

**“Women in Development – Shkodra” Organization  
WIDSH**



**TRAINING OF TRAINERS**

**Part 2:  
Basic Training Skills**



**Funded by USAID through CAAHT  
*February 2006***

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## **INTRODUCTION**

The training of trainers program was funded by USAID through CAAHT and was prepared by the National Training and Technical Assistance Center (ANTTARC). The program is organized with the aim to provide knowledge of training and develop trainees' training skills. The acquired knowledge and skills will be used in other programs where the participants in the current training will be trainers. The program and participants' manual was developed to meet the trainees' needs.

The training manual serves not only as a guidebook for the training sessions but also as a reference tool in the future. It contains the required knowledge for conducting various training events, regardless the specific area of training, and as such, it is easy to use. It also contains instructions, methodologies and techniques that can be used by all trainers in their future training events. It serves as a guidebook on conducting the entire training process from planning to evaluation.

Consider this manual only as a first step in your development as a trainer.

## **SESSION 1: THE ADULT LEARNING CYCLE**

### **Objectives:**

At the end of the session the participants will have:

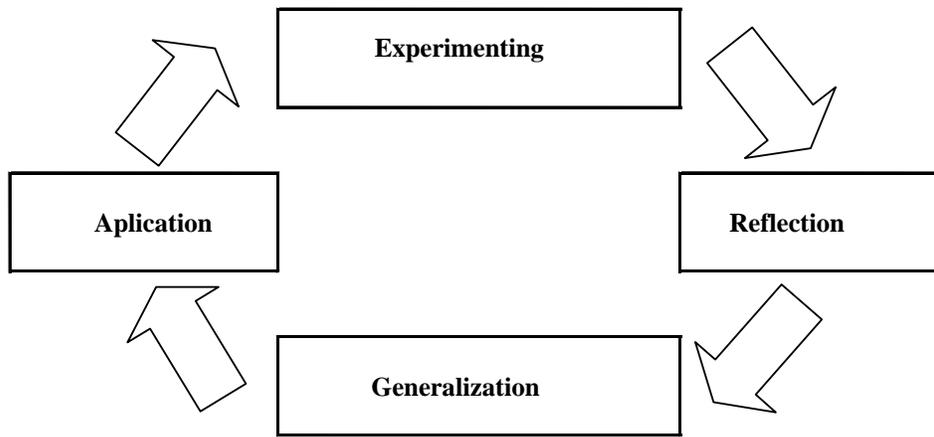
- Understood the differences between practical learning methods and traditional methods;
- Understood the importance of the theory on the learning cycle for adults to effectively working with groups of adults;
- Applied the knowledge of practical learning cycle to preparing and delivering an effective training.

## **THE ADULT LEARNING CYCLE: TRAINER'S ROLE**

Trainers should understand the characteristics of learning for adults, and take them into account when preparing training programs. These characteristics include:

- Adults do not need direction;
- Adults have accumulated experiences, and they connect learning to things they already know;
- Adults prefer to be involved in the process and not be merely passive listeners;
- Adults take on responsibility;
- Learning is lifelong process for most of the people;
- The learning process includes both emotional and intellectual components;

- Adults prefer an environment that is not very formal;
- Variety stimulates, and it is advisable to use all senses, particularly sight, touch and hearing.



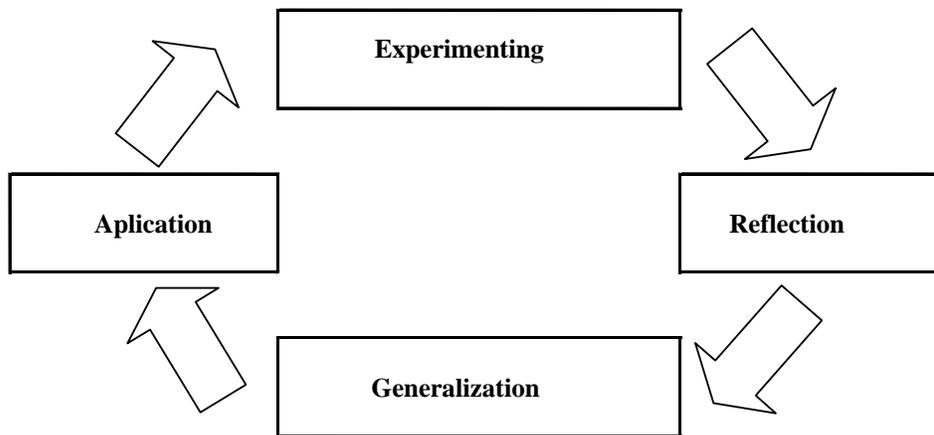
### ***Learning is the transformation of information into knowledge***

The adult learning cycle requires participants to go through four different steps in the learning process. Effective learning needs the ability to apply the things learnt in step 3 (*generalization*), the principles formed based on the analysis carried out in step 2 (*reflection*), and the experience gained in step 1 (*experimenting*). This is not easy for everyone, especially for those learning from lectures mainly. Adult learning needs active involvement in the process.

The trainer's role is to help participants go through the learning process. A good trainer must have the ability to understand what is going on in each step and facilitate the learning process.

For each step the following will be identified:

- Activities
- Trainer's role
- Types of questions the trainer can ask the trainees



### WHAT HAPPENS IN STEP 1: Experimenting

Trainees receive new information that needs reflecting upon and answers from them.

*Activities:*

- Group problem solution
- Case Study
- Case scenarios
- Field visit
- Skills practice
- Role play
- Group work

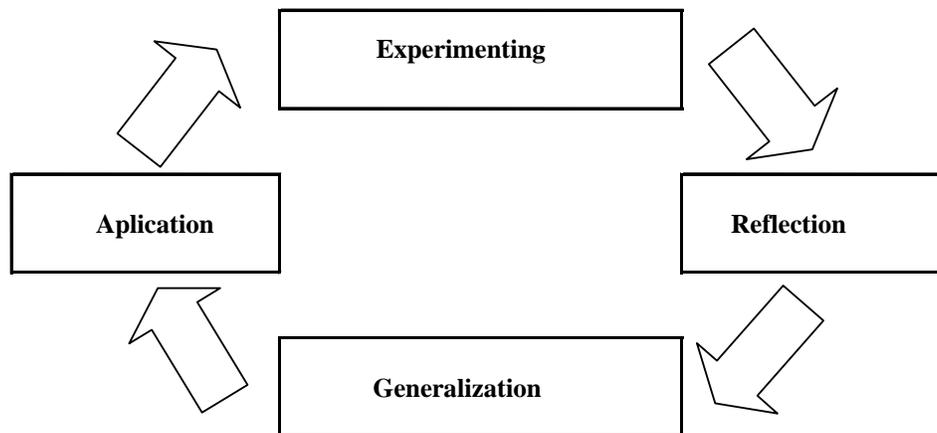
#### Trainer's role

The trainer's role in this step can be defined as a structuring one. He/she should introduce the activity objectives and clarify the rules and timeframe. The information should be presented in a way that is understandable for the trainees, and should incite their interest (e.g. the use of visual means, or asking questions).

Regarding the small-group activities the trainer should give clear instructions on the task. The group task, including the questions, should be written on a flipchart, or individual worksheets should be handed out. The trainer can assign the group members, or he/she can ask them to volunteer to play various roles, such as that of the secretary, the leader, the timekeeper or the reporter. Below are some of the questions the trainer may ask in this step:

- Do you have any questions about the task you were assigned to?
- Do you need to know anything else to carry out this activity?
- How is it going?
- Did you think about...?
- Can you be more specific?
- Can you say something more about...?

- Can you think of another alternative?
- Are you ready to summarize your work on the flipchart?
- How much time do you need?



## WHAT HAPPENS IN STEP 2: Reflection

The participants process the information from step 1. They will use the information to identify the key points of what they learned on the topic in the previous step, but first they need to analyze the experience they just went through.

### *Activities:*

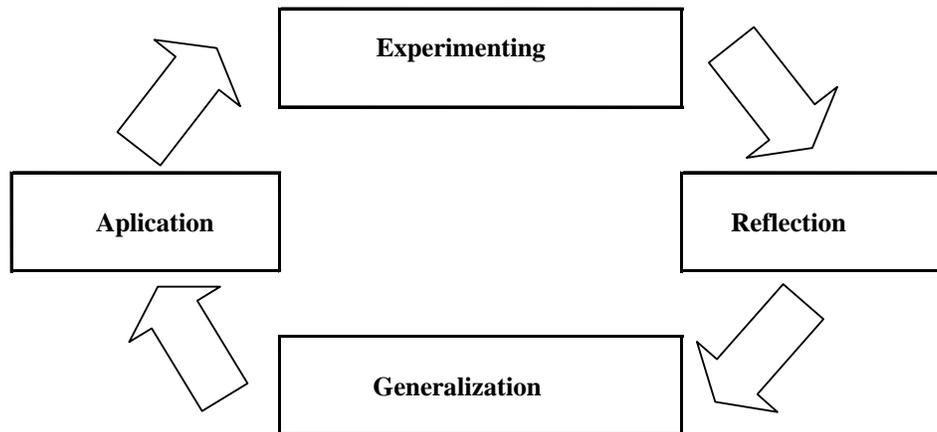
- Small-group discussions
- Participant presentations
- Large-group discussions
- Reporting from groups

### **Trainer's role**

The trainer's role is to help the learner reflect on the experience from step 1 and identify the meaning that experience has for them. The trainer should make sure that the most significant aspects of that experience are not ignored. An effective method of helping participants is by asking questions about what happened and how the participants reacted to that. Step 2 is when the participants share their ideas and reflections with each other. The following are some possible question that can be asked during this step:

- What happened?
- How did you feel during the experiment?
- Is there someone else who felt differently?
- Did everyone agree?
- Does anyone have anything else to add?
- Were there any surprises?
- Why not...?

Make sure that the questions are open-ended in order to encourage discussion.



### WHAT HAPPENS IN STEP 3: Generalization

Participants interpret what was discussed in step 2 to determine how it was understood and what the learned lessons were.

*Activities:*

- Large-group discussion summary
- Short lecture
- Demonstrations
- Reading material

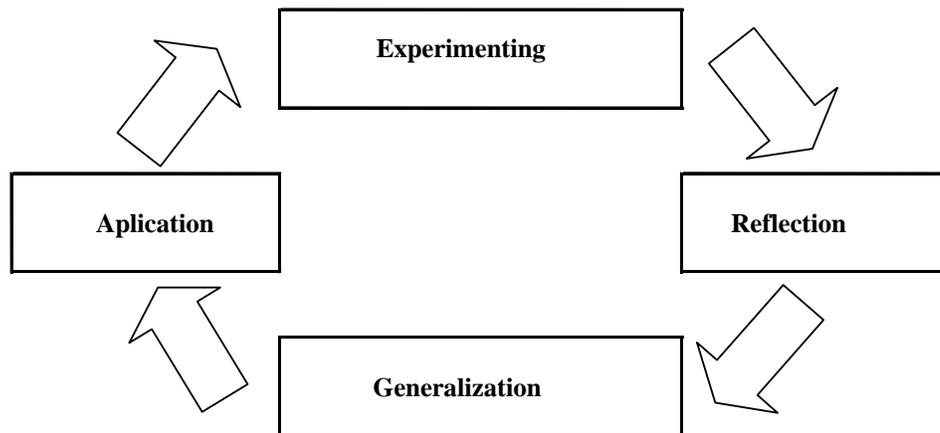
### Trainer's role

The trainer's role in this step is the conventional educator's role of mainly guiding trainees. More than in any other step, the trainer should present himself as having a very good knowledge of the subject-matter and serve as a reliable information source. This does not mean that the trainer must answer all questions. The participants can acquire more knowledge if they find the answers for themselves.

As a guide the trainer helps the participants focus on the experience and reflection implications in order for them to realize that they have learned something new. There are two ways of doing this:

1. The trainer can make a generalization (by means of a brief lecture or by handing out a reading material);
2. The trainer can ask questions that enable the participants to draw their own conclusions (e.g. a discussion leading to a consensus). This second method requires good facilitation skills. Below are some of the possible questions:
  - What did you learn from this?
  - What does this mean to you?
  - What were some of the biggest problems you came across?
  - Do you think that all what we're discussing fits together?

- Did you learn any lessons from this?



### WHAT HAPPENS IN STEP 4: Application

For the training to be considered important to the participants it should be closely related to the real situation they are in. In step 4 the participants establish a link between the training and the real world, and it rarely happens that they are the same thing. This relation can be strengthened through practice and planning for post-training application.

#### *Activities:*

- Action planning
- Field visits
- Skills practice
- Discussion

### Trainer's role

The trainer's role in this step is to coach. When the participants try to do things in their own way, the trainer can provide advice that encourages them to practice the newly learned skills. The key question to be asked is: How can I do this task differently next time?

The trainer can ask several questions in this step.

- Which aspect(s) did you like best?
- Which aspect/part was most difficult?
- Do you imagine yourselves experimenting the same thing in the next two weeks?
- What do you think will be most difficult when you apply this after the training in the job you currently do?
- How could this experience be different in order for it to be meaningful to you?
- Do you expect any resistance when you go back to your work?
- How will you get over the resistance?

- What would be some of the questions that have not been answered yet?
- How could you improve this experience?

Adults learn better when:

- They focus on real issues;
- Emphasis is placed on how to apply the knowledge;
- Learning is related to their goals;
- Debate and discussion is allowed;
- Their views are listened to, and their opinions are respected;
- They are not judged based on the opinions they state.

### References:

Pfeiffer, J.W.& Ballew, A.C.(1998). *Design Skills in Human Development*. UATT Series, Vol 6, San Diego, CA: Pfeiffer & Company (adaptation).

*Pfeiffer & Company Library*, Volume 23. (1994) J.William Pfeiffer, Editor. San Diego. California: pp.83-88 (adaptation)

*The CEDPA training manual series*, 1995. Training trainers for development, vol. 1

## SESSION 2: TRAINING PLANNING AND ORGANIZATION

### Objectives:

- At the end of the session the participants will have:
- Learned how to plan the training;
- Learned some methods of organizing the training;
- Understood the role of the trainer/facilitator with regard to the training effectiveness;
- Understood and practiced some of the major techniques that are used in certain situations;
- Understood the importance of the group dynamics and various group roles;
- Improved their group management skills.

## **TRAINING PLANNING**

### **Before the training**

Before starting to plan some training, the persons assigned with this task should answer the following questions:

- Why will the training take place?
- What will the training focus be?
- What is the expected outcome?
- Who will the participants be?
- What new knowledge and skills should the participants obtain?
- Have the participants' needs been assessed?
- When will the training take place?
- Where will the training take place?
- Who will conduct it?
- How will the training be conceived/designed?
- How will the training be evaluated and by whom?

The list on the next page will help you in the process of training planning.

### **During the training**

- Show up early;
- Put up signs that show how to get to the training venue;
- Arrange the training room;
- Check the equipment;
- Meet the manager, and take his phone number;
- Arrange the registration desk, if necessary;
- Arrange the location where the coffee breaks will take place;
- Assign a person to hand out the materials;
- Localize where the light switches are;
- Hold a brief meeting with the staff to discuss the details or problems that might have arisen;
- Start and finish on time.

### **After the training**

- Make a summary of the evaluations;
- Prepare a report, and include your comments and recommendations in it;
- Plan a meeting, if necessary;

- Send out thank-you notes to invitees.

Task	Responsible person	Date	Status
Approve the agenda			
Assign a coordinator and planning group			
Set goals and objectives, assign the audience, and set the title, format and location			
Determine how the funds will be spend			
Draft the preliminary agenda			
Visit the training venue			
Prepare the list of participants' addresses			
Contact the trainers and other participants			
Organize a second meeting of the planning group			
Publish the training announcement			
Send out the participants' invitations			
Set the hotel reservation deadline			
Set the participant registration deadline			
Organize a third meeting of the planning group			
Set the deadline for submitting the handouts and other training materials			
Check the training materials			
Make copies of the training materials			
Collect support materials: flipcharts, projectors, markers, notebooks, folders, pens, etc.			
Assign the staff members to assist with logistics			
Arrange for the transport of participants and trainers to the training venue			

### How to arrange the training room

The room should be arranged in line with the session objectives. The factors to be taken into account include: the degree of participants' involvement; interaction between presenters and participants; group character and dynamics, etc. Regardless how the training room is arranged, it is best if the participants choose where to sit for themselves. The table below shows the advantages and disadvantages of some types of room arrangement.

<b>Room arrangement</b>	<b>Advantages</b>	<b>Disadvantages</b>
Circle or semicircle	It provides for more room Better interaction among the participants	There might be some noise due to moving tables set next to each other
Square and rectangular	There are several ways of arranging. Good room to work.	The big tables create more distance, and the participants sitting at the corners look like they are dominating
Like a classroom	The presenter can look at all the participants. More people can be accommodated in a smaller room.	Minimal interaction. The participants look at other participants' back.
V-shaped	Like the above, but with more interaction	It does not work with large groups. The participants can be far from the presenter.
T-shaped	Appropriate for small groups	It is usually used for large groups. Inhibits side vision.
Theater-like	Appropriate for large groups where participants are not required to read or take notes	Minimal interaction. There is no room to write.
Seats in a circle	It provides for more interaction. Participants feel equal. Appropriate for groups of up to 30.	Not good for taking notes and using audiovisual tools.

## HOW TO ORGANIZE EFFECTIVE TRAINING

### General Guidelines

- Orient the session toward the participants' needs;
- Prepare seriously;
- Dress professionally;
- Practice before the training starts;
- Review the agenda together with the participants and make the necessary changes;
- Explain the session objectives;
- Ensure the inclusion of all the participants;
- Encourage cooperation;
- Tell the participants to ask questions;
- Use as many visual aids and techniques as possible;

- Evaluate.

### **Trainer/facilitator's role**

*During the training the facilitator/trainer:*

- Leads the learning process;
- Creates a spirit of trust and interaction among the participants;
- Facilitates participants' discussions in a way that they get to the meaning of various concepts based on their experiences;
- Do not focus only on the contents.

*The trainer/facilitator should pursue the following practices:*

1. Create a spirit of cooperation with the participants from the very start;
2. Encourage and support the participants;
3. Should not be judgmental;
4. Should give and receive feedback;
5. Encourage cooperation and not competition;
6. Ask questions that do not simply ask yes or no answers;
7. Should not do what the participants can do themselves.

*Techniques to be used when asking questions*

Processing skills are essential to a facilitator. These are skills that help him/her to go through the learning cycle steps. Asking questions is one of the techniques used to solicit participants' opinions.

Some of the mostly used questions are:

- Exploring questions – What does it mean? What are the facts?
- Testing questions – Are these the right solutions or interpretations?
- Prioritizing questions - Which is the best solution?
- Concluding questions – What did you learn?

Based on expert studies, questions have a greater impact when the trainer/facilitator:

- Waits for 3-5 seconds after having asked the question or listened to the answer from the participants;
- Does not provide a comment immediately after the answer.

If you want to get feedback from the participants try using the following questions:

- What happened?
- How did you feel?
- Who else had a similar experience?
- Who had a different experience?
- Were there many unexpected things?
- How many of you had the same reaction?

- How many of you felt differently from the rest?
- What did you notice?
- What do you need to know in order to...?
- Can you be more specific....?
- Do you have any suggestions?
- Can you say it in other words?
- What would you do differently next time?
- What changes would you make?

If you want to know how clear the participants are with regard to the presented information, use the following questions:

- What does this mean to you?
- What was the most important thing?
- What was positive/negative?
- What impressed you most?
- What does it suggest to you?
- What do you understand better now regarding ...?

If you want to know how the participants received the presentation, use the following questions:

- What was this experience like for you?
- How would it be more meaningful?
- Any other suggestions?

## **Managing group dynamics**

Group work is the essence of effective training, both in smaller groups and larger ones. Group work:

- Affects the effectiveness of practical learning cycle positively;
- Supports the involvement of all participants and encourages their interaction;
- Helps explain the material.

### *Group dynamics*

Group dynamics refers to the roles, relationships and behaviors people have when they are in a group. No two groups are the same with each other. It is important that the facilitator understand the group dynamics in order to manage it effectively.

### *How to manage a group?*

First, it should be good advice to avoid any confrontation with problematic individuals.

If a participant's behavior becomes problematic, then some attention should be paid to that. Inform the person of his/her behavior consequences.

Individual participants' attempts to monopolize or dominate the group require the trainer's intervention unless the group is able to sort out the situation by itself.

If someone has the tendency of speaking too much the facilitator should suggest the person to try to express his/her ideas in one or two sentences.

In situations of conflict use two flipcharts: on one of them write the views of one of the parties, writing the views of the other party on the other one. Each participant can walk over to the flipchart and write his/her views in no more than five words. The trainer should never take any sides. The facilitator should suggest a way of giving a solution to the problem.

*How to organize group discussions:*

1. Prepare-revise the material;
2. Be a facilitator, not a participant;
3. Arrange the training room so that it encourages interaction;
4. Move the floor from the trainer to the participants;
5. Focus the discussion on the relevant topic;
6. Make summaries of major points at several times;
7. Encourage involvement;
8. Do not allow any of the participants to dominate the group;
9. Encourage discussion and not debate;
10. Conclude the discussion with a summary of the major ideas.

### ***Various roles within a group***

<b>Role</b>	<b>Behavior</b>
Initiator	Proposes new ideas, goals, procedures, methods and solutions.
Information-demanding person	Asks questions, facts, clarifications or information from the rest of the group.
Information-giving person	Provides facts and information, personal experience and various evidence.
Coordinator	Coordinates other group members' actions.
Evaluator	States his/her views and opinion, or judges other people's views.
Dominator	Tries to dominate the group by instructing, ordering, interrupting other people's speech and insisting on things being done in their way.
Stimulator	Encourages other people's work, and provides support for the rest of the group.
Harmonizer	Tries to calm down arguments and tensions arising during work.
Process-obstructing person	Opposes any group initiatives, and express doubts about anything.

Recluse	Does not fit in the group, tries to be aside, and does not want to be involved in the group activities.
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## SESSION 4: TRAINING METHODOLOGY

### Objectives:

At the end of the session the participants will have:

- Learned about some major training methods and techniques;
- Practiced some major training methods and techniques.

### TRAINING METHODOLOGY

A good trainer relies on a number of methods to present all the issues of a session. If the same method is used it might prevent the learning process instead of helping it.

The methodology should be chosen carefully in line with the contents and the expected outcome. For instance, if the goal of a session is to let participants learn how to organize an effective meeting, then role play and demonstration would be more effective than lecture or reading.

Training interaction methods are more effective in helping participants absorb the training materials.

### Presentation

#### *Description*

The presentation is an activity that is carried out by the trainer with the purpose of conveying information, theory or principles to the participants. Presentation forms may vary from a direct lecture to the involvement of participants through questions and discussions. The presentation focuses on the trainer more than any other training techniques.

#### *Uses*

- Introduction of a new subject to the participants
- Presentation of a summary or synthesis of some work
- Presentation of facts and statistics
- Presentation of information to a large group

#### *Advantages*

- It covers a large amount of material in a short period of time
- It is appropriate for larger groups
- It can be adapted to all levels of participants
- It can precede many other more practical techniques

- The lecturer has more control over the group than in other techniques

### ***Things to consider before using this method***

- It creates a unilateral spirit—oriented to the trainer
- It is not a very practical method
- Participants' role is a passive one
- The lecturer has to have good presentation skills
- It is not very appropriate for changing participants' behavior and skills
- The participants gain more when this method is used in conjunction with other more practical methods
- The presentation is more useful in formal situations

### ***Process***

1. Make an introduction to the subject—tell the participants what you are going to talk about (identify the objectives)
2. Present the subject by using audiovisual aids
3. Make a summary of main points
4. Invite the participants to ask questions

### ***Demonstration***

#### ***Description***

Demonstration is showing how something is done.

#### ***Uses***

- Teaching other people a specific or technical skill
- Step-by-step demonstration of the method

#### ***Advantages***

- This method focuses participants' attention easily
- It shows the practical application of the method
- It is involving when the participants practice the method themselves

### ***Things to consider before using this method***

- It takes preparatory planning and practicing
- The demonstrator should have adequate materials for everyone in order to practice the method
- It is not effective in larger groups
- Participants need continuous feedback from their trainer when practicing the method themselves

**Process**

1. Present the demonstration—what is the purpose?
2. Present the material to be used
3. Demonstrate
4. Repeat demonstration, explaining every step
5. Invite the participants to ask questions
6. Let participants practice it
7. Discuss how difficult/easy the experience was for them—generalize

**Case study****Description**

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

**Uses**

- Discussing some issues in typical specific situations
- A good opportunity to develop problem solution skills
- Encouraging problem discussion and solution in group

**Advantages**

- Participants can refer to a specific situation
- It includes mystery elements and keeps curiosity alive
- Being hypothetical the situation is not risky for the participants
- Participants get very involved in the process

**Things to consider before using this method**

- The case has to be strongly related to the participants' real experience
- In most of the cases problems are complex and various
- There is not always an accurate solution to the problem
- It takes a long time to plan this activity, especially if the trainer has to prepare the case study
- The questions should be prepared carefully

**Process**

1. Present the case study
2. Give the participants time to get familiar with the case
3. Introduce the discussion questions or the problems
4. Give the participants enough time to work on the problem
5. Ask some of the participants to present their solutions/answers
6. Discuss all the possible solutions/answers
7. Ask the participants what they learned from the exercise

8. Ask them if the case is relevant to their situation
9. Generalize

## **Role Playing**

### ***Description***

In a role play two or more participants play parts of a script that is related to the training subject.

### ***Uses***

- It helps change participants' attitudes
- It enables participants to see their action steps
- It is a good opportunity of seeing how other people might feel/ behave in the given situation
- It creates a favorable situation in which the participants can explore the issues they do not feel comfortable with in real life
- It enables participants to explore various options for managing different situations

### ***Advantages***

- It is a stimulating and exciting method
- It attracts the attention of the group
- It simulates situations from real life

### ***Things to consider before using this method***

- Role play is spontaneous—it does not have a script to follow
- Players have to understand their roles well in order for the method to achieve its goal
- Players can “push the envelope” when playing their role, which is sometimes in conflict with the goal of using this technique

### ***Process***

1. Prepare the players so that they understand their roles and situation well
2. Prepare a favorable climate for the observers to understand the situation well
3. Observe the situation carefully
4. Thank the players and ask them to share with you how they felt during the role play, after you have made sure they are not playing anymore
5. Ask the observers to share with you their comments and reactions
6. Ask the participants what they learnt
7. Ask the participants how the situation is relevant to their real life
8. Generalize

## **Simulation**

### ***Description***

In a simulation the participants are put in a real situation like those happening in real life.

### ***Uses***

- It allows the participants to experiment with decision-making in a real-life situation without the need to worry about the consequences
- It is a good way to apply knowledge, develop skills and examine attitudes in the context of a real-life situation

### ***Advantages***

- It is a practical technique
- Participants are enabled to discover themselves and react
- Participants get very involved in the process
- There is immediate feedback

### ***Things to consider before using this method***

- It takes a long time to be carried out
- The facilitator should be prepared well, especially with regard to logistics
- Simulation is a simplistic description of real life

### ***Process***

1. Prepare the participants to be involved in their specific roles
2. Present the goals, rules and timeframe
3. Facilitate the process
4. Ask the participants about their reactions to the simulation
5. Ask the participants what they learnt from this experience
6. Ask the participants how the simulation is relevant to their real life
7. Generalize

## **Small-group discussion**

### ***Description***

Small-group discussion is an activity that allows participants to share their experiences and ideas or to provide solutions to a problem.

### ***Uses***

- It increases problem-solving skills
- It helps participants learn from each other
- Participants become more aware of the learning process
- It encourages teamwork
- It highlights personal values

**Advantages**

- Participants have more control on their learning process
- It encourages involvement
- It allows for strengthening and clarifying the lecture through discussion

**Things to consider before using this method**

- The task given to the group should be very clear
- The group should be aware of the discussion timeframe
- The participants should listen to each other even when they do not agree
- The group discussion should not be monopolized by one or two people
- Each participant should be encouraged to take part

**Process**

1. Form groups of 4-7 participants each
2. Introduce what the group will be discussing
3. Ask each group to assign a facilitator, a recorder and a person who will report on behalf of the group and summarize the group findings (which can be problem solutions, answers or generalization of ideas)
4. Make sure that each group has understood the task
5. Give the groups adequate time to discuss—the trainer should be involved only when questions are addressed to him/her
6. Ask the participants what they learnt from the exercise

Ask them how they could apply what they learnt to real life.

**SESSION 5: TRAINING EVALUATION****Objectives:**

At the end of the session the participants will have:

- Understood the importance of training evaluation;
- Identified the training components to be included in the evaluation.

## TRAINING EVALUATION

The evaluation is a very important component of the training process and it is used to improve the training outcome and experience. The evaluation will have the following information:

- Response to the material and how the material was received;
- The acquired knowledge;
- The acquired skills;
- Contents;
- Applicability to work and organization;
- Implementation issues;
- Presentation techniques;
- Additional training needs.

The evaluation of a training program by the trainers is an ongoing process. After every training day, the trainers should conduct a “day wrap-up session”. During the session participants should discuss what went well, what did not go well, their reactions and what can be improved or what can be changed.

In the training wrap-up session a systematic evaluation is carried out of the preparation, contents and presentation of the training.

In most of the trainings it is necessary to use tests before and after the program in order to assess the participants’ progress.

Some time need to pass before determining whether the knowledge acquired in the training have been applied to real life or before evaluating how the training has benefited the organization. This evaluation should be done at a later time by the training conductors.

### *Evaluation tips*

- At the beginning of the training explain the positive purpose of the evaluation. Inform the participants that you are interested in candid evaluation and suggestions on the program.
- Tell the participants that they need to fill in a questionnaire, and their comments are welcome.
- Assure the participants that the information received through the evaluation forms will be used to improve the programs in the future.
- Keep the evaluation confidential. Do not ask them to put their names on the evaluation forms. Assign a place where the participants can put the completed evaluation forms.
- Allow adequate time for filling in the forms before the training is over.

- Complete the evaluation process before handing out the training certificates or before holding the closing ceremony.
- Thank the participants for their participation.

**Training evaluation form**

*Instructions:* Please, help us improve our work by giving us your opinion. Mark with an X the box that best represents the following statements (1-do not agree, 2-somewhat agree, 3-do not know, 4-agree, 5-strongly agree):

	1	2	3	4	5
This program increased my knowledge					
This program increased my skills					
Its contents met the objectives					
Its contents was up-to-date and accurate					
The additional materials were appropriate and useful					
The program was generally understandable and suitable					
The time at disposal was appropriate					

*Application:*

1. I will be able to use this information in my workplace.

Yes\_\_\_\_ No\_\_\_\_

If not, please comment:

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2. Based on what I learnt in the training, as soon as I go back to my work I will apply the following:

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3. In order to apply the training completely I need:

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*Program contents:*

4. What worked especially well in this training?

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5. What improvements should be made for the training to go better?

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***Teaching Methodology***

6. What suggestions would you make to the presenter to improve his/her presentation techniques? (lecture, group activities, case studies, etc.)

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***Overall Evaluation***

7. I would recommend this training to other people.

Yes\_\_\_\_ No\_\_\_\_\_

8. What other training topics would you suggest to conduct in the future?

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***Other Comments***

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**SESSION 5: DEVELOPMENT OF A TRAINING SESSION**

**Objectives:**

At the end of the session the participants will have:

- Learned how to develop a training session objectives;
- Understood how to determine the contents of a session;
- Understood how to write a session plan;
- Understood how to use teaching aids.

## DEVELOPMENT OF A TRAINING SESSION

### How to develop a training session

The development and delivery of a training session requires the combined use of a variety of theories, information, techniques and methodologies. The main steps in the process are:

- Writing the session objectives;
- Determining the session content;
- Developing a plan on how the training session will be conducted.

#### Objective writing instructions

Objectives should be as specific and realistic as possible. They should be relevant to the information and skills the participants are to acquire by the end of the session.

1. Describe the knowledge and skills the participants will acquire during the training session.
2. Identify the results or actions the participants should take as a result of the experience gained in the training.
3. Formulate specific objectives that are relevant to the outcome and reflect the session content. Objectives should:
  - Be stated clearly;
  - State or describe an action;
  - Be measurable.

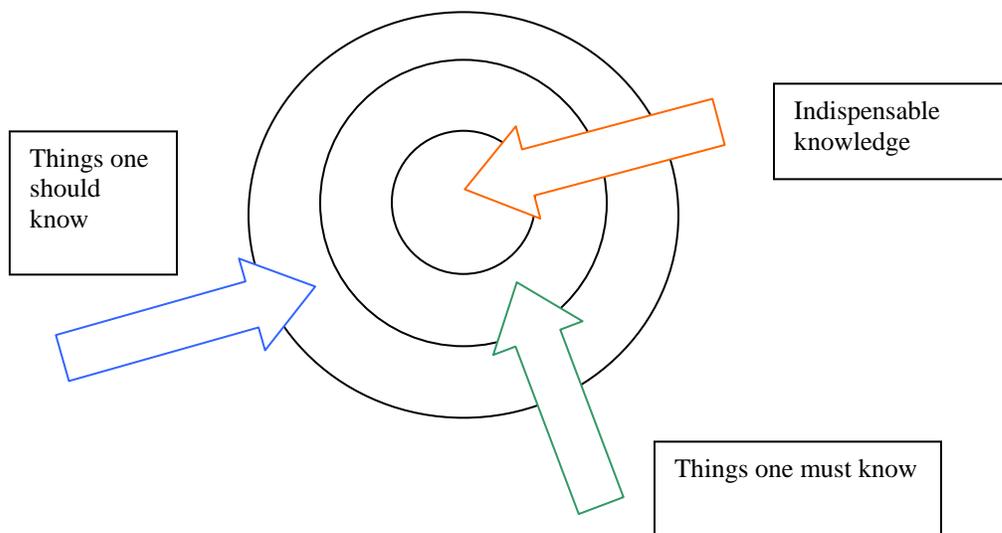
In the case of special skills the appropriate terms should be use (refer to the table on the next page).

#### Determining the session content

Session contents are related to specifying the issues to be covered during a session. One concern almost all trainers have is how to deliver all the material within a specified period of time. A trainer should consider setting priorities.

Skill	<i>Term</i>	Example
Knowledge	Writing Specifying Listing	Specify the steps of the practical learning cycle

Comprehension	Discussing Describing Explaining Revising	Describe the learning process
Application	Using Illustrating	Illustrate the use of brainstorming
Analysis	Making a distinction between ... Estimating Comparing Sorting out	Make a distinction between the protective communication and supportive one
Synthesis	Developing Planning Managing Collecting Organizing Preparing	Prepare the action plan form
Evaluation	Evaluating Measuring	Evaluate the quality of written material.



Session plans

*How to write a session plan?*

When a trainer begins writing a session plan he ask himself: What is the method I should use for the participants to best assimilate the material?

A session plan should include the following elements:

**Time – how long will the session last.**

Contents - a list of all issues to be covered during the session.

Training methodology – what methods will be used.

Activities – what activities the participants will be involved in (discussion, brainstorming, small-group work, etc.).

Teaching aids – flipcharts, markers, paper, projector transparent sheets, etc.

The information can be summarized in a table.

Time (min)	Content	Technique	Activity	Aids

**Guidelines on preparing and delivering a session***The 20-minute rule*

Various studies have shown that participants cannot focus for a long time. After 10-15 minutes their attention is reduced.

For this reason it is recommended that a 60-minute session is divided into three mini-sessions with some active breaks. During the active breaks the participants can rest individually or they can discuss in groups without interacting with the trainer.

Before starting the session make sure that:

- You have planned several types of activities and methodologies to use in it;
- You have planned for each activity not to last for more than 20 minutes;
- You have prepared a list of aids and materials to be used in it;
- The session content matches its objectives;
- The time allocated to each activity is appropriate for the group size;
- You have described the activities to be carried out in sufficient detail.

*Guidelines on delivering the presentation during the session*

- Greet the participants;
- Control your movements (avoid excessive gestures);
- Change your voice tone if you want to emphasize something, and do not speak too fast;

- Sit down when you think it is appropriate, and stand up when emphasis should be placed on something and when more energy is needed;
- Do not speak all the time; Make brief pauses to help participants digest what you are explaining.

### **Action plans**

The action plan is usually used at the end of the session. Action plans encourage participants to apply practice the knowledge they acquired in the training.

### **Guidelines for trainers**

Give participants 10-15 minutes to fill in the following. Then ask 5 or more participants to share their ideas with the group.

### **Guidelines for participants**

Look at the notes you took during the session. Identify methods to include the knowledge to your day-to-day work.

List three ideas. Then write the factors that help or hinder in the materialization of those ideas. In the last column write what support you need to overcome the obstacles.

<b>Idea</b>	<b>Obstacles/difficulties</b>	<b>Contributing factors</b>
Idea 1		
Idea 2		
Idea 3		

### **Effective use of teaching aids**

Various studies have shown that people understand concepts better when they are presented visually than when they are only expressed orally in a lecture.

Teaching aids incite participants' interest and help them learn new knowledge and ideas.

*Projector*

It should be used to underline, emphasize and explain the presentation and give additional information. The material is shown by using transparent sheets.

### *Flipchart*

The *flipchart* is an indispensable tool for the trainer. *Flipcharts* should be used in all training elements, including: Brainstorming sessions, small-group work, note-taking, etc. In addition a flipchart, a trainer should also have markers of various colors and tape. The trainer should prepare the flipcharts beforehand and present them during the training sessions. The flipcharts can be taped on walls, and the participants can refer to them whenever there is need to so.

### *Participant's manuals*

Manuals are reference materials that reinforce the knowledge received during the training. They can give general information about certain issues, details on a problem discussed, and contain graphs or charts with additional data, diagrams, guidelines, etc. During the training, the trainer can refer to the manual sections. This helps familiarize participants with the written material.

### *Handouts*

Handouts provide additional detailed information on certain issues. They can be articles, tables, technical descriptions, instructions, etc.

### Things to consider when using teaching aids:

- Make sure that all the equipment works;
- Prepare the transparent sheets, and have some spare blank transparent sheets;
- Make sure that you have enough flipchart paper and markers of different colors;
- Have some tape, tack, scissors, clips, post-it blocks, etc.
- Make enough copies of the manual. Have some spare copies;
- Make enough copies of all the handouts that you will distribute.