TRAINING OF TRAINERS

PARTICIPANT'S HANDBOOK

July 2003

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Abbreviations and Acronyms

AIDS	Acquired /Immune Deficiency Syndrome
A/V	Audio-Visual (equipment such as projectors, amplifiers, etc)
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	Light Compressed Digital Projector (used for power point presentations)
LG	Local Government
MLG	Ministry of Local Government (Also MOLG)
NGO	Non – Governmental Organizations
PEAP	Poverty Eradication Action Plan
POC	Point of contact
ROI	Return on investment
SMART	Specific, Measurable, Achievable, Relevant, Time based (objective and goal setting)
SOP	Standard Operating Procedure
TB	Tuberculosis
TOT	Training of Trainers
TV	Television
VCR	Video cam recorder
USAID	US Agency for International Development
UgS	Uganda Shillings

1.0 Introduction

The Uganda Constitution (1995) and Local Governments Act (1997) gives effect to decentralization at all levels of local government to ensure good governance and democratic participation in, and control of decision making by the people. Further, the laws also provide for revenue and the political and administrative set up of local governments. 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.

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.
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.

Training will be evaluated in four ways:

- Trainer observation of trainee session participation and performance on demonstration tasks, plus feedback from other trainees
- Daily review of progress by the TOT team
- End-of-training written evaluation:
- Trainers
- Trainees
- Evaluation of long-term experience of course graduates in delivery training using methods learned in this course.

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..

2.0 Module Objectives of the Course

To enable TOT trainees to improve their training and facilitation skills in order to implement the standardized Training Programs to improve capacity, especially at the local government 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

There are two handbooks associated with this course—a Trainer's Handbook and a Participant's Handbook. The Trainer's Handbook provides an experienced trainer with guidance on how to present the modules and their sessions. It contains an introduction, objectives and materials for each session, as well as additional resources that may be of interest. The Participant's Handbook is 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 sessions build to when the participants demonstrate their ability to train in an hour-long videotaped presentation. The presentation is then reviewed and commented on by the trainer and the participants. Ideally each novice trainer would have to make an hour presentation. This is not possible in a course of five days.

3.0 Course Descriptors

Overall Aim: To enable TOT trainees to improve their training and facilitation skills in order to implement the standardised Training Programs to improve capacity especially at the LG level.

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	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 8	Gap Analysis Objective: to understand what to do with the results of the analysis
Session 9	Setting Objectives Objective: to transform the results of the gap analysis into learning objectives

Session 10	Selecting Training Content Objective: Select appropriate material and techniques
Session 11	Designing a session Objective: To be able to design a training session based on the experiential learning cycle.
Session 12	Identify and Use Relevant Measures of Success Objective: To be able to describe and give examples of three attributes of success measurement
Session 13	Training Techniques Objective: To be able to Define "training technique" and define and discuss effective training techniques.
Session 14	Implementing Gender in Training Objective: To be able to develop a teaching session on the key concepts related to gender.
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	Preparation for Practice Teaching Objective: To prepare a lesson to be presented in class
Session 17	Practice Teaching Objective: To provide each participant with an opportunity to teach, be videotaped and receive appropriate feedback.
Session 18	Managing Feedback Objective: To be able to provide and to accept reasonable feedback on one's teaching performance

Session 19	Setting up a Training Workshop Objective: To identify the activities involved in a training session or program
Session 20	Developing a Training Budget Objective: To identify the principal elements in a training budget
Session 21	Wrap Up and Closure Objective: To discuss next steps, evaluate the workshop, participants received their certificates, and bring the workshop to a close.

4.0 Participant's Notes

SESSION ONE: INTRODUCTION

Handbook Description And Use

This Handbook was designed to be used as a reference tool. It contains the following materials for each session:

1. A session introduction and/or overview.
2. The session objective(s).
3. The session text (including charts, worksheets, and examples).
4. A session summary.

During the workshop sessions, you will be referring to the Handbook to read about the training skills being covered. After the workshop, the Handbook will serve as a reference for you as you prepare to develop and conduct training.

The Handbook is yours. Please feel free to make any notes in it you choose during the workshop.

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

To assure 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

This workshop is focused on helping you learn training skills. 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 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 fom 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

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. Accept the information being presented	Decide for themselves what is important to be learned. Need to validate the information based

at face value.	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. [1]

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

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

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

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

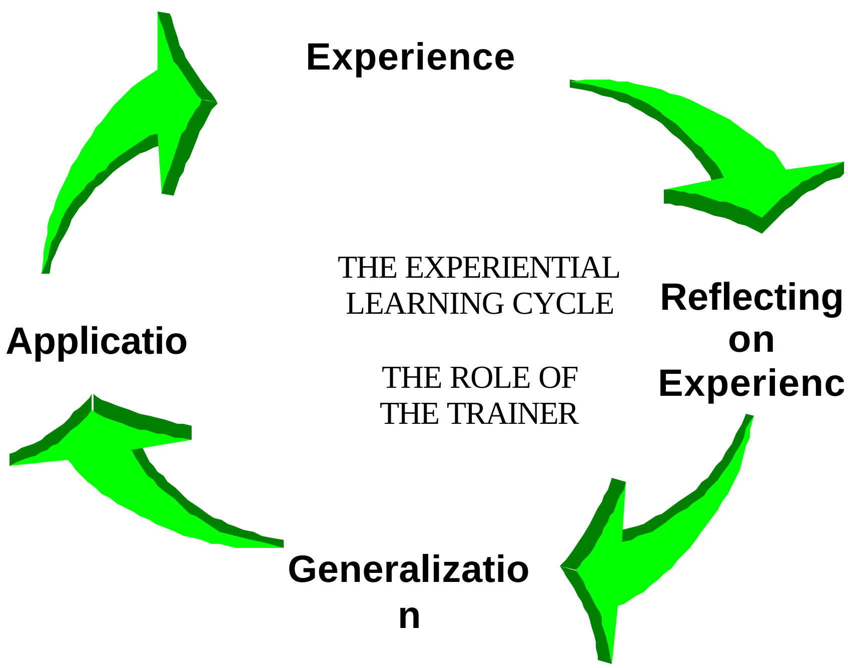
In this session we will describe the different ways people learn, the phase of the learning cycle, and the trainer's role in each phase**.**

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 Experiental 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 structurer. 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

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.

SESSION SEVEN: 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 8.

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 effects 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.

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) ***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 EIGHT: 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."*

the gap we are going to analyze

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 NINE: SETTING 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.

Group Exercises

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 TEN: 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.

First outline 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 ELEVEN: DESIGNING A 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 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 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?

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 TWELVE: IDENTIFY AND USE RELEVANT MEASURES OF SUCCESS

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 THIRTEEN: 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, as you did in Session 7, 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 six of the most commonly used methods. They are:

1. Case study

2. Demonstration

3. Group discussion

4. Instructor presentation

5. Reading

6. Structured exercise

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

Training Methods

METHOD	DESCRIPTION
Case Study	Learners are given information about a situation and directed to come to decisions or solve a problem concerning the situation. Can be brief or lengthy.
Demonstration	Learners are shown the correct steps for completing a task, or are shown an example of a correctly completed task.
Group Discussion	The trainer leads the group of learners in discussing a particular topic. (Earlier in this session, your trainer led a group discussion about the particular workshop activities you and your fellow learners have enjoyed the most.)
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.)
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.)
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.)

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
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 methods. The list below covers some of the advantages and drawbacks in connection with the six methods covered in this session.

Advantages and Dawback to Using the Methods

Method	Advantages	Drawbacks
Case Study	Requires active learner involvement. Can simulate performance required after training. Learning can be observed.	Information must be precise and kept up-to-date. Needs sufficient class time for learners to complete the case. Learners can become too interested in the case content.
Demonstration	Aids understanding and retention.	Must be accurate and relevant to learners.

Method	Advantages	Drawbacks
	Stimulates learners' interest. Can give learners a model to follow.	Written examples can require lengthy preparation time. Trainer demonstrations may be difficult for all learners to see well.
Group Discussion	Keeps learners interested and involved. Learner resources can be discovered and shared. Learning can be observed.	Learning points can be confusing or lost. A few learners may dominate the discussion. Time control is more difficult.
Reading	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	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	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.

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

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

A way to applying knowledge, develop 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 7. 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 FOURTEEN: 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 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 levels. If you will be asking the learners to take

STEP	DESCRIPTION
	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.

SESSIONS SIXTEEN AND SEVENTEEN: PREPARATION FOR PRACTICE TEACHING AND PRACTICE TEACHING

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 teaching.

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 EIGHTEEN: 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 1920 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

1) Received
2) 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

<u>Group Exercise: Demonstration</u>

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.

SESSION NINETEEN: 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 type 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 TWENTY: 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**	**Subtotal**	**Total**
Pre-Training				
-Materials Development				
Location/Select-ion (Travel to/from the site)				
Training Site				
Training room				
Break out space				
Secretariat				
Personnel				
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.

5.0 References

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3. The Local Governments Act, 1997 (As Amended)
4. The Poverty Eradication Action Plan (PEAP) 2001
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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 trainng 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 emersed 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.