work, and how what experience they have had with training. Introduce any guest or government official who is going to formally open the workshop. Introduce the training team, and ask each one to tell something of their background. The purpose is twofold: first to let the participants know who the trainers are, and secondly to give the trainers an opportunity to establish their credentials for being there.

Ask the participants to participate in an activity to get to know one another. A simple one is to ask the group to divide into twos and interview each other. Sample questions might be what is your name, where do you come from, where do you work, what experience do you have in

training? Then go around the room and ask each group to introduce each other. The objective is to make each person feel welcome.

Next ask the participants to meet in groups of three or four and discuss their expectations of the workshop—what they hope will happen, and what they hope will not happen. Ask each group to choose a reporter who will report the conclusions to the whole group. Record the expectations on a flipchart.

Introduce the goal and objectives as well as the schedule. Compare the expectations of the group to the proposed goal, objectives and agenda. Show the participants where they match. If there is an expectation that is not in the original plan, discuss how important it is to the group, and if it is of real importance see if it can be dealt with in an evening session or some other time. If it is of real importance to the content of the training, then see what adjustments, if any, could be made in the schedule. If it is impossible to meet the expectation explain the fact to the group and suggest that it be dealt with at some time in the future. The important issue is that you acknowledge the participant's need and show the group that you have a way to manage the situation.

Next remind the participants that all groups need to set some guidelines for how they will work and learn together. These are called workshop norms. It often helps if the trainer suggests one, so that the participants can see a model. A good one to start with is the use of cell phones. Ask the group if they will accept the norm that during the workshop session hours cell phones will be place on silent or on off. Remind the participants of the times for the tea breaks and for lunch. Ask them to have their offices call them during those times.

The trainer should remember that people can get tried when they sit for so long a period. He/she should therefore periodically take them through energizers to enable them stretch and/or walk around.

The trainer should introduce the objective of each session at the beginning, and explain what the participants are about to learn and how it connects to what they have already learned. This link allows the participants to see that they are making progress.

Once the actual training begins, it is very important that the trainer have a series of good doable small group tasks directly related to the content matter. This is an important part of the methodology as it gives the participants an opportunity to compare what they have just learned to other things they know, and to come to a conclusion about it.

At the end of each group task, the trainer should discuss the conclusions the participants have reached. This is the moment when the trainer can see if the participants have understood the material or have begun to develop the skills they need to acquire. It also provides the opportunity to discuss what they (participants) will do with these skills after the workshop.

At the end of the session the trainer should review what has just been learned and what the group concluded and relate it to the objective of the session. This allows the trainer to also link the material to the session that will come next.

At the end of the workshop it is often a good idea to ask the participants what they want to learn more about. It could be related to the content of the present workshop or it could be on an entirely different topic. This information should be recorded on flipchart and used in the report.

No two adults learn at the same pace. What is obvious to one person may be obscure to another. The trainer should be patient with everyone, and try to answer his or her questions and concerns as carefully as he/she can. The test, of course, is whether they are willing to come back the next time. If so, it is an indicator that the trainer might just be doing a good job of training.

8.0 Assessing a Training Activity

A simple way to do a daily assessment is to go around the room and ask participants to identify one thing they found helpful. If there was something they found particularly unhelpful, ask them to mention it. The trainer may want to record these on a flipchart and ask the participants for suggestions to improve the workshop.

A sample of a formal written evaluation for the participants is found in Annex A, along with a sample of a formal written evaluation for the trainers.

9.0 Evaluation Criteria

9.1 Pre Programme

Generally, do all aspects of the content and running of the programme appear appropriate for the identified needs?

- Have all the personnel been consulted about the subject need?
- Are the programme aims and objectives relevant to the identified need?
- Have the aims and objectives been agreed with the beneficiaries?
- Is the design of the programme concerning daily content, pace and training methods suitable for the expected participants?
- Is the training venue appropriate?
- Do the selected trainers/facilitators have the right knowledge and skills?
- Are the training methods to be sued suitable for the objectives?
- Are all the facilities, equipment etc. available?
- Are they all appropriate for the objectives and participants?
- Have all the in-programme and post-programme validation and evaluation arrangements been agreed and established?
- Have all the administrative procedures been set up?

9.2 In Programme

In Annex A: Participant and Trainer Evaluation Forms

9.3 Post Programme

Post programme evaluation should be scheduled approximately three months after the training.

9.4 Learning Performance

Generally**,** did the trainees meet the objectives of the programme?

- Did all aspects of design and implementation of programme work as intended and were they effective?

- What changes, if any, need to be made for similar programme in the future; e.g.: Did the participants:
  - Meet the objectives?
  - Find the objectives relevant?
  - Find any objectives particularly relevant or less relevant than others?
  - Feel that the level of treatment of content was appropriate?
  - Feel that their expectations had been met?
  - Consider any parts of the programme to be particularly relevant/not relevant/useful/not useful?
  - Consider some elements of the programme should be omitted?
  - Think that some topics should be added to the programme?
  - Like or dislike any part of the programme?
  - Like or dislike any of the training methods?
  - Find the resources useful?
  - Like or dislike the assessment tasks?
  - Feel that they had adequate support from the trainer (s)/facilitator (s)?
  - Feel that the length of the programme and the length of the sessions were appropriate?
  - Feel that the selection/composition/numbers of participants were appropriate?
  - Consider the administrative support was adequate?
- What changes would they recommend to any of the elements noted above?
- What were the trainer(s) /facilitator(s) views on all the above elements?

9.5 Job Performance

Generally, what difference did the programme make to the trainees job performance? E.g.:

- Did they find the programme helpful when they returned to their jobs?
- What parts of the programme have they put into practice?
- Has their performance been assessed?
- Has their job performance improved?
- Have their efficiency and effectiveness increased
- Have their productivity increased

- Have they been given feedback on their performance?

10.0 Curriculum Structure and Design

Overall Aim: The aim of the module is to enable TOT trainees to acquire knowledge and skills in as far as training and facilitation is concerned for purposes of preparing them to deliver training Programme to Local Governments and CSOs at the District and Lower Councils diligently.

Session 1: Introduction:

Objective: To establish a relaxed climate in which to learn. Participants will have become acquainted, clarified their expectations, reviewed the workshop objectives and schedule, and agreed on norms of behaviour for the workshop

Session 2: What is Training?

Objective: To be able to define what training is, and to distinguish trainer and trainee role (Role of trainer and role of trainee)

Session 3: Principles of Adult Learning

Objective: Identify the characteristics of adult learning. Explain how a trainer can apply the principles to developing and conducting training

Session 4 Learning Styles

Objective: Use the learning inventory to see which style prefer as adults

Session 5 Experiential Learning

Objective: To describe the different ways people learn, the phase of the learning cycle, and the trainer's role in each phase.

Session 6 Facilitation Techniques

Objective: To be able to use the tools appropriately in-group discussions, especially small groups.

Session 7 Implementing Gender in Training

Objective: To be able to develop a teaching session on the key concepts related to gender.

Session 8 Training Needs Assessment

Objective: To be able to ask appropriate questions to identify…that is, to find out…what the participant's want to learn

Session 9 Training Gap Analysis

Objective: To understand what to do with the results of the analysis

Session 10 Training Techniques

Objective: To be able to Define "training technique" and define and discuss effective training techniques.

Session 11 Setting Objectives

Objective: To transform the results of the gap analysis into learning objectives

Session 12 Selecting Training Content

Objective: Select appropriate material and techniques

Session 13 Designing a Training Session

Objective: To be able to design a training session based on the experiential learning cycle.

Session 14 Evaluation, Monitoring and Assessment/Validation

Objective: To be able to describe and give examples of three attributes of success measurement

Session 15 Using Audio-Visual Support

Objective: To be able to use a variety of audio-visual supports (power point, flipcharts, overheads etc.).

Session 16 Developing a Training Budget

Objective: To identify the principal elements in a training budget

Session 17 Setting up a Training Workshop

Objective: To identify the activities involved in a training session or program

Session 18 Preparation for Training Practice

Objective: To prepare a lesson to be presented in class

Session 19 Training Practice

Objective: To provide each participant with an opportunity to teach, be videotaped and receive appropriate feedback.

Session 20 Managing Feedback

Objective: To be able to provide and to accept reasonable feedback on one's teaching performance

Session 21	Tips on General Management of a Training Programme Objective: To inform participants on all Dos and Don'ts in Training
Session 22	Wrap Up and Closure Objective: To discuss next steps, evaluate the workshop, participants received their certificates, and bring the workshop to a close.

11.0 Skills Required to Perform Mandated Functions

Each trainer of this TOT workshop must be an experienced trainer, with demonstrated skills in all aspects of training. At a minimum, these include:

- Needs assessment
- Training design
- Materials development; materials preparation
- Stand-up training presentation experience, with diverse audiences
- Experience as co-trainer
- Content and process observation
- Monitoring and Evaluation
- Coaching and counseling; supervision of trainees
- Ability to use various training aids

The Trainer/s should also be university graduates, who have demonstrated knowledge of the Decentralisation Policy of Uganda, the structures, functions and the operations of Local Governments.

12.0 Session by Session Activities

Introduction to the Module

The aim of the module to enable the participants to improve their training and facilitation skills in order to implement the standardized Training Programs to improve capacity especially at the LG level. By the end of the course, participants will be able to:

- Identify critical elements in setting up a training program
- Do training needs assessment of the topic to be addressed for a particular audience
- Design and deliver a training session consistent with adult learning principles, alone or in a team
- Use appropriate training techniques
- Identify and use appropriate criteria for measuring success.

Session One: Introduction

OVERVIEW OF SESSION 1		
No.	**Component Activity**	**Time Allocation (approx.)**
1	**Overview** To establish a relaxed climate in which to learn. Participants will have become acquainted, clarified their expectations, reviewed the workshop objectives and schedule, and agreed on norms of behavior for the workshop.	5 minutes
2	**Objectives** By the end of the session the participants will be able to: • Know each other better • Feel welcome in the classroom and relaxed about participating in the workshop • Understand the goals and objectives of the training program • Have expressed their expectations and matched them to the agenda • Have agreed on group norms for working together	5 minutes
3	**Presentation** • Official Opening • Introductions • Expectations • Goals and Objectives • Schedule • Norms (Setting ground rules)	55 minutes

Part 1

Objectives (Put on Flipchart)

By the end of the session the participants will be able to:

- Know each other better
- Feel welcome in the training and relaxed about participating in the workshop

Introductions

1. Welcome everyone to the workshop and introduce yourself and the other members of the training team.

2. Ask the participants to pair up with a person near them and interview each other.

Put on a flipchart: Sample interview questions:

- Name
- Town or City/ parish/Organisation/Sub-county etc
- Training done in the past
- Something that we might not know about you otherwise

Go around the room and ask each group to introduce each other. The objective is to make each person feel welcome.

Icebreaker

Place six or seven kitchen utensils or other household implements around the room. Ask the participants to think about which utensil or picture best symbolizes their feelings about training. (For example: I chose the knife because training cuts through the problems the participants face.)

After a minute, have participants go stand next to utensil they have chosen. Have them discuss among themselves why they chose it, and ask the groups to pick someone who can summarize their thoughts for the whole group. Each group has a minute to report to the whole group.

An alternative is to place six or seven pictures of animals around the room. Ask the participants to think about which animal symbolizes their thoughts or feelings about training. Repeat the process above. Explain that now that we know each other a little better, we want to see what we are going to do together for the next five days.

Materials Needed: Manuals

- Nametags
- Sheets of paper for the participants Pens/Pencils
- Flipchart with task

Part 2

Objectives (Put on Flipchart)

By the end of the session the participants will be able to:

- Understand the goals and objectives of the training program
- Have expressed their expectations and matched them to the agenda

- Have agreed on group norms for working together

Tell the group that when they heard they were coming to this workshop they are likely to have had some hopes about what would happen and possibly what would not happen.

1. Ask the participants to meet in groups of four and discuss their expectations. Ask them to choose a reporter to share their expectations with the whole group.

2. Goal/Aim

The main aim of the module is to enable TOT trainees to acquire knowledge and skills in as far as training and facilitation is concerned for purposes for purposes of preparing them to deliver training programmes to Local Governments and CSOs at the District and lower Councils diligently.

3. Objectives

(Put on flipchart)

By the end of the course, participants will be able to:

- Identify critical elements in setting up a training program
- Do training needs assessment of the topic to be addressed for a particular audience
- Design and deliver a training session consistent with adult learning principles, alone or in a team
- Use appropriate training techniques
- Identify and use appropriate criteria for measuring success.
- Hand out copies of the Objectives and the Agenda.

4. Tell the group that all groups work better together if they have some guidelines for working together. These are called **norms**. They are such things as: starting and stopping on time, actively participating in each session, agreeing that all questions are good questions and others. Ask the group what they would like to set as their norms, and record them on flipchart.

5. Discuss any housekeeping issues that need to be addressed, e.g., per diem, transportation, location of bathroom, etc.

Ask if everyone is comfortable with the plan, and then summarize the activities so far, and explain that we are now getting into the content of the workshop proper, and will start with what we do, and why we do it.

Materials Needed:

Handout: Objectives

- Handout: Agenda
- Folders
- Tablets
- Pens
- Flipchart stands
- Flipchart paper
- Markers

Participants Notes

SESSION ONE: INTRODUCTION

This Training Workshop will be mainly carried out in a participatory manner, hence it will be hands on. Thus you may need to take note of the information in this handout, as it will be a point of major reference throughout the training.

On this note, I wish you good time as you prepare yourselves for the challenges of a Trainer/Facilitator.

Workshop Training Methods

A variety of training methods are used in this workshop. They include:

- Demonstrations
- Group discussions
- Reading
- Structured exercises
- Training presentations

A training example is used throughout the workshop to demonstrate specific training skills being covered. The example is based on a training situation involving newly elected municipal officials, and was picked because of its current relevance to Decentralization needs. However, it is not intended that the details described in the example fully and accurately represent the procedures followed in any one municipality. Try not to focus on the content of the example; focus instead on the training skills that it illustrates.

The purpose of this workshop is to help you learn how to develop and conduct effective training. It is designed for "non-trainers" - people such as yourself who train on an occasional basis. It covers the basic skills necessary for you to effectively develop and conduct the training you are asked to do by Decentralization.

Throughout this course you will find that you are an active participant in the learning process. It is a fact that people learn more in training when they are actively involved. "Learning by doing" is a basic principle followed in this workshop.

The workshop format includes group discussions and individual and group exercises designed to help you learn training skills. You will develop a practice training session alone or in a group. Your fellow participants will be your "trainees" during your practice training.

Summary

This workshop is designed to help "non-trainers" who, as part of their jobs, train on an occasional basis. It covers basic skills for developing and conducting effective training. We have looked at the overall aim of the workshop, how to use the Participant Handbook, and what are some of the methods we will be employing.

Session Two: What is Training?

OVERVIEW OF SESSION 2		
No.	**Component Activity**	**Time Allocation (approx.)**
1	Recap of the previous session	5 Minutes
2	**Overview** To assure that everyone is using the same term the trainer defines training and distinguishes between the trainer role and the trainee role.	
3	**Objectives** • To be able to define what is training • To distinguish trainer and trainee roles • To decide if training is the appropriate response	5 minutes
4	**Presentation** Facilitator gives a short lecture on definition of training, as well as the differing roles of the trainer and trainee.	20 minutes
5	**Group Exercise** Large group discussion.	20 minutes
6	**Lessons Learnt** Key differences between responsibilities of trainer and trainee. Working definition of training.	10 minutes
7	**Application** When is training an appropriate response.	10 minutes
8	**Summary** Summarize the main ideas.	5 minutes
9	**Evaluation** Discuss with the participants the success or otherwise of the methodology and tools of training used by the facilitator during this session.	5 minutes

What is Training?

Objective.(Put on flipchart)

- To be able to define what is training
- To distinguish trainer and trainee roles
- To be able to decide if training is the appropriate response

What is Training?

What is training?

- Training for our purposes is the development of skills that people will use in performing their jobs.
- Skills are those techniques over which you have developed some degree of mastery
- Training provides a way to acquire those skills.

What is the role of the trainer?

- To assess the needs of the trainee in relation to a particular task.
- To identify any gaps in the ability of the trainee to perform that task
- To develop a method to close that gap. We will talk about these things in a later session.
- To manage the learning process for acquiring the missing skills.
- To explain to a client that where there is no a skill gap, there is no need for training. Training is often seen as the answer to most management problems. There may be a genuine problem, but the answer may lay elsewhere—in a need for a bigger budget, in a need for clarity of vision from the leader, in the need for personnel changes. But if there is no skill gap, training is not the answer. Trainers need to be aware of this fact as a client may put up a lot of resistance.

What is the role of the trainee?

In this course the trainee's role is to learn by doing, i.e. to actually practice the skills being taught:

- To imitate the trainer
- To be willing to make mistakes

Group Discussion

Some questions to begin the discussion:

- What kinds of training have you participated in before?
- What was your role?
- What did you perceive was the role of the trainer?
- What did the training prepare you to do after the workshop?

Lessons Learnt

- What is training?
- What are the key differences between a trainer and a trainee?

Application

After the workshop how would you explain what training is to a colleague?

Summary

The facilitator should return to the objectives, and review what has happened and highlight the process and content covered during the session.

Evaluation

This exercise focuses not on the content of the session, but instead on the methodology and tools of training employed by the facilitator. It is meant to give the facilitator an indication of what the participants enjoyed (so that it can be reproduced in the next sessions) and what the participants did not enjoy (so that it can be avoided in the next sessions). The objective of the exercise is to improve the facilitator's performance for the next sessions.

Link: We have looked at what training is, what differing roles are. Now we will look at the characteristics of the learner—especially the adult learner, and how we incorporate their learning needs into training.

Participants Notes

SESSION TWO: WHAT IS TRAINING?

Overview

To ensure that everyone is using the same term the trainer defines training, and distinguishes between the trainer role and the trainee role

Objective:

-To be able to define what is training

-To distinguish trainer and trainee roles

-To be able to decide if training is the appropriate response

Definition of Training

According to J. Kenny and M. R. Reid, Training is "a Planned Process to modify attitude, knowledge or skills behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose in the work situation is to develop the abilities of the individuals and to satisfy the current and future man power needs of the organization" [8]

However, for our purposes, we define "training" as the development of skills that people will use in performing their jobs. Skills are those techniques over which you have developed some degree of mastery. Training provides a way to acquire those skills.

This definition distinguishes "training" from other situations where people are provided with information, but are not necessarily expected to use the information they are given. The distinction between training and non-training is an important one because the process for developing and delivering the information differs between the two.

Effective training requires that you have a clear picture of how the trainees will need to use the information after the training. It also requires that people practice what they have learned before

[8] S. Kenny & M.R, Reid, Training Interventions. (Institute of Personnel Management, London SW194UW 1987)

they apply it after training. This practice step is not required in non-training situations since the people are not necessarily going to use the information subsequent to the training. You will learn how to incorporate practice into the training you develop and conduct with Decentralization.

What is the role of the trainer?

- To assess the needs of the trainee in relation to a particular task.
- To identify any gaps in the ability of the trainee to perform that task
- To develop a method to close that gap. We will talk about these things in a later session.
- To manage the learning process for acquiring the missing skills.
- To explain to a client that where there is no a skill gap, there is no need for training. Training is often seen as the answer to most management problems. There may be a genuine problem, but the answer may lay elsewhere—in a need for a bigger budget, in a need for clarity of vision from the leader, in the need for personnel changes. But if there is no skill gap, training is not the answer. Trainers need to be aware of this fact as a client may put up a lot of resistance.

What is the role of the trainee?

- In this course the trainee's role is to learn by doing, i.e. to actually practice the skills being taught
- To imitate the trainer
- To be willing to make mistakes
- Relax and have fun during the workshop - you'll enjoy the experience and learn

Summary

In this session we have looked at the definition of training, the role of the trainers and the trainee. Next we shall begin to look at the principles of adult learning.

Session Three: Principles of Adult Learning

OVERVIEW OF SESSION 3		
No.	**Component Activity**	**Time Allocation (approx.)**
1	Recap of Previous session	5 Minutes
2	**Overview**: Identify the characteristics of adult learning. Describe the contribution of Malcolm Knowles. Explain how a trainer can apply the principles to developing and conducting training.	
3	**Objectives** Identify the characteristics of adult learning. Explain how a trainer can apply the principles to developing and conducting training.	5 minutes
4	**Presentation** Facilitator gives a short lecture on the origin and principles of adult learning, and how they can be used in the classroom.	20 minutes
5	**Small Group Exercise** Break into group of three to four and discuss among yourselves what principles match your personal experience? Which are new? Why, do you think so?	40 minutes
6	**Lessons Learnt** Questions and answers.	10 minutes
7	**Application** Questions and answers.	10 minutes
8	**Summary** Summarize the main ideas.	5 minutes
9	**Evaluation** Discuss with the participants the success or otherwise of the methodology and tools of training used by the facilitator during this session.	5 minutes

Principles of Adult Learning

Objectives**:**

- Identify the characteristics of adult learning.
- Explain how a trainer can apply the principles to developing and conducting training.

Lecture Points

- Formal education has historically been established to teach children. The model was pedagogy. In this model the teacher made all the decisions about what was to be learned and how it was to be learned. Pedagogy comes from the Greek *paid* meaning child, and *agogus* meaning leader. This pedagogy meant the art of teaching children.
- In the beginning to the middle of the 20th century educational psychologists begin to suspect there were differences between the way that adults and children learned particularly the way that adults learned naturally.
- In the 1960 European adult educators began to call this approach aneragogy. *Aner* is derived from the Greek for adult. It came to mean the art of teaching adults.
- Among the leaders in the field of adult learning was Malcolm Knowles, Ph.D., professor emeritus of Adult and Community College Education of North Carolina State University. His book, *The Adult Learner: A Neglected Species*, (Houston: Gulf Publishing Co. 1990, is a wealth of information about teaching adults.
- Knowles' theories of adult learning are complex, but four of his main points are of interest to us:

Adults need to know why they are learning something. They should be told how it affects them directly. Discuss.

Adults have a repository of lifetime experiences that should be tapped as a resource for ongoing learning. Similarly, adult learners bring various levels of prior exposure to any topic and that fact should be acknowledged. Discuss.

Adults use a hands-on problem-solving approach to learning. Rote memorization of facts and figures should be avoided. Discuss.

Adults want to apply new knowledge and skills immediately. Retention decreases if the learning is applied only at some future point in time. Discuss.

As you will see later, these points inform the methodology that we are training you to use.

Small Group Task

Break into group of three to four and discuss among yourselves what principles match your personal experience? Which are new? Why, do you think? Record your responses on flipchart. Choose someone to report out your conclusions to the group.

Lessons Learnt

- What principles of adult learning have you discovered yourselves?
- What principles do you think govern traditional training?
- What are some of the principles of learning that govern working with children?

Application

- What might this mean for you if you are training adults instead of children?
- What should you do if there is no gap?

Summary

The facilitator should return to the objectives, and review what has happened and highlight the process and content covered during the session.

Evaluation

This exercise focuses not on the content of the session, but instead on the methodology and tools of training employed by the facilitator. It is meant to give the facilitator an indication of what the participants enjoyed (so that it can be reproduced in the next sessions) and what the participants did not enjoy (so that it can be avoided in the next sessions). The objective of the exercise is to improve the facilitator's performance for the next sessions.

Link

We looked at principles of adult learning roles. Now we are going to look more closely at your style of learning, and by extension, teaching.

Participants Notes

SESSION THREE: PRINCIPLES OF ADULT LEARNING

Overview

In this session we will cover the principles associated with adult learning. These are important principles for you to learn and follow throughout the training process. If you use these principles both to develop and conduct your training, you increase the likelihood that your adult learners will learn.

Session Objectives

At the end of this session, learners will be able to:

- Identify the characteristics of adult learning.
- Explain how a trainer can apply the principles of adult learning in developing and conducting training.

Differences Between Children And Adults As Learners

Often when people are asked to assume a trainer role, they begin with an image of training based on how they have been taught in the past. In most instances, the image in their minds is closely related to how they were taught as children in school. But there are significant differences between children and adults as learners. The training approach to be used with adults, therefore, is significantly different from the approach that would be appropriate for teaching children. It is important to understand the differences so that you can gear your training to the needs of your adult learners.

Figure 2-1 below lists some primary differences between children and adults as learners.

CHILDREN	ADULTS
Rely on others to decide what is important to be learned.	Decide for themselves what is important to be learned.
Accept the information being presented at face value.	Need to validate the information based on their beliefs and experiences.
Expect what they are learning to be useful in their long-term future.	Expect what they are learning to be immediately useful.
Have little or no experience upon which to draw - are relatively "clean slates."	Have much past experience upon which to draw - may have fixed viewpoints.
Have little ability to serve as a knowledgeable resource to teacher or fellow classmates.	Have significant ability to serve as a knowledgeable resource to the trainer and fellow learners.

Adult Learning Principles

The differences between children and adults as learners point up the need for some specific principles to be followed when training adults:

-Adults need to know why they are learning something. They should be told how it effects them directly. Discuss.

-Adults have a repository of lifetime experiences that- should be tapped as a resource for ongoing learning. Similarly, adult learners bring various levels of prior exposure to any topic and that fact should be acknowledged. Discuss.

-Adults use a hands-on problem-solving approach to learning. Rote memorization of facts and figures should be avoided. Discuss.

-Adults want to apply new knowledge and skills immediately. Retention decreases if the learning is applied only at some future point in time. [9]

[9] Knowles, Malcolm The Adult Learner: A Neglected Species (Houston:Gulf Publishilng Co.) 1990.

Summary

In this session you learned the way in which adults and children differ as learners, and you were provided with some adult learning principles that you can use in your training. By following these adult-learning principles when you develop and conduct your training, you increase the likelihood that learning will occur.

This workshop is based on the adult learning principles you learned in this session. As the workshop continues, notice how the principles are being applied.

In the next session we will look at the different learning styles that participants use and their implications for training.

Session Four: Learning Styles

OVERVIEW OF SESSION 4		
No.	**Component Activity**	**Time Allocation (approx.)**
1	Recap of Previous session	5 Minutes
2	**Overview** Identify some of the different ways adults learn. Look at the different implications for the ways that trainers can approach training.	
3	**Objectives** • To identify the different ways that adults learn • To identify the different ways that trainers can approach training	5 minutes
4	**Presentation** Facilitator gives a short lecture discussing the dependent, collaborative and independent styles of learning and their implications for approaching training.	20 minutes
5	**Group Exercise** Participants discuss what influences their own approach training	40 minutes
6	**Lessons Learnt** Questions and asnwers.	10 minutes
7	**Application** Questions and answers.	10 minutes
8	**Summary** Summarize the main ideas.	5 minutes
9	**Evaluation** Discuss with the participants the success or otherwise of the methodology and tools of training used by the facilitator during this session.	5 minutes

Learning Styles

Objectives:

- To identify the different ways that adults learn
- To identify the different ways that trainers can approach training

Lecture Points:

- We choose how we train

The way we choose to train is influenced by our experience of how we learn, by the way we were taught, and by what we think makes good training. The more we are aware of what we think makes good training, the more we will understand why we choose to train the way we do. In making that choice, we have to be careful that we don't just choose a training style that reflects what worked best when we were learning. We have to understand -- and adapt to -- the learning styles of our trainees.

Some people love to go to school. They continue to take classes long after they have left the university. They enjoy the structure and direction provided by a formal learning situation. The learner depends on the teacher to provide the structure and the direction. **These participants are called dependent learners.**

Some people love to interact with others sharing what they know, and learning from others what they know. They enjoy the give and take with their peers. The learner seeks to interact with others and practice doing things together. They like helping each other. **These learners are called collaborative learners.**

A third way is for the learner to do the work as much as possible on his or her own. They identify their own resources, and have an internal awareness of their needs. **These learners are called independent learners.**

How these learners learn

Dependent learners are often found in introductory courses, trying out new situations, learning new languages and taking courses where he or she has little or no information about the topic.

Collaborative learners are often found in situations where the learner has some knowledge, information, or ideas and would like to share them or try them out with other learners.

Independent learners often are already knowledgeable about the topic, and want to continue learning on their own. They likely have had a successful experience working alone in a new situation. Occasionally, they may feel that the trainer cannot offer much expertise.

What this means for the trainer

If …you think a person or even a class is made up of *dependent learners,* **then** …it is prudent to provide the learners with structure, direction, external reinforcement, and encouragement.

If … you think a person or class is made up of *collaborative learners*

Then … it is prudent to provide time to think, practice, observe, participate in activities with their peers, be challenged by games or activities, and experiment with new ideas.

If …you think a person or class is made up *of independent learners*

Then… it is prudent to recognize their internal awareness and need to experiment and to provide non-judgmental support, for example, by inquiring about what they are thinking, are they finding the resources they require, or are facing unexpected obstacles.

Thus … when working with these different kinds of learners the trainer should try to adjust his or her training style to meet the learning need of the participant.

For dependent learners that might mean lecturing, giving demonstrations, making assignments, checking work, testing and grading, and designing the materials to be used.

For the collaborative learners it might mean providing for small group work, asking questions, modeling behavior, providing feedback, evaluating the results, and managing the work of the group.

For the independent learners it might mean allowing them to go where they feel they want to go, providing feedback only if it is requested, consulting with them on the issues they are facing, actively listening, providing additional resources, and encouraging them when the work gets difficult.

All participants are a mix of the three styles, so we must choose carefully to minimize two risks:

First, participants will normally favor one over the other. It is often difficult to know which style someone prefers. Tests can help us to determine which style we -- or our students -- prefer. Of course, smart students recognize which questions will lead to which answers and try to please the

teacher rather than learn about their preferences. It is best to take time to listen to your students and discern which approach they prefer.

Second, our social environment puts a premium on certain styles. For example, it is not uncommon to find a trainer who says he or she is naturally collaborative, but when they are in front of a class prefer to lecture, to give participants only a minimum chance to talk, and like to tell participants what to learn or how to do something.

It is difficult to learn what style you really prefer, and therefore how you are likely to train, but if you keep at it, you will be successful.

Small Group Task

Break into groups of three to four and discuss among yourselves what you think influences how you approach training? Record our responses on flipchart. Choose someone to report out your conclusions to the group.

Lessons Learnt

- What is training?
- What are the key differences between a trainer and a trainee?
- What roles does the trainee's learning style play in determining how the trainer organizes the training?
- What is the spectrum of possible learning styles?

Application

- After the workshop how would you explain what training is to a colleague?
- How will you use the idea of learning style in organizing your own workshops?
- What will some of the obstacles be?
- What is your preferred style… and what circumstances would alter that preference?

Summary

The facilitator should return to the objectives, and review what has happened and highlight the process and content covered during the session.

Evaluation

This exercise focuses not on the content of the session, but instead on the methodology and tools of training employed by the facilitator.

Link to next session: We have looked at what learning styles mean and what they imply or the trainer. Now we are going to look specifically at the idea of experiential learning.

Participants Notes

SESSION FOUR: LEARNING STYLES

Overview

In this session we will identify some of the different ways adults learn. We will also look at the different implications for the ways that trainers can approach training.

Session Objective

At the end of this session, learners will be able to...

- Identify the different ways the adult learns
- Identify the different ways that trainers can approach training.

Learning Styles

The way we choose to train is influenced by our experience of how we learn, by the way we were taught, and by what we think makes good training. The more we are aware of what we think makes good training, the more we will understand why we choose to train the way we do.

Some people love to go to school. They continue to take classes long after they have left the university. They enjoy the structure and direction provided by a formal learning situation. The learner depends on the teacher to provide the structure and the direction. These participants are called dependent learners.

Some people love to interact with others sharing what they know, and learning from others what they know. They enjoy the give and take with their peers. The learner seeks to interact with others and practice doing things together. They like helping each other. These learners are called collaborative learners.

A third way is for the learner to do the work as much as possible on his or her own. They identify their own resources, and have an internal awareness of their needs. These learners are called independent learners.

Dependent learners are often found in introductory courses, trying out new situations, learning new languages and taking courses where he or she has little or no information about the topic.
Collaborative learners are often found in situations where the learner has some knowledge, information, or ideas and would like to share them or try them out with other learners.

Independent learners often are already knowledgeable about the topic, and want to continue learning own their own. They likely have had a successful experience working alone in a new situation. Occasionally, they may feel trainer cannot offer much expertise.

What does this mean for the trainer?
-It means that, if you think a person or even a class is made up of dependent learners, then it is prudent to provide the learners with Structure, direction, external reinforcement, and encouragement.
-If you think a person or class is made up of collaborative learners then it is prudent to provide time to think, practice, observe, participate in activities with their peers, be challenged by games or activities, and experiment with new ideas.
-If you think a person or class is made up of independent learners then it is prudent to recognize their internal awareness and need to experiment and to provide non-judgmental support, for example, by inquiring about what they are thinking, are they finding the resources they require, or are facing unexpected obstacles.
-Thus when working with these different kinds of learners the trainer should try to adjust his or her training style to meet the learning need of the participant.
-For dependent learners that might mean lecturing, giving demonstrations, making assignments, checking work, testing and grading, and designing the materials to be used.
-For the collaborative learners it might mean providing for small group work, asking questions, modeling behavior, providing feedback, evaluating the results, and managing the work of the group.
-For the independent learner it might mean allowing them to go where they feel they want to go, providing feedback only if it is requested, consulting with them on the issues they are facing,

actively listening, providing additional resources, and encouraging them when the work gets difficult.

All participants are a mix of the three styles. Normally participants will favor one over the other. It is often difficult to know which style someone prefers. There are test you can take which indicate which style you prefer. Smart students, however, recognize which questions will lead to which answers and try to please the teacher rather than learn about their preferences. It takes time to listen to your students and discern which approach they prefer.

It is also not uncommon to find a trainer who says he or she is naturally collaborative, but when they are in front of a class prefer to lecture, to give participants only a minimum change to talk, and like to tell participants what to learn or how to do something.

It is difficult to learn what style you really prefer, and therefore how you are likely to train, but if you keep at it, you will be successful.

Summary

In this session you learned the way in which adults learn and what the trainer can do to meet their specific learning needs.

In the next session we will look at the specific way of approaching adult learning. It is called the experiential learning model.

Session Five: Experiential Learning

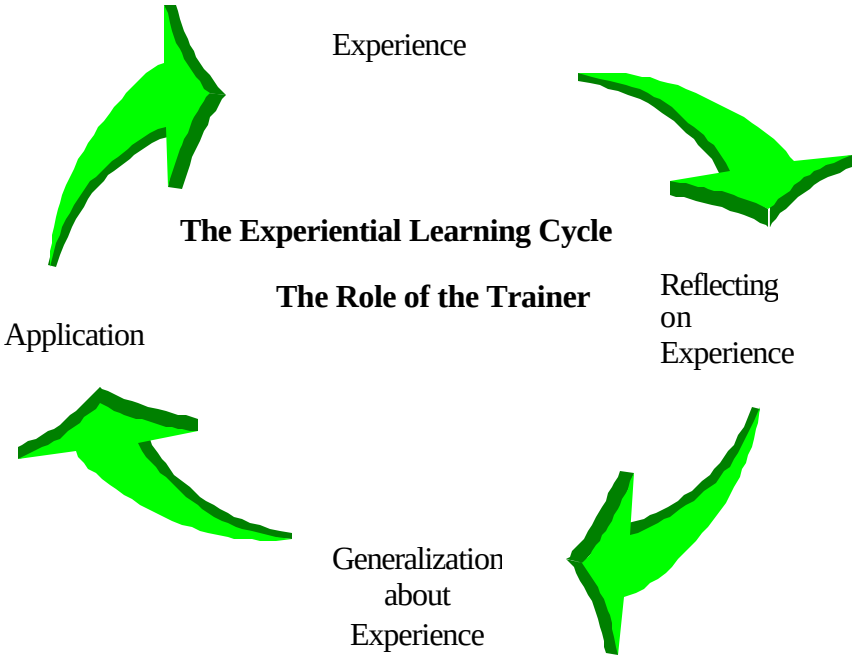
OVERVIEW OF SESSION 5		
No.	**Component Activity**	**Time Allocation (approx.)**
1	Recap of Previous session	5 Minutes
2	**Overview** To describe the different ways people learn, the phase of the learning cycle, and the trainer's role in each phase.	
3	**Objectives** • To describe the phases of the learning cycle • Describe the trainer's role in each phase	5 minutes
4	**Presentation** The trainer presents lecture on the origin and use of the experiential learning cycle, and how it is included into the experiential methodology.	20 minutes
5	**Group Exercise** Discussion.	40 minutes
6	**Lessons Learnt** • That the circle follows the natural way that adults learn • The generalization and application stages are critical • The model we are using incorporates the cycle into it.	10 minutes
7	**Application** What are the implications for designing a training session?	10 minutes
8	**Summary** Summarise the main ideas.	5 minutes
9	**Evaluation** Discuss with the participants the success or otherwise of the methodology and tools of training used by the facilitator during this session.	5 minutes

What is the Experiential Learning Cycle?
Lecture Points

- The learning circle is a device that imitates the ways most people learn naturally. They think about an experience they have had, they draw conclusions from it, and then act on those conclusions in their daily lives.

Draw a circle on the board; illustrate the four points of the cycle:

The Experiential Learning Cycle



- The circle guides the trainer in offering the participants an experience and providing them with an opportunity to reflect on it, possibly through a discussion or a small group task. During the task the participants compare the new experience to his or her own experience, and draws some conclusions from it. The participant then decides how he or she will apply those conclusions to their own situation following the workshop.
- It is important for the trainer to value the learning circle, as it follows what people ordinarily do when learning naturally. It is also important that the trainer follow the sequence.
- The generalization and application questions are very important. These are real teaching moments as the trainer hears from the participants what they have or have not learned.

Group Task

- Break into groups of four
- Identify something new that you just learned which proved very helpful.
- Identify the steps you used to learn it
- Compare what you did to the steps in the circle.

Put the steps on flipchart paper

Choose a reporter to describe your conclusions to the group. Discuss the results as a group. Look for places where the two approaches were identical, and where they may not have been. If not, why do the participants think so?

Generalization Questions:

- What did you discover you found interesting?
- What surprised you?
- How are the ideas of Knowles adapted to our learning model?
- What are the elements of the learning cycle?

Application Questions

- How can you use these ideas in your work?
- What are your responsibilities as a trainer during a workshop?
- What application can you make of these ideas after this workshop?

Summary

The facilitator should return to the objectives and review what has happened and highlight the process and content covered during the session.

Evaluation

This exercise focuses not on the content of the session, but instead on the methodology and tools of training employed by the facilitator. It is meant to give the facilitator an indication of what the participants enjoyed (so that it can be reproduced in the next sessions) and what the participants did not enjoy (so that it can be avoided in the next sessions). The objective of the exercise is to improve the facilitator's performance for the next sessions.

Link

We have looked at what training is, what differing roles are. We are now going to switch tracks a little, and spend some time looking at ways to encourage people to share their ideas, and relax a little in a class. These are called facilitation techniques and are useful for both large and small groups.

Participants Notes

SESSION FIVE: EXPERIENTIAL LEARNING

Overview

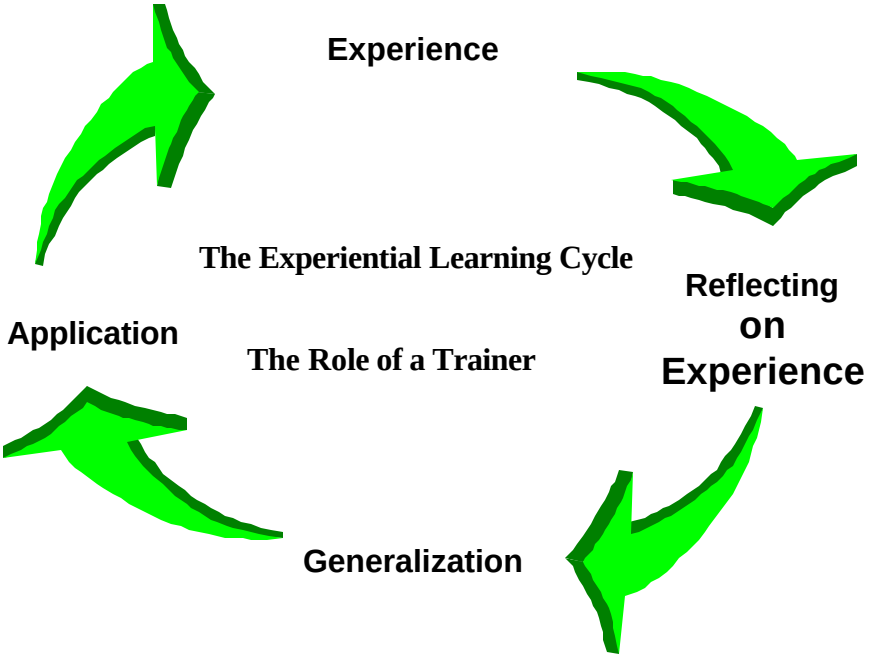
In this session we will describe the different ways people learn, the phase of the learning cycle, and the trainer's role in each phase**.**

Session Objectives

By the end of this session, participants will be able to....

- ✓ Describe the phases of the Experiential Learning Cycle and the relationships among the phases.
- ✓ Describe the trainer's role in each phase of the learning cycle.

The Experiential Learning Cycle



Learning is the transformation of information into useful knowledge.

The learning cycle requires the learner to progress through four different phases of the learning process. Effective learning requires the ability to apply the things you learn in phase 3, where you form principles based on your analysis in phase 2 of an experience you had at phase 1. This does not come easily for everyone, especially those who are used to learning from lectures. Adult learning requires the active participation of the learner in the learning process.

The role of the trainer, then, is to help the learner through this process of learning. A good trainer must have the competence to understand what goes on at each phase and to facilitate the learning process.

In this figure, we will go through each of the four phases and identify:

- ✓ appropriate training activities
- ✓ the role of the trainer
- ✓ the kinds of questions a trainer can ask the learner

What Happens in Phase One: The Experience

The learner uncovers new information that requires a response on his or her part.

Activities to Use

Group problem solving

Case study

Role plays

Field visits

Skills practice

Games

Group tasks

Trainer's Role

The trainer's primary role in phase one is that of a structure. She or he must present the objectives of the activity, clarify norms, rules and time limits. For lectures the trainer must present information in a way that is meaningful to participants. Effective ways of stimulating interest include referring to visual aids and asking questions that make the presentations more active.

For small group activities, the trainer needs to be very clear about the task. It is helpful to have the task, including discussion questions, written on a flipchart or a handout so that the participants can refer to it during the group work. In addition, small groups function better when the group members assign roles of a secretary, a discussion leader, a timekeeper, and a reporter. Although most of the processing goes on during the next phase, the trainer can ask some questions to each small group now in order to facilitate the group's progress. These might include the following:

- ✓ Are there any questions about the task?
- ✓ Is there anything else you need to know?
- ✓ How's everything going?
- ✓ Have you thought about...?
- ✓ Could you be more specific?
- ✓ Can you say more about that?
- ✓ Can you think of another alternative?
- ✓ Are you ready to record your work on a flipchart?
- ✓ How much more time do you need?

What Happens in Phase Two: Reflecting on the Experience

During this phase, the learners sort out the information developed in phase 1. They will use this information to develop key "learnings" about the subject matter in the next phase, but first they need to analyze the experience.

Activities to Use

- Small group discussion
- Large group discussion
- Participant presentations
- Reporting from small groups

Trainer's Role

The trainer's role during phase two of the learning cycle is to help the learner reflect on what happened during phase one. This means the learner must focus her or his attention on what the experience meant, and the trainer should be sure that important aspects of the experience are not ignored.

An effective way to help the learner reflect is to ask questions about what happened and how the learner reacted. Phase two is when learners share their ideas and reactions with each other. These are examples of the kind of questions the trainer might ask:

- ✓ What happened?
- ✓ How did you feel when...?
- ✓ Did anyone feel differently?
- ✓ What did you notice about...?
- ✓ How do you feel about the experience?
- ✓ Did anyone else feel the same way about that?
- ✓ Do you agree/disagree with what they are saying? Why?
- ✓ Does anyone else have something to add...?
- ✓ Does this surprise you?
- ✓ Do you realize that...?
- ✓ Why didn't you...?

Notice that the trainer uses open-ended questions in order to stimulate discussion about the experience.

What Happens in Phase Three: Generalizing about the Experience

In this phase, the learners need to interpret what was discussed during phase two in order to determine what lessons can be learned. This means that the learner needs to look at the information and decide what it all means to her or him; in other words, the learner draws principles or lessons learned from the experience and the discussion of it.

Activities to Use

- Synthesis discussion in large group
- Lectures
- Demonstration
- Reading assignments

Trainer's Role

The trainer's role in phase three is most like the conventional role of the educator - that of a guide to the learner. More than in any other phase, the trainer needs to be knowledgeable about the subject matter and have credibility in the eyes of the learner as a good information source. This does not mean, however, that the trainer needs to provide all the answers during this phase. In fact, the learner will probably internalize the learning better if the group members have to find the answers for themselves.

As a guide, the trainer helps the learner focus on the implications of what happened during the experience and the reflection phases so that the learner can acknowledge having learned something new. There are two basic approaches to doing this: the trainer can provide the summary for the learners (as in a lecture or reading assignment) or the trainer can ask probing questions that enable the learners to reach their own conclusions (as in a consensus-seeking discussion). The latter approach requires strong facilitating skills as well as knowledge about the subject itself.

Some useful questions the trainer might ask include the following:

- ✓ What did you learn from this?
- ✓ What does all of this mean to you?
- ✓ Is there an operating principle here?
- ✓ How does all that we're talking about fit together?
- ✓ Have you gained any new insight about...?
- ✓ What are some of the major themes we've seen here?
- ✓ Are there any lessons to be learned?
- ✓ What do you associate with this?

What Happens in Phase Four: Application

In order for the learner to feel that the lesson has had some significance, she or he must relate the new learning to her or his own life situation. During phase four, the learner makes the connection between the training setting and the real world - the two are rarely the same. This link can be strengthened through practice and through planning for application after training.

Activities to Use

- Practicing new skills
- Action planning
- Field visits
- Discussion

Trainer's Role

The trainer's primary role in phase four is that of a coach to the learner. As the learner tries doing things on her or his own, the trainer can provide advice and encourage the learner to try to improve new skills. The key question one should ask here is, "How should I do this differently next time?"

Some questions the trainer can ask include:

- ✓ What have you enjoyed most about this?

- ✓ What do you find most difficult?
- ✓ How can you apply this in your situation at home?
- ✓ Can you imagine yourself doing this in two weeks?
- ✓ What do you look forward to doing most after training?
- ✓ What do you think will be most difficult when you use this?
- ✓ If you were to do this in your own project, how would you do it differently?
- ✓ How could this exercise have been more meaningful to you?
- ✓ Do you anticipate any resistance when you return?
- ✓ What can you do to overcome resistance from others?
- ✓ Are there areas you would like to practice more?
- ✓ What are some of the questions you still have?

Summary

We have looked at the experiential learning cycle as a tool for guiding the learning of adults. We have also looked at the implication of using the different parts of the cycle for planning the work of the workshop. Next we will look at the techniques needed to facilitate small groups of participants particularly as they work on the second phase of the cycle and reflect on the new material and how it relates to other things they know.

Session Six: Facilitation Techniques

OVERVIEW OF SESSION 6		
No.	**Component Activity**	**Time Allocation (approx.)**
1	Recap of Previous session	5 Minutes
2	**Overview** This session familiarizes participants with tools and techniques commonly used in helping (that is, *"facilitating"*) adults to learn subject matter and skills. A later session (# 13) will focus on Training Techniques. It is important to recognize the difference between the two sessions. Facilitation Techniques focuses on *participants' learning*. Training Techniques will cover *trainers' presentations*. Both sessions assume participants are familiar with Adult Learning Principles (Session 5) and Experiential Learning (Session 6).	
3	**Objectives** • Define "facilitation" • Identify effective facilitation behaviors	5 minutes
4	**Presentation** Facilitator guides participants through discussion of the meaning and importance of "facilitation." Handouts describe important facilitation behaviors for group facilitators and trainers.	20 minutes
5	**Group Exercise** • In small groups, participants describe and list Best and Worst facilitation experiences they have had in groups they have been a part of (as leaders, participants, or observers). • Small groups present. • Discussion in plenary with summary points and comments by facilitator. Handouts distributed as appropriate.	40 minutes
6	**Lessons Learnt** • What does all this mean to you? • What aspect of facilitation do you think *you* will pay most attention to as a facilitator or trainer?	10 minutes
7	**Application** • Is there behavior or skill you want us to watch for or help with during the next few days? • What will help you expand your repertoire of facilitation skills?	10 minutes
8	**Summary** Return to Objectives and review; summarize the main ideas, points made by participants.	5 minutes

9	**Evaluation** Discuss with the participants the success or otherwise of the methodology and tools of training used by the facilitator during this session.	5 minutes

Setting the Stage

Briefly review what has happened in preceding sessions. This can be done interactively, calling on individual class members to summarize in a sentence or two:

- Adults learn best when they are actively involved and can relate course content to their experience
- Different adults have different styles of learning
- In this session, we will explore different ways trainers can help these adults grasp and use the material
- In the next sessions, we will get into ways to determine the content of the training… but for the moment we are still looking at what we can do as trainers to help people learn -- whatever the content

Check group and ask if they are ready to move ahead. (Defer questions, or make notes and set aside on "Bin" or "Parking Lot" chart.)

Objectives

Prepared on flip chart:

By the end of this session participants will have:

- Defined “facilitation”
- Identified and discussed behaviors of effective facilitation, including:
    - Active listening
    - Observing
    - Probing and steering
    - Managing the learning environment
    - Managing conflict and distractions

Presentation

Turn to prepared flip chart: "If telling were teaching we'd all be so darned smart we could hardly stand ourselves." (Robert Mager)

Explain chart:

- Robert Mager is one of the foremost experts in training
- What he is saying here is…as we all know from our experience… just because we tell someone something doesn't mean they heard, understood, care, will remember, or will know what to do with it

Class Brainstorm, recorded on blank flip chart

1) So…If our job is not just to tell people what to do, what is our job as trainers? [This is intended as a quick exercise -- 3 or 4 minutes. Look for answers that reflect purpose of the training, desired outcomes, or participant behaviors… for example, "teach skills," "change community attitudes," "improve health related behaviors," and so forth. Record responses in abbreviated form.]

2) Ask, but do not record: "And what do we trainers have to facilitate this accumulation of new information and skills?"

- Lecturette/Discussion on Facilitation Techniques, with Handout

Trainers are a little like magicians and folk healers: The most effective ones have their own secrets and peculiar ways of doing things. And yet if we look closely, we can see they all use a common set of behaviors… or techniques…to maximize their effect. And we can see that it isn't so much magic as it is discipline and practice.

The practices they use are these [prepared on flip chart]. (Describe each item, what it means, and give an example …or ask for examples from participants):

- Active listening
- Observing
- Probing and steering
- Managing the learning environment
- Managing conflict and distractions

Here is a handout that describes things that they do with these techniques. Look through these briefly now and read them in detail later. All the information should be straightforward. In a few minutes, I am going to have you meet in small groups to come up with lists of your own best

and worst facilitation experiences -- ones from groups you were in, not necessarily ones you were leading.

The critical question we are focusing on is this: "What do we need to do to help these adults learn what they need to learn?" This is not about training content, or our authority, or the materials or classroom. It is just about doing all the little moment-to-moment things to help them learn.

Small Group Exercise

- To demonstrate what these techniques are and to give a better sense of how they work, we are going to call on our own experience. For the next 40 minutes we are going to look back at training or work groups that we participated in -- that you participated in.
- Take out a sheet of paper. In the next three minutes I want you to make a note of the best group experience you had and the worst. One Each. Spelling and grammar are not important. (Individuals, 3 minutes)
- Next, I want you to spend the next ten minutes sharing these with each other. You will have to work quickly. And I want someone to capture these on a flipchart. Nothing elaborate… just a few words to help us remember. (Small groups, 10 min)
- Now pick the one best and the one worst case out of the ones you discussed. Report these out to the whole class. Tell us briefly what they were; and what made them the "best" or the "worst?" (Plenary, 10 minutes)
- Finally, let us look at the handout to see if we can identify specific techniques that the trainer or group leader used -- or didn't use -- that contributed to the "bests" and "worsts." (Trainer moves from chart to chart and elicits responses from groups. Plenary, 15 minutes)

Lessons Learnt

- Group discussion: Lets talks for a few minutes about what this means to us. Why is this important in a Training-of -Trainers class like this? What does it mean to you… individually? Answers to both questions recorded in flipchart. (10 minutes)

Application

- If these statements are true… the ones we just made and recorded… what do you -- each of you -- want to work on here to improve your facilitation techniques or skills? Take out a notebook and write out 2 or 3 or 4 techniques you would like to strengthen… or practice… or learn more about. (Allow 5 minutes)
- Invite volunteers to say which ones they picked… and why (5 minutes)

Summary

- Review of main points, recapitulation, walk-through of main points made on flipcharts.

Link

We have been looking at ways to help small and large groups discuss ideas and ways to keep the discussion moving. Now we are going to look at how to do a training needs assessment, that is, to canvas or identify the things that the participants want to learn or need to learn.

Handouts

PROBING AND GUIDING: A QUICK OVERVIEW OF IMPORTANT FACILITATION SKILLS

A QUICK OVERVIEW OF IMPORTANT FACILITATION SKILLS

- PARAPHRASING Saying (or repeating) back to a speaker the essence of what he or she has just said. Use this to clarify what the person has said…especially if it is complicated or controversial demonstrate to the speaker that you have *heard* and *understood* what was just said. This offers an opportunity to the speaker to restate or further clarify his or her point.

  Example: "Let me see if I understood correctly what you just said…[then paraphrase]… Did I get that right?"

- SUMMARIZING Periodically gathering up and restating the most important points made by a speaker over a period of time (usually no more than a few minutes). Use this to move a group toward common understanding, agreement, or consensus slow down a group give others a chance to collect their thoughts, clarify their own understanding, and get on the same wavelength

  Example: "I want to make sure I understood your main points…[then summarize]."

- INVITING COMMENT Suggesting…or directing… a particular person talk about (or describe, clarify, respond) to a given topic or issue. Use this to help other people demonstrate their competence and grasp information… particularly useful in drawing quiet people into discussion, or managing disruptive people balance your facilitation style…so that you aren't always asking questions (which can leave participants feeling manipulated). This encourages open discussion.

  Example: "Tom, talk to us about your reaction to the points that Lwanga just raised."

- ENCOURAGING Like INVITING, this helps people feel welcome to participate in discussion. But it is more general in that it is not so focused on the participation of one person. It may also be non-verbal -- using gestures, body postures, and short verbal indications of approval. It can reinforce participation and set a climate of *acceptance* of people and their ideas

  Examples: 'thumbs up' signs, smiles, nods, "Amen," body postures demonstrating attention and interest

- ASKING QUESTIONS: The most commonly used tool for facilitating participation is asking questions. (Unfortunately, it is *also* the most commonly *mis*used tool -- to control, manipulate, and confirm authority.) Here are some different types of questions, and ways to use them:
  - CLOSED QUESTIONS: Questions that can be answered by "yes," "no," or with a short, specific answer. Use these to get attention, start a discussion.

    Example: "Jane, did you have breakfast this morning?" or, more open: *"Jane, what did you have for breakfast this morning?"*

    Or to close down discussion.

    Example: "Patrick, would you like to make one last point?" (If 'no,' the discussion is ended; if 'yes,' Patrick can only make one point).

    Or to control discussion (by asking a series of questions that can only be answered by 'yes' or 'no').

- OPEN QUESTIONS: Questions whose answers require more detailed information or explanation. Use these build relationships, to get people to share information that involves history or background, meaning of data or event, opinion, or judgment.

- FIVE W'S AND AN H: WHO, WHAT, WHEN, WHERE, WHY, AND HOW these are the most common vehicles for asking questions. The manner of using them will largely determine whether the questions themselves will be closed or open. Use these to probe for specific information.

SOME CAUTIONS ABOUT ASKING QUESTIONS: Questions must be used purposefully. Misusing questions as a way to facilitate group discussion runs risks of undermining the learning experience:

- People will feel manipulated -- that is, all they get to do is answer questions… and not get a chance to talk about what is important to them.
- Asking a question assumes that the person asking knows what *kind* of answer (what field of information) he or she is seeking. Avoid asking questions if you can't do anything with the answer.

Why? questions are a special case. Almost always they can be answered two ways. When asking, be sure what field you want; when answering try to understand what is driving the question.

- "Because" answers tend do deal with history or authority;

"So that" answers tend to deal with the future and with purpose.

Participants Notes

SESSION SIX: FACILITATION TECHNIQUES

Overview

This session familiarizes participants with tools and techniques commonly used in helping (that is, *"facilitating"*) adults to learn subject matter and skills. A later session (# 13) will focus on Training Techniques. It is important to recognize the difference between the two sessions. Facilitation Techniques focuses on *participants' learning.* Training Techniques will cover *trainers' presentations*. Both sessions assume participants are familiar with Adult Learning Principles (Session 5) and Experiential Learning (Session 6).

Objectives

- To define "facilitation"
- To identify and discuss behaviors of effective facilitation

Please turn the page to the handout on facilitation.

Summary

In this section we have looked at the definition of facilitation, we identified some of the behaviors of effective facilitation such as asking questions, paraphrasing and summarizing as useful techniques in dealing with groups. Next we will look at how to assess the training needs of groups of participants.

Note: See handout "Probing and Guiding"

Session Seven: Implementing Gender in Training

OVERVIEW OF SESSION 7:		
No.	**Component Activity**	**Time Allocation (approx.)**
1	Recap of previous session	5 minutes
2	**Overview** The trainer will provide adequate information on the key concepts related to gender to allow participants to develop a teaching session.	
3	**Objectives** To be able to develop a teaching session on the key concepts related to gender.	5 minutes
4	**Presentation** Lecture on the key concepts of gender.	20 minutes
5	**Group Exercises** • Select an objective and a unit of time. • Develop the basic outline of the session you will be presenting. • Design a small group task you wish to use in your presentation.	40 minutes
6	**Lessons Learnt** Questions and Answers.	10 minutes
7	**Application** Questions and Answers.	10 minutes
8	**Summary** Summarise the main ideas.	5 minutes
9	**Evaluation** Discuss with the participants the success or otherwise of the methodology and tools of training used by the facilitator during this session.	5 minutes

Objective:

To be able to develop a teaching session on the key concepts related to gender.

Lecture Points:

- It is important to understand the distinction between **gender** and **sex**. **Sex** is biologically determined from birth; we are born either male or female. **Sex Roles,** therefore, refer to biological functions that are limited to a particular sex. For example, men impregnate, and women conceive, give birth and breastfeed a baby.
- **Gender** is socially defined and refers to the cultural and social distinctions between men and women. These include the different attitudes, statuses, roles, responsibilities, opportunities and privileges accorded to women and men as well as their access to and control over resources and benefits. All these distinctions can change according to time, place and the development climate.
- **Gender roles** are socially constructed and classified by sex. What we learn depends on the society in which we are born, our position within it, our relative poverty or wealth and our ethnic group. Gender roles vary from culture to culture. For example, in some societies, women are farmers, own oxen, and plough their own fields. In other societies, this is not permitted. In other instances, war, migration and other factors have left many women entirely responsible for their households and custom has been modified to enable them to have the means of production to provide for their families. As such, gender roles not only differ from culture to culture, but they also change over time.
- From birth, children learn how they should behave in order to be perceived as either masculine or feminine. This is reinforced throughout their lives by parents, teachers, peers, their culture and society. They are socially and culturally assigned functions and responsibilities of men and women based on traditions and values that shape attitudes and behaviours of members of a particular society. This division of labour by gender is the basis for gender discrimination and unequal sharing of resources. Gender issues also arise when gender roles involve unequal burdens of work and unequal distribution of resources.
- Questioning gender roles may feel threatening to some people since it questions the how people understand themselves, their personal and social relationships, and their culture and traditions. However, it is important to understand how we learn to be boys and girls, to

become men and women; how we define masculine and feminine behaviour; how we are taught activities regarded as appropriate for our sex, and the way in which we should relate to one another.

- **Productive Activities** refer to the production of goods and services for consumption or trade. Farming and fishing are two examples. When people are asked what they do, the response is usually related to productive work, especially work that generates income. Both women and men can be involved in productive activities, but for the most part, their functions and responsibilities will differ according to gender divisions of labour. Women's productive work may be less formal and is often less visible and less valued than men's. For example, while men's agricultural work may result in a cash income, women may be producing food for family consumption. As a result, the cash value remains hidden.
- **Reproductive Work** refers to the care and maintenance of the household and its members. This includes caring for children and the family, preparing, processing and cooking food, collecting water and fuel, shopping, housekeeping and family healthcare. Although reproductive work is crucial to human survival, it is seldom considered 'real work' and is taken for granted. In poor communities, reproductive work is usually labour intensive and time consuming. It is almost always the responsibility of women and girls.
- **Gender issues** arise from the different treatment of individuals or groups of people on the basis of social expectations and attributes of women and men. This can result in **gender discrimination**, whereby one sex is disadvantaged because the other is favoured, or **gender oppression,** whereby one gender dominates the other unjustly or even cruelly through the use of power and domination. Such practices create gender gaps. Gender gaps may be a result of customary practices, religious biases, social assumptions or myths and taboos that discriminate against one gender over another and prevent them from getting their fair share of resources or services. Gender issues can cut across all sectors and social settings. Gender relations vary between societies depending on race, ethnicity, history, age and religious beliefs.
- **Gender analysis** reveals the roles and relationships of women and men in society and the inequalities in those relationships. When analysing gender, it is useful to make the distinction between women's practical and strategic needs. **Practical gender needs** are related to the condition of women and their present workloads and responsibilities. They refer to the

resources or facilities that people need to perform their present roles more easily, effectively or efficiently. People can usually identify these needs themselves such as obtaining water or fuel. Measures to address these needs may preserve or reinforce traditional gender relations.

- **Strategic gender needs** are designed to challenge women and men's subordinate positions in society and to transform their existing roles and relations. Examples of strategic needs include access to decision-making power, a greater political voice and action on violence against women, making changes in labour, land ownership, education and reproductive rights. Such needs often challenge hierarchical positions and are usually long term. It is critical that women identify what the strategic issues and paths of action are for them.

Small Group Task

Break into groups of four. Select an objective and a unit of time. In this case, 60 minutes.

Using the handout provided (Gender Concepts and Terminology), develop the basic outline of the session you will be presenting. Next, design a small group task you wish to use in your presentation. Consider the following questions when you develop the training session:

- What gender concepts were new for you?
- What do I want to participants to know?
- What do I want the participants to remember?

Present your decisions in plenary session.

Lessons Learnt

- What concepts of gender have you discovered for yourselves?
- What principles do you think govern integrating gender into training?
- What are some of the questions to ask when conducting gender training?
- What may be specific about gender training in Uganda?

Application

- How will you apply what you have learned after the workshop?
- How would you explain the need to understand gender concepts to someone else?

Summary

The facilitator should return to the objective, review what has happened and highlight the process and content covered during the session.

Evaluation

This exercise focuses not on the content of the session, but instead on the methodology and tools of training employed by the facilitator. It is meant to give the facilitator an indication of what the participants enjoyed (so that it can be reproduced in the next sessions) and what the participants did not enjoy (so that it can be avoided in the next sessions). The objective of the exercise is to improve the facilitator's performance for the next sessions.

Link

We looked at how to design a session, identify measures of success and apply training techniques when developing a training session. Next we will look at how we can use audio-visual support in training.

Participants Notes

SESSION SEVEN: IMPLEMENTING GENDER IN TRAINING

Objective

To be able to develop a teaching session on the key concepts related to gender.

Points:

- It is important to understand the distinction between **gender** and **sex**. **Sex** is biologically determined from birth; we are born either male or female. **Sex Roles,** therefore, refer to biological functions that are limited to a particular sex. For example, men impregnate, and women conceive, give birth and breastfeed a baby.
- **Gender** is socially defined and refers to the cultural and social distinctions between men and women. These include the different attitudes, statuses, roles, responsibilities, opportunities and privileges accorded to women and men as well as their access to and control over resources and benefits. All these distinctions can change according to time, place and the development climate.
- **Gender roles** are socially constructed and classified by sex. What we learn depends on the society in which we are born, our position within it, our relative poverty or wealth and our ethnic group. Gender roles vary from culture to culture. For example, in some societies, women are farmers, own oxen, and plough their own fields. In other societies, this is not permitted. In other instances, war, migration and other factors have left many women entirely responsible for their households and custom has been modified to enable them to have the means of production to provide for their families. As such, gender roles not only differ from culture to culture, but they also change over time.
- From birth, children learn how they should behave in order to be perceived as either masculine or feminine. This is reinforced throughout their lives by parents, teachers, peers, their culture and society. They are socially and culturally assigned functions and responsibilities of men and women based on traditions and values that shape attitudes and behaviours of members of a particular society. This division of labour by gender is the basis for gender discrimination and unequal sharing of resources. Gender issues also arise when gender roles involve unequal burdens of work and unequal distribution of resources.

- Questioning gender roles may feel threatening to some people since it questions the how people understand themselves, their personal and social relationships, and their culture and traditions. However, it is important to understand how we learn to be boys and girls, to become men and women; how we define masculine and feminine behaviour; how we are taught activities regarded as appropriate for our sex, and the way in which we should relate to one another.
- **Productive Activities** refer to the production of goods and services for consumption or trade. Farming and fishing are two examples. When people are asked what they do, the response is usually related to productive work, especially work that generates income. Both women and men can be involved in productive activities, but for the most part, their functions and responsibilities will differ according to gender divisions of labour. Women's productive work may be less formal and is often less visible and less valued than men's. For example, while men's agricultural work may result in a cash income, women may be producing food for family consumption. As a result, the cash value remains hidden.
- **Reproductive Work** refers to the care and maintenance of the household and its members. This includes caring for children and the family, preparing, processing and cooking food, collecting water and fuel, shopping, housekeeping and family healthcare. Although reproductive work is crucial to human survival, it is seldom considered 'real work' and is taken for granted. In poor communities, reproductive work is usually labour intensive and time consuming. It is almost always the responsibility of women and girls.
- **Gender issues** arise from the different treatment of individuals or groups of people on the basis of social expectations and attributes of women and men. This can result in **gender discrimination**, whereby one sex is disadvantaged because the other is favoured, or **gender oppression,** whereby one gender dominates the other unjustly or even cruelly through the use of power and domination. Such practices create gender gaps. Gender gaps may be a result of customary practices, religious biases, social assumptions or myths and taboos that discriminate against one gender over another and prevent them from getting their fair share of resources or services. Gender issues can cut across all sectors and social settings. Gender relations vary between societies depending on race, ethnicity, history, age and religious beliefs.

- **Gender analysis** reveals the roles and relationships of women and men in society and the inequalities in those relationships. When analysing gender, it is useful to make the distinction between women's practical and strategic needs. **Practical gender needs** are related to the condition of women and their present workloads and responsibilities. They refer to the resources or facilities that people need to perform their present roles more easily, effectively or efficiently. People can usually identify these needs themselves such as obtaining water or fuel. Measures to address these needs may preserve or reinforce traditional gender relations.
- **Strategic gender needs** are designed to challenge women and men's subordinate positions in society and to transform their existing roles and relations. Examples of strategic needs include access to decision-making power, a greater political voice and action on violence against women, making changes in labour, land ownership, education and reproductive rights. Such needs often challenge hierarchical positions and are usually long term. It is critical that women identify what the strategic issues and paths of action are for them.

Small Group Task

Break into groups of four. Select an objective and a unit of time. In this case, 60 minutes.

Using the handout provided (Gender Concepts and Terminology), develop the basic outline of the session you will be presenting. Next, design a small group task you wish to use in your presentation. Consider the following questions when you develop the training session:

- What gender concepts were new for you?
- What do I want to participants to know?
- What do I want the participants to remember?

Present your decisions in plenary session.

Lessons Learnt

- What concepts of gender have you discovered for yourselves?
- What principles do you think govern integrating gender into training?
- What are some of the questions to ask when conducting gender training?
- What may be specific about gender training in Uganda?

Application

- How will you apply what you have learned after the workshop?
- How would you explain the need to understand gender concepts to someone else?

Session Eight: Training Needs Assessment

Overview of Session 8		
No.	**Component Activity**	**Time Allocation (approx.)**
1	Recap of Previous session	5 Minutes
2	**Overview** To be able to ask appropriate questions to identify …that is, to find out… the specific skills or information the participants need (or want) to learn in relation to the purposes of the training.	
3	**Objectives** By the end of the session the participants will have: • Identified major reasons for conducting needs assessments • Listed simple, practical methods for gathering this information • Discerned whether the issues identified will be best addressed in training (or through some other means) • Use an interview to gather information about training needs	5 minutes
4.	**Presentation** Facilitator introduces topic and its importance. Brief lecturette on the role of needs in determining content of training. Reference to Adult Learning and the importance of relevance in teaching adults. Different ways to gather information are described: interview, questionnaire, survey of supervisors or clients of trainees. (Optional: critical incident analysis)	10 Minutes
5.	**Group Exercise** • Each group outlines what they believe a specific neighboring group needs to know how to do by the time this training (TOT) program has ended. • Groups are paired to share lists, confirm, clarify, or modify content • Groups report results; instructors clarify and comment: are these real training needs? The product of these Needs Assessments will be used in the next exercise	50 Minutes (15 Min) (10 min) (25 min)
6.	**Lessons Learnt** In the context of what we have been aiming toward in this course… • What does "Needs Assessment" mean to you? • How might other training you attended have been improved by more attention to actual needs	10 min
7.	**Application** • What problems are you going to have to avoid in doing your own needs assessments? • What will help you expand your repertoire of in conducting needs assessments?	10 min

8.	**Summary** • Return to Objectives and review • Summarize the main ideas, points made by participants	5 min
9.	**Evaluation** Discuss with the participants the success or otherwise of the methodology and tools of training used by the facilitator during this session.	5 min

Overview

This session represents the first of several that deal with the practical substance of training. Earlier we dealt with the framework for training: what training is, how adults learn, what techniques can be used. Now we are getting into content. And in order to deliver that content, we have to know what our audience needs. And to get it we want to be able to ask appropriate questions to identify …that is, to find out… the specific skills or information the participants need (or want) to learn in relation to the purposes of the training.

Objectives

Prepared on flip chart:

By the end of the session the participants will have:
- Identified reasons for needs assessments
- Used simple, practical methods for gathering this information
- Discerned whether the issues identified will be best addressed in training (or through some other means)
- Interviewed to gather information about training needs

Presentation

Facilitator invites participants to recall earlier session on Principals of Adult Learning. Since the aim of teaching adults is to take advantage of their experience at the same time help them learn something new, it makes sense to find out.

What they need, and

What they know…

and then design training that connects the two.

In this session, we will concern ourselves with what the participants need to know… or)since we are usually dealing with skills and behaviors) need to know how to do. In the next session, we will deal with what they already know… and what is the difference -- the gap -- between needing and knowing.

Small Group Exercise

Class is divided into small groups. Each group is to outline or describe briefly what a neighboring group needs to know how to do by the time this training (TOT) program has ended. Each group is to consider one of the following categories:

- Identifying participants and getting them to come to training
- Determining content of training
- Setting up the learning environment (the space and the atmosphere)
- Developing materials

[Important Note: alternative categories may be used if they can be related specifically to the training, for example, HIV/AIDS]

Each group records these 'needs' on flipcharts.

Groups are paired to briefly share and discuss lists, confirm, clarify, or modify content. Groups report results to whole class. Instructor critiques lists, probes for quality of understanding whether other instructional vehicles can be used ("Does this need to be trained?") interviewing questions or techniques that worked especially well.

Lessons Learnt

Instructor checks for meaningfulness of Needs Assessment session. "In the context of what we have been aiming toward in this course…"

- What does "Needs Assessment" now mean to you?
- [Look for expressions of its difficulty; see if other things they have had to do were similarly difficult… and important]
- How might other training you attended have been improved by more attention to actual needs
- What is going to happen if you don't know what your participants need

Application

Instructor looks for ways to help participants understand vital role of needs assessment:

- What problems are you going to have to avoid in doing your own needs assessments?
- What will help you expand your repertoire of in conducting needs assessments?
- Q & A (as time allows)

Summary

- Instructor returns to context of the session in training.
- Return to Objectives and review
- Summarize the main ideas
- Importance of Adult Learning
- People as having real needs
- We have to find out what those needs are and validate those needs
- If Experiential Learning means anything, we have to deliver meaningful experiences

Link

What follows -- everything that follows -- will build on this session.

Participants Notes

SESSION EIGHT: TRAINING NEEDS ASSESSMENT

Overview

In this session, we will learn appropriate questions to identify …that is, to find out… those specific skills or information that the participants we are to train need (or want) in relation to the purposes of the training. The information gathered in the group exercise will serve as the basis for the an exercise in Session 9.

Session Objectives

By the end of the session you will have:

- Identified major reasons for conducting needs assessments
- Listed simple, practical methods for gathering this information
- Discerned whether the issues identified will be best addressed in training (or through some other means)
- Use an interview to gather information about training needs

Presentation Summary

Remember that we discussed in Session 3 (Principles of Adult Learning) that adults,

- Need to know *why* they are learning something and how it affects them directly.
- Have a lifetime of experiences that should be tapped as a resource for ongoing learning.
- Use a hands-on problem-solving approach to learning and don't do so well with memorization of facts and figures
- Want to apply new knowledge and skills immediately. In fact, retention decreases if the learning is applied only at some future point in time

Since the aim of teaching adults is to take advantage of their experience and their interest in applying what they are learning, it makes sense to find out

- What they need to be able *to do* once they are done with training
- What they know -- in addition to what they already know -- in order to do these things…

  …and then design training that connects the two.

In this session, we will concern ourselves with the first -- with what the participants need to know once they are trained… or (since we are usually dealing with skills and behaviors) need to know how to do.

In the next session -- Gap Analysis -- we will deal with what they *already* know… and what is the difference -- the gap -- between needing and knowing.

Training Needs Assessment Examples:

- If we are going to train people to cook *posho*, you need to know what is involved.
  - Not just cooking posho, but cooking it in a manner that these trainees are going to have to do it…. For example, for a school breakfast program for 25 children.
- If we are going to train people to identify and connect with local resources to organize a community action program, we need to know what is involved in organizing *that kind of committee*.

Not just knowing the steps to take, but going through those steps and doing them…. The same steps that our trainees are going to have to take, including:

- Organizing with few resources
- Overcoming barriers
- Dealing with conflicts
- Communicating with committee members
- Organizing records and files

Group Exercise

- Handouts:
    1) ***TRAINING NEEDS ASSESSMENT:*** *Small Group Task* [**Note**: topics for small groups may be changed, if needed. Instructors must identify suitable alternative topics *before* training this session. **See Important Note** below.]
    2) *Suggestions for Questions for Needs Assessment Interviews*, to be used as workaid in this session

- The Exercise, Part 1:

  Each group is to outline or describe briefly what a neighboring group needs to know how to do by the time this training (TOT) program has ended. Each group is to consider ***one*** of the following categories:
    - identifying participants and getting them to come to training
    - determining content of training
    - setting up the learning environment (the space and the atmosphere)
    - developing materials

  [Important Note: Your instructor may want to use alternative categories if they can be related specifically to the training, for example, HIV/AIDS]

Make sure that someone in your group records these 'needs' on a flipchart so that results can be reported out later by each group

- Exercise, Part 2:

  After you have prepared your questions, your group will meet with another group to briefly share and discuss your questions and to confirm, clarify, or modify content

- Exercise, Part 3:

  Your group will report its results to whole class.

- **Important:** By the end of the exercise, make sure that you know what questions you want to ask in order to determine what these trainees are going to have to know or do when this training is over.

Summary

In this session you have examined the context of establishing training needs and experienced determining actual training needs of colleagues in this workshop. The Importance of Adult Learning comes to bear on this session. In Adult Learning…

It is recognized that people have real learning needs

We have to find out what those needs are and validate those needs

Because, if Experiential Learning means anything, we have to deliver meaningful experiences related to those needs

Everything that follows will build on this session. If we did our needs assessment properly, we have nothing to worry about.

Session Nine: Training Gap Analysis

OVERVIEW OF SESSION 9		
No.	**Component Activities**	**Time Allocation (approx.)**
1	Recap of previous session	5 minutes
2	This session is intended to follow and to complement the previous session, Needs Assessment. Training needs that have been revealed in that effort will now be subjected to further analysis to determine the specific training gaps. For purposes of this exercise, the gap is the difference between the skill needed to perform a task competently (the ideal) and the current skill level present of the participants (the real).	
3	**Objectives** By the end of the session the participants will: • Define Gap Analysis and its role in training • Conduct a gap analysis, using information derived in a needs assessment • Determine what to do with such an analysis	5 minutes
4	**Presentation** Instructor poses questions to class demonstrating what a Gap Analysis consists of. With that definition, and using Needs Assessment results in Handout, an example of a gap is identified and a gap analysis performed with class participation and Q&A. (Handout: Sample Gap Analysis Worksheet)	45 min
4	**Group Exercise** • Small groups use Gap Analysis Worksheets (including Sample) to examine needs established in previous exercise • Meet with other group (interviewed in previous session) to confirm or modify results of Gap Analysis • Report to whole class and explain • Instructor clarifies results, remarks on results that are noteworthy particularly good observations or insights suggestions for strengthening the analyses watch for: - How clear the original statement of Need - Observable skills, behaviors identified in Need or Current/Actual • Gap size and importance • Realism of recommended actions (2nd page of form)	25 min

5	**Lessons Learnt** In the context of what we have been aiming toward in this course (choose from following lessons that participants have learnt, as appropriate: • What does "Gap Analysis" mean to you? • What would happen if we skipped doing this analysis? (points to look for, or make: wrong courses, improper instruction, waste of resources) • How might other training you attended have been improved by more attention to gaps that really existed?	5 min
6	**Application** Instructor invites reflection: • Problems and barriers in doing Gap Analyses? • What will help you expand your repertoire of in conducting these analyses?	5 min
7	**Summary** Instructor returns to Objectives and review, and summarizes the main ideas, points made by participants.	5 min
9.	**Evaluation** Discuss with the participants the success or otherwise of the methodology and tools of training used by the facilitator during this session.	5 min

Overview

This session is intended to follow and to complement the previous session, Needs Assessment. The training needs that were revealed in that effort will now be subjected to further analysis to determine the specific gaps on which a training program might be built. For purposes of this exercise, the *gap* is the difference between the skill needed to perform a task competently (the ideal) and the current skill level present of the participants (the real).

Objectives

Prepared on flipchart:

By the end of the session the participants will:

- Define Gap Analysis
- Conduct a gap analysis, using information derived in a needs assessment
- Determine what to do with such an analysis

Inform participants that this will be a very busy session and that it will be important to stay together… at the same time however, we all need to recognize that our purpose for being here is to learn -- and that is more important than just staying together. So, if you don't understand something, please ask.

Presentation

Instructor leads class to definition of Gap Analysis consists of. Calling on different, individual participants:

- "Can you recall for us what Adult Learning is?"
- "Why is it more effective for adults to learn this way?"
- "Let us look at what we just did with Needs Assessment.
- "Why do we bother with Needs Assessments? … don't they just take a lot of time? Shouldn't we already know what these trainees need to learn?"
- "With the Gap Analysis, we take that one step further.
- "So what is this Gap that we are talking about? Care to take a guess?"

If answer is wrong, quickly reframe the question: "What is a gap… any gap?" …. Then lead respondent back to topic: "So when we are talking about a gap in learning, what are we referring to?"

If answer is correct, reinforce the point they just made, and elaborate:

- The particular gap we are dealing with is the difference between what is needed to do a particular job competently and the level of skill a person (or group) has now.

They may be able to do something, but not as well as we need….or

They may know some things about organizing a district committee, but they are not able to put all the pieces together so they can have an effective committee

It is very important that we keep in mind that we are working with adults. They have experience. They know things and they can do things. In order to work with them, we need to know:

- What *they need* to know, or to be able to do (which is what we did with the Needs Assessment)
- AND we need to know what they *already* know, or are able to do now.
- THAT is the gap we are going to analyze.

Remember this: *"If there is no gap, there may be no need to train."*

We have a form to help us organize the information. [Handout: Sample Gap Analysis Worksheet] This is a sample. Imagine that we have been asked to train a group of people to organize a community health fair. Any group of people; any community. And we want to do things right. So, in the left column we have the results of our Needs Assessment. We have asked some people what skills are necessary to organize that health fair. They told us. Those skills are in the left column. Now we need to fill in the other two columns. We start on the right. Let us imagine we are the people to be trained. And let us go through these items:

- As a group, how experienced are we at identifying and connecting with

sources of help for a community fair?

- Has anyone here done this?

[Probe: Offer an example, e.g. a school fund-raiser or a church bazaar. Get the person to describe briefly what he/she did. Then ask, "Are you good at this? I expect you did a good job, but what I am asking is 'Are you *really* good at making these contacts?"']

Back to our question: "As a group, in general, how good are we at making these contacts?" Stay with that first item. Work toward general agreement of class that their overall skill level is a certain level. (Note that this does not have to be consensus)

There are two important steps left. First, we have to decide how big this gap is. Second, we have to decide how important the gap is. The answers we give are going to determine later how much attention we pay to training that skill. So we want to do this thoughtfully.

To answer the first, we just look at what we wrote, and ask, "Does this look like a big gap to me?" If so, make a note or circle the item in column three.

For the second, we ask ourselves, "How important is this gap?" We put the answer to that in the middle column, as a number… or as a brief note.

Work through rest of list, time permitting)

<u>Group Exercise</u>

Small groups, using:

- Results of Needs Assessments from previous session

- Sample GA Worksheet
- Blank Gap Analysis Worksheets [Handout]

Determine, to best of ability for each Need (given incomplete information and limited time):

- Current Actual Skill Levels
- Gaps and their importance
- Any Actions that these results suggest

Work in small groups for ten minutes. Pick one or two skill areas and establish what you think is the current skill level. Indicate the size of the gap (needed vs. current). Indicate the importance of the gap. Meet with other group to explain, clarify, modify, confirm. Report out results and discuss

Lessons Learnt

In the context of what we have been aiming toward in this course (choose from following, as appropriate):

- What does "Gap Analysis" mean to you?
- What would happen if we skipped doing this analysis? (points to look for, or make: wrong courses, improper instruction, waste of resources)
- How might other training you attended in the past have been improved by more attention to gaps that really existed?

Application

Instructor invites reflection :

- Problems and barriers in doing Gap Analyses?
- What will help you expand your repertoire of in conducting these analyses?

Summary

- Review Objectives
- Restate main points made

Handouts

Sample Gap Analysis Worksheet
If there is no gap, there may be no need for training

The Need: Describe *Skills* Needed to Perform Given Tasks Competently	**Ranking** From very poor to excellent (See Key below)						**Remarks** Describe current level of skills (i.e how experienced are/is the person(s) to do this? How well can they/ do it the)
Examples of skills required	*1*	*2*	*3*	*4*	*5*	*6*	
1. Report writing							
2. Conducting Meetings							
3. Computing - Excel - Ms Word Processing							
4. Revenue Mobilization							
5. Conflict Resolution							
6. Negotiation							
7. Advocacy							
8. Accounting							
9. Effective Communication							
10. Reading							
11. Analytical							
12. Counseling							

Key

1. Very poor

2. Poor

3. Fair

4. Good

5. Very Good

6. Excellent

N.B. Please appropriately tick and give reasons on your right hand side of this form.

Participants Notes

SESSION NINE: TRAINING GAP ANALYSIS

Overview

This session is intended to follow and to complement the previous session, Needs Assessment. The training needs that you found in that session will now be subjected to further analysis to determine the specific gaps on which a training program might be built. For purposes of this exercise, the *gap* is the difference between the skill needed to perform a task competently (the ideal…which was what we determined in the last session) and the current skill level present of the participants (the real).

Session Objectives

By the end of the session we will have:

- Defined Gap Analysis
- Conducted a gap analysis, using information derived in a needs assessment
- Determine what to do with such an analysis

Presentation

The Gap we are talking about is the difference between what is needed to do a particular job competently and the level of skill a person (or group) has now.

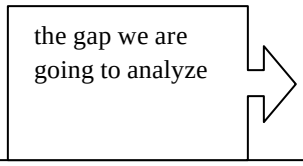
They may be able to do something, but not as well as we need….or

They may know some things about, say, organizing a district committee, but they are not able to put all the pieces together so they can have an effective committee

It is very important that we keep in mind that we are working with adults. They have experience. They know things and they can do things. In order to work with them, we need to know…

What *they need* to know, or to be able to do what they are being trained to do(found out in Needs Assessment)

What they *already* know, or are able to do now.



"Remember this: *if there is no gap, there may be no need to train."*

Group Exercises

Working in Small groups, using:

- Sample Gap Analysis Worksheet, as model [Handout], and
- Results of Needs Assessments from previous session, and
- Blank Gap Analysis Worksheets [Handout]

Determine, to best of your ability for each Need (given incomplete information and limited time):

- Current Actual Skill Levels
- Gaps and their importance
- Any Actions that these results suggest

Suggestion:

Pick one or two skill areas

Establish what you think is the current skill level

Indicate the *size* of the gap (needed vs. current)

- Indicate the *importance* of the gap

Meet with other group to explain, clarify, modify, confirm; Report out results and discuss

Summary

Recall that we set out to define Gap Analysis and its role in training, analyze a real gap, and begin to sort out just what we are going to do to close this gap. In this session you learned (from experience) that this is not necessarily easy. The skills we are dealing with are complex, and it is not easy to establish just how skilled our trainees are. Our job as trainers is to establish those gaps to the best of out ability.

The payoff will be how much better the training is. A *skillful* trainer engages people and causes them to believe they are learning something of value. But it takes an *effective* trainer to make sure that people are learning what they need to learn… so they can do their job later.

Session Ten: Training Techniques

OVERVIEW OF SESSION 10		
No.	**Component Activity**	**Time Allocation (approx.)**
1	Recap of previous session	5 minutes
2	**Overview** This session familiarizes participants with tools and techniques commonly used in training adults in particular skills. An earlier session (# 7) focused on *facilitation techniques*. Two others (#10 and #11) dealt with *content* of the session. It is important to recognize the difference between these sessions. Whereas Facilitation Techniques focused on *participants' learning styles*, and Training Content Session Design focused on *what* the participants are to learn, Training Techniques covers *how* the trainers are to present.	
3	**Objectives** • Define "training technique" • Define and discuss effective training techniques -Case study -Demonstration -Group Discussion -Instructor presentation -Reading -Structured exercise -Role-play -Lecture exposition -Brainstorming	5 minutes
4	**Presentation** Facilitator guides participants through discussion of the meaning and importance of "training." Contrasts with "facilitation" (Session 7). Lecturette covers describe various training techniques important to trainees in this course. Handouts support lecturette.	20 minutes
5	**Group Exercise** • In small groups, participants discuss and determine best technique to use in different instructional scenarios • Small groups present, explaining choice and rationale to large group. • Discussion in plenary with summary points and comments by facilitator. Handouts distributed as appropriate.	40 minutes

6	**Lessons Learnt** • What does all this mean to you? • What aspect of training technique do you think are critical for us to explore (or pay most attention to) as in this course?	10 minutes
7	**Application** • Is there a technique you want us (trainers/ other • Participants to watch or help during the next few days? • What will help you expand your repertoire of training skills?	10 minutes
8	**Summary** • Return to Objectives and review • Summarize the main ideas, points made by participants	5 minutes
9	**Evaluation** Discuss with the participants the success or otherwise of the methodology and tools of training used by the facilitator during this session.	5 minutes

Overview/Setting the Stage

Briefly review sequence of sessions. This can be done interactively, calling on individual class members to summarize in a sentence of two what we just covered…

What did we just do before this session? (A: Measurement Techniques)

And before that? (A: Designing a Session)

And before that? (A: Selecting the Content)

Who is going to tell what ties these all together so that we arrive at a session called Training Techniques? (Listen for any discussion of sequencing and linkages:

Content > Design of the content > How we know the content succeeded > techniques that will produce that success.)

In the next sessions, we will be moving you toward Training practice, with a couple of wrap-up issues: gender & HIV/AIDS, and audio-visual. For now we concentrate on the techniques of teaching.

Check group and ask if they are ready to move ahead. (Defer questions, or make notes and set aside on "Bin" or "Parking Lot" chart.)

Objectives

Prepared on flip chart:

By the end of this session, participants will have:

- Defined "training techniques"
- Described and discussed areas of techniques of effective training

  -Case study

  -Group Discussion

  -Role-play

  -Demonstration

  -Lecture/Exposure

  -Brainstorming

  -Reading

  -Structured exercise

  -Trainer presentation

Training Techniques

Training Technique	**Advantages**	**Disadvantages**
Case Study This is a training technique where learners/participants are given information about a situation and are directed to come to decisions or solution to a problem concerning the situation. The cases presented should be as close to reality as possible. This technique is useful in giving participants a chance to practice a method of tackling difficult problems before they are personally involved in a "real" situation that may be difficult, confusing and frightening. The main uses of the case study method include: • Problem identification and solving in a typical situation • Developing analytical skills • Gaining confidence in decision making • Changing/modifying attitudes • Promotion of teamwork	The major advantages of Case Studies include: • Providing concrete subjects for discussion • Providing active learner involvement • Simulating performance required after training • Learning can be observed • Participants experiences can be brought into use and shared with others:	The following are major disadvantages of Case Studies as tools for training • Information must be precise and kept up-to-date • Time consuming to produce • Needs sufficient time for participants to complete the case • Close relationship to "real-life" may be difficult to achieve • Difference between the training situation and real world may not be recognised • Participants can become too interested in the case content and loose track of the critical issues • There is not always just one right solution

Training Technique	Advantages	Disadvantages
Group Discussion This is where participants discuss the issues being trained on in groups. This training technique enables learning to be derived from the participants rather than the facilitators. It is very adequate when there is thorough knowledge of the subject by the participants. Group Discussions as a training method enhances problem-solving skills critical for formation and molding of attitudes and clarification of personal values. Group discussions also stimulate interest and help participants to learn from each other.	The advantages of Group Discussions are: • Keeps participants interested and involved • Participants resourcefulness can be revealed and shared • Learning can be observed • Allow for reinforcement and clarification of sessions through discussion • Participants' activity can be high and less dependent on the facilitator.	• They require plenty of time • Passive participation may not learn much from the discussion if it is not well moderated
Role - Play This is where the participants are presented with a situation which they are expected to explore by acting out the roles of those represented in this situation. The players should be carefully selected and should be properly prepared for their roles. The audience should be equally prepared for the role - play by debriefing them on how they are to behave during the presentation. The players should behave naturally in the course of the acting.	The major advantages of role-plays are; • It allows change/modification of attitudes; • Development of interactive knowledge and skills, and • Enables people to see the consequences of their actions on others. • Can generate interest in the subject • Active participation is generated • Provides a living example of the situation being studied • It is the only exercise where emotions become the predominant feature	The disadvantages are; • Role players learn more than observers • Observers may be passive until the exercise is discussed • Success depends on imagination of the players • Attitude change may be short lived. •
Demonstration Demonstration is a presentation of a method for doing something. By actual performance, the facilitator shows the learners what to do and how to do it. With his/her associated explanations, the facilitator indicates why, when, where and how something is done. This method is normally combined with other methods. The technique is mainly used for showing correct/incorrect actions, procedures, practices etc, teaching a specific skill or technique, modeling a step- by - step approach and giving participants a yardstick to aim at.	The advantages of demonstration method are as follows; • Aids understanding and retention • Stimulates the participants' interest • Can give participants a model to follow • Large groups can be handled • Easy to focus participant's attention • Involves participants	The major disadvantages are; • Must be accurate and relevant to the audience • Written examples require expertise and time to prepare • Facilitators demonstrations may be difficult for all learners to view • Requires ample time for preparation

Training Technique	Advantages	Disadvantages
Lecture/ Exposition A lecture is a straight talk or exposition possibly using visual or other aids, but without active group participation. A lecture is very appropriate where the trainer knows more on the subject than the participants and where the size of the group is large. The lecture method is useful for transmission of information, which may be classified as of "interest" or value only, and which the participants are not expected to remember in full.	The advantages of the lecture/exposition training method are; • A large amount of material can be covered within limited time • One facilitator can handle a large audience at the same time • Content and sequence are completely under the control of the facilitator • Ensures consistency of information	The disadvantages are; • Does not allow for immediate feedback from the participants • The attention of the participants can easily be distracted • Lack of participants activity – participants' role is passive • Knowledge/information imparted by talking is not easily memorable unless it is followed up with a more practical technique • Saturation point is reached relatively quickly
Brainstorming This is where participants suggest ideas on given issues, which are later discussed. The facilitator normally engages the participants in a brainstorming session by asking a general question to the participants.	The advantages of the method include; • Stimulation of interest on the part of the participants. Active participation in the learning process allows for enhancement and clarification of issues through discussion. • Helps participants to learn from experience.	The disadvantages are; • Participants can be easily derailed • Difficult to apply to a large audience • Requires ample time
Reading Written material is used to present new information to learners. (This training method is being used right now to present information about the six training methods in this session.)	Saves time (learners can read faster than trainers can talk). Material can be retained for later use. Insures consistency of information.	Can be boring if used too long without interruption. Learners read at different paces. Difficult to gauge if people are learning.
Structured Exercise Learners take part in an exercise that enables them to practice new skills. (The exercises you have completed throughout the workshop have been structured exercises.)	Aids retention. Allows practice of new skills in a controlled environment. Learners are actively involved.	Requires preparation time. May be difficult to tailor to all learners' situations. Needs sufficient class time for exercise completion and feedback.
Trainer Presentation The trainer orally presents new information to learners. (Your trainer made a brief presentation to introduce the six training methods taught in this session.)	Keeps group together and on the same point. Time control is easier. Useful for large group size (25 or more).	Can be dull if used too long without learner participation. Difficult to gauge if people are learning. Retention is limited.

Criteria for Selection

There are three general criteria that you must take into consideration when you are selecting techniques for your training. These are shown below.

CRITERIA	EXPLANATION
1. The Learning Objective	Will the method most effectively lead the learner toward the accomplishment of the learning objective?
2. The Learners	Does the method take into account the group size, experience levels, and other special characteristics of the group?
3. The Practical Requirements	Is the method feasible given the physical environment, time (both preparation and classroom time), materials, and any cost limitations you have?

Keeping these three general criteria in mind, also consider the advantages and drawbacks of specific training techniques. The list below covers some of the advantages and drawbacks in connection with the six methods covered in this session.

Presentation

- Lecturette/Discussion on Training Techniques, with Handouts. 20 minutes

Trainers orchestrate learning. By "learning," we are talking about that special category that concerns acquisition of skills and behaviors. We are not talking about accumulation of information and facts.

Another way to think about these techniques is to consider them as vehicles for learning -- that is, devices we use as trainers to help people learn those skills and behaviors we are teaching.

In our craft, it is most important that we two things:

1) Use the right vehicle at the right time -- the one which will have the best chance of letting the trainee master what we are aiming at in the exercise
2) Use a variety of techniques so that we keep the training fresh, challenging and interesting.

The practices they use are these [refer to list on the Objectives FC]. These are not the only training techniques, but they are the basic set we want you to be able to use. Let's go through the list. [In sequence, call on individuals in class to describe one technique and give and example of when it was used in the class.] Ask if there are questions.

Handouts are in the Resource Handbook that describes things that they do with these techniques. Look through these briefly now and read them in detail later. All the information should be straightforward. In a few minutes, I am going to have you meet in small groups to come up with lists of your own best and worst facilitation experiences -- ones from groups you were in, not necessarily ones you were leading. The critical question we are focusing on is this: "What do we need to do to help these adults learn what they need to learn?" This is not about training content, or our authority, or the materials or classroom. It is just about doing all the little moment-to-moment things to help them learn. Any questions?

Small Group Exercise

To demonstrate what these techniques are and to give a better sense of how they work, we are going to call on our own experience. For the next 40 minutes we are going to have you work in your groups to decide which technique you would use to train a group of people to do some different things. We will do this in two parts.

1. Discuss each situation in your group and decide which method you would use. Take 15 minutes for that.
2. Report out your results to the class: what your preferred technique was and why you chose it. Then we will discuss your choices further.

Handout: Eight Training Situations

- Audience: Group of villagers, unknown to each other. Training outcome: organize a survey of home health-care needs.
- Audience: District Level and NGO group. Training outcome: will keep accurate records of how public resources were used.
- Audience: Volunteers from community and PLWA to bring personal message about HIV/AIDS to schools

- Audience: Young mothers. Training outcome: Safe food preparation.
- Audience: Activists concerned with potable water. Training outcome: recruitment of local support
- Audience: Teachers. Training outcome: Finding classroom helpers in the community
- Audience: HIV/AIDS support group interested in micro-enterprise development. Training outcome: One viable model micro-enterprise
- Audience: Health care professionals and para-professionals. Training outcome: Recognize and confront new TB vectors.

Processing: look for appropriateness and reasonableness of choices, what alternatives might have been chosen instead.

Instruction Tools: See Participant Handbook

Explanation: this chart will show you in some detail how you might use the Training Techniques we have just been discussing in the context of the Eight Steps that we have also been using in this training.

Lessons Learnt

Group discussion: Lets talks for a few minutes about what this means to us. Why is this important in a Training-of -Trainers class like this? What does it mean to you… individually? Answers to both questions recorded in flipchart. (10 minutes)

Application

If these statements are true… the ones we just made and recorded… what do you -- each of you -- want to work on here to improve your facilitation techniques or skills? Take out workbooks and write out 2 or 3 or 4 techniques you would like to strengthen… or practice… or learn more about. (Allow 5 minutes)

Summary

Review of main points, recapitulation, walk-through of main points made on flipcharts.

Link

So far we have selected a topic, performed a training needs assessment, developed an objective, and selected a method for training. Next we are going to pause and review the technical content of what we are going to do to make sure we have a grasp of the content.

Participants Notes

SESSION TEN: TRAINING TECHNIQUES

Overview

This session covers six training methods commonly used in training. You will learn about these six methods and some criteria you can use in selecting them for your training. You will also get a chance to do some preliminary selection of training methods based on the training content you outlined in Session Seven.

Session Objective

Select appropriate training methods.

Selecting Training Methods

Definition and Purpose

Once you have outlined the training content for a learning objective, you will begin to think about approaches for teaching that content. These approaches are called training methods.

Training methods serve two important purposes.

1. They provide a means for the learner to learn the specific training content you have outlined.

2. They keep the learner interested and involved in the training so that learning is improved.

Types of Training Methods

There are a variety of training methods available to you as a trainer. In this session, we will focus on nine of the most commonly used methods. They are:

-Case study

-Group Discussion

-Role play

-Demonstration

-Lecture/Exposure

-Brainstorming

-Reading

-Structured exercise

-Trainer presentation

The table below provides a brief description and gives examples of each of these methods.

Training Methods

Training Technique	Advantages	Disadvantages
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Criteria for Selection

There are three general criteria that you must take into consideration when you are selecting methods for your training. These are shown below.

General Selection Criteria

CRITERIA	EXPLANATION
4. The Learning Objective	Will the method most effectively lead the learner toward the accomplishment of the learning objective?

5. The Learners	Does the method take into account the group size, experience levels, and other special characteristics of the group?
6. The Practical Requirements	Is the method feasible given the physical environment, time (both preparation and classroom time), materials, and any cost limitations you have?

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Training Methods — Fuller Descriptions

Training Technique: CASE STUDY

Description

A case study is a written description of a hypothetical situation that is used for analysis and discussion.

Uses

- ✓ To discuss common problems in a typical situation
- ✓ Provides a safe opportunity to develop problem-solving skills
- ✓ To promote group discussion and group problem-solving

Advantages

- ✓ Learner can relate to the situation
- ✓ Involves an element of mystery
- ✓ The hypothetical situation does not involve personal risks
- ✓ Learners are involved

Things to be aware of before you decide to use a case study

- ✓ The case must be closely related to the learners' experience

- ✓ Problems are often complex and multi-faceted
- ✓ There is not always just one right solution
- ✓ Requires a lot of planning time if you need to write the case yourself
- ✓ Discussion questions need to be carefully designed

Process

1. Introduce the case
2. Give learners time to familiarize themselves with the case
3. Present questions for discussion or the problem to be solved
4. Give learners time to solve the problem/s
5. Have some learners present their solutions/answers
6. Discuss all possible solutions/answers
7. Ask the learners what they have learned from the exercise
8. Ask them how the case might be relevant to their own environments
9. Summarize

Training Technique: DEMONSTRATION

Description

A demonstration is a presentation of a method for doing something.

Uses

- ✓ To teach a specific skill or technique
- ✓ To model a step-by-step approach

Advantages

- ✓ Easy to focus learner's attention
- ✓ Shows practical applications of a method
- ✓ Involves learners when they try the method themselves

Things to be aware of before you decide to use a demonstration

- ✓ Requires planning and practice ahead of time
- ✓ Demonstrator needs to have enough materials for everyone to try the method
- ✓ Not useful in large groups
- ✓ Requires giving feedback to learners when they try themselves

Process

1. Introduce the demonstration - what is the purpose?
2. Present the material you're going to use
3. Demonstrate
4. Demonstrate again, explaining each step
5. Invite the learners to ask questions
6. Have the learners practice themselves
7. Discuss how easy/difficult it was for them - summarize

Training Technique: SMALL GROUP DISCUSSION

Description

A small group discussion is an activity that allows learners to share their experiences and ideas or to solve a problem.

Uses

- ✓ Enables participants to present their ideas in a small group
- ✓ Enhances problem-solving skills
- ✓ Helps participants learn from each other
- ✓ Gives participants a greater sense of responsibility in the learning process
- ✓ Promotes team work
- ✓ Clarifies personal values

Advantages

- ✓ Learners develop greater control over their learning
- ✓ Participation is encouraged
- ✓ Learners are less dependent on the trainer
- ✓ Allows for reinforcement and clarification of session through discussion

Things to be aware of before you decide to use a small group discussion

- ✓ The task given to the group needs to be very clear
- ✓ The group should be aware of time limits for the discussion
- ✓ Participants should be able to listen to each other, even if they don't agree with what others say
- ✓ Group discussion should not be dominated by any one or two people
- ✓ Group size should be four to seven people
- ✓ Questions help guide the discussion
- ✓ Everyone should be encouraged to participate

Process

1. Arrange the learners in small groups
2. Introduce the task that describes what should be discussed in the small group
3. Ask each group to designate a discussion facilitator, a recorder and a person to present the group's finding to the larger group
4. Check to make sure that each group understands the task
5. Give groups time to discuss - this should not require the trainer's involvement unless the learners have questions for the trainer
6. Have one person from each group summarize the findings of the group (this could be a solution to a problem, answers to a question, or a summary of the ideas that came out during the discussion)
7. Identify common themes that were apparent in the groups' presentations
8. Ask the learners what they have learned from the exercise

9. Ask them how they might use what they have learned

Training Technique: PRESENTATION

Description

A presentation is an activity conducted by a resource specialist to convey information, theories or principles. Forms of presentations can range from straight lecture to some involvement of the learner through questions and discussion. Presentations depend more on the trainer for content than does any other training technique.

Uses

- ✓ To introduce participants to a new subject
- ✓ To provide an overview or a synthesis
- ✓ To convey facts, statistics
- ✓ To address a large group

Advantages

- ✓ Covers a lot of material in a short time
- ✓ Useful for large groups
- ✓ Can be adapted to any kind of learner
- ✓ Can precede more practical training techniques
- ✓ The lecturer has more control than in other situations

Things to be aware of before you decide to use a lecture

- ✓ Emphasizes one-way communication
- ✓ Is not experiential in approach
- ✓ Learner's role is passive
- ✓ Lecturer needs skills to be an effective presenter
- ✓ Inappropriate for changing behavior or for learning sills
- ✓ Learner retention is not as great unless it is followed up with a more practical technique

- ✓ A presentation is common in more formal situations

Process

1. Introduce the topic - tell the learners what you're going to tell them
2. Tell them what you want to tell them - present the material using visual aids
3. Summarize the key points you've made - tell the learners what you've told them
4. Invite the learners to ask questions

Training Technique: ROLE PLAY

Description

In a role play, two or more individuals enact parts in a scenario related to a training topic.

Uses

- ✓ Helps to change people's attitudes
- ✓ Enables people to see the consequences of their action on others
- ✓ Provides an opportunity for learners to see how others might feel/behave in a given situation
- ✓ Provides a safe environment in which participants can explore problems they may feel uncomfortable about discussing in real life
- ✓ Enables learners to explore alternative approaches to dealing with situations

Advantages

- ✓ Stimulating and fun
- ✓ Engages the group's attention
- ✓ Simulates the real world

Things to be aware of before you decide to use a role-play

- ✓ A role play is spontaneous - there is no script to follow
- ✓ Actors must have a good understanding of their role for the role play to succeed
- ✓ Actors might get carried away with their roles

Process

1. Prepare the actors so they understand their roles and the situation
2. Set the climate so the observers know what the situation involves
3. Observe the role play
4. Thank the actors and ask them how they feel about the role play - be sure that they get out of their roles and back to their real selves
5. Share the reactions and observations of the observers
6. Discuss different reactions to what happened
7. Ask the learners what they have learned and develop principles
8. Ask the learners how the situation relates to their own lives
9. Summarize

Training Technique: SIMULATION

Description

A simulation is an enactment of a real-life situation

Uses

Allow learners to experience decision-making in "real" situations without worrying about the consequences of their decisions

Ways to applying knowledge, develops skills, and examine attitudes in the context of an everyday situation

Advantages

- ✓ Practical
- ✓ Learners are able to discover and react on their own
- ✓ High involvement of the learner
- ✓ Immediate feedback

Things to be aware of before you decide to use a simulation

- ✓ Time-consuming
- ✓ The facilitator must be well-prepared, especially with logistics
- ✓ A simulation is often a simplistic view of reality

Process

1. Prepare the learners to take on specific roles during the simulation
2. Introduce the goals, rules, and time frame for the simulation
3. Facilitate the simulation
4. Ask learners about their reactions to the simulation
5. Ask learners what they have learned from the simulation and develop principles
6. Ask learners how the simulation relates to their own lives
7. Summarize

Summary

In this session you learned about six common training methods and some criteria you can use in selecting them for your training. You also did some preliminary selecting of training methods for teaching the training content you developed in Session 8. When you develop your training plan later in the workshop, you will have an opportunity to return to this preliminary selection and finalize your training methods at that time.

Session Eleven: Setting Training Objectives

OVERVIEW OF SESSION 11		
No.	**Component Activity**	**Time Allocation (approx.)**
1	Recap of previous Session	5 minutes
2	**Overview** This session continues to build on information developed in several preceding sessions. In those sessions participants worked through steps aimed at creating a training session of their own design. It is critical in this session that participants grasp the need for *specific objectives*. The SMART acronym is used as a mnemonic device to remember the point.	
3	**Objectives** By the end of this session participants will be able to describe two qualities of a properly constructed learning objective: • How objectives inform trainers and trainees (participants) equally about expected outcomes • When assessed using the SMART criteria, objectives must pass in all five categories	5 minutes
4	**Presentation** • Words we use to define places we want to go • Why we need these words at all: to inform everyone involved • Making objectives work for us - Keep them simple - Focus on outcomes - Stay away from "black box" issues • SMART acronym	20 minutes
5	**Group Exercise** • Part 1: Critique of sample Learning Objectives (in pairs) • Part 2: Developing our own (continuation information developed in Sessions 7 & 8) - Small group tasks - Report out - Discussion	40 minutes
6	**Lessons Learnt** • Ask what participants' experience has been with objectives (goals, targets, etc) • Is this experience different? In what ways? (List, briefly)	10 minutes
7	**Application** • How do you see yourself applying what we just discussed (ask individual participants • Ask how they will confront people who - will tell you that objectives are a waste of time - use vague objectives	10 minutes

8	**Summary** • Offer recapitulation relating Needs Assessment and Gap Analysis to Objectives • Preview and relate to next sessions where training content will be featured.	5 minutes
9	**Evaluation** Discuss with the participants the success or otherwise of the methodology and tools of training used by the facilitator during this session.	5 minutes

Overview

In the last we worked through two critical steps toward creating a training session. In this session we take that information about the specific skills that people need and we begin setting the actual training in motion. There are three critical parts to this session. When we are done, we -- you -- will be able to take the information we have been developing and turn it into to training session of your own.

Objectives

[Prepared on flipchart; ask a participant to read:]

> By the end of this session participants will be able to describe two qualities of a properly constructed learning objective:
> - It informs trainers and trainees equally about expected outcomes
> - When assessed using the SMART criteria, it passes in all five categories

Presentation

- When we start to do something, what are the words we use to describe the place where we want to end up? [record answers on flipchart]

Think of sports. How do we describe where we want to go? [look for *goal, finishing line,* but also accept *win, wicket, basket…and so forth*]

[option for *short* discussion: Observe that these tend to be sports dominated by men; ask about sports or other events where women compete. Anything different about the way women and men view objectives?]

Think about travel. What do you call the place where you are headed? [look for *destination, goal, objective,* and so forth]

And what about business or education? [look for *aim, purpose, objective, "bottom line,"* and so forth]

- How do all these words help us? [look for three responses: *"we know where we are going," "we know when we have gotten there,"* and *"we can all understand what is expected"…* or variations -- destination, definition, and common language]

- So, if when we write learning objectives, it makes sense to keep these three things in mind: [prepared on flip chart:]

Learning Objectives tell us: • Where we are going • When we have arrived • …and give us a common language to talk about it

- We have a simple way to check learning objectives to see if they are going to do these three things. It is the acronym: S M A R T.
  [Prepared, on flipchart:]

S… M … A … R… T…

- Has anyone seen this before? Can anyone help me fill this out here? [Complete and explain items.]
- Handout: Learning Objectives -- The Words.

SMART is a very good idea, and this handout will help you with some of the actual words. What is important here is to stay away from what we call "black box" terminology -- "black box" being what goes on inside peoples heads. If we can't see it, we can't use it.

Discuss as appropriate, box at bottom of page regarding style preference in stating objectives

- An example. How does this match SMART criteria? [Prepare basic objectives on a flipchart; use different colored markers to point out SMART features in discussion with class:]

By the end of this workshop, the Task Force will have listed and described …

- Six District priorities for combating HIV/AIDS among school-age children
- Two sources of support for each of the six priorities
- Tasks for each Task Force member to complete before next meeting

[Instructor:]

- Specific: Level of description of outcomes (Task Force will have listed, etc; each bullet describes what is expected)
- Measurable: "Six," "Two," [sometimes measures aren't numbers, eg, "blue"]
- Achievable/Actionable: Make sure people can do this, that they are being set up for success. Check with them about their individual assignments.
- Realistic: You must engage people's judgement here! Ask, "Is it realistic?"
- Time-Bound: "By the end of the workshop…" "before next meeting."

<u>Group Exercise</u>

Part 1.

Distribute Handout: Learning Objectives Exercise

Working in pairs, read each item and respond to questions:

- Is the objective SMART?
- If not, what is missing?

Discuss in class

[*Timesaver:* each pair does less than ten, for example first five/last five; odds/ evens; first two, second two, etc.]

Part 2.

Distribute blank form: SMART…or Not?

- Working in pairs, write an appropriate learning objective for a need identified in earlier Needs: Assessment and Gap Analysis exercises
- Share results with class; class critiques

[Record on flipchart; point out good examples of objectives and strengthen as appropriate, using SMART criteria]

Optional Part 3 (time allowing), or homework: Write learning objectives for the other identified skill needs

Lessons Learnt

- What are the most important lessons we have learnt here… about objectives?
- How do the objectives we have written here compare with ones you have been given, as a participant, in other courses you have attended?

Application

- How do you see yourself using this skill you have just learned?
- What will be some of the pressures on you not to use these skills… to write learning objectives… and what will you do about those pressures?

Summary

- Review development of needs > gaps > objectives; preview development of training content that comes in next two sessions

Handout

Learning Objectives Exercise

- Read the following examples of Learning Objectives. Using the SMART* criteria, put a check by the ones that you believe are sufficiently clear. Note changes you believe need to be made in the others.
- After you have evaluated all of the items and marked changes, talk with your colleagues about your choices and be prepared to discuss them with the whole class.

1. At the end of this training, participants will understand the risks of secondary infections to people with HIV and AIDS.
2. At the end of this training, participants will know how to use a flipchart
3. At the end of this session, participants will have drawn up a list of materials needed to conduct a one-day training course in their community.
4. By the end of this session, participants will know how to prepare a report on local government financial reporting requirements
5. By the end of this session, participants will have prepared a report on local government financial reporting requirements
6. At the end of this training session, participants will have completed and discussed a an questionnaire concerning learning objectives
7. By the end of this session participants will have begun to appreciate the importance of specificity in learning objectives
8. At the end of this training, participants will have prepared a meal consisting of locally-available selections from each major food group
9. By the end of this training, participants will have listed names of four people in their sub-county to be contacted by the Committee to contribute time or resources to the Health Fair
10. By the end of this exercise participants will be ready for a short tea break.

*SMART = Five criteria for assessing the quality of a learning objective

Specific
Measureable
Achieveable (or **A**ctionable)
Realistic
Time-bound

SMART … or not ?
Write a Learning Objective

Write a of learning objective for a training need that you found in your Needs Assessment -- and that you further specified in your Gap Analysis. Write quickly, and do not worry about spelling, grammar, or SMART -- just capture the basics.

After you have drafted your objective, fill in the words and the SMART details… then check it and discuss with others. Let them help you fill in anything that is missing.

Learning Objectives - The Words

Words to Use

Observable Behaviors -- *Things You Can See & Measure*

Write
Describe
Prepare
Operate
Define
Demonstrate
Explain
Select
Construct
Complete
Calculate
Classify
List

Æ Words to Avoid

"Black Box" Issues
Things You Cannot See Directly

Appreciate
Understand
Be familiar with
Know
Grasp
Value
Be aware of (become aware of)
Consider
Weigh
Energize
Stimulate
Think about

Participants Notes

SESSION ELEVEN: SETTING TRAINING OBJECTIVES

Overview

In the last we worked through two critical steps toward creating a training session. In this session we take that information about the specific skills that people need and we begin setting the actual training in motion. There are three critical parts to this session. When we are done, we -- you -- will be able to take the information we have been developing and turn it into to training session of your own.

Session Objectives

By the end of this session you will be able to describe two qualities of a properly constructed learning objective:

- It informs trainers and trainees equally about expected outcomes
- When assessed using the SMART criteria, it passes all five categories

Presentation

- Think of the many words we use our destinations:
    - Business gives us many of these words: 'bottom line,' target, goal, objective
    - Sports give us many more: goal, win, title, gold, basket
- The words give us
    - A picture of where are going
    - A common language with which we can organize and communicate… involving rules, strategies, plans and resources
    - A purpose… often an incentive
    - This is true of training also, and whether we are talking about *goals, objectives, aims, targets,* or *outcomes* the more specific we are in how we state them, they more attainable they become. Not easier, perhaps, but definitely more attainable.
    - To see whether a particular objective is going to give us the specificity, we use a simple test called: S M A R T. That is a *mnemonic,* a memory device -- in this case an acronym, which stands for

Specific

Measureable

Achieveable (or **A**ctionable)

Realistic

Time-bound

Example: In the following model objective, where are the indicators that it meets SMART criteria?

> By the end of this workshop, the Task Force will have listed and described …
> - Six District priorities for combating HIV/AIDS among school-age children
> - Two sources of support for each of the six priorities
> - Tasks for each Task Force member to complete before next meeting

Note the formula we use: "By the end of the (session, workshop, class), (participants, students) will have…." [See handout for further explanation]

You will examine objectives in the following exercises using the SMART formula.

<u>Group Exercises</u>

Part 1. Learning Objectives Exercise

Working in pairs, read each item and respond to questions

Is the objective SMART?

If not, what is missing?

Discuss in class

Part 2. SMART…or Not?

Working in pairs (or small groups), write an appropriate learning objective for a need identified in earlier Needs Assessment and Gap Analysis exercises.

Share results with class.

Optional Part 3 (time allowing), or homework: write learning objectives for the other identified skill needs

Summary

In this session you seen how we begin to structure out training. We train in response to a need. The need helps us define our destinations. Whether we call those destinations goals, aims, objectives, outcomes, endpoints, …or tilapia, we want to make sure that they are specific enough we will be able to …

- know when we have gotten there
- communicate with everyone we have to about plans, strategies and progress
- and, in the end, evaluate our results

We have seen how this fits together. In the next sessions, we will start looking at the actual training content.

Session Twelve: Selecting Training Content

OVERVIEW OF SESSION 12		
No.	**Component Activity**	**Time Allocation (approx.)**
1	Recap of previous session	5 minutes
2	**Overview** The participants, having developed learning objectives based on their needs assessments and gap analysis, now need to develop an agenda appropriate to the time available and select the training materials appropriate for each session.	
3	**Objectives** • Component One: Develop an agenda • Component Two: Select appropriate training materials	5 minutes
4	**Presentation** Lecture on establishing time units, developing an agenda and selecting materials.	20 minutes
5	**Group Exercises** • Task One: Using the learning objectives you have written develop an agenda and match a unit of time to one or more objectives. • Task Two: choose the materials you will need to meet one or more of your chosen objectives.	40 minutes
6	**Lessons Learnt** Questions and Answers .	10 minutes
7	**Application** Questions and Asnwers.	10 minutes
8	**Summary** Summarize the main ideas.	5 minutes
9	**Evaluation** Discuss with the participants the success or otherwise of the methodology and tools of training used by the facilitator during this session.	5 minutes

(Trainer Note: open with a few quick questions on how the participants feel about the things they learned from the previous session. Do they have any question? Do they need clarification about anything?)

Part 1: Develop an Agenda

Objective:

To be able to identify the steps involved in developing an agenda

Lecture Points

We will first discuss developing an agenda for the training activity. There are three questions to ask:

1. How much time do you have to cover the content?
2. How will you break the content into its component parts?
3. Can I cover the parts in the time available?

If you have only one hour, for example, and only one opportunity to teach your trainees, you should outline the priority issues your participants need to know, need to remember, and need to be able to do. Ask how much of it can you cover in one hour? What will have to be left out?

If you will see them several times over a long period, for example over several weeks, then you have two options.

Outline the priority issues your participants need to know, need to remember, and need to be able to do.

- Option one is to teach each of these things sequentially, that is one thing at a time, each time you meet over the period available.
- Option two is to break each important idea into several smaller parts. Each time you meet you present a small part of each one of the ideas.

In option one they get all the material on one topic in one chunk. In option two they get some material on each topic each time you meet, but get it in small chunks. The approach you choose should be geared to the backgrounds and learning preferences of the participants. In the end you will have given them all the components no matter which approach you used. The first has the advantage of moving along fast. Also if not all the participants can attend all the sessions, they would have gotten the full content for that session. On the other hand, if most people will attend all the sessions, option two gives them an opportunity to take things in more slowly.

Small Group Task:

Break into your teaching team: Using the learning objectives you have developed:

1. Develop an agenda
2. Match a unit of time to one or more objectives.

Some questions to ask:

- What do I want to participants to know?
- What do I want the participants to remember?
- What do I want them to be able to do?

Present your decisions in plenary session.

Part 2: Selecting Appropriate Materials

Objective:

To be able to identify appropriate training materials

Lecture Points

It is easier to use existing materials than develop your own. So first check and see what materials already exist that you may use. If you decide to use existing materials check and see what kinds of permissions you may need, especially if you are going to use them as handouts. For example, are the materials copyrighted? Some authors permit their use, without written permission, for educational purposes. Some authors, however, do not. In all cases, the materials should be attributed to its author and his publisher.

What do you know about your participants? What languages do they speak and how well? How well do they read those languages? How do they like material to be presented: with lots of graphics? With lots of pictures? What kind of handouts would be useful?

Other questions to ask are:

- What materials would help them to learn?
- What materials would be useful as resource materials?

- Where do I locate them? (Local Government? Internet? Textbooks? Other resource books, et cetera)
- Do the materials clearly define the terms, do they compare or contract important points in the content, do they provide analogies to help the trainees learn?

Small Group Task

Remind the participants that as part of this course you will present a sixty-minute session based on the needs assessment interview you did earlier, and the analysis of the gap that you turned into learning objectives. Your task now is to break into your presentation team and choose the materials you will need to meet one or more of your chosen objectives. The questions to discuss are:

- What do I want to participants to know?
- What do I want the participants to remember?
- What do I want them to be able to do?
- What materials do I need to train them?
- What materials do would help them to learn?
- What materials would be useful as resource materials?
- Where do I locate them? (Local Government? Internet? Textbooks? Other resource books, et cetera)?

Lessons Learnt

- What is the value of an agenda?
- What is the agenda important?
- How should you break up the time?
- What are some of the questions to ask in developing an agenda?
- What are some of the questions to ask in selecting materials?
- What resources exist in Uganda?

Application

- How will you apply what I have learned after the workshop?

- How would you explain the need for an agenda to someone else?
- Why should you take care in selecting materials for training?
- Where will you go to look for them?

Summary

The facilitator should return to the objectives, and review what has happened and highlight the process and content covered during the session.

Evaluation

This exercise focuses not on the content of the session, but instead on the methodology and tools of training employed by the facilitator. It is meant to give the facilitator an indication of what the participants enjoyed (so that it can be reproduced in the next sessions) and what the participants did not enjoy (so that it can be avoided in the next sessions). The objective of the exercise is to improve the facilitator's performance for the next sessions.

Link

We looked at some guidelines for developing an agenda and for selecting training materials. Now we are going to look at the guides for developing a session plan.

Participants Notes

SESSION TWELVE: SELECTING TRAINING CONTENT

Overview

Having developed learning objectives based on their needs assessments and gap analysis, now need to develop an agenda appropriate to the time available and select the training materials appropriate for teaching.

Step 1: Developing an Agenda

We will first discuss developing an agenda for the training activity in this session. There are three questions to ask:

- How much time do you have to cover the content?
- How will you break the content into its component parts?
- Can I cover the parts in the time available?

If you have only one hour, for example, and only one opportunity to teach your trainees then you should outline what are, for you, the priority issues your participants need to know, or need to remember, or need to be able to do. How much of it can you cover in one hour? What will have to be left out?

If you will see them several times over a long period, for example over several weeks, then you have two options.
What are, for you, the priority issues your participants need to know, or need to remember or need to be able to do.

- Option one is to teach each of these things sequentially presenting a different lesson each time you meet over the period available.

- Option two is to break each important idea into several smaller parts. Each time you meet you present a small part of each one of the ideas.

Over time the participants will have all the material. In option one they get all the material on one topic in one chunk. In option two they get some material on each topic each time you meet, but get it in small chunks. The approach you choose should be geared to the backgrounds and learning preferences of the participants. You can ask them what is their preference, but also, as you train more and more, you will become sensitive to this issue.

In the end you will have given them all the components no matter which approach you used. The first has the advantage of moving along fast. Also if not all the participants can attend all the sessions, they would have gotten the full content for that session. On the other hand if most people will attend all the sessions, it gives them an opportunity to take things in more slowly and have perhaps better understand the lesson at hand before moving on to another aspect of it.

Some questions to remember:

- What do I want to participants to know?
- What do I want the participants to remember?
- What do I want them to be able to do?

Step 2: Selecting Appropriate Materials

It is easier to use existing materials than develop your own. So first check and see what materials already exist that you may use. If you decide to use existing materials check and see what kinds of permissions you may need to do so, especially if you are going to use them as handouts. For example, are the materials copyrighted? Some authors permit their use, without written permission, for educational purposes. Some authors, however, do not. In all cases, the materials should be attributed to its author and his publisher.

What do you know about your participants? What languages do they speak and how well? How well do they read those languages? How do they like material to be presented: with lots of graphics? With lots of pictures? What kind of handouts would be useful?

Some questions to ask are:

- What materials would help them to learn?
- What materials would be useful as resource materials?
- Where do I locate them? (Local Government? Internet? Textbooks? Other resource books, et cetera)
- Do the materials clearly define the terms, do they compare or contract important points in the content, do they provide analogies to help the trainees learn?

Summary

We have looked at some steps in developing a training agenda as well as selecting the appropriate materials for presenting your material. We will now look at ways to organize that material for a training session.

Session Thirteen: Designing a Training Session

OVERVIEW OF SESSION 13		
No.	**Component Activity**	**Time Allocation (approx.)**
1	Recap of previous session	5 minutes
2	**Overview** The trainer reviews the learning cycle and integrated the cycle into a session plan that will include an appropriate small group task.	
3	**Objectives** • To design a training session based on the experiential learning cycle. • To identify the steps in developing a small group task	5 minutes
4	**Presentation** Outline the several steps involved in planning a lesson	20 minutes
5	**Group Exercise** Select an objective and a unit of time: • First, use the handout provided (Steps to Session Planning) develops the basic outline of the session you will be presenting. • Second, develop an appropriate small group task.	40 minutes
6	**Lessons Learnt** Questions.	10 minutes
7	**Application** Questions.	10 minutes
8	**Summary** Summarise the main ideas.	5 minutes
9	**Evaluation** Discuss with the participants the success or otherwise of the methodology and tools of training used by the facilitator during this session.	5 minutes

Part 1: Guides to Designing a Session Plan

Objective:
To be able to design a training session based on the experiential learning cycle.

Lecture Notes

(Note to Trainer: draw the learning circle on a flipchart. Label the steps.)

One of the interesting things that Malcolm Knowles and other researchers found was that returning to a classroom after many years invoked memories of learning experiences they had as children or young adults, and that for a number of people these memories were not pleasant. Taking this into consideration, it is important for the trainer to spend time at the very beginning of the workshop helping the participants to orient and to feel comfortable in the new learning environment, and to get to know one another. It is also an opportunity for the trainer to discover how much the participants already know about the topic. The goal is to encourage the participant to come back the next time. This activity is called setting the learning climate.

The next step is to share the objectives. Ask the participants to share their expectations of the experience that is about to begin. Show the participants how their expectations and your plan coincide. Ask the participants if they agree that what you want to do and what they want to learn match. Finally, show the participants how the sessions are linked together. (Refer to the learning cycle and show how the four steps of the cycle guide what you will do next.)

The first task is to introduce the topic material in a format that is helpful to the learner (lecture, case study, demonstration, etc.). This material is the experience in the learning cycle. It is wise to keep this presentation short. This methodology is learner centered and therefore you want to quickly get the learner to start using it.

The next task is to give the participants an activity where they can think about the experience and compare it to their own experience. This can be done in a small group task or a large group discussion. It is important to provide the participants with clear instructions as to what you want them to do answer some questions, follow a procedure, practice a skill, et cetera. It is also important to tell them how you want it reported back to the group, for example, only the highlights of the discussion, only the most important features, etc. This matches the second part of the learning cycle the reflection on the experience.

As part of that reflection the participants need to generalize or draw conclusions about the experience that is to identify what are the important lessons in the experience, what it means, how it compares to previous experiences, how the new ideas fit into things they already know. This, in part, is done for example in the small group task. However, it is important, in the discussion that follows the group task that participants are asked what conclusions they have drawn. This is also an important moment for the trainer as it is the time to see if they have understood what the session was about. It is also time to correct any misunderstandings.

The next step is to challenge participants to apply what was learned after the workshop. This is the final step on the learning cycle. Ask the participants to identify how they will use or apply the new ideas into their work or lives after the workshop. They might discuss some of the opportunities they would have to do this, as well as some of the obstacles they would face in integrating the new material into their lives or work.

The next step is for the trainer to revisit the objective of the session and summarize what has happened. It is often useful to ask the participants to do this. It is important for the participants to relate what they have learned to the objectives stated at the beginning of the session or the workshop. It allows them to review what they have done, as well as see that they are making progress. The trainer also can show how the new material is linked backward to what happened in the previous session or sessions, and forward to the next session.

Finally the trainer provides the participants with an opportunity to talk about the process used to learn. What parts do they like? What was helpful? What else might they like to know about?

The above steps are consistent with the principles of adult learning and take into account the way that adults learn naturally. If you have been a professional teacher you will recognize the steps as those that are often in lesson plan guidelines. The difference is that the emphasis in this methodology is always on the learner and allowing the learner to decide what is important to them. It is also a question of attitude. You as the trainer are only one of the resources in the

classroom, an important one to be sure, but not the only one. The other participants are also important resources, and a participant may learn more from a peer than from you. That is why so much emphasis is placed on discussion and small group work. (Note to Trainer: Pass out handout on designing a Session found in Attachment in the Resource Section.)

Small Group Task

Break into your training teams. Select an objective and a unit of time. In this case 60 minutes. Using the handout provided (Steps to Session Planning) develop the basic outline of the session you will be presenting. Report a summary of your results in plenary session. Discuss.

Part 2: Developing a Small Group Task

Objective

To develop an appropriate small group task

Lecture Notes

The small group task is an opportunity for the participants to take the information that you have given them in the lecture and think about it. It gives the participants an opportunity to compare and contrast the new material to their own experience.

Some Guidelines for The Task:

1. Give clear instructions to the participants as to what you want them to do.
2. Do you want them to answer questions, and if so, what questions?
    a. Do you want them to discuss something, and if so, what points
    b. do you want them to discuss?
3. Explain the task, and how it connects to the lecture.
4. Explain why they are doing it.
5. Tell them if they need to select a reporter and a recorder
6. Tell them how much time they have to do the work
7. Tell them how you want them to report their results.

Some Pointers:

- Have a simple way to divide up the group: by counting off, by pre-selection, etc.

- Keep the groups small (five-six people at most) if you can.
- Walk around the groups to see if they understand the task. If they do, do not intrude on the group.
- About 5 minutes before the time is up remind the groups of how much time is left.
- If it is a difficult task ask the groups if they need more time, and then, if possible, give them 5 or 10 minutes more time to finish the task.
- Ask each group to report out their results. Then ask questions about the results. For example, do they all agree, where are there differences between groups, etc?
- Remember to use your facilitation skills to manage the process of reporting out.

(Note to Trainer: Pass out Handout on Developing Small Group Tasks found in Attachment in the Resource Section.)

Small Group Task

Break into your training teams. Using the handout provided create a small group task you wish to use in your presentation. Decide if the task should be written on a flipchart, or typed up and handed out. Report the task in plenary session.

Lesson Learnt

- What new things have you learned?
- How are they helpful?

Application

- How will you use this information after the workshop?
- How would you explain it to a colleague who asked you what you were doing?

Summary

The facilitator should return to the objectives, and review what has happened and highlight the process and content covered during the session.

Evaluation

This exercise focuses not only on the content of the session, but instead on the methodology and tools of training employed by the facilitator. The objective of the exercise is to improve the facilitator's performance for the next sessions.

Link

We looked at the elements that make up a session plan; we looked at ways to decide what to teach, and ways to organize the time. We also looked at some the important things in sequencing learning. Next we are going to identify and use relevant measures of success.

Participants Notes

SESSION THIRTEEN : DESIGNING A TRAINING SESSION

Overview

The trainer reviews the learning cycle and integrated the cycle into a session plan that will include an appropriate small group task.

Objectives

To design a training session based on the experiential learning cycle.

To identify the steps in developing a small group task

(Note to Trainer: draw the learning circle on a flipchart. Label the steps.)

Elements In Designing a Session

One of the interesting things that Malcolm Knowles and other researchers found was that returning to a classroom after many years invoked memories of learning experiences they had as children or young adults, and that for a number of people these memories were not pleasant. Taking this into consideration, it is important for the trainer to spend time at the very beginning of the workshop helping the participants to orient and to feel comfortable in the new learning environment, and to get to know one another. It is also an opportunity for the trainer to discover how much the participants already know about the topic. The goal is to encourage the participant to come back the next time. This activity is called setting the learning climate.

The next step is to share the objectives. Ask the participants to share their expectations of the experience that is about to begin. Show the participants how their expectations and your plan coincide. Ask the participants if they agree that what you want to do and what they want to learn match. Finally, show the participants how the sessions are linked together.

The first task, after showing how the sessions link, is to introduce the topic material in a format that is helpful to the learner (lecture, case study, demonstration, etc.). This material is the experience in the learning cycle. It is wise to keep this presentation short. This methodology is learner centered and therefore you want to quickly get the learner to start using it.

The next task is to give the participants an activity where they can think about the experience and compare it to their own experience. This can be done in a small group task or a large group discussion. It is important to provide the participants with clear instructions as to what you want them to do: answer some questions, follow a procedure, practice a skill, et cetera. It is also important to tell them how you want it reported back to the group, for example, only the highlights of the discussion, only the most important features, etc. This matches the second part of the learning cycle: the reflection on the experience.

As part of that reflection the participants need to generalize or draw conclusions about the experience that is to identify what the important lessons in the experience, what it means, how it compares to previous experiences, how the new ideas fit into things they already know. This, in part, is done for example in the small group task. However, it is important, in the discussion that follows the group task that participants are asked what conclusions they have drawn. This is also an important moment for the trainer as it is the time to see if they have understood what the session was about. It is also time to correct any misunderstandings.

After giving the participants an opportunity to reflect, the next step is to challenge participants to apply what learned after the workshop. This is the final step on the learning cycle. Ask the participants to identify how they will use or apply the new ideas into their work or lives after the workshop. They might discuss some of the opportunities they would have to do this, as well as some of the obstacles they would face in integrating the new material into their lives or work.

After the participants have had a chance to look at possible applications, the next step is for the trainer to revisit the objective of the session and summarize what has happened. It is often useful to ask the participants to do this. It is important for the participants to relate what they have learned to the objectives stated at the beginning of the session or the workshop. It allows them to review what they have done, as well as see that they are making progress. The trainer also can show how the new material is linked backward to what happened in the previous session or sessions, and forward to the next session.

Finally the trainer provides the participants with an opportunity to talk about the process used to learn. What parts do they like? What was helpful? What else might they like to know? The above steps are consistent with the principles of adult learning and take into account the way That adults learn naturally. If you have been a professional teacher you will recognize the steps as those that are often in lesson plan guidelines. The difference is that the emphasis in this methodology is always on the learner and allowing the learner to decide what is important to them. It is also a question of attitude. You as the trainer are only one of the resources in the classroom, an important one to be sure, but not the only one. The other participants are also important resources, and a participant may learn more from a peer than from you. That is why so much emphasis is placed on discussion and small group work.

Please see the handouts on the next page:

-An 8-Step Approach to Designing a Session Plan

-Developing a Small Group Task

-Generalization and Application Questions

Summary

In this session we have looked at how to design a training session and how to pose generalization and application questions, and how to develop a small group task. Next we will look at how to identify and use relevant measures of success.

An 8-Step Approach to Designing a Session Plan

Step 1: Set the Climate for Learning

The trainer helps the participants to orient and to feel comfortable in the learning environment, and to get to know one another.

The trainer tries to discover how much the participants already know about the topic.

Step 2: Share and Agree on Learning Objectives

Participants share their expectations of the experience that is about to begin. Trainer shows the participants a plan for accomplishing what they are going to do

and asks for their agreement. Trainer shows how the sessions are linked together. It also provides the trainer with a way to review what have done.

Step 3: Present the Experience

Trainer introduces the topic material in a format that is helpful to the learner (lecturette, case study, demonstration, etc.).

Step 4: Invite Reflection

Trainer gives the participants an activity (in a small group or large group discussion) where they can think about the experience and compare it to their own experience.

Step 5: Generalize or Draw Conclusions About the Experience

Participants identify what are the important lessons in the experience, what it means, how it compares to previous experiences, how the new ideas fit into things they already know.

Step 6: Challenge Participants to Apply What Learned After the Workshop

Participants identify how they will use or apply the new ideas into their work or lives after the workshop.

The participants might discuss some of the opportunities they would have to do this, as well as some of the obstacles they would face in integrating the new material into their lives or work.

Step 7: Summarize What Learned

Trainer helps the participants to relate what they have learned to the
objectives stated at the beginning of the session or the workshop.

The trainer shows how the new material is linked backward to what
happened in the previous session or sessions, and forward to the next session.

Step 8: Evaluating The Process

The trainer provides the participants with an opportunity to talk about the process used to learn. What parts do they like? What was helpful? What else might they like to know about?

Developing a Small Group Task

The small group task is an opportunity for the participants to take the information that you have given them in the lecture and think about it. It gives the participants an opportunity to compare and contrast the new material to their own experience.

Some Guidelines for The Task

1. Give clear instructions to the participants as to what you want them to do.
   -Do you want them to answer questions, and if so, what questions?
   -Do you want them to discuss something, and if so, what points do you want them to discuss?
2. Explain the task, and how it connects to the lecture.
3. Explain why they are doing it.
4. Tell them if they need to select a reporter and a recorder
5. Tell them how much time they have to do the work
6. Tell them how you want them to report their results.

Some Pointers

a. Have a simple way to divide up the group: by counting off, by pre-selection, etc.
b. Keep the groups small (5-6 people at most) if you can.

c. Walk around the groups to see if they understand the task. If they do, do not intrude on the group.
d. About 5 minutes before the time is up remind the groups of how much time is left.
e. If it is a difficult task ask the groups if they need more time, and then, if possible, give them 5 or 10 minutes more time to finish the task.
f. Ask each group to report out their results. Then ask questions about the results. For example, do they all agree, where are there differences between groups, etc?

Remember to use your facilitation skills to manage the process of reporting out.

Generalization and Application Questions

A trainer needs to have an idea of the kinds of lessons the participants are taking away from a session or from the workshop. The purpose of the generalization questions is to help you do that. These are open questions geared to encouraging the participant to share with you, and the group, what they thought were the important ideas just presented, as well as how they would apply these ideas to their own work after the workshop.

Generalization Questions; some sample questions might be:

-What have you learned about the subject today?

-What general idea can we draw from this presentation or activity?

-What are the important points to remember?

-What new ideas have occurred to you as a result of what you learned today?

Application Questions; some sample questions might be:

-How can you apply what you have learned to your work?

-What ideas can you use right away?

-How can you explain what you have learned to your colleagues?

-What else would you like to know about the topic to be more effective at work?

Session Fourteen: Evaluating, Monitoring and Assessment/Validation

OVERVIEW OF SESSION 14		
No.	**Component Activity**	**Time Allocation (approx.)**
1	Recap of previous session	5 minutes
2	**Overview** The topic of this session is measurement. This is a complicated topic, one that most trainers would rather not deal with, and there is time only to cover a small part of the whole topic. In order to get participants to commit to using measurement, it will be important to stay equally focused on the two objectives. Later (in Session 18), the topic of measurement will be revisited in a different way when Feedback is discussed.	
3	**Objectives** By the end of this session participants will be able to describe and give examples of three attributes of success measurement • Definition of a Success Measure • The difference between short term and long term training success • How to keep success measures simple, relevant and useful	5 minutes
4	**Presentation** • Recapitulation of the flow of the training • Importance of this topic • What *Measure* means - definition • Measurement now and measurement later • KISS	20 minutes
5	**Group Exercise** • Choosing measures: work in pairs; then discuss • Points to emphasize: - KISS - The important purpose of measuring success - Different ways people will measure success - "I'll know it when I see it," is not good enough	40 minutes
6	**Lessons Learnt** • How have you looked at measuring success in the past • What is different for you now?	10 minutes

7	**Application** Given the pressures of time and resources, how will you measure success? What measures or ways to measure look most promising?	10 minutes
8	**Summary** • Recapitulation of session sequence • Importance of measurement [return to flip charts at beginning] • Link to Feedback session -- measurement of success as 'feedback'	5 minutes
9	**Evaluation** Discuss with the participants the success or otherwise of the methodology and tools of training used by the facilitator during this session.	5 minutes

Overview

The topic of this session is measurement. It is a complicated topic and a controversial one. Most trainers would rather not deal with measurement, and for two good reasons:

- In a training session, there is time only to cover a small part of what could be measured.
- Compared to the thrill of standing up in front of people and influencing their lives, "measurement" sounds pretty dull.

It is true that it can be dull. But only if we make it dull… usually by turning it into boring numbers.

How do we make it more interesting? In a sense, we have been doing that all through this course. By spending time specifying needs and objectives, we have made training design easier. We have been drawing a map of where we want our participants to go. And all along we have been talking about measurement, though we have not used that word very often.

Later (in Session 18), the topic of measurement will be revisited in a different way when Feedback is discussed.

Objectives

In order to get participants to commit to using measurement, it will be important to stay equally focused on the three objectives.

[Prepared on flipchart:]

> By the end of this session participants will be able to describe and give examples of 3 attributes of success measurement
> - Definition of a Success Measure
> - The difference between short term and long term training success
> - How to keep success measures simple, relevant and useful

Presentation

- Recapitulation of the flow of the training: Adult Learning > Needs Assessment > Gap Analysis > Content Selection > Session Design > and now Measurement. From here we will branch out into several topics: training techniques, gender, and others.
- We looked at the topic of measurement briefly three sessions ago when we told you about SMART. The stood for what? Measurement.
- In this session we want to you to get two concepts. Both of them fit into the larger theme that has been central to this workshop: adult learning and respect for experience.
    - First, the importance of this topic. If you have no way of measuring your effect, you have no way of knowing if you have had an effect at all. Since we are trying improve people's lives and not just entertain them or waste their time, we need to know if what we are doing is helping our participants.

      [Prepared on flipchart:]

      > What you do not measure,
      > you cannot improve.

    - Second, measurement -- at the level where we are working -- doesn't have to be complicated. But it does need to be done.
- [Question to a participant:] When someone asks you to measure something, what goes through your mind? [May need to rephrase question: What kinds of things do you think about when you think about measurement… or having to measure something?]
    - Most of us think about numbers

- [to a different participant: what else do you think about?]
- We might think about reports and formulas and how terrible our mathematics teacher was.
- Let us see if we can change some of those ideas, starting with the definition.

- To measure something is *to compare or appraise it against a criterion… or standard.*
  - That is where numbers come in… because we use them when we measure things -- kilos of maize, metres of fabric.
  - But we do not always use numbers to measure. Can someone give an example of a measure that does not involve a number?

[Probe: What is it like outside today? Is it hot? "Hot" is a measure. If we need to specify a particular temperature, we can. But "hot" is perfectly acceptable as a measure… especially when we don't have a thermometer.]

[Probe: hold up a colored marker. What color is this? That is a measure.]

- When it comes to a Success Measure -- in training -- what might we use? [option: ask a participant… "'Blue' and 'Hot' might not be appropriate… So, where can we find the critical information about a success measure?"]
- Answer: Think back to our Objectives (Session 9)… remember the words we said to use? [On flipchart… once list is complete, ask for others to include]

Write Describe Prepare Operate Define Demonstrate Explain Select Construct Complete Calculate Classify List

- You can see *these* things. You can evaluate how well they were done using whatever criteria you choose. In short, you can *measure the success*
- [Optional: refer to or list on flipchart words that were to be avoided: Appreciate, Understand, Be familiar with, Know, Grasp…etc. Ask why these not useful… (answer: they are much more difficult to see)]

- When it comes to measuring success in a training program, we are interested in two bits of information [prepare on flipchart]

← **Now:** Did the participants *learn* the skills? ↑ **Later:** Do the participants *use* the skills?

- In the first, we want to know if we got our information across. This is the area we are most concerned with in the classroom.
- In the second, we are looking for change in the community. In one sense, we have no control over this. If we are sent out to train farmers to raise crocodiles as a source of protein, and we do all our training, but no one raises crocodiles… well, we did OUR job, right? Not our fault they don't raise crocs, right?
- Remember that you are a member of that community. Your credibility and usefulness is at stake. And your self-esteem. Maybe these people shouldn't be raising crocs… or maybe they need to be taught differently. Or…or …or.
- The point is: *you* need to know. [refer back to flipchart:]

What you do not measure, you cannot improve.

- So, if you were training young adults to practice safe sex and six months later you find that they are not practicing safe sex, you want to know why… so that you can improve something in your training.
- *Or*, you have been training young adults to practice safe sex and six months later you find that they are practicing safe sex… and the infection rates are going down… and other good things are happening, you want to know what you did right!
- You will most often (and in this course) be interested in the first -- the end-of-course measures: did they learn the skills?

- When it comes time to looking at what measure to use, we have one important rule. [prepare on flipchart:] Does anyone know this? [see if a participant can respond] It is another acronym, like SMART. When it comes to measurement, we want you to remember KISS

K I S S

KISS is short for Keep It Short & Simple. [fill in flipchart] What that means for you is….

- Don't do elaborate evaluations… unless you are really going to use the data
- Don't make a lot of work for yourself
- And don't count a lot of things just so that you can have numbers to show… unless you really love to count things
- *But DO* use your measures to inform yourselves about what you really accomplished.

- Two final points:
  - First, while you are keeping your measures simple, you also have to make sure that you are using the right kind of measure. Here are some ways to measure things. Handout: *Measure: How*
  - Second, you want to be careful about what you mean by "measure." Let us look back at an exercise you did earlier. Take out your SMART exercise from Session 9.

How do you measure the first item? Are you going to give them a test? (Who are we kidding?) This is one of the reasons why we want to write our objectives properly: *our resources for measuring success are very limited.*

- Look at item eight. How will you measure that? [Call on participant. Answer: when you see them do it… a demonstration.]
- [Look at other items if more examples are needed]

<u>Group Exercise</u>

Handouts: *Measurement Exercise: Identifying Relevant Measures of Success*
Measuring Instructional Results

- Participants are to choose measures (working in pairs; then discuss)
- Points to emphasize:
  - KISS: keeping the measures simple and practical
  - The importance of purpose of measuring success "Of all the possible measures available, why am I measuring this aspect of success?"
  - Different ways people will measure success
  - "I'll know it when I see it," is not good enough. We have to say what it is we are going to see.

- Question to ask: Why are we measuring these things?
- [Additional point that might come up in discussion: Do not confuse the measure with the measurement vehicle (device or means). For example, it might be technically correct to answer "How are you going to measure success of your training?" by saying, "With a questionnaire." However, the important point is not the questionnaire, but the information questionnaire tells you. Stay with the information -- the indicators.]

Lessons Learnt

- How have you looked at measuring success in the past?
    - Did it work?
    - How does this compare?
- What is different for you now…about how you view the measurement of success?

Application

- Given the pressures of time and resources, how will you measure success? What measures or ways to measure look most promising?

Summary

- Recapitulation of session sequence
- Importance of measurement [return to flip charts at beginning]
- Link forward to Feedback (Session 18) -- which deals with measurement of success as 'feedback'

Evaluation

Discuss with the participants the success or otherwise of the methodology and tools of training used by the facilitator during this first session.

Measurement Exercise
Identifying Relevant Measures of Success

Read the following summaries of the two training situations and identify suitable measures of success for …

- End of training
- Impact on the community two months later

After you have identified the measures, talk with your partner (or group) and determine *when* or *why* you would want to use those measures… in other words, once you have collected data, what would you use it for? Be realistic. And be prepared to explain.

1. The Anyara County Gender Task Force has requested a workshop to help the local school board in their effort to distribute educational resources in ways that are fair to boys and girls in schools. One Workshop Objective is: "By the end of this conference, participants will be able to describe two common practices leading to unfair distribution of educational resources in the County, and what community leaders must do to change those practices."
   - How you will measure this objective at the end of the workshop:
   - Measure of success in two months:

2. A group of local leaders has requested micro-enterprise training for villagers in Omugisha County. Twenty-six people have signed up. Most can read and write -- but some not very well. Only two have had any experience in running a business of their own. The local leaders requesting the training have asked that the participants be exposed to what micro-enterprises are and become aware of local resources that can help. You have asked these leaders how *they* would measure success of this kind of training and they didn't know. As you sit down to write learning objectives for the course, you ask yourself:
   - How can I measure success in training these 26 people?
   - What would be a realistic measure of success of the course two months from now?

MEASURING INSTRUCTIONAL RESULTS

Start with your objective. By the end of your training or training session, what was the trainee expected *to know* or to *know how to do*?

Ex: *By the end of the session**,** the trainee will know how to plant a coffee tree.*

- **What *kind* of measure you want to use?**

Yes/No (C*riterion Measurement*). The issue here is, "Can the person plant a coffee tree?" Either he/she can or he/she cannot.

How Well *(Norm Measurement).* The issue is "Compared to other people who have learned how to plant coffee trees, how well does this person do at planting a coffee tree?" Very well. Well. Adequately. Not So Well. Just Barely. Not at All.

When are you going to measure?

During Training *("en route" measurement)* This raises a very important question: "How will you know that skills and knowledge are being acquired?" The answer is not, "Well, I'll watch." The issue is "*What* are you going to see (or hear… or smell -- if you are teaching a person how to make matooke)?

- Look for key measures only

At the End of Training If you have done *en route* measures and have monitored how well trainees have been doing, you already have a good idea of **what** you are going to measure. So now the important measurement issue here is this: **How** are you going to measure? Observation? Paper-and-pencil test? (true/false? multiple choice? short essay?) Performance Demonstration?

- Keep it simple and manageable

What will you do with the information?

Feedback to the Trainee The performer needs to know how well he/she is doing…or how well he/she has done. You want them to know so that they can perform competently to your expectation. The original idea behind the objective, "Know how to plant a coffee tree," was probably not just to stick seedlings in the ground so they could wither and die. The trainee needs

performance information and context: what was learned, how well it was learned, and why it was learned.

Feedback to the Trainer Trainers and teachers need to know how well they are doing … so they can (for example) 1) improve their own performance, 2) correct the way something is being trained… the training exercises or methods, or 3) to redirect trainees' efforts.

Feedback to the Sponsor/Donor The people who sponsor training -- who set it up and pay for it -- need to know if they are getting what they intended. Typically, the evaluation measures they are looking for have to do with *numbers* -- classes, trainees, costs, dates, numbers of hours, materials. Often, they also need to know that the training is having its desired effect, and so they may have an interest in long term evaluation.

Remember Rule 1:

The purpose of measurement is to affect performance

MEASURE? HOW?
EXAMPLES OF MEASURES IN SIX MEASUREMENT CATEGORIES

Finance (USh)
Income
Value
Added Value
Return on Investment (ROI)
Rates of Return
Percentages
Cost
Loss

Outputs or Results
Total Units or Numbers (people, products, events)
- Output, Throughput (# of units processed)
- New …[voters, patients, accounts, students, etc]
- have reached a Quality

Impact
(On Targeted Clients)

-Awards Received
-Attainment of Std
-Recognition

Process
(compliance with steps that have to be taken)

Standard Operating Procedure (SOP)
"By the Book"
Professional requirements
Legal requirements
Routinized or regulated actions

Reaction
(Of Concerned 3rd Parties)

- Judgments of others
- Recognition
- Criticism
- Public interest
- Queries

Time

- Amount of time taken (minutes, hours, days, months, quarters, years, person-years)
- Lead time
- Lag time
- Lapsed time
- Number of events in a certain time period
- Efficiency

Chose wisely. Use measures that fit your needs and your purposes.
We do not measure steam with a tape measure, nor music with a balance scale

Participants Notes

SESSION FOURTEEN: EVALUATION, MONITORING AND ASSESSMENT/ VALIDATION

Overview

The topic of this session is measurement. This is a complicated topic, one that most trainers would rather not deal with, and there is time only to cover a small part of the whole topic. In order to get participants to commit to using measurement, it will be important to stay equally focussed on the three objectives. Later (in Session 18), the topic of measurement will be revisited in a different way when Feedback is discussed.

Session Objectives

By the end of this session participants will be able to describe and give examples of three attributes of success measurement

- Definition of a Success Measure
- The difference between short term and long term training success
- How to keep success measures simple, relevant and useful

Presentation

In this session you will want to watch for two concepts. Both of them fit into the larger theme that has been central to this workshop: adult learning and respect for experience. First, the importance of this topic. If you have no way of measuring your effect, you have no way of knowing if you have had an effect at all. Since we are trying improve people's lives and not just entertain them or waste their time, we need to know if what we are doing is helping our participants.

> What you do not measure,
> you cannot improve.

Second, measurement -- at the level where we are working -- doesn't have to be complicated. But it does need to be done. When we think about measurement, we think about numbers, reports, formulas and how terrible our mathematics teacher was.

Definition: To measure something is *to compare or appraise it against a criterion… or standard.*

That is where numbers come in… because we use them when we measure things -- kilos of maize, metres of fabric.

But we do not always use numbers to measure. These are perfectly acceptable measures… though perhaps not for measuring training:

Blue Hot Salty Dark

When it comes to a Success Measure -- in training -- we can start by using use words that appeared in our Objectives (Session 9)…

You can see *these* things. You can evaluate how well they were done using whatever criteria you choose. Look at the result -- for example, what was written, what was described, what was prepared. When you wrote those words, you added detail. What were in those details? Use them -- and you good judgment and you will *measure the success.*

When it comes to measuring success in a training program, you should be interested in two things:

← **Now:** Did the participants *learn* the skills? Did we get our information across? This is the area we are most concerned with in the classroom.

↑ **Later:** Do the participants *use* the skills? Here we are looking for change in the community. In one sense, we have no control over this. If we are sent out to train farmers to raise crocodiles as a source of protein, and we do all our training, but no one raises crocodiles… well, we did OUR job, right? Not our fault they don't raise crocs, right?

Remember that you are a member of that community. Your credibility and usefulness is at stake. And your self-esteem. Maybe these people shouldn't be raising crocs… or maybe they need to be taught differently.

- The point is: *you* need to know. Remember: *What you do not measure, you cannot improve.*

For example, if you were training young adults to practice safe sex and six months later you find that they are not practicing safe sex, you want to know why… so that you can improve something in your training.

Or, you have been training young adults to practice safe sex and six months later you find that they are practicing safe sex… and the infection rates are going down… and other good things are happening, you want to know what you did right!

You will most often (and in this course) be interested in the first -- the end-of-course measures: did they learn the skills?

When it comes time to looking at what measure to use, we have one important rule. It is another acronym, like SMART. When it comes to measurement, we want you to remember KISS. KISS is short for *Keep It Short & Simple*. What that means for you is….
Don't do elaborate evaluations… unless you are really going to use the data
Don't make a lot of work for yourself
And don't count a lot of things just so that you can have numbers to show… unless you really love to count things
But DO use your measures to inform yourselves about what you really accomplished.

Two final points:
First, while you are keeping your measures simple, you also have to make sure that you are using the right kind of measure. Look at the Handout *Measure: How*
Second, you want to be careful about what you mean by "measure." Look at your SMART exercise from Session Nine. How do you measure the first item? Remember: *your resources for measuring success are very limited.*

Group Exercise

Handouts: 1) *Measurement Exercise: Identifying Relevant Measures of Success*
2) *Measuring Instructional Results*

Points for you to keep in mind:

KISS: keeping the measures simple and practical

The importance of purpose of measuring success "Of all the possible measures available, why am I measuring this aspect of success?"

Different ways people will measure success.

"I'll know it when I see it," is not good enough. We have to say what it is we are going to see.

- Question to ask yourself: Why are we measuring these things?

Finally, do not confuse the measure with the measurement vehicle (device or means). While it might be technically correct to answer the question "How are you going to measure success of your training?" by saying, "With a questionnaire." However, the important point is not the questionnaire, but the information questionnaire tells you. Stay with the indicators.

Summary

In this session you learned three important things about measurement of success in training.

You learned a definition: to measure something is *to compare or appraise it against a criterion… or standard.*

Next, you examined and discussed the difference between short term and long term training success

Finally, you looked at ways to keep success measures simple, relevant and useful. Measurement is not an easy topic. People often complicate it by putting in things that have to be counted. Often, measures are used for reasons that have nothing to do with real measurement for the purposes we recommend.

As we leave the topic, think about the earlier comment, *"what we do no measure, we will not improve."* The other side of that coin is also true: what we do measure, we have an obligation to improve.

In the next session we will look at training techniques.

Session Fifteen: Using Audio-Visual Support

OVERVIEW OF SESSION 15		
No.	**Component Activity**	**Time Allocation (approx.)**
1	Recap of previous session	5 minutes
2	**Overview** To introduce the participants to the use of visual supports: flipcharts, white boards, transparencies et cetera, handouts.	
3	**Objectives** To be able to use a variety of audio-visual supports (flipcharts, transparencies, handouts).	5 minutes
4	**Presentation** The trainer discusses the use of visual aids and gives guidelines for using flipcharts, transparencies and handouts. Demonstration of how to use an overhead projector.	20 minutes
5	**Group Exercise** No specific exercise as the content will be applied in the next session.	40 minutes
6	**Lessons Learnt** Questions and Answers.	10 minutes
7	**Application** Questions and Asnwers .	10 minutes
8	**Summary** Summarise the main ideas.	5 minutes
9	**Evaluation** Discuss with the participants the success or otherwise of the methodology and tools of training used by the facilitator during this session.	5 minutes

Objective

To be able to use a variety of supports (flipcharts, transparencies, handouts)

Visual Aids

There are important benefits to using visual aids when you give a presentation. Visual aids can stimulate interest, clarify points and reinforce what is being said. The presenter often looks more professional, more credible and prepared.

Visual aids can be:

- Flipcharts
- Overhead Transparencies
- PowerPoint Screening
- Samples
- Demonstration Models
- Black Boards

They can:

- Arouse Interest
- Encourage thought
- Re-inforce examples
- Encourage participation
- Demonstrate Techniques

Some important ideas when using flipcharts and transparencies:

- Use appropriate font size—make it readable (8pt)
- Use appropriate font size—make it readable (12p)
- Use appropriate font size—make it readable (18p)
- Use appropriate font size—make it readable (24p)

The size you choose depends on the size of the room you will use them in.

The important thing is that a viewer should be able to comfortably see the writing from the back of the room.

Remember that visual aids:

- Do not automatically increase the impact of a training session
- In fact that can detract from the effectiveness of a session if they are used improperly or if they are overused
- Should support the content of a session
- Are not in competition with what you are saying, that is, they do not usually add new information.

Some Cautions:

- Don't focus so much on your overheads that you lose focus
- Talk to the audience not the screen
- Put the overhead on the projector and then turn it on
- Turn off the projector when not needed
- Each visual should have a single message

Whether you are using a flipchart or a transparency remember to:

- Use graphics instead of words whenever possible
- Use color—add color with washable marking pens
- Limit words per line
- Limit lines per visual
- Fill in details verbally.

Here are some ideas for using flipcharts effectively:

- Prepare the flipcharts ahead of time, if possible.
- Center the text on the page.
- Write big enough that people in the furthest chairs from the front, can easily read the flipchart.

- 8 – 10 written lines on a page are about enough, depending on how big you make the words. Usually, more than 50 words per page make it cluttered.
- Do not write all the way to the edge of the paper. If the last word on the line is long, break it in two, and continue on the next line.
- Bullets are good ways to distinguish main points.
- Use black, blue and brown and dark green markers, as they are the easiest to see from a distance.
- Use red, green, and purple to underline words for emphasis beforehand or to highlight important words or ideas while you are talking.
- Avoid using pastel colors (yellow, pink, light blue, light green) that, although lovely to look at, cannot be seen at a distance.
- Create tabs on your page to help you locate the page among others. Put a piece of tape at the edge of the paper and then fold it back on itself so that a remnant sticks out over the edge. Write a word on the tab identifying what it is.
- Tape a loose page to the page underneath it, and not to the flipchart stand, which makes it difficult to turn the pages.
- Remember individual pages can be very difficult (and messy) tear off while you are making a presentation. One way to do it is to let your co-trainer take care of the task. Another might be to use a sharp instrument to cut the page from the pad.

<u>Using Handouts</u>

How to Make Them

- Prepare, prepare, prepare. Make your handouts and pack them…early/ well in advance!
- Use plain paper, A-4 or whatever is available.
- *Where can I get paper?* Local stationary stores, schools, offices, businesses
- Make a master: use a typewriter or a computer…or print n-e-a-t-l-y
- *Where can I find a computer?* Cyber cafe, schools, businesses…or a friend
- Photocopy what you need
- *Where can I find a photocopy machine?* Cyber cafes, printing companies, businesses

- Keep them simple. You can provide ALL the information. Different things are important to different people. Invite participants to keep their own notes on handouts. Avoid cute graphics and clutter.

How to Use Them

- Prepare and organize
- Have your handouts ready, laid out in the order you will hand them out
- Use handouts sparingly
- Unless you have to train people in law or policy, restrict your handouts to your main points. Ask yourself: what do people most need to know or do? Then cover just those points with appropriate handouts.
- Be careful about timing
- Participants can either read or pay attention to you—but not both at the same time.
- If you want them to listen to you, hold the handouts until you are done, then hand them out…then review the main points on the handouts, point by point
- If you want them to read what is on the handout first, hand it out…then give them time to read…then go back over what they read, point by point.
- Hand out only as much information as the participants can absorb at one time. Usually that means one handout at a time.
- Collect and save what is not used.

Demonstration

Overhead Projector

1. Put the machine in front of the group and ask if everyone can see.
2. Point out the features of the machine and how it works.
3. Point out the importance of having a spare light bulb.
4. Show them how to clean the glass plate, the magnifying mirror and the reflecting mirror.
5. Show them how to place a transparency on the plate.

Marking Pens

1. Point out the different kind of pens

- Round point
- Beveled point. Words made with a beveled point are easier to see at a distance, as the line is larger and stronger.

2. Flipchart paper often bleeds. It is always prudent to use two pieces of paper together if someone will write on it after it taped to the wall.

3. Remind participants that if they are going to use a whiteboard they will need a dry board marker. Ordinary pens (especially permanent markers) cannot be erased from a white board.

Tape

Explain that it is a good idea to buy masking tape or blue gum to hang things on the wall. Masking tape normally does not take the paint off the wall. Scotch tape often does take the paint off the wall when you pull it off.

Note there is no small group exercise with this session as the ideas are incorporated into the session on planning presentations.

Lessons Learnt

- What new ideas have occurred to you as a result of this session?
- What are the important points to remember?

Application

- How will you apply what you have learned today to your own sessions?
- What else would you like to know about this topic?

Summary

The facilitator should return to the objectives, and review what has happened and highlight the process and content covered during the session.

Evaluation

This exercise focuses not only on the content of the session, but instead on the methodology and tools of training employed by the facilitator. The objective of the exercise is to improve the facilitator's performance for the next sessions.

Link

We have looked at the elements that make up a session plan, how to select materials, how to organize a small group task and how to use visual aids to support our teaching. Next we will start to put it all together.

Participants Notes

SESSION FIFTEEN: USING AUDIO-VISUAL SUPPORT

Overview

To introduce the participants to the use of visual supports: flipcharts, white boards, transparencies et cetera, handouts

Session Objective

At the end of this session, you will be able to use a variety of supports (flipcharts, transparencies, handouts) appropriately.

Definition and Types of Training Aids

In Session 8, you learned that training methods are the approaches you use to teach the training content of a session. Training aids are materials, visual, written, or both, that support the training methods you have chosen.

We will be dealing with four of the most commonly used training aids. They are:

1. Videotape/film
2. Handouts
3. Flipcharts
4. Overhead transparencies

Purposes of Training Aids

Training aids serve a variety of purposes. Some of the general purposes they serve are to:

1. Focus attention on what is being discussed by having the learners visually review the material.
2. Increase interest in the topic by presenting material that is visually appealing.
3. Improve learner retention by engaging more than one sense (e.g., hearing and seeing) in the presentation of material.

The following sections will discuss in more detail the four training aids covered in this session.

Videotape/Film

Videotape and film are motion pictures with sound, recorded either on cassette tape or film. Videotape requires that you have a tape player (VCR) and TV monitor. A film presentation requires a projector and screen.

Videotape and film have particular advantages in training. Consider using these training aids to:

- ✓ Stimulate learners' interest.
- ✓ Motivate learners to try new things.
- ✓ Illustrate behaviors, including depicting subtle expressions.
- ✓ Add professionalism to your training.

Normally, you will not be developing new videotape or film for your training because of the costs involved. However, you may decide to use an already developed videotape or film if you can find one that meets your training need.

There are four steps to follow in using videotape or film most effectively in training. They are:

1. Prepare for showing the videotape/film.
2. Provide instructions to learners.
3. Play the videotape/film.
4. Present/summarize the learning points.

The table below describes the four steps in more detail.

STEPS FOR USING VIDEOTAPE/FILM IN TRAINING

STEP	DESCRIPTION
1. Prepare for showing.	• Check that the tape or film is the correct size for the available equipment. With tape, be sure that the video, VCR and monitor are all on the same standard (e.g., PAL, NTSC). • Preview the film and identify the important points you want learners to get from viewing it. • Try out the equipment and check lighting

STEP	DESCRIPTION
	levels. If you will be asking the learners to take notes, adjust lighting plans accordingly.
2. Provide instructions.	• Tell learners what they will see and why. • Instruct learners what to do during the film, e.g., take notes, watch for certain items, etc. • Tell learners what they will do after the film, e.g., discuss what they saw, complete an exercise, etc.
3. Play the videotape/film.	• Adjust lighting. • Start videotape/film and adjust picture and volume. • Monitor learners and their reactions to the tape/film.
4. Present/summarize learning points.	• At the end of the videotape/film, have learners complete the learning activity. • Summarize the key points you want learners to retain from the videotape/film.

Handouts

Handouts are written material prepared in advance and distributed to the learners during the training. The information covered in the handout can be used during the training and/or retained for use after the training.

Handouts are important training aids to consider, particularly if you want to:

✓ Have learners use the information at a later time (during the training or after the training).

✓ Allow learners to absorb information at their own pace.

✓ Eliminate the need for learners to memorize or take notes.

The first step in developing a handout is to decide on the format you will use for presenting the information. One of the choices you have is to present the information in paragraph form. (The

information you are reading right now is an example of information in paragraph form.) It has its place in handouts, but it also has its drawbacks.

A major drawback of information in paragraph form is that it is visually less appealing to the reader than other formats. This is particularly true if you are presenting a lot of information. There are other formats you can use that are more interesting to readers and do a better job in communicating your information under certain conditions.

Three handout formats that are particularly helpful as training aids are:

1. Decision charts
2. Checklists
3. Worksheets

When you select a format, your decision should be based on what you are trying to accomplish with your handout. The table below shows some guidelines for you to follow in deciding among the three formats shown above.

Selecting Handout Formats

If You Wish To...	Then Consider Using...	For Example...
Guide learners in making decisions.	A decision chart.	This chart is a decision chart.
Provide memory joggers to help learners carry out a task.	A checklist.	The General Guidelines for Developing Handouts below is an example of a checklist.
Provide a means to record information.	A worksheet.	You used a worksheet to outline your training content in Session 7.

Regardless of the handout format you choose, there are certain general guidelines to follow in developing handouts. The table below provides those guidelines in a checklist form.

Check When Done	Guidelines
[ ]	Title the handout and date it.
[ ]	Identify the purpose of the handout.
[ ]	Specify when and how the handout is to be used.
[ ]	Reference any additional materials that are needed in using it.
[ ]	Bold print, underline or capitalize to emphasize information.
[ ]	Space information so it's easy to read.
[ ]	Use short, active sentences.
[ ]	Avoid unnecessary information.

Flipcharts

Flipcharts consist of an easel to which are attached blank pages that are written on with a felt-tip marker. The information can be prepared ahead or recorded during training.

Pre-recording information saves training time and insures neatness. Recording during training allows you to respond to the immediate learning situation.

Regardless of whether you choose to pre-record or record during training, there are certain general guidelines to follow to insure that your flipcharts are readable and appealing to learners. The table below provides those general guidelines.

Guidelines For Making Flipcharts Readable And Appealing

- Make letters at least 4 cm high.
- Leave 5 cm or more between lines.
- Use the top two-thirds of the pad.
- Use as few words as possible.
- Highlight key points by using:

Color	Shape	Graphics
Boxing	Underlining	Pictures

- Check readability by going to various parts of the room.
- Leave a blank page between each pre-recorded page so that the writing on the next chart does not show through and distract learners.

The table below provides some additional tips for working with flipcharts.

Flipchart Tips

IF...	THEN...
You are recording learners' inputs.	• Record key words quickly. • Check with learners to be sure you are reflecting their ideas accurately. • Alternate colors when listing the group's ideas.
You wish to have learners compare and contrast data.	• Use two flipcharts.
You want to display information for a period of time.	• Hang pages on the wall.
You want to look especially professional in front of the group.	• Lightly write memory joggers in pencil in margin of flipchart page, and use as presentation notes. • Practice tearing pages cleanly before trying it in front of the group. • Tab pre-recorded charts to eliminate searching for them when needed. • Cover pre-recording errors with paste-on labels or correction tape, then write correct information on the labels. • Cover flipchart information when not in use.

Overhead Transparencies

Overhead transparencies are professionally produced or instructor developed acetate sheets of information to be used with an overhead projector. The image is shown on a screen or blank wall.

As training aids, overhead transparencies have special advantages, but they also have significant drawbacks if not used properly. The table below highlights those advantages and drawbacks.

Advantages And Drawbacks Of Overhead Transparencies

ADVANTAGES	DRAWBACKS
• Adds professional touch. • Easily transported. • Can use with large audience (over 25).	• Light and glare can be tiring if overused. • Requires special equipment not always readily available. • Complex charts can overwhelm viewers.

As with flipchart information, you can develop overhead transparencies ahead or develop them during training. If you decide to develop transparencies in advance of the training, there are two ways to do so:

1. Professionally

   Graphic artists can produce your transparencies, based on the directions you provide.

2. Personally

   You can use a computer to put the information into a file and have it printed onto a transparency sheet. You can also print information onto paper and have it photocopied onto a transparency sheet. (If you're wondering whether your duplicating machine can make transparencies, check the machine manual.)

   You can make a transparency yourself by using a transparency marker and writing on a transparency film made for that purpose. (You'll have a chance to try doing that later in this session.)

Regardless of whether you are developing the transparency yourself, or developing the information for a professional to use in making your transparency, there are guidelines to insure that your transparencies are readable and appealing to learners.

Guidelines For Making Transparencies Readable And Appealing

- Use as few words as possible to communicate your ideas.
- Keep information to six lines or less, with no more than six words per line.
- Cover one major idea, with up to three sub-points, on one transparency.
- Use tinted plastic to reduce the glare.
- Illustrate ideas with:

  Pictures

  Shapes

  Graphs

  Color (but no more than three colors on one transparency)
- Use a grid to insure straight lines and markings. You will use a transparency grid later in the session.)
- Lay out your transparency in pencil first, using letters at least 7 mm high.

The table below provides some additional tips for using transparencies during training.

Transparency Tips

IF...	THEN...
• You are using more than one transparency	• Turn projector on, show a transparency, then turn it off - unless you are showing a series in rapid succession. • Don't keep a transparency on too long. The image becomes tiring for viewers.

IF...	THEN...
• You want the group to focus on a specific area	• Try one of these methods: Use a pencil to point to the area. Lay the pencil on the plastic to steady the pointer. Reveal one area at a time by using a paper to "mask" the area you don't want showing. Place the paper between the transparency and the glass for extra control and to enable you to read the masked information.
• You are using the same transparencies in subsequent sessions	• Use permanent marking pens. • Mount transparencies in plastic frames to keep them from curling. • Store them sandwiched between papers in a dust-free location.
• You wish to re-use the plastic or change the information	• Use water-soluble marking pens. Run water or a damp cloth over the area to remove the ink.
• You want to look more professional in front of the group	• Write memory joggers in black ink on the transparency frames and use them as your presentation notes. • Place masking tape around the edges of the projector glass to keep out the projection light and to keep the framed transparencies from slipping.

Summary

We have looked at various ways to provide audio-visual support to our presentations. We have looked at the appropriate uses of these tools as well as their advantages and disadvantages. Next we are going to look at steps in preparing to practice teach.

Session Sixteen: Developing a Training Budget

OVERVIEW OF SESSION 16		
No.	**Component Activity**	**Time Allocation (approx.)**
1	Recap of previous Session	5 minutes
2	**Overview** Using the checklist provided in the Resource Section identify the elements needed in developing a training budget. Participant then hold an open discussion on budgeting.	
3	**Objective** To identify the principal elements in a training budget.	5 minutes
4	**Presentation** Identify the items in a budget, look at ways to provide for contingencies, and account for the funds after the training activity.	40 minutes
5	**Group Exercise** Large group discussion.	20 minutes
6	**Lessons Learnt** Questions and Answers.	10 minutes
7	**Application** Questions and Answers.	10 minutes
8	**Summary** Summarise the main ideas.	5 minutes
9	**Evaluation** Discuss with the participants the success or otherwise of the methodology and tools of training used by the facilitator during this session.	5 minutes

Objective

To identify the principal elements in a training budget

Lecture Notes

Go to the Attachment Some Budget Considerations in Organizing a Training Activity. The list is divided into five columns: one for the element, one for the unit cost (or the cost of one of the items), one for the number of participants, one for the sub-total and one for the total cost.

The costs are broken down into pre-training costs for materials development and site selection, the site itself, personal, feed, allowances, rental costs, supplies and others.
It is important to remember that this is a guide. There may be other costs that are particular to your district. Also remember that no budget is ever fully accurate. Many things happen that are unexpected. It is always wise to have contingency funds built into your budget. This is done by adding at a minimum five to ten percent of the total cost to the budget either as a contingency line item, or by spreading the amount over several categories. This money, if not spent, can be used for the next training activity.

After training it is a prudent idea to review your actual costs against your projected costs. This allows you to give an accounting of what you actually spent. A clear and transparent accounting is also a useful tool in seeking further funds. In this exercise it is also important to include resources that were given in-kind for this activity. Such resources may be things like the free use of breakout space, free access to a computer, etc.

Lessons Learnt

- What new ideas have occurred to you as a result of this session?
- What are the important points to remember?
- How large will the group be you have to train?
- What is the value of resourcefulness in a Trainer?

Application

- How will you apply what you have learned today to your own sessions?
- What else would you like to know about this topic?

Summary

The facilitator should return to the objectives, and review what has happened and highlight the process and content covered during the session.

Evaluation

This exercise focuses not only on the content of the session, but instead on the methodology and tools of training employed by the facilitator. The objective of the exercise is to improve the facilitator's performance for the next sessions.

Link

We have looked at the elements that make up the logistics and budgeting of a training activity.

Particpants Notes

SESSION SIXTEEN: DEVELOPING A TRAINING BUDGET

Overview

Identify the elements needed in developing a training budget, discuss how to calculate costs for various activities.

Objectives

To identify the principal elements in a training budget.

The list below is divided into five columns: one for the element, one for the unit cost (or the cost of one of the items), one for the number of participants, one for the sub-total and one for the total cost. The costs are broken down into pre-training costs for materials development and site selection, the site itself, personal, feed, allowances, Rental costs, supplies and others. It is important to remember that this is a guide. There may be other costs that are particular to your district. Also remember that no budget is ever fully accurate. Many things happen that are unexpected. It is always wise to have contingency funds built into your budget. This is done by adding at a minimum five to ten percent of the total cost to the budget either as a contingency line item, or by spreading the amount over several categories. This money, if not spent, can be used for the next training activity.

Element	**Unit Cost**	**Number of Participants (Quantity)**	**Subtotal**	**Total**
Pre-Training				
-Materials Development				
Location/Select-ion (Travel to/from the site)				
Training Site				
Training room				
Break out space				
Secretariat				

Personnel				
Facilitator				
Secretary				
Other (Cleaners, guards etc.)				
Food				
-Breakfast				
-Lunch				
-Dinner				
-tea (x 2)				
Allowances				
Travel (round-trip)				
Out-of-Pocket				
Materials Development				
Handouts				
Manuals				
Rental Costs				
Overhead Projector				
Overhead Screen				
Copy Machine				
Supplies				
Copier paper				
Writing blocks				
Pens and pencils				
Flipchart paper				
Magic markers(4 colors)				
Masking tape				
Envelopes				
Folders				
Other				

After training it is a prudent idea to review your actual costs against your projected costs. This allows you to give an accounting of what you actually spent. A clear and transparent accounting is also a useful tool in seeking further funds. In this exercise it is also important to include resources that were given in-kind for this activity. Such resources may be things like the free use of breakout space, free access to a computer, et cetera.

Summary

We have looked at the important items to consider when building a budget. Not all of them are important for every activity, but all of them do play a role in different kinds of training activities and in different size training activities. It is often a difficult task to develop a budget, but without adequate resources there is little chance of success.

Session Seventeen: Setting Up a Training Workshop

OVERVIEW OF SESSION 17		
No.	**Component Activity**	**Time Allocation (approx.)**
1	Recap of previous session	5 minutes
2	**Overview** Using checklist to identify the principal elements in setting up a training activity.	
3	**Objective** To identify the activities involved in setting up a training activity.	5 minutes
4	**Presentation** Using the checklist to systematically explain what are the important elements in setting up a training activity. Participants then hold an open discussion on setting up training activities.	40 minutes
5	**Group Exercise** Large group discussion.	20 minutes
6	**Lessons Learnt** Questions and Answers.	10 minutes
7	**Application** Questions and Answers.	10 minutes
8	**Summary** Summarise the main ideas.	5 minutes
9	**Evaluation** Discuss with the participants the success or otherwise of the methodology and tools of training used by the facilitator during this session.	5 minutes

Objective

To identify the activities involved in setting up a training workshop.

Lecture Notes

(Pass out the handout Checklist for Setting Up a Training Workshop)

The following checklist is not comprehensive, but is meant to guide you in the kinds of issues you need to consider when setting up a training activity. Some of the items are more appropriate for a large training activity, rather than a small one.

Training Site

- What is the name, address of the site?
- Who is the contact person?
- Where is the site: downtown, small village?
- Noise: On a busy street
- Thin walls
- Availability of Local transport: bus, taxi, etc.
- Can materials be reproduced at site? at site
- Food
- Can the site provide breakfast, lunch, and dinner?
- Tea breaks (2)
- How many other training activities or workshops are happening at the same time?
- What will happen in a medical emergency? Who would provide transport?

Training Room

- How many people can the room hold?
- What type of seating/tables is available?
- Are Flipchart stands, blackboards/whiteboards available?
- Quality/quantity electrical outlets
- Do you need a public address system?
- Is there a podium available?
- Windows
- Lighting
- Toilettes

- What breakout rooms/spaces are available?
- Can things be hung on walls?
- Are other training events happening in the next room?
- How safe is it to leave computers et cetera in the room during lunch?

Secretariat

(If needed)

- Desks
- Chairs
- Computers
- Printers
- Storage shelves
- Storage space

Food

- What kind of food is available?
- Can the kitchen provide for the dietary needs of vegetarians, non-pork eaters, medical needs?
- Quality
- Variety
- Can the dining room serve everyone at once?
- How many other groups will be eating at the same time?
- Adequate staff to serve a large group
- How far is the dining room from the conference room?

Materials to be purchased

- Technical Manuals
- Do they need to be ordered? How far in advance?
- Technical Training Supplies
- Do they need to be ordered? How far in advance?

Supplies (to be purchased or rented)

- Overhead projector
- Overhead screen
- Copier paper
- Writing blocks
- Pens and pencils
- Flipchart paper
- Magic markers (4 colors: black, red, blue and green)
- Masking tape
- Envelopes
- Folders
- Is there a secure place to store training materials at the site?

Group Task

An open discussion about the different kinds of training activities they may have to organize as well as the kinds of sites and resources available in different part of the country.

Lessons Learnt

- What new ideas have occurred to you as a result of this session?
- What are the important points to remember?
- How frequently will you be training?
- How large will the group be you have to train?
- What is the value of resourcefulness in a Trainer?

Application

- How will you apply what you have learned today to your own sessions?
- What else would you like to know about this topic?

Summary

The facilitator should return to the objectives, and review what has happened and highlight the process and content covered during the session.

Evaluation

This exercise focuses not only on the content of the session, but instead on the methodology and tools of training employed by the facilitator. The objective of the exercise is to improve the facilitator's performance for the next sessions.

Link

We have looked at the elements that make up the logistics of a training activity. Now lets take a look at how we cost out such an activity to better understand how much a training activity may cost, and how much money or what resources you will need to do it.

Participants' Notes

SESSION SEVENTEEN : SETTING UP A TRAINING WORKSHOP

Overview

Identify the principal elements in setting up a training activity of any size.

Objective

By the end of the session to identify the activities involved in setting up a training activity

Critical Elements Checklist

The following checklist is not comprehensive, but is meant to guide you in the kinds of issues you need to consider when setting up a training activity. Some of the items are more appropriate for a large training activity, rather than a small one.

Training Site

- What is the name, address of the site?
- Who is the contact person?
- Where is the site: downtown, small village?
- Noise: On a busy street
- Thin walls
- Availability of Local transport: bus, taxi, etc.
- Can materials be reproduced at site? at site
- Food
- Can the site provide breakfast, lunch, and dinner?
- Tea breaks (2)
- How many other training activities or workshops are happening at the same time?
- What will happen in a medical emergency? Who would provide transport?

Training Room

-How many people can the room hold?

-What types of seating/tables are available?

-Are Flipchart stands, blackboards/whiteboards available?

-Quality/quantity electrical outlets

-Do you need a public address system?

-Is there a podium available?

-Windows

-Lighting

-Toilettes

-What breakout rooms/spaces are available?

-Can things be hung on walls?

-Are other training events happening in the next room?

-How safe is it to leave computers et cetera in the room during lunch?

Secretariat (if needed)

-desks

-chairs

-computers

-printers

-storage shelves

-storage space

Food

-What kind of food is available?

-Can the kitchen provide for the dietary needs of vegetarians, medical needs?

-Quality

-Variety

-Can the dining room serve everyone at once?

-How many other groups will be eating at the same time?

-Adequate staff to serve a large group

-How far is the dining room from the conference room?

Materials to be purchased

-Technical Manuals

-Do they need to be ordered? How far in advance?

-Technical Training Supplies

-Do they need to be ordered? How far in advance?

Supplies (to be purchased or rented)

-Overhead projector

-Overhead screen

-Copier paper

-Writing blocks

-Pens and pencils

-Flipchart paper

-Magic markers (4 colors: black, red, blue and green)

-Masking tape

-Envelopes

-Folders

Is there a secure place to store training materials at the training site?

Summary

We have looked at the important elements a trainer needs to think about to assure the logistics of a training workshop. Next we will look at the important elements a trainer needs to consider when building a training budget. Without adequate resources, even the best designed training activity will not get off the ground.

Session Eighteen: Preparation for Training Practice

OVERVIEW OF SESSION 18		
No.	**Component Activity**	**Time Allocation (approx.)**
1	Recap of previous session	5 minutes
2	**Overview** Following giving instructions on expectations and roles and responsibilities the participants break into training team to prepare their sixty minutes presentations.	
3	**Objectives** To prepare a lesson to be presented in class to the group.	5 minutes
4	**Presentation** Instructions on how to proceed, expectations of the training teams, and roles and responsibilities for practice teaching. Handout on elements to be observed during the practice session.	20 minutes
5	**Group Exercise** To break into teaching team and prepare a 60-minute session to be given in class.	Rest of day
6	**Evaluation** Towards the closure of the day, the participants come back into plenary to give a feedback briefly.	5 minutes

Objective

To prepare a lesson to be presented in class.

Presentation

Instructions:

1. Explain to the participant that tomorrow is the big day. They will have an opportunity to demonstrate the skills and knowledge they have learned during the past week.
2. The task is that each training team will present a sixty-minute presentation on a topic that they chose earlier in the week.

3. The presentation will follow the guides for developing a session. They will pull together the topic, the objective, the lecture ideas, and the small group task into a single presentation.
4. (Trainer note: Review the guidelines for developing a session and for developing a small group task.)
5. Divide the tasks among the members of the team for establishing a climate, presenting the objectives, giving the lecture, managing the small group task, seeking the lessons learnt and their application after the workshop.
6. The presentations will be videotaped and then reviewed as part of the commentary on the lesson. The purpose is to give participants an opportunity to see how they look to an audience.
7. All the resources they will need are available: flipchart paper, markers, tape, transparencies, et cetera.

(Trainer note: put these materials someplace in the room where everyone can have access to them.)

8. It is a good idea, when you are finished with the preparation, to come into the classroom and practice your presentation before you make it.
9. Tomorrow morning we will choose who goes first. We do that so that everyone is ready to go tomorrow. It is reasonable to expect that those who go later will try and include any suggestions that come about during the first and second presentations.
10. You have the rest of the day to do your preparations. The trainers will be available to help you. You may work anywhere you find comfortable.
11. If you have transparencies or handouts that need to be typed, we have computers available for your use.
12. Tomorrow we will watch the presentation. Then we will ask for comments, followed by a review of the videotape and discussion.
13. The specific things the trainers will be looking for are found in the Resource Book:

Presentation Observation List. Distribute copies to every participant.

14. If an outsider is going to videotape the lesson, this is a good time to talk to them about what you want to be videotaped. Explain to the cameraman the purpose of the videotaping. Stress that it is important to follow the presenter and what they are doing. If they are talking frame the picture so we can see what they are doing with their hands, where they are standing, are they

reading or presenting, et cetera. Periodically it is helpful to scan the participants to see if they are following the presentation. If someone replies to a question, please zoom in on that participant.
Explain to the cameraman or whoever is helping you that in reviewing the tape, you will ask them to pause, to speed up, and to return to a particular section. All video camera have a gauge to indicate how many inches of tape have been used. It is helpful if the cameraman can note down the number each time a presenter changes so that he can go to that number quickly during the review.

After the first presentation is finished talk to the cameraman and tell him where it went well and what you would like to see happen in the remaining tapes.

Group Exercise

Rest of the day.

Evaluation

Towards the closure of the day, the participants come back into plenary and give a brief feedback.

Participants Notes

SESSIONS EIGHTEEN AND NINETEEN: PREPARATION FOR TRAINING PRACTICE AND TRAINING PRACTICE

Overview

These are the instructions on expectations and roles and responsibilities for the participants. They will break into their training teams and work together to prepare their sixty minutes presentations. These session plans will build on the work they have been doing over the past three days identifying the training gap, developing objectives and selecting appropriate materials.

Instructions

1. Tomorrow is the big day. You will have an opportunity to demonstrate the skills and knowledge you have learned during the past week.
2. Each training team will present a sixty-minute presentation on a topic that they chose earlier in the week.
3. The presentation will follow the guides for developing a session. They will pull together the topic, the objective, the lecture ideas, and the small group task into a single presentation.
4. Divide the tasks among the members of your team for establishing a climate, presenting the objectives, giving the lecture, managing the small group task, seeking the lessons learnt and their application after the workshop.
5. Each presentation will be videotaped and reviewed as part of the commentary on the lesson. The purpose is to give you an opportunity to see how you look to an audience.
6. All the resources you will need are available: flipchart paper, markers, tape, transparencies, et cetera.
7. It is a good idea, when you are finished with the preparation, to go into the classroom and practice your presentation before you make it.
8. Tomorrow morning we will choose who goes first. We do that so that everyone is ready to go tomorrow. It is reasonable to expect that those who go later will try and include any suggestions that come about during the first and second presentations.
9. You have the rest of the day to do your preparations. The trainers will be available to help you. You may work anywhere you find comfortable.

10. If you have transparencies or handouts that need to be typed, we have computers available for your use.

On the next page is the observation list. These are the things the trainers will be looking at when you are training.

Group_____ Presentation Observation Checklist

Behaviors/Methods		*voice*	*gesture*
Learning Climate Won interest and attention… Created rapport with class… Recalled relevant links to past			
Objectives Link to previous session… Present obj's & check understanding Tell learners what they will do			
Initiate Learning Introduce learning activity Link forward: how experience will be used (Presentation followed with action)			
Reflect Guided discussion of *the experience* Learners share their experience Learners part. in problem-solving Learners give and get feedback			
Discuss Lessons Learned Learners identify key points They guide learners to conclusions			
Discuss Application Group discussion of what will be useful Discussion of problems of application Discussion of how to overcome barriers			

Closure

Summary of events in session

Referral to objectives

What needs to happen to retain lrng

Link to rest of training program

Ensure that learners leave with pos.

Feeling about the session

Session Nineteen: Training Practice

OVERVIEW OF SESSION 19		
No.	**Component Activity**	**Time Allocation (approx.)**
1	Recap of previous session	5 minutes
2	**Overview** Each training team will present a sixty minutes presentation that will be videotaped. The trainers and the group will comment on each lesson using a Presentation Observation Checklist.	
3	**Objectives** To provide each participant with an opportunity to teach, be videotaped, and receive appropriate feedback.	5 minutes
4	**Group Exercise** Training team presentations.	60 minutes
5	**Lessons Learnt** Questions and Answers.	10 minutes
6	**Application** Questions and Answers.	10 minutes
7	**Summary** Summarise the main ideas.	5 minutes
8	**Evaluation** Discuss with the participants the success or otherwise of the methodology and tools of training used by the facilitator during this session.	5 minutes

Practice Teaching

(Trainer Note: open the day with a few quick questions on how the participants feel about the things they learned from yesterday's work. Do they have any questions? Do they need any clarification?)

<u>Objective</u>

To provide each participant with an opportunity to teach, be videotaped and receive appropriate feedback.

Procedure

Mark number 1 to 4 on four pieces of paper. Put the paper in a hat, for example, and have each training team select a piece of paper. This will determine the order in which the teams present. Record the sequence on a flip chart. Each group will set up, call the groups to order and start. Here is a sample schedule.

Team One	
8:45 – 9:45	Presentation
9:45 – 10:30	Review and Discussion

Note: Following each presentation:

- Use the feedback form
- Clarification questions on presentation
- Watch the videotape
- Commentary from the trainers
- Commentary from group

Team Two	
10: 45 – 11:45	Presentation
11: 45 – 12:45	Review and Discussion

Note: Following each presentation:

- Use the feedback form:
- Clarification questions on presentation
- Watch the videotape
- Commentary from the trainers
- Commentary from group

Team Three	
2:15 – 3:15	Presentation
3:15 – 4:15	Review

Note: Following each presentation:

- Use the feedback form
- Clarification questions on presentation
- Watch the videotape
- Commentary from the trainers
- Commentary from group.

Group 4 will present on the morning of the last day, and the schedule will be the same as for Group 1.

Notes to the Trainer: the important thing to remember is that for many of the participants this is the first time they have tried to train someone to do something.

It is often useful to remind the participants that each of the segments of the model is not an independent activity, but is part of the whole presentation. Thus, the presenter should not say thank you at the end of his or her segment, but let the next presenter step in. The idea is to have a smooth transition.

Always find something that went well before you point out what they could have done better. It puts people in a more receptive frame of mind.

Lessons Learnt

- What went well during the presentations?
- What was the most difficult part?
- Were you surprised by anything?

Application

- What advice would you offer to the presenters for tomorrow?
- What will you do differently in the future?

Summary

The facilitator should return to the objectives, and review what has happened and highlight the process and content covered during the session.

Evaluation

The objective of the exercise is to improve the facilitator's performance for the next sessions.

Link

We have been practicing training each other. Tomorrow we will continue with group 4, and then look at how to organize a training activity as well as how to develop a training budget.

Session Twenty: Managing Feedback

OVERVIEW OF SESSION 20		
No.	**Component Activity**	**Time Allocation (approx.)**
1	Recap of previous session	5 minutes
2	• In the setting of a classroom, where the instructor must use feedback effectively It is important for the instructor(s) to understand that placing this session at the end of the session sequence allows participants an opportunity to profit from their experience with each other to acquire and practice a skill that not widely taught, often misused, and yet is a critical addition to a trainer's toolkit. Because of the sensitive nature of the topic, the instructor(s) need to be mindful of personal issues that might have surfaced in the previous sessions, and to address those issues with appropriate care and respect to all parties involved.	
3	**Objectives** By the end of this session participants will be able to describe and give appropriate feedback in classroom settings • Describe two types of feedback that regulate behavior • Describe the roles of both types of feedback in the classroom • Use one type of feedback to strengthen or redirect behavior of a participant, following 3 rules for delivering effective feedback.	5 minutes
4	**Presentation** • "Feedback" Definition • Description of types of feedback governing people's behavior • Two rules for feedback	20 minutes
5	**Group Exercise** Feedback Demonstration with class participation**.**	40 minutes
6	**Lessons Learnt** • Ask what participants' experience has been with feedback in classroom settings • Does anything learnt in this session-shed light on that experience? In what ways do they understand that experience differently?	10 minutes
7	**Application** • Resources needed… What does it take to have good feedback in a class setting? • Barriers to overcome in implementation of good feedback practices	10 minutes

8	**Summary** • Review objectives • Restate importance of feedback to people's competence	5 minutes
9	**Evaluation** Discuss with the participants the success or otherwise of the methodology and tools of training used by the facilitator during this session	5 minutes

Overview

This is the last session in the workshop that deals with content. In the next two sessions we will talk about administration of training. By placing this session at the end of the session sequence, we feel we can give you an opportunity to profit from your experience with the concepts of adult learning as well as your interactions with each other. In this way you can acquire and practice a skill that not widely taught, often misused, and yet is a critical addition to a trainer's toolkit.

We are going to deal with feedback in two ways:

- As a concept. The word "feedback" appeared way back in early 20s. Even though the word is now very common, concept is not well understood. It is important to know what feedback is.
- In the setting of a classroom, an instructor must use feedback effectively. We will give you some rules about how to use it.

Some words of caution. Feedback is not something to take lightly. If feedback is poorly timed or poorly delivered, an instructor's relationship with a participant can be crushed and learning disrupted. Just think of some of the experiences you have had … with teachers or bosses. We don't want to avoid feedback, but we do want to use this tool wisely -- like we do all the tools we have talked about.

Objectives

[Prepared on flipchart:]

By the end of this session participants will be able to describe and give feedback in classroom settings
- 2 types of feedback that regulate behavior
- Roles of both types of feedback in the classroom
- Use one type to strengthen or redirect behavior of a participant… following 3 simple rules

Presentation

- What is feedback?

- [Optional introductions:
  - 1) question to class members, or posed alternatively as "Can you give me an example of feedback in a classroom?
  - 2) have people imagine a football game played in the dark, where coaches couldn't see players, players couldn't see lines or positions, referees couldn't enforce rules, and no one knew the score…. In short, there was no feedback]
- **Definition** [Prepared on flipchart]:

> Feedback:
> Information that comes back to a performer about some aspect of that person's (or group's) performance.

- Let us see if we can understand this through some examples

- Example 1: [pick out a participant:] _____, imagine that you move your hand right now and knock your pen on the floor. But you don't notice. Your neighbor does. She tells you. You hear what she says and pick up whatever you dropped. Is that feedback?

[Ans: Yes. Point to flipchart: the information got back to the performer]

- Example 2: [same participant:] imagine that you *did* notice… but your neighbor didn't, and so she doesn't say anything. But you reach down and get whatever your dropped. Is that feedback?

[Ans: Yes. Again, the information *did* get back to the performer. That information did not have to come from anyone else]

- These examples point out something that is very important about feedback. We just saw that there are:

> Two feedback sources:
>
> - **Internal:** performers' own senses (sight, sound, etc), driven by one's own awareness and sense of competence
> - **External:** outside the performer (boss, instructor, coach, colleague, etc), driven by larger goals, needs…and perceptions

- The reason why this is important is that it tells us something about our control of learning processes. Feedback is not related to control or authority. It is related to effectiveness of a performer.
- If we -- as instructors -- are going to use *our feedback to our participants* to improve *their* effectiveness, we have to keep two things in mind.

- [Prepared on flipchart:

To be acted on, feedback must be 1) Received 2) Understood Otherwise it is just **noise**

- If the person didn't get it, it isn't feedback. Our responsibility is to make sure they receive and understand.
- In the example we just had, ____ dropped something. If (his/her) neighbor said something, but (he/she) did not hear or understand, then there was no feedback.
- [Explain prepared flipchart:]

To be a credible source of feedback: • trust must exist within the relationship, and • information shared has to be - Receivable - Understandable - Actionable …by *the performer*

- So, that leaves us with three rules for giving feedback [Explain content of prepared, separate flipcharts; these are also on a handout:

Feedback Rule One Separate the person from the behavior "Easy on the person; hard on performance"

- Our aim is to help change people's behavior for the better

- People change for the better when they are left feeling good about themselves

  ….Even when they have made a mistake or done something wrong

Feedback Rule Two
Give (or seek!) feedback when it is most helpful
So that the performer (who could be *you*) gets a clearer picture of competence

- Good news is never as welcome as when it is fresh
- Bad news never gets better with age

Feedback Rule Three
Feedback is *always* given for the benefit of the performer
…not the ego gratification of the person giving it

- If the intent is to punish, then it is not "feedback," it is punishment

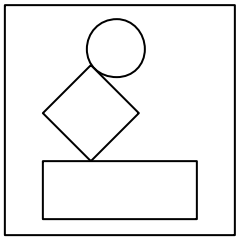
  … And punishment is not the job of a trainer

- While punishment can control behavior in the short term, it has been proven to be a very poor control over that behavior in the long term. [Explanation: It requires constant vigilance and immediate application of the punishment for as long as the behavior is part of the person's repertoire… which is why we have prisons and jails… and why they don't work]

Group Exercise

- [Option 1: Blindfold volunteer attempts to throw small objects (eg, balled wastepaper) into waste basket from distance of three metres. Demonstrates internal vs external feedback loops, importance of the perspective of the person you are giving feedback too]
  - Round one: guidance from another volunteer, using only two feedback words, "good" or "no."
  - Round two: more detailed guidance
  - Round three [optional]: no blindfold

- [Option 2: "Supervisor" instructs "subordinate" on how to draw a diagram (below) on a flipchart which can be seen by "supervisor" and class. Diagram is visible to "supervisor" and class on second flipchart, where it was drawn earlier by the instructor, but not visible to "subordinate." Demonstrates difference between Feedback and Input, and differences of roles.



  - Round one: "Supervisor" gives instructions to "subordinate." Subordinate can only ask questions that can be answered "right" or "wrong."
  - Round two: "Subordinate" can ask any questions.
  - Round three [optional]: no restrictions on conversation

Process points for either exercise:

- What were the internal and external feedback loops at work here?
- How did the participants follow the rules for giving and getting feedback?
- For the Boss, what were the critical bits of feedback -- that is, the feedback to the boss about *the bosses* competence?
- What happens in organizations where feedback is restricted (by culture, skill, policy)

<u>Lessons Learnt</u>

- Ask participants about their own experiences (as participants in classes) with feedback in classroom settings. Look for a couple brief examples, and ask about the long-term impact of that instructor's feedback practice or style.
- Invite participants to reflect: Does anything learnt in this session shed light on that experience? In what ways do they now understand that experience differently?

Application

- As participants what support or resources they might need to implement healthy feedback practices in a classroom… What does it take to have good feedback in a class setting?
    - Time
    - Acceptance
    - Good modeling by instructor
    - And sometimes… confidentiality
- Barriers to overcome in implementation of good feedback practices
    - Culture
    - Skill

Summary

- Review objectives
- Restate importance of feedback to people's competence

Evaluation

Discuss with the participants the success or otherwise of the methodology and tools of training used by the facilitator during this first session.

Participants Notes

SESSION TWENTY: MANAGING FEEDBACK

Overview

In this session you are going to learn to deal with feedback. This will happen in two ways:

As a concept. The word "feedback" first appeared in 1920s and even though the word is now common, concept is still not well understood. It is important to know what feedback is.

In the setting of a classroom, an instructor must use feedback effectively. We will give you some rules about how to use it.

Before we begin, some words of caution are in order. Feedback is not to be taken lightly. If feedback is poorly timed or poorly delivered, an instructor's relationship with a participant can be crushed and learning disrupted. We don't want to avoid feedback, but -- like we do all the tools we have talked about -- we do want to use this tool wisely.

Session Objectives

By the end of this session you will be able to describe and give feedback in classroom settings. You will be able to describe:

- Describe two types of feedback that regulate behavior
- Describe roles that both types play in feedback in the classroom

Use one type to strengthen or redirect behavior of a participant… following 3 simple rules

Presentation

Definition: Feedback: information that comes back to a performer about some aspect of that person's (or group's) performance.

Two feedback sources (or "loops")

Internal: performers' own senses (sight, sound, etc), driven by one's own awareness and sense of competence

External: outside the performer (boss, instructor, coach, colleague, etc), driven by larger goals, needs…and perceptions

Of the two, the internal "loop" is by far the most important for guiding day-to-day performance.

To be acted on, feedback must be

a. Received
b. Understood

Otherwise it is just **noise**

For us (as trainers…or as friends, parents or colleagues) to be credible sources of feedback...

- trust must exist within the relationship, and
- information shared has to be
  - Receivable
  - Understandable
  - Actionable

Three Rules of Feedback

- One: Separate the person from the behavior

"Easy on the person; hard on performance"

How a person behaves in a particular situation has little relationship with their being "good" people or "bad." If we are going to change or strengthen a person's behavior, we must deal only with the behavior.

- Two: Give (or seek!) feedback at the earliest opportunity

In this way, the performer (who could be *you*) gets a clearer picture of competence at a time when the information is most useful for affecting behavior or performance.

- Three: Feedback is *always* given for the benefit of the performer…

not the ego gratification of the person giving it

If the intent is to punish, then it is not "feedback," it is punishment… and punishment is not the job of a trainer

Group Exercise: Demonstration

Points to watch for in the exercise:

- What were the internal and external feedback loops at work here?
- How did the participants follow the rules for giving and getting feedback?
- For the Boss, what were the critical bits of feedback -- that is, the feedback to the boss about *the bosses* competence?
- What happens in organizations where feedback is restricted (by culture, skill, policy)

Summary

In this session you learned about feedback in the classroom. Feedback, you heard, is a word that is frequently used but often not understood. Simply stated, feedback is the information that comes back to a performer about his or her performance. It might come from within the person -- and most often that is the way it happens. Or it might come through another person or source.

When we (trainers) give feedback, we need to give the person information about their behavior (or its effect), and leave that person with a good feeling about him/herself. Timing is also important. Finally, it is critical that we use feedback to help the performer perform better… and not just to unload our own feelings.

In the next sessions we will look at some administrative issues: how to set up a workshop environment, and how to budget for it.

FEEDBACK

Our *performance* is made up of all the purposeful things we do in relation to an intended result. Performance is not a random event. And without feedback about it we would be -- literally -- lost. To *perform* well we need to know how well we are doing in relation to the desired result. The information that tells how well we are doing is called *feedback*. If the expected result is relatively simple -- picking up a newspaper, cooking a dinner -- we use our own senses to check how well we are doing: sight, smell, touch, and sound. We use the information to adjust our action -- to make it more effective or efficient, or to improve the quality of the result. That is our INTERNAL FEEDBACK SYSTEM. When performance is complex or involves more than one person, feedback gets more involved. This happens in two ways.

- There is more information to pay attention to. The tasks are likely to, involve more time, materials, expectations, information, requirements, and judgments.

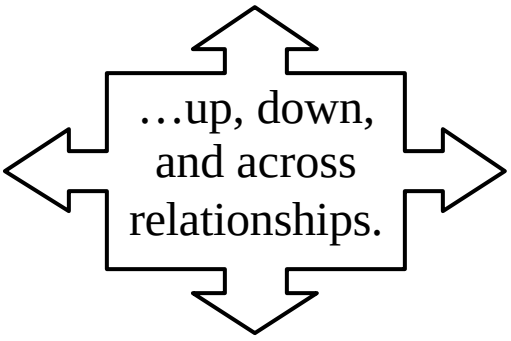
· People involved have to deal with information beyond their own needs. The larger volume of information passes through different people … who have to get what they need, sort it out, understand it, and act on what they are responsible for *and then* pass on information others need to do their own parts of the task. By passing the feedback on to others, we become part of their EXTERNAL FEEDBACK SYSTEM.

WHEN IT COMES TO FEEDBACK:

© WE ALL GET IT…

© WE ALL GIVE IT…

© WE ALL NEED IT…



FEEDBACK

When it comes to feedback -- given that we all get it, give it, and need it -- the critical questions are what? and how? To answer these questions… and make feedback effective… we have several things to consider:

- To be acted on, feedback must be
    - Received
    - Understood
    - Otherwise it is just noise
- The feedback that actually is received depends on
    - Clarity of information
    - Expectations
    - Physical and emotional environment
    - Timeliness of the information

…These affect capacity to accept, grasp, and react.

To help the person receiving the feedback act more competently in the future, work at strengthening the person's INTERNAL FEEDBACK SYSTEM. Over time, that means building trust. And ***that*** means following these three rules *always:*

Rule 1

SEPARATE THE PERSON FROM THE PERFORMANCE
"Hard on performance; easy on the person"

Rule 2

GIVE THE FEEDBACK WHEN IT IS NEEDED
Good news is never as welcome as when it is fresh;
Bad news never gets better with age

Rule 3

Feedback is for the benefit of the Performer
… NOT THE EMOTIONAL SATISFACTION OF THE FEEDBACK GIVER

Session Twenty-One: Tips on General Management of a Training Programme

OVERVIEW OF SESSION 21		
No.	**Component Activity**	**Time Allocation (approx.)**
1	Recap of previous session	20 minutes
2	**Overview** Help the participants to appreciate the Dos and Don'ts during planning, implementation and evaluation of training Programmes	
3	**Objectives** • To highlight and appreciate areas of common mistakes in the Training Cycle. • To offer participants with tips on Dos and Don'ts in the Training world • To share tips on Report Writing.	10 minutes
4	**Presentation** • A brief lecturette by the facilitator on the subject.	10 minutes
5	**Group Exercise** • In small groups discuss and identify Dos and Don'ts in the Training world • The participants also list features of a good report • Small groups present their findings to plenary.	30 minutes
6	**Lessons Learnt** • Of what importance was this session to you • Which of the common mistakes are you prone to make and what measures do you intend to take to avoid them	10 minutes
7	**Application** • What will you do differently after the sessions	5 minutes
8	**Summary** • Return to objectives and review, summarize the main ideas, points made by the participants.	5 minutes
9	**Evaluation** Discuss with the participants the success or otherwise of the methodology and tools of training used by the facilitator during this session	5 minutes

Objective

1. To enable participants define what a report is.
2. To be able to identify the main features of a good report on a training event.
3. To enable participants know Dos and Don'ts in Training

What is Report

What is report?

What are the features of a good training report?

Training Report

At the end of a training event, the facilitator/Trainer has to provide a report. This is part of the accountability for the activities done. A typical train report would be made following the format below: -

- Cover page
- Table of contents
- List of Acronyms
- Acknowledgements
- Executive summary
- Introduction
- Objectives of the Training
- Methodology used
- Duration and venue of training
- Source of funding
- Evaluation (Summary of daily and end of course evaluations)
- Session by session summary – Issues raised and responses
- Annexes
  - Time Table
  - Speeches made
  - Final Evaluation Report
  - List of Facilitators
  - List of Participants

- Evaluation form
- Any relevant material

A Training report is important because it can be used as a reference document for post training evaluation.

Hints on General Management of a Training Programme.

1. The Dos

- Show interest in participants at the very beginning.
- Keep time (Time Management).
- Account promptly (Before going for the next leg).
- Have all training materials in place.
- Read the materials prior to the training.
- Leave the flip charts used on the walls as evidence of the training done.
- Promptly submit reports.
- Evaluate the programme on a daily basis.
- Administer an evaluation form at the end of each programme.
- Analyse the evaluation of each day so as to improve on the performance of the next day.
- Discuss with your team, on a daily basis on ensuring quality control.
- Communicate any concerns to the administration or supervisor instant.
- Have your visual aids in place.
- Always, check the venue before participants arrive.
- Secure a good venue.
- Ensure meals are on time.

DONTS

1. Never allow participants to sleep or switch off during a training session.
2. Avoid showing differences among to the participants openly.
3. Avoid "oversaving" on the monies advanced to facilitators at the expense of the programme e.g. buying few flip charts and markers.
4. Never quarrel with any body during a training session.
5. Never brag.

TOT TIPS (Personal)

1. Be audible
2. Be a good listener
3. Take charge of the class.
4. Ensure full participation
5. Get class leaders to work with.
6. Sort "Problems" on the spot.
7. Always wear a smile.
8. Ensure that flip charts are eligible and strategically placed.
9. Avoid statements like it was "they who planned" and "for me am just here to do what they planned (Poorly)"Kitandugaho".
10. Avoid showing your back to the audience.
11. When stuck with a question or issue, throw back issues to the participants to brainstorm as you think. If no clear answer is go differ the matter and consult.
12. Avoid mannerism(s) e.g. pocketing, standing on one leg, etc.
13. Do not show your interest in any or some of the participants directly.
14. Display a degree of respect for the participants.

Group Discussion

Guiding Questions

- What is a report?
- List the main features of a good training report
- What are the Dos and Don'ts in training? Please list them.

Lessons learnt

- What is a Training Report?
- What are the main features of a good Training Report?
- What are the Dos and Don'ts in Training?

Application

After the workshop what will you do differently in as far as Designing, implementing and evaluating training is concerned?

Summary

The facilitator should return to objectives, review what has happened and highlight and content covered during the session.

Evaluation

Discuss with the participants the success or otherwise of the methodology and tools of training used by the facilitator during this first session.

Link

We have been practicing training each other. Tomorrow we will continue with group 4, and then look at how to organize a training activity as well as how to develop a training budget.

Participants' Notes

SESSION TWENTY-ONE: TIPS ON GENERAL MANAGEMENT OF A TRAINING PROGRAMME

Overview

Help the participants to appreciate the Dos and Don'ts during planning, implementation and evaluation of training Programmes.

Objective

1. To enable participants define what a report is.
2. To be able to identify the main features of a good report on a training event.
3. To enable participants know the Dos and Don'ts in Training

What is Report

What is report?

What are the features of a good training report?

Definition of a Report

A report is a given (spoken) or written account of what was heard, said, done, studied etc. For our purposes, we shall refer to a written version

Features of a Good Training Report

At the end of a training event, the facilitator/Trainer has to provide a report. This is part of the accountability for the activities done. A typical train report would be made following the format below:-

- Cover page
- Table of contents
- List of Acronyms
- Acknowledgements
- Executive summary
- Introduction

- Objectives of the Training
- Methodology used
- Duration and venue of training
- Source of funding
- Evaluation (Summary of daily and end of course evaluations)
- Session by session summary – Issues raised and responses
- Annexes
  - Time Table
  - Speeches made
  - Final Evaluation Report
  - List of Facilitators
  - List of Participants
  - Evaluation form
  - Any relevant material

A Training report is important because it can be used as a reference document for post training evaluation.

Hints on General Management of a Training Programme.

2. The Dos

- Show interest in participants at the very beginning.
- Keep time (Time Management).
- Account promptly (Before going for the next leg).
- Have all training materials in place.
- Read the materials prior to the training.
- Leave the flip charts used on the walls as evidence of the training done.
- Promptly submit reports.
- Evaluate the programme on a daily basis.
- Administer an evaluation form at the end of each programme.
- Analyse the evaluation of each day so as to improve on the performance of the next day.
- Discuss with your team, on a daily basis on ensuring quality control.

- Communicate any concerns to the administration or supervisor instant.
- Have your visual aids in place.
- Always, check the venue before participants arrive.
- Secure a good venue.
- Ensure meals are on time.

DONTS

6. Never allow participants to sleep or switch off during a training session.
7. Avoid showing differences among to the participants openly.
8. Avoid "oversaving" on the monies advanced to facilitators at the expense of the programme e.g. buying few flip charts and markers.
9. Never quarrel with any body during a training session.
10. Never brag.

TOT TIPS (Personal)

15. Be audible
16. Be a good listener
17. Take charge of the class.
18. Ensure full participation
19. Get class leaders to work with.
20. Sort "Problems" on the spot.
21. Always wear a smile.
22. Ensure that flip charts are eligible and strategically placed.
23. Avoid statements like it was "they who planned" and "for me am just here to do what they planned (Poorly)"Kitandugaho".
24. Avoid showing your back to the audience.
25. When stuck with a question or issue, throw back issues to the participants to brainstorm as you think. If no clear answer is go differ the matter and consult.
26. Avoid mannerism(s) e.g. pocketing, standing on one leg, etc.
27. Do not show your interest in any or some of the participants directly.

Display a degree of respect for the participants.

Session Twenty- Two: Wrap Up and Closure

OVERVIEW OF SESSION 22		
No.	**Component Activity**	**Time Allocation (approx.)**
1	Recap of previous session	5 Minutes
1	**Overview** Help the participants come to closure on the workshop. This includes discussion what are the next steps, evaluating the workshop using a written form, receiving certificates and formally closing the workshop.	
2	**Objectives** To discuss the next steps, evaluate the workshop, receive a certificate, and bring the workshop to a close.	5 minutes
3	**Presentation** Not applicable.	
4	**Group Exercise** • To discuss the next steps • To evaluate the activity	55 minutes

Wrap Up and Closure

Objectives

- Discuss what the next steps are.
- Formally evaluate the workshop.
- Present certificates.
- Bring the workshop to a close.

(Trainer Notes: Sample evaluation forms are in Annex A. They should be prepared ahead of time, and in sufficient number so each participant receives them. It is important that the certificates be prepared. If a guest speaker is going to close the activity, then time needs to be included in getting the room ready.)

Procedure

Ask the participants what kind of things they think they still need work on. Record the responses on flipchart. Ask the participants on what kind of things they would like more training. Record the responses on flipchart. Go around the room and ask each participant to share one important thing they learned in the workshop. Hand out the evaluation forms. Read it through so everyone understands what to do. Give them 20 minutes to fill them out. Ask them to turn them over and put them on the corner of the table. Formally thank all the people who were involved in planning and implementing the workshop as well as those who handled the logistics at the workshop site. Ask the guest speaker to come and distribute the certificates. One person should call out the name, hand the certificate to the guest speaker who in turn will give it to the recipient. Ask the honoured guest to say a few words and formally close the workshop.

13.0 Glossary of Terms

Active Learning	A process of learning concepts, ideas, skills and attitudes through activities in training, on-the-job development, or in other situations where people are expected to behave in certain ways. It is about learning from doing, performing, acting, and examining results. The action can be either mental (e.g. reflection) or physical (e.g. work activity, discussion, or case study). In training, Active Learning uses such devices as games, practice, simulations, introspection, or role playing,
Attitude	A patterned or persisting feeling or emotion of a person that determines or influences actions and responses to stimuli. Also, a disposition or tendency to respond positively or negatively towards specific ideas, objects, people (with certain characteristics), or situations). Attitudes are closely related to opinions and beliefs based upon experiences. Training that produces tangible results starts by changing behavior... which may then affect attitudes. Used in relation to training, *attitude* refers to the psychological term "affective domain."
Baseline	Reference point. 1) Valid and reliable information (or measurements) concerning skills, behaviors, or other attributes of an intended learner population -- used to determine differences between learners' performances before and after instruction. *Baseline* measurements are customarily established before implementing training.
Behavior	Any activity, visible ("overt") or not ("covert"), a person or group exhibits. In training, an *expected behavior* (or *behavioral outcome*) is one that the learner will be expected to demonstrate after training. The activity should be observable and measurable. A particular behavior is the main component of a learning objective.
Brainstorm	Where participants are encouraged to share ideas in a group session in order to reach a common conclusion or answer to a problem. The facilitator can play an active a role as necessary in order to steer discussions in the right direction. Brainstorming has two requirements: 1) initial uncritical acceptance of every spontaneously offered suggestion; 2) subsequent critical examination of the entire list once the list is agreed as sufficient or complete.
Buzz Method	Small group discussions focussing on buzz words or ideas.
Case Study	An actual event in which students (or participants) examine what happened from the description provided. They may discuss what problems occurred and what caused them, and agree on the lesson(s) that can be learnt from the story. Control of the discussion comes from the amount of detail provided, time allowed, and the participants skill.
Collaborative Learning	Involves learners working together in small groups to develop solutions (including novel solutions) through interaction and consensus. Role of trainer: Set up and manage learning environment (since there is no authority on what the answer should be, monitoring the groups or correcting "wrong" impressions is not the role of the trainer). Compare with *"cooperative learning."*

Experiential Learning	A teaching strategy based on behavioral hierarchies that allow the student to experience and practice task related tasks and functions during training, and which are sequenced to encourage development of increasing complex skills and repertoires.
Facilitator	The leader of the training module. The emphasis here is on **enabling** the participants to discuss, share experience and learn. The role is not one of "lecturer," and often not "teacher."
Feedback	Data that flows back to performers (people or groups) and informs them about the effectiveness of their actions or behaviors. The source of the information may be internal, moving through their own sensory systems, or external, where it is provided by another person. In training, feedback often refers to providing another person with information about the nature of an action and its result in relation to some criterion of acceptability.
Gender	This refers to socially constructed and differentiated roles that are assigned to the sexes and, most of the time, are determined by culture. Both men and women are expected to follow these norms and behaviour in order to remain in the good graces of society. These roles can and may change over time.
Handouts	The handouts are prepared, brief notes covering the key points of each Session. All the handouts for one Module are grouped together in the Annex to that Module. It is preferable that the handouts to a Session are not made available to the participants until the end of the Session.
Lecturette	This is a mini-lecture of a maximum of 20 minutes. Because of the participatory design of this course, lectures are to be kept to a minimum. However, it is important that a summary of the key points be made by the facilitator and understood by the participants before they carry on with the Reflection part of the training session.
Likert Scale	One method used in transforming qualitative, subjective information into quantitative, objective (numerical) information. Most often uses a 4-, 5-, or 10-point questionnaire requiring respondents to rate the quality of something known to them (e.g. poor, fair, good, very good, excellent). Frequently used in end of course evaluations.
Mentoring	Development of capacity using a wise and trusted counselor (typically older and more experienced) Three mentoring roles can exist in a work or training context: *mainstream* - someone who acts as a guide, adviser and counselor at various stages in someone's career destined for a senior position. *professional qualification* - someone required by a professional association to be appointed to guide a student through a program of study, leading to a professional qualification. *vocational qualification* - someone appointed to guide a candidate through a program of development and the accumulation of evidence to prove competence to a standard. [Note: in Uganda, by virtue of wording that appears in its national constitution, *mentoring* may involve short-term, problem-centered coach-student relationship.]

Needs Assessment	A systematic study of a performance deficit (where a need for training has been determined). The assessment incorporates data and opinions from varied sources in order to create, install and evaluate a training intervention and associated materials and services. Also known, as training needs assessment, needs analysis, front-end analysis, task and subject matter analysis.
Participant	A person attending the workshop. The emphasis here is on **participatory** – learning through activities and shared experiences.
Plenary	The whole group of participants, including the facilitator.
Role Play	A scenario, either fictional or real-life, is recreated and participants are invited to act out the part of one of the key players in the story, exploring the issues from that person's perspective, etc.
Shaping	The process of gradually changing a student's behavior until it conforms to the desired standard or target behavior.
Simulation	A representation of a real environment in which people are immersed in a situation and must interact with each other to solve complex problems with limited resources. Participants actions can be analyzed, feedback about specific errors provided, and performance. Simulations provide safe environments for users to practice real-world skills. They can be especially important in situations where real errors would be too dangerous or too expensive. In simulations, trainers play minimal roles, acting mostly as observers and occasionally as coaches.
Teaching Point	The smallest increment of information, which a learner may be expected to acquire; a statement of fact or a procedural step in the performance of a task; the precise information you want a learner to know or respond to.

14.0 References

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- Robert F. Mager, What Every Manager Should Know about Training, (2nd Edition)

Annex A: Evaluation Forms

Trainer's Pre-Programme Evaluation

Generally, do all aspects of the content and running of the programme appear appropriate for the identified needs, such as (circle "Yes" or "No" and, if appropriate, qualify the answer in you report):

Have the appropriate personnel been consulted about the subject need? Y N

Are the programme aims and objectives relevant to the identified need? Y N

Have the aims and objectives been agreed with the beneficiaries? Y N

Is the design of the programme concerning daily content, pace, and training methods suitable for the expected participants? Y N

Is the training venue appropriate? Y N

Do the selected trainers/facilitators have the right knowledge and skills? Y N

Are the training methods to be sued suitable for the objectives? Y N

Are all the facilities, equipment, etc. available? Y N

Are they all appropriate for the objectives and participants? Y N

Have all the in-programme and post-programme validation and evaluation arrangements been agreed and established? Y N

Have all the administrative and logistical procedures been set up? Y N

Trainer's In-Programme Evaluation

Generally (circle "Yes" or "No" and, if appropriate, qualify the answer in your report):

Does the programme appear to be effective? Y N

Do any adaptations need to be made to any parts of the programme? Y N

Do the participants seem to be enjoying the programme? Y N

Are they meeting the objectives of the course? Y N

Do they find the topics relevant? Y N

Were the topics presented in the sessions useful in helping participants understand their own work in their own districts? Y N

Do they find the training techniques, learning resources, assessment methods, and evaluation arrangements satisfactory? Y N

Are they satisfied with the learning equipment and facilities? Y N

Are they satisfied with the domestic arrangements? Y N

Are they having any particular difficulties? Y N

Do they seem satisfied with the trainer(s)? Y N

Do the assessment tasks reveal the learning that is taking place? Y N

Would you like to see any modifications in this Training module that would make it more effective for participants? Y N

Trainer's Post-Programme Evaluation

Post-programme evaluation should be scheduled approximately three months after the training. It is completed by the trainer(s) by interviewing a representative sample/percentage of participants, preferably at their workplace, but the persons interviewed should have assisted in delivering at least one workshop since attending the Training of Trainers workshop.

Learning Performance

Generally (circle "Yes" or "No" and, if appropriate, qualify the answer in your report):

Did the trainees meet the objectives of the programme? Y N

Did all aspects of design and implementation of programme work as intended and were they effective? Y N

Did the participants:

Find the objectives relevant? Y N

Find any objectives more relevant or less relevant than others? Y N

Feel that the level of treatment of content was appropriate? Y N

Feel that their expectations had been met? Y N

Consider any parts of the programme to be particularly relevant/not relevant/useful/not useful? Y N

Consider some elements of the programme should be omitted? Y N

Think that some topics should be added to the programme? Y N

Like or dislike any part of the programme? Y N

Like or dislike any of the training methods? Y N

Find the resources useful? Y N

Like or dislike the assessment tasks? Y N

Feel that they had adequate support from the trainer (s)/facilitator (s)? Y N

Feel that the length of the programme and the length of the sessions were appropriate? Y N

Feel that the selection/composition of participants were appropriate? Y N

Consider the administrative support was adequate? Y N

What changes would they recommend to any of the elements noted above?

_____

_____

What changes, if any, would you as the trainer make for a similar programme in the future?

_____

_____

Participant's Evaluation

Workshop Evaluation

Your thoughts on this workshop will influence how similar workshops are conducted in the future. Your willingness to spend time completing this questionnaire is appreciated.

Workshop Goal

The Goal was stated at the beginning of the workshop. Using a scale from one to five, please rate the degree to which the workshop helped you meet this goal: 1 = the goal was not met; 5 = the goal was met very successfully.

Goal: Participants will be able to **deliver training** using an **experiential approach** consistent with **principles of adult learning** in order to help their audiences to improve performance in targeted areas.

Goal not met - 1 2 3 4 5 - goal successfully met

Comment: _____

_____

Workshop Objectives

Objectives were stated at the beginning of the workshop. Using a scale from one to five, please rate the degree to which the workshop helped you meet each of these objectives: 1 = the objective was not met; 5 = the objective was met very successfully.

1. Identify critical elements in setting up a training program.

(needs assessment, content, training design, training techniques etc.)

Objective not met - 1 2 3 4 5 - objective successfully met

Comment: _____

_____

2. Do a needs assessment of the topic to be addressed for a particular audience

Objective not met - 1 2 3 4 5 - objective successfully met

Comment: _____

_____

3. Design and deliver a training session consistent with adult learning principles, alone or in a team.

Objective not met - 1 2 3 4 5 - objective successfully met

Comment: _____

_____

4. Use basic facilitation techniques in working with small groups (asking questions, paraphrasing, summarizing etc.)

Objective not met - 1 2 3 4 5 - objective successfully met

Comments: _____

_____

5. Determine specific, relevant indicators for measuring success.

Objective not met - 1 2 3 4 5 - objective successfully met

Comments: _____

_____

Additional Comments
Please give feedback on:

a) The trainers _____

_____

b) The logistic support and facilities _____

_____

c) Other _____

_____

Annex B: Timetable

TIME TABLE				
DAY ONE				
TIME	**SESSION**	**TOPIC**		
8:30 - 9:35 a.m.	Session 1:	Introduction:		
9:35 - 10:55 a.m.	Session 2:	What is Training?		
10:55-11:25 a.m.		Health Break		
11:25-1:05 p.m.	Session 3:	Principles of Adult Learning		
1:05-2:05 p.m.		Lunch Break		
2:05-3:45 p.m.	Session 4	Learning Styles		
3:45-4:30 p.m.	Session 5	Experiential Learning		
4:30-5:00 p.m.		Health Break		
5:00 –5:55 p.m.	Session 5 (Cont'd)	Experiential Learning		
DAY TWO				
8:00 - 9:40 a.m.	Session 6	Facilitation Techniques		
9:40 - 10:30 a.m.	Session 7	Implementing Gender in Training		
10:30-11:00 a.m.		Health Break		
11:00-11:50 p.m.	Session 7(Cont'd)	Implementing Gender in Training		
11:50-1:00 p.m.	Session 8	Training Needs Assessment		
1:00-2:00 p.m.		Lunch Break		
2:00-2:30 p.m.	Session 8 (Cont'd)	Training Needs Assessment		
2:30-4:10 p.m.	Session 9	Training Gap Analysis		
4:10-4:30 p.m.		Health Break		
4:30-610 p.m.	Session 10	Training Techniques		
DAY THREE				
8:00 - 9:40 a.m.	Session 11	Setting Objectives		
9:40 - 10:30 a.m.	Session 12	Selecting Training Content		
10:30-11:00 a.m.		Health Break		
11:00-11:50 p.m.	Session 12(Cont'd)	Selecting Training Content		
11:50-1:00 p.m.	Session 13	Designing a Training Session		
1:00-2:00 p.m.		Lunch Break		
2:00-2:30 p.m.	Session 13(Cont'd)	Designing a Training Session		

2:30-4:10 p.m.	Session 14	Evaluation, Monitoring and Assessment/Validation		
4:10-4:30 p.m.		Health Break		
4:30-610 p.m.	Session 15	Using Audio-Visual Support		
DAY FOUR				
8:00 - 9:40 a.m.	Session 16	Developing a Training Budget		
9:40 - 10:30 a.m.	Session 17	Setting up a Training Workshop		
10:30-11:00 a.m.		Health Break		
11:00-11:50 p.m.	Session 17 (Cont'd)	Setting up a Training Workshop		
11:50-1:00 p.m.	Session 18	Preparation for Training Practice		
1:00-2:00 p.m.		Lunch Break		
2:00-4:30 p.m.	Session 18(Cont'd)	Preparation for Training Practice		
4:30-4:45 p.m.		Health Break		
4:45-6:00 p.m.	Session 18(Cont'd)	Preparation for Training Practice		
6:00-6:10 p.m.		Plenary for Session 18		
DAY FIVE				
8:10-1030 a.m.	Session 19	Training Practice		
10:30-11:00 a.m.		Health Break		
11:00-1:00 p.m.	Session 19(Cont'd)	Training Practice		
1:00-2:00 p.m.		Lunch Break		
2:00-4:30 p.m.	Session 19(Cont'd)	Training Practice		
4:30-4:45 p.m.		Health Break		
4:45-6:30 p.m.	Session 19(Cont'd)	Training Practice		
DAY SIX				
8:00-9:40 a.m.	Session 20	Managing Feedback		
9:40-11:10 a.m.	Session 21	Tips on General Management of a Training Programme		
11:10-11:40 a.m.		Health Break		
11:40-12:45 p.m.	Session 22	Wrap Up and Closure		
12:45 p.m.	**LUNCH BREAK AND DEPARTURE**			