

TRAINING TRAINERS FOR DEVELOPMENT



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The Centre for Development and Population Activities

TRAINING TRAINERS FOR DEVELOPMENT

**Conducting a Workshop on
Participatory Training Techniques**

**The CEDPA Training Manual Series
Volume I**



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INTRODUCTION

Training Trainers for Development is the first volume in The CEDPA Training Manual Series. It was produced by the Training Division of The Centre for Development and Population Activities (CEDPA) with support from the United Nations Population Fund (UNFPA). It compiles training activities that CEDPA has used in many programs to strengthen the training capacity of health, family planning, and other development organizations.

Rationale

Training has acquired an important role in public and private sector development organizations seeking to meet the need for effective agents of change. However, most training activities in these organizations tend to be an extension of classroom-style education, usually involving lectures as the primary medium of communication. Although many managers and trainers are aware of learner-centered, participatory training, most are not prepared to conduct this type of training on their own. This manual will prepare them to conduct participatory training of trainers.

Purpose

The manual is intended for use by trainers of governmental and non-governmental organizations working in development. It should be useful to adult educators, community organizers, groups working with young adults, and any organization that wishes to strengthen its in-house training skills. CEDPA has used versions of these sessions to train managers and trainers all over the world.

Methodology

This manual is a tool for trainers and managers who implement training activities. It teaches interactive, learner-centered methods, in an approach which is based on the research of human resource development experts such as Malcolm Knowles, Paulo Freire, Gordon Lippit, and Leonard Nadler. Their work in adult education shows that adult learners want to participate in the learning process, to learn from their experiences, to be challenged, and to draw their own conclusions from learning experiences. This manual is based on the premises that adults generally assimilate only what they find useful and that they want to be able to apply their new knowledge and skills.

Because every training situation is different, and each training program must address the special needs of participants, trainers using this manual are encouraged to assess learner

needs and then adapt the sessions accordingly. Care has been taken to respect the principles of adult learning in every session. Each session follows the Experiential Learning Cycle so that participants can effectively internalize learning.

Experience Base

CEDPA is a non-profit international development organization founded in 1975. Its mission is to empower women at all levels of society to be full partners in development. CEDPA's comprehensive development strategy includes training, innovative community-based projects, partnerships with local organizations, and collaboration with training alumni in project implementation and institution building. Most programs are designed and managed by women to promote positive change for women.

CEDPA's Washington, D.C., and regional training programs have enabled more than 3,700 women and men from over 100 countries in Africa, Asia, Eastern Europe, Latin America, and the Middle East to develop new skills in leadership, management, and institution building. Alumni include leaders of private voluntary organizations and governmental and non-governmental agencies and medical professionals, youth workers, and educators.

The Washington-based workshops are conducted annually in English and either Arabic, French or Spanish. "Institution Building: Strategic Management for the '90s" (IB) focuses on management skills such as strategic planning, resource expansion, and financial systems and includes a mentor program. "Women in Management: Leadership Training for the '90s" (WIM) focuses on women's roles and challenges and includes sessions on gender awareness, leadership styles of women and men, and strategies for managing groups. Regional workshops are conducted in collaboration with alumni organizations and have included training in project design, supervision, gender issues, evaluation, policy advocacy, strategic planning, and training of trainers (TOT).

This manual is the result of many years of experience in training at Washington and in-country TOT workshops. The manual was pilot tested at regional workshops in Bangladesh, Kenya, Tanzania, Nepal, and Ukraine. Participants in all workshops received it enthusiastically, and their suggestions and feedback have been incorporated into the final design.

ACKNOWLEDGMENTS

Development of the **Training Trainers for Development** manual has been made possible by a grant from the United Nations Population Fund (UNFPA). We wish to express our sincere appreciation for UNFPA's support of this manual and for its long-term support of many of CEDPA's training activities over the years.

Seema S. Chauhan and Ralph U. Stone of the CEDPA Training Division are the principal authors of this manual. Peggy Curlin, Adrienne Allison, and Marjorie Signer of CEDPA and consultant Beth Beckner made important contributions throughout the process of its development. Mary Perriello, Misbah Sheikh, Mary Vanderbilt, and Tracy Boyer of the CEDPA Training Division provided invaluable support.

CEDPA is indebted to workshop participants in Bangladesh, Kenya, Nepal, Tanzania, and Ukraine, where these sessions were tested. Their contributions have helped to make this manual a unique resource for trainers.

The Centre for Development and Population Activities (CEDPA)
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HOW TO USE THE MANUAL

The manual is organized into 12 sessions which build upon each other in terms of information and are sequenced in logical presentation order for an actual training workshop. Each session has the following components:

Title - identifies the main topic of the session.

Learner Objectives - describe what the participant will be able to do by the end of the session to demonstrate increased knowledge, improved skills, or attitudinal change.

Time - indicates the approximate amount of time the session will take.

Session Overview - provides a breakdown of the session into sub-topics, including the time allocation for each sub-topic.

Materials - list all the materials that will be required for the session.

Handouts - indicate all the handouts that will be required for the session. Handouts are included at the end of each session.

Steps - provide specific instructions to the trainer about how to conduct the session. Sessions are designed to move participants through the four components of the experiential learning model: **experience**, **reflection**, **generalization**, and **application**. The **experience** is an exercise or participatory presentation in which useful information is brought forth for discussion and learning. The **reflection** component helps participants ponder and analyze new information and develop their ideas about a topic. **Generalization** allows participants to draw broader conclusions and lessons about the new information, while **application** enables them to apply the generalizations to a new situation, or think about how they might apply their new skills or use their new knowledge in the future. Often, components of the cycle are repeated within sub-topics in a session.

Tasks - describe small group activities and appear in boxes within each session. A task provides the instructions participants need to do their group work. The trainer may copy the tasks on a flipchart.

Trainer's Notes - are written in italics. They may include expected or possible responses to a question, definitions, or other key points that the trainer should try to elicit during the session. In some cases, they refer the trainer to a handout which provides more detailed information on a particular topic.

Special Preparation - indicates any arrangements that the trainer needs to make prior to the session.

WORKSHOP OVERVIEW: TRAINING TRAINERS FOR DEVELOPMENT

Goal: By the end of this workshop, participants will be able to apply the principles of adult education and the Experiential Learning Cycle to design, implement, and evaluate participatory, competency-based training.

Day	Sessions	Purpose	Time
1	1. Adult Learning 2. Learning Styles	To identify the characteristics of adult learning, explain how a trainer can apply them, and begin to develop a humanistic philosophy of learning. To use the Inventory of Learning Styles to identify the style by which you prefer to learn.	3 hrs., 45 min. 1 hr., 45 min.
2	3. Experiential Learning 4. Training Techniques 5. Facilitation Skills	To describe the different ways people learn, the phases of the Experiential Learning Cycle, and the trainer's role in each phase of the learning cycle. To describe commonly used training techniques and kinds of learning appropriate to each one. To use verbal and non-verbal facilitation skills to enhance communication in training.	1 hr., 40 min. 2 hr., 30 min. 1 hr., 30 min.
3	6. Assessment of Training Needs 7. Writing Learner Objectives 8. Designing A Training Session	To explain how to conduct a needs assessment for a training session, and to identify the training needs of a specific group. To describe at least two ways in which objectives are useful to the learning process, and to develop at least two good learner objectives based upon needs identified in a case study. To develop a session design based upon criteria for an effective structured learning experience.	2 hrs. 2 hrs. 3 hrs.
4	9. Practicum	To practice facilitation techniques by implementing the training session they have designed, and to receive and give constructive feedback on the session design and the facilitation techniques.	1 day
5	10. Evaluation of Training Events 11. Planning Self-Directed Learning	To explain the purposes and methods of evaluating training, and to develop an overall evaluation tool for the TOT workshop. To develop a personal plan for self-directed learning.	2 hrs., 30 min. 3 hrs., 30 min.
6	12. The Workshop in Review	To describe the components of the training cycle and their relation to the whole cycle.	1 hr., 30 min.

SESSION ONE

A D U L T L E A R N I N G

Learner Objectives	By the end of this session participants will be able to <ol style="list-style-type: none">1. identify the characteristics of adult learning2. explain how a trainer can apply the principles of adult learning3. begin to develop a humanistic philosophy of learning
Time	3 hours, 45 minutes
Session Overview	<ol style="list-style-type: none">A. Learning and Change20 minutesB. Adult vs. Childhood Classroom Learning45 minutesC. Characteristics of Adult Learning1 hour, 30 minutesD. Principles of Adult Learning30 minutesE. Application and Wrap-Up40 minutes
Materials	Flipchart Two sheets of newsprint for each participant Markers or crayons for each participant Optional: Overhead projector and transparency of Handout 1D
Handouts	<ol style="list-style-type: none">1A Comparing Pedagogy and Andragogy1B Interview Questions: A Learning Activity1C A Thought Map1D Principles of Adult Learning

A. Learning and Change (20 minutes)

Step 1 Greet participants and read aloud the posted Learner Objectives for the session.

Step 2 Write on flipchart “What Is Learning” and read aloud to participants. Quickly write all ideas, being sure to point out which ideas refer to facts/information, which refer to skills (manual and cognitive), and which refer to attitudes and values.

Step 3 On a second page, write “Learning” and “Change.” Read aloud and ask how they are related. Write participant ideas, to include:

- learning can cause change
- change can cause learning

but

- learning does not always cause change
- change does not always cause learning

Step 4 Ask for and list the implications of these facts for trainers. Be sure to include that the tasks of trainers are:

- 1) to prepare people to implement change
- 2) to prepare people to deal successfully with change which is imposed upon them

B. Adult vs. Childhood Classroom Learning (45 minutes)

Step 1 Tell participants that you are going to have them describe to each other

- 1) How you learned as a student in primary school
- 2) How you have learned as an adult

Step 2 Give participants the following task:

TASK #1

Draw two pictures showing each of the following two situations as you remember them:

1. How you learned as a pupil in primary school.
2. How you learned as a participant in an enjoyable training experience (for example, a previous CEDPA training workshop).

Time: 15 minutes

Explain that they are to do this without using words! Since they will have only 15 minutes to complete the two drawings, they should work quickly and not worry about being artistic. Their drawings should be big enough to be visible to all in the room.

- Step 3** Distribute two large sheets and a marker to each participant only after giving the instructions in Step 2.
- Step 4** Ask each person to show his or her drawing. If possible, post all on the walls to encourage comparison—all primary school ones on one wall and all adult ones on another.
- Step 5** Ask participants to examine the drawings and compare:
- 1) the student/teacher relationship
 - 2) the relationship among learners
 - 3) the learning environment
- Step 6** Ask participants to help you generate a list of differences between classroom and adult learning. Compare their list with Handout 1A, Comparing Pedagogy and Andragogy.
- Step 7** Finally, ask which kind of learning is more appropriate (useful) for the kind of training they will be doing. Encourage discussion.

C. Characteristics of Adult Learning (1 hour, 30 minutes)

Step 1 Tell participants that you would like them to work in pairs on the following task:

TASK #2

Using the interview questions in Handout 1B, collect information about your partner's personal learning experiences: those they have had as adults outside of school—on their own initiative.

Time: 30 minutes

Step 2 Process the interview experiences of the participants by asking the following questions:

- How did the learning take place?
- Did the learner have a choice in the learning method?
- How would you describe the learning environment?
- How did the learner know that learning actually took place in the end?
- What did you learn about your partner's motivation to learn something new?
- Where did the motivation come from?
- What were your reasons for wanting to learn?

Step 3 Lead the group in developing a list of characteristics of the learning experiences they discussed. Write this on newsprint.

Step 4 Ask participants if they have ever drawn a “thought map” or what some people call a “cognitive map.” Elicit or explain that this is a way to explore your own ideas (concepts) about something—and have fun at the same time.

Step 5 Demonstrate the process on newsprint by quickly (and with their words) drawing a “thought map” for the word “_____.”

Step 6 Ask participants to draw their own “thought maps” on a sheet of notepaper. Explain that you will give them the term for the center circle or “starting place,” but that after that, each map will be different. Ask why each thought map will be different.

Answer: Because everyone has different thoughts about an idea.

Announce that the term for the center circle is “adult learning.”

TASK #3

1. List the first five words that come to mind when you think of adult learning.
2. For each of the five words you listed in #1, identify two words that come to mind and add them to your map.
3. Repeat by identifying two new word associations for each of the ten words you listed in #2.
4. Draw your cognitive map using the example provided in Handout 1C, A Thought Map. (Trainer should draw a cognitive map on a flipchart as an illustration, if necessary.)
5. Display your cognitive map on a wall when done.

Time: 30 minutes

Step 7 Post these examples and ask:

- 1) whether the map drawing was fun
- 2) what they learned from this activity
- 3) how they might use “thought mapping” in their work

D. Principles of Adult Learning (30 minutes)

Step 1 Point out to participants that up until now they have been exploring the concepts of learning and change, the concept of adult learning, and the differences between adult and childhood classroom learning.

Step 2 Tell them that now you would like them to work in pairs on the following task:

TASK #4

In pairs, develop conclusions about the way adults learn best. Refer to our previous discussions about adult learning.

Time: 15 minutes

Step 3 Ask a member of each pair for one conclusion or “principle of adult learning.” If all agree, write it on newsprint. Continue among the pairs until all ideas are listed.

Step 4 Tell participants that the term andragogy is commonly used to describe the kind of learning that is particularly appropriate for adult situations. Write the word on newsprint.

Step 5 Explain that this term was first developed in Europe as part of a theory of education but has become particularly well-known through the writings of an American educator, Malcolm Knowles. In fact, he has been called the father of andragogy.

Step 6 Distribute or show transparency of Handout 1D, Principles of Adult Learning, which is based on the work of Malcolm Knowles. Ask the participants to compare Knowles’ ideas with theirs.

Step 7 Point out to participants that up until now, the session has been dealing with ideas. Now it is time to think about how they will apply these new ideas in their work as trainers.

E. Application and Wrap-Up (40 minutes)

Step 1 Tell participants that in order to begin thinking about the application of what they have learned in the session, you would like them to work in small groups.

TASK #5

Imagine that you are working with a trainer who has not studied adult learning. What practical advice would you give so that she or he could conduct training based on the principles we have discussed? Be as specific as possible and write your tips on a flipchart.

Time: 15 minutes

- Step 2** Have each group present its list of tips/practical advice on a flipchart to the other participants. Check to see if there are any clarification questions as each group presents its list.
- Step 3** Point out the most common areas of advice that the participants have. Ask what advice is the easiest for trainers to follow and what is the most difficult.
- Step 4** Wrap up the entire session by asking the following questions:
- What do you feel you have learned today?
 - Are there areas where you feel you need more work for a stronger understanding?
 - What needs to happen for you to continue developing your understanding of today's topic?
 - How do you think your training practices might change as a result of today's activities?

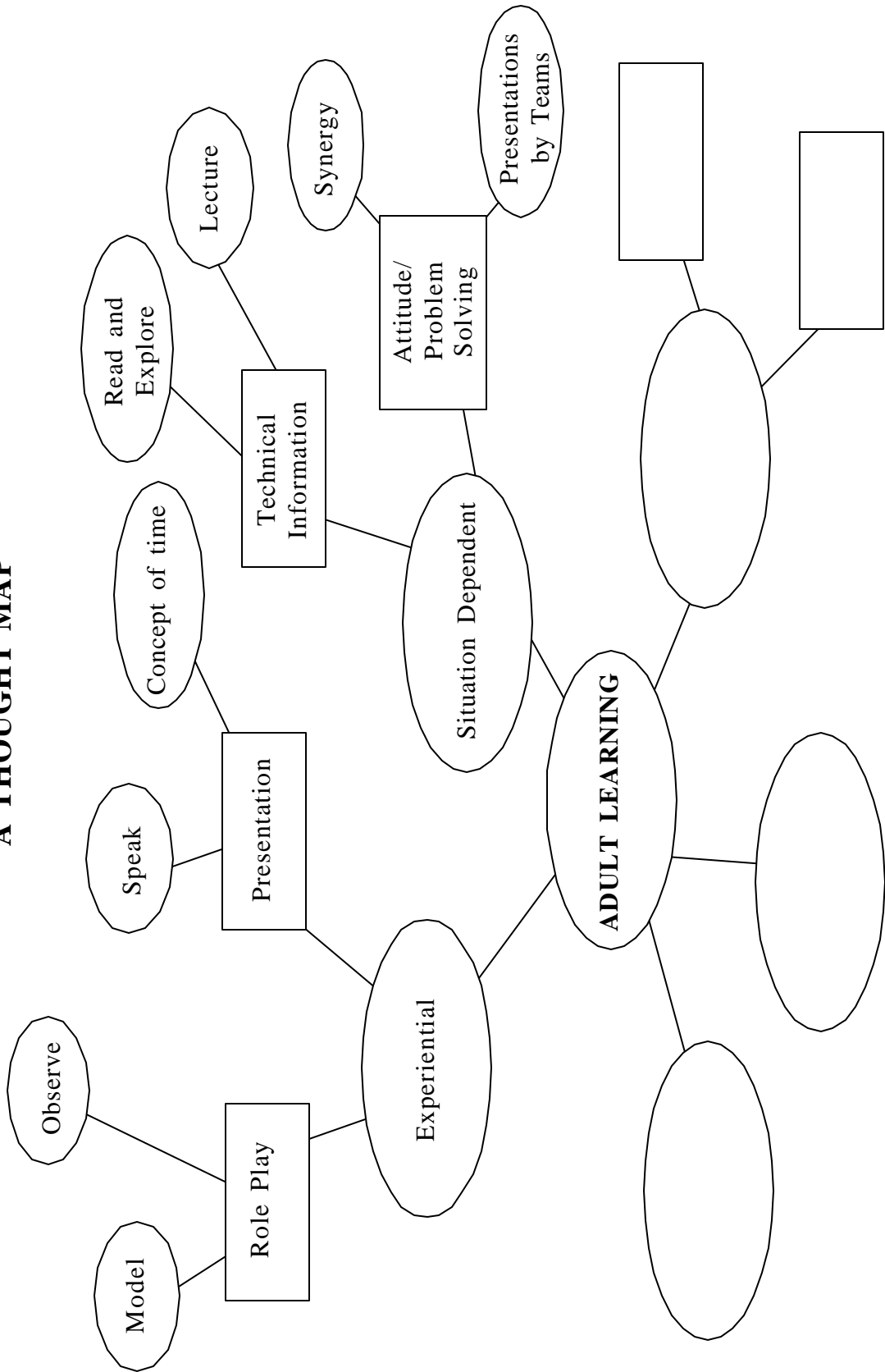
COMPARING PEDAGOGY AND ANDRAGOGY

	<i>P E D A G O G Y</i> <i>[classroom]</i>	<i>A N D R A G O G Y</i> <i>[adult, non-formal]</i>
LEARNER'S ROLE	Follow instructions Passive reception Receive information Little responsibility for learning process	Offer ideas based on experience Interdependent Active participation Responsible for learning process
MOTIVATION FOR LEARNING	External: Forces of society (family, religion, tradition, etc.) Learner does not see immediate benefit	From within oneself Learner sees immediate application
CHOICE OF CONTENT	Teacher-controlled Learner has little or no choice	Centered on life or workplace problems expressed by the learner
METHOD FOCUS	Gain facts, information	Sharing and building on knowledge and experiences

INTERVIEW QUESTIONS: A LEARNING ACTIVITY

1. What was your self-directed learning experience?
2. What was the goal of your learning?
3. Why were you interested in learning about this particular goal?
4. Where and with whom did your learning experience take place?
5. Did you encounter any problems in completing the project? How did you deal with the problems?
6. What motivated you to continue your project?
7. How much total time did you spend on the project?
8. How have you benefitted from doing this project?

A THOUGHT MAP



PRINCIPLES OF ADULT LEARNING

Adult learning occurs best when it:

- *Is self-directed*
Adults can share responsibility for their own learning because they know their own needs.
- *Fills an immediate need*
Motivation to learn is highest when it meets the immediate needs of the learner.
- *Is participative*
Participation in the learning process is active, not passive.
- *Is experiential*
The most effective learning is from shared experience; learners learn from each other, and the trainer often learns from the learners.
- *Is reflective*
Maximum learning from a particular experience occurs when a person takes the time to reflect back upon it, draw conclusions, and derive principles for application to similar experiences in the future.
- *Provides feedback*
Effective learning requires feedback that is corrective but supportive.
- *Shows respect for the learner*
Mutual respect and trust between trainer and learner help the learning process.
- *Provides a safe atmosphere*
A cheerful, relaxed person learns more easily than one who is fearful, embarrassed, or angry.
- *Occurs in a comfortable environment*
A person who is hungry, tired, cold, ill, or otherwise physically uncomfortable cannot learn with maximum effectiveness.

SESSION TWO

LEARNING STYLES

Learner Objective By the end of this session participants will be able use the Learning Styles Inventory to identify the style by which they as adults prefer to learn.

Time 1 hour, 45 minutes

Session Overview

- A. Learning Styles Inventory 1 hour
- B. Implications for Trainers 45 minutes

Materials

- Flipchart
- Colored markers for flipchart
- Optional: Overhead projector, transparency of Handout 1D

Handouts

- 2A Learning Styles Inventory
- 2B Learning Styles Inventory Interpretation Sheet
- 2C Learning Styles Continuum

A. Learning Styles Inventory (1 hour)

- Step 1** Ask participants to think about previous training courses they have had and the differences in the styles of training they have noticed.
- Step 2** Have participants refer to Handout 1D, Principles of Adult Learning (on newsprint or a transparency) and decide which of the principles their previous trainers followed most.
- Step 3** Post the Learner Objective for the session and read it aloud.
- Step 4** Explain that a checklist or inventory has been developed to help participants identify the styles by which they prefer to learn.
- Step 5** Distribute Handout 2A, Learning Styles Inventory, and ask participants to complete it according to instructions on the handout. Stress that there are no right or wrong answers; rather, answers will differ according to each one's preferred style of learning.
- Step 6** Remind participants that once they have completed the form, they should circle the numbers of the ten items which they consider to be most significant.
- Step 7** Tell participants that you are going to give them a letter—A, B, or C—to write down beside each number in the inventory. For example, beside Item 1 they should place an A.

Step 8 Dictate the following sequence of letters. Repeat the sequence so participants can check their work.

- | | | |
|-------|-------|-------|
| 1. A | 11. B | 21. C |
| 2. B | 12. B | 22. A |
| 3. A | 13. C | 23. C |
| 4. C | 14. C | 24. A |
| 5. B | 15. B | 25. B |
| 6. C | 16. C | 26. A |
| 7. B | 17. C | 27. A |
| 8. A | 18. A | 28. B |
| 9. C | 19. B | 29. B |
| 10. A | 20. A | 30. C |

Step 9 Next have participants count the number of A's that appear beside a number they have circled. They should put that total beside the A at the bottom of the inventory.

Step 10 Have participants count the B's and C's that appear beside the circled numbers and enter the totals after B and C at the bottom of the inventory.

Step 11 Tabulate all participants' scores for A, B, and C on a flipchart and note which letters seem to be the most and the least frequently represented.

Step 12 If you have an overhead projector, show a transparency of Handout 2B, Learning Styles Inventory Interpretation Sheet. Otherwise, distribute the handout. Discuss each column. Point out that participants with a preponderance of A's prefer a dependent learner style, B's a collaborative style, and C's an independent style.

B. Implications for Trainers (45 minutes)

- Step 1** Point out that these learning preferences have implications for trainers. Ask what roles and behaviors the trainer needs to use for learners who prefer Style A, Style B, or Style C.
- Step 2** Stress that trainers usually are not extremely directive or extremely non-directive. Rather, trainers use a variety of styles that can be shown along a continuum. This can be shown visually.
- Step 3** Show on newsprint, transparency, or handout the Learning Styles Continuum (Handout 2C).
- Step 4** Ask participants to work in three small groups for the following task:

TASK #1	
Group 1	Identify the advantages and disadvantages of trainer-controlled training.
Group 2	Identify the advantages and disadvantages of a collaborative training.
Group 3	Identify the advantages and disadvantages of learner-controlled training.

Time: 20 minutes

- Step 5** Reconvene for presentation of group findings.
- Step 6** Ask participants to reflect on the session and tell how they plan to use what they have learned when they conduct their next workshop.

LEARNING STYLES INVENTORY

INSTRUCTIONS

To determine your learning preferences, think of the training events you would like the most. Read each statement and decide if you agree. If so, place a check mark next to the number. If the statement does not describe your preferred training event, leave it blank. After you complete all the statements, go back and circle the 10 most significant statements.

- ___ 1. The trainer would present the subject material to the participants.
- ___ 2. The trainer would participate in the learning exercises with the participants.
- ___ 3. The trainer would design all the activities for the workshop.
- ___ 4. The participants would often critique each other's work with little or no direction from the trainer.
- ___ 5. The participants and trainer would share responsibility for subject material.
- ___ 6. Participants would be self-directed and study topics that interest them with little trainer guidance.
- ___ 7. The trainer's principal role would be to encourage participants to continue working together, exploring alternatives, and moving toward their own goals.
- ___ 8. The trainer would discuss the detailed plan and organization of the workshop.
- ___ 9. The participants would be encouraged to develop ways to accomplish their own goals, even if it meant changing the workshop plan.
- ___ 10. The trainer would choose materials for the course.
- ___ 11. The trainer would accept participants' ideas, even if not agreeing with them.
- ___ 12. Participants would share responsibility with the trainer for adapting the workshop to their needs.

- ___ 13. The trainer does not know as much about the subject matter as the participants.
- ___ 14. The trainer would allow the participants to make most of the judgments about the workshop's success.
- ___ 15. The trainer allows the participants' comments and needs to influence much of the design.
- ___ 16. Participants would evaluate their own progress throughout the course.
- ___ 17. The trainer would allow the participants to determine how much time should be spent on each topic.
- ___ 18. A significant portion of the workshop would be devoted to learning from the trainer's well-executed lectures and exercises.
- ___ 19. Participants would be expected to challenge the trainer's ideas.
- ___ 20. The participants would be told precisely what to expect from the workshop.
- ___ 21. The trainer would not need to remain in the room during small group discussion.
- ___ 22. Discussions would always be tightly controlled to stay within limits.
- ___ 23. The trainer would rarely make substantive inputs, although she or he would be knowledgeable about the subject.
- ___ 24. The trainer would assume full responsibility for the learning activities.
- ___ 25. Participants would be asked to help design the workshop.
- ___ 26. The participants would rely on the knowledge of the trainer for many of the answers they are seeking.
- ___ 27. The trainer would evaluate the success of the course.
- ___ 28. The participants would define the subjects and issues that should be covered in the workshop; they would be responsible for looking for answers. The trainer would only assist in this process.

- ___ 29. Each participant, with input from the supervisor and the training staff, would determine the benefits of the course, and once a decision is made, the participant would abide by it.
- ___ 30. The participant should decide whether or not the course is beneficial and would be free to leave if it was not helpful.¹

TOTALS: A's _____ B's _____ C's _____

Put the following letters beside each number in the inventory you have just completed.

- | | | |
|---------|---------|---------|
| 1. A | 11. B | 21. C |
| 2. B | 12. B | 22. A |
| 3. A | 13. C | 23. C |
| 4. C | 14. C | 24. A |
| 5. B | 15. B | 25. B |
| 6. C | 16. C | 26. A |
| 7. B | 17. C | 27. A |
| 8. A | 18. A | 28. B |
| 9. C | 19. B | 29. B |
| 10. A | 20. A | 30. C |

Now look at the numbers you have circled:

How many A's are beside numbers you circled? _____

How many B's are beside numbers you circled? _____

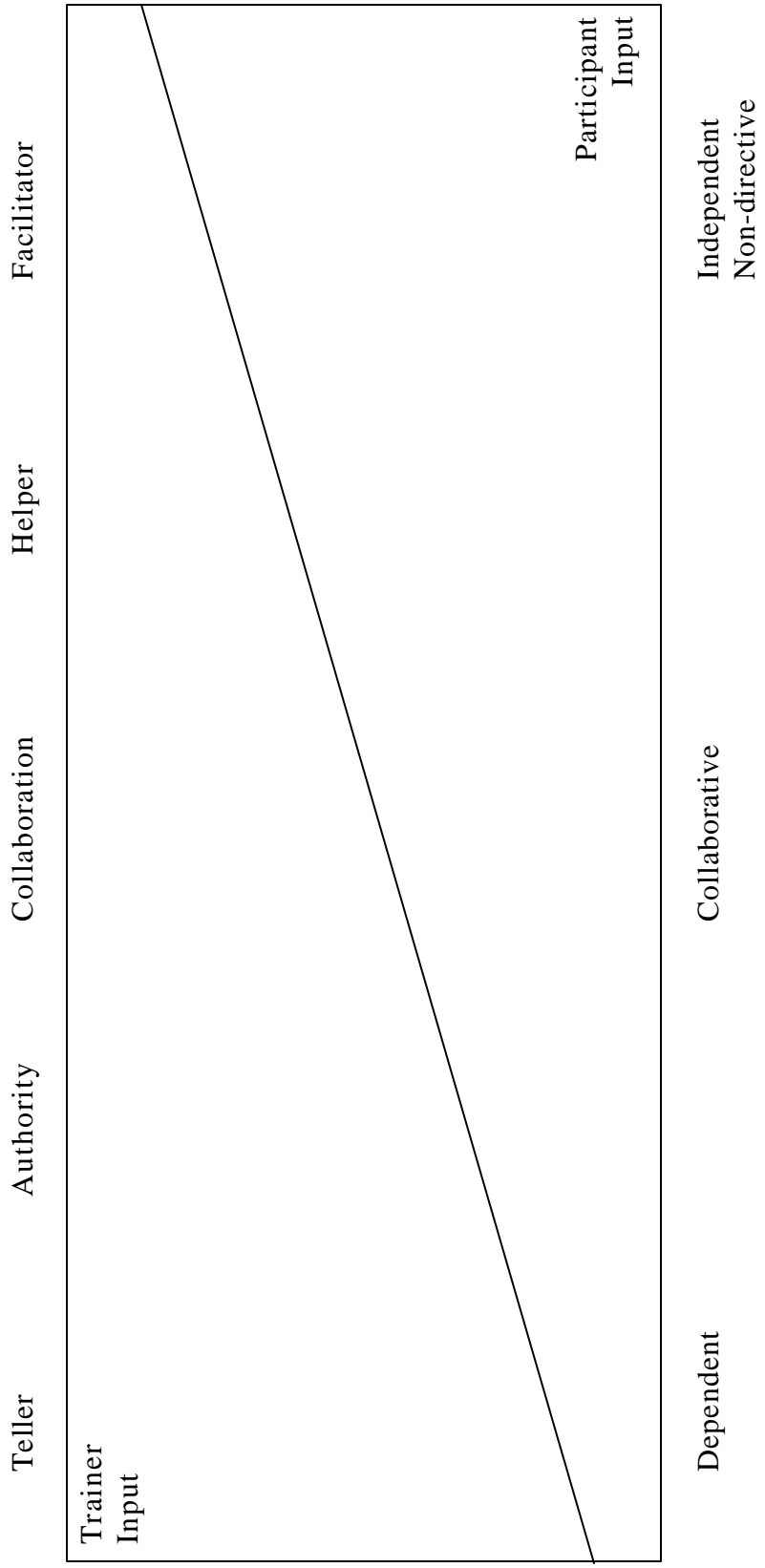
How many C's are beside numbers you circled? _____

¹ *Training of Trainers Workshop for Technology Transfer in Water Supply and Sanitation: The Water and Sanitation for Health (WASH) Project.*

LEARNING STYLES INVENTORY INTERPRETATION SHEET

LEARNER ROLE	LEARNER NEEDS	TRAINER BEHAVIORS
<p>A. DEPENDENT</p> <p>Occurs in introductory courses, new situations, new languages, courses, where learner has little or no information upon entering the course</p>	<p>structure direction external reinforcement encouragement esteem from authority</p>	<p>lecturing demonstrating assigning checking testing reinforcing transmitting content grading designing materials</p>
<p>B. COLLABORATIVE</p> <p>May occur when learner has some knowledge, information, ideas and would like to share them or try them out</p>	<p>introspection interaction practice observation participation peer challenge peer esteem experimentation</p>	<p>collaborating questioning modeling providing feedback coordinating evaluating managing</p>
<p>C. INDEPENDENT</p> <p>May occur when learner is knowledgeable and wants to continue to learn on his/her own, or has had successful experience working alone in a new situation; may feel trainer cannot offer much expertise</p>	<p>internal awareness experimentation non-judgmental support</p>	<p>allowing providing requested feedback providing resources consulting listening negotiating evaluating delegating encouraging environment setting</p>

LEARNING STYLES CONTINUUM



SESSION THREE

EXPERIENTIAL LEARNING

Learner Objectives	By the end of this session, participants will be able to <ol style="list-style-type: none">1. Describe the different ways people learn2. Describe the phases of the Experiential Learning Cycle and the relationships among the phases3. Describe the trainer's role in each phase of the learning cycle
Time	1 hour, 40 minutes
Session Overview	A. Styles of Learning 20 minutes B. Experiential Learning Cycle 1 hour, 20 minutes
Materials	Flipchart Markers Handout 1D, Principles of Adult Learning, written on newsprint
Handouts	3A The Adult Learning Cycle: The Role of the Trainer

A. Styles of Learning (20 minutes)

- Step 1** Greet participants and read aloud the posted Learner Objectives for the session.
- Step 2** Ask if anyone can give examples of something they have learned just by trying to do it, without reading or receiving instructions about it.
- Possible answers: As a child, beating on things to make noise; drawing; composing poems or songs, etc.*
- Step 3** Ask participants to imagine that a radio has been brought to a remote village. The villagers gather around it and begin to learn about it.
- Step 4** Elicit and write a list of four different ways the villagers might learn to use the radio:
- By doing - simply playing with the knobs
By observing and reflecting - watching someone else do it
By conceptualizing - reading or listening to instructions
By feeling or intuition - by guessing
- Step 5** Tell participants that these are four different styles of learning and that most people have a definite preference for one of these styles.
- Step 6** Ask how the learning styles differ from each other.
- Answer: They emphasize different activities: seeing/doing/thinking/feeling.*
- Step 7** Ask if any style is better than the others.
- Answer: No, but one kind may be more appropriate in a given situation. Example: You wouldn't want a pilot or surgeon to learn by feeling!*
- Step 8** Ask how they might combine learning styles as learning progresses. Have them start with the example of the radio.

B. Experiential Learning Cycle (1 hour, 20 minutes)

- Step 1** Tell participants that a very powerful and effective way of learning is called the Experiential Learning Cycle. Write the term on newsprint.
- Step 2** Draw the cycle on newsprint as you explain each phase: experience, reflection, generalization, and application.
- Step 3** Point out that often people experience something without really learning from it. (Elicit examples.) For maximum learning to occur, the remaining phases must occur, with or without the help of a teacher.
- Step 4** Elicit or explain that reflection means considering your thoughts and feelings and perhaps discussing these with friends. Write “thoughts and feelings” in parentheses under “reflection.” Ask for other synonyms for “reflection.”
- Step 5** Elicit or explain that in the “generalization” phase, learners make conclusions—lessons they have learned from their reflections on the experience. Write “lessons learned” in parentheses under “generalization.” Ask for other synonyms for “generalization.”
- Step 6** Finally, explain that quite often learners fail to apply new learning once they are back at work. (Elicit examples.) Therefore it is very important, while still in the learning setting, to have them decide how they will apply their new learning when they return to the outside world.
- Step 7** Post Handout 1D, Principles of Adult Learning, beside the cycle and ask which of these principles can be seen in the Experiential Learning Cycle.
- Answers: Adults learn best to meet an immediate need, when they can reflect upon their experiences, etc.*
- Step 8** Ask whether experiential learning is trainer-centered or learner-centered.
- Answer: Learner-centered.*
- Step 9** Elicit that the role of the trainer is to help the learner progress through the phases. Ask how they might do it.
- Answer: By asking thought-provoking questions.*

Step 10 Ask participants to work in small groups on the following task:

TASK #1

Pretend you are facilitating a role play. Think of questions you might ask participants to ensure that they advance through all four phases of the Experiential Learning Cycle, beginning with the introduction of the role play and ending with the discussion after the role play.

Time: 20 minutes

Step 11 Have participants present their questions, combining their lists into a single one for each phase.

Possible answers:

Experience: Are the role assignments clear?
Reflection: What happened during the role play?
Generalization: What did you learn from the role play?
Application: How is this useful to you?

Step 12 Ask participants to analyze one of the training experiences they have had in this workshop; for example, the exercise where they drew pictures to compare schooling with training for adults. Have participants identify the experience, the reflection, the generalization, and the application phases of that exercise.

Possible answers:

Experience: Recalling learning in school and learning in a training situation and drawing pictures of each.
Reflection: Looking at everyone's pictures, comparing and discussing them.
Generalization: Agreeing on how learning in school differs from the way adults need to learn.

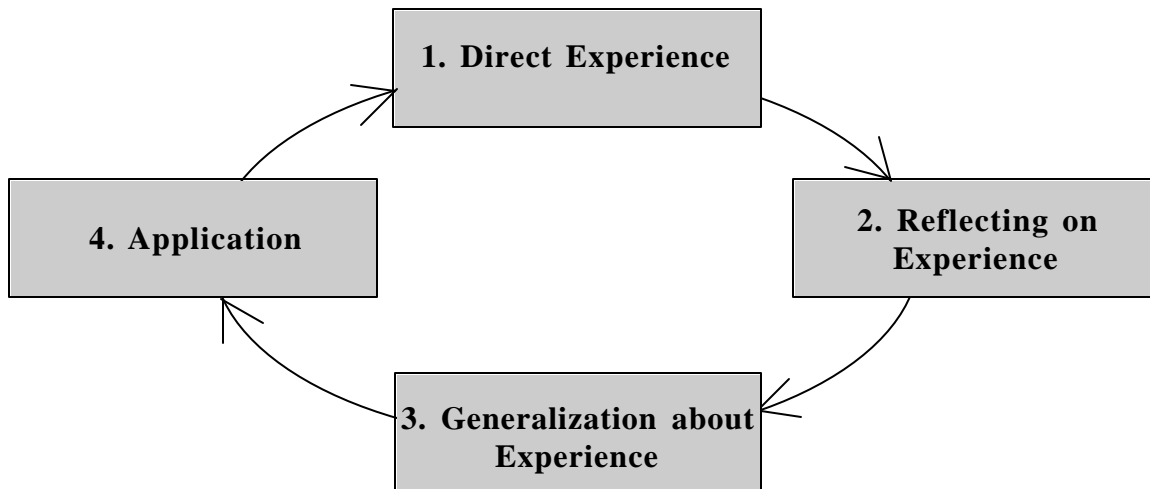
Application: Deciding which approach is most appropriate for a trainer to use.

Step 13 Ask participants to agree upon a definition of experiential learning.

Answer: Learning by reflecting and then drawing conclusions from your own experience in order to apply them to similar situations in the future.

Step 14 Elicit and write a list of implications of the Experiential Learning Cycle for trainers.

THE ADULT LEARNING CYCLE THE ROLE OF THE TRAINER



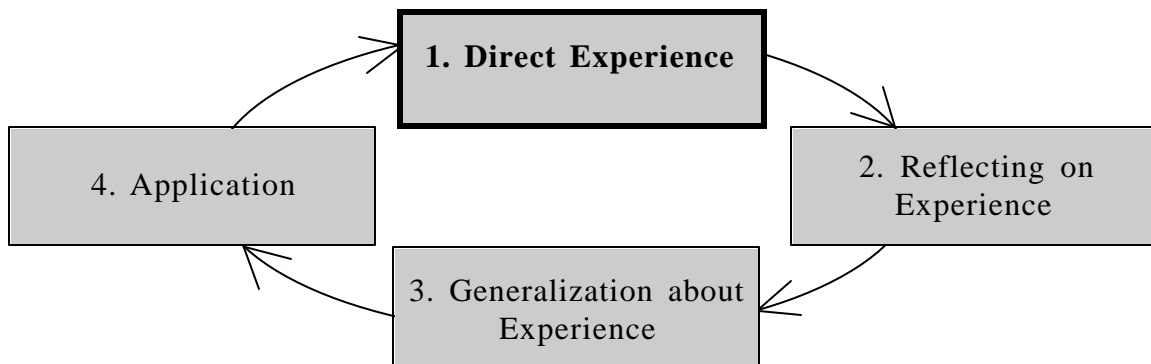
Learning is the transformation of information into useful knowledge.

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 handout, 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 1: 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

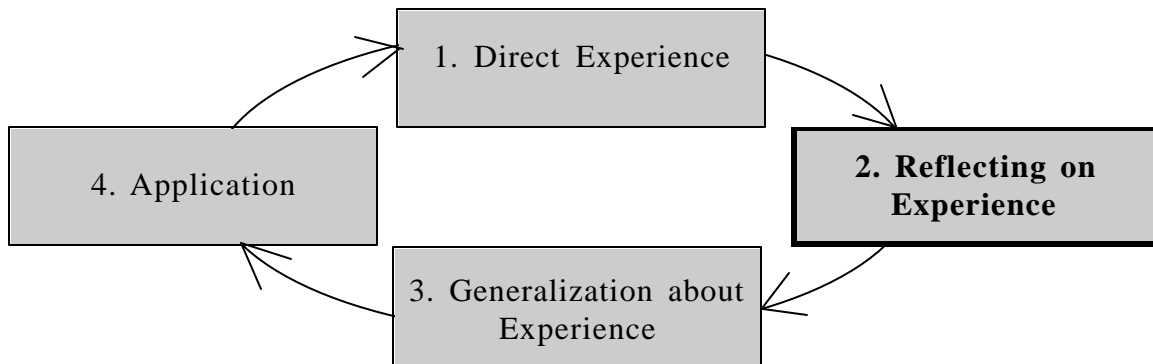
Skills practice
Games
Group tasks

TRAINER'S ROLE

The trainer's primary role is that of a structurer. She or he must present the objectives of the activity and clarify norms, rules and time limits. Information should be presented in a way that is meaningful to participants and that will stimulate their interest (for example, with visual aids and by asking questions).

For small group activities, the trainer needs to be very clear about the task. The task, including discussion questions, should be written on a flipchart or a handout. Group members should be assigned (or volunteer for) roles of secretary, discussion leader, time-keeper, and reporter. Although most of the processing goes on during the next phase, the trainer can ask some questions now. 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 2: REFLECTING ON THE EXPERIENCE

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
Participant presentations

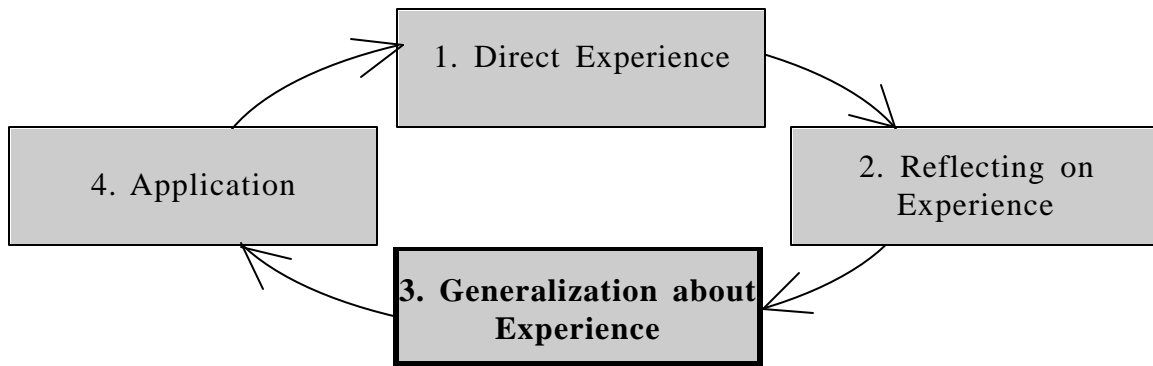
Large group discussion
Reporting from small groups

TRAINER’S ROLE

The trainer’s role is to help the learner reflect on what happened during phase 1 and what the experience meant. 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 2 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 to stimulate discussion.



WHAT HAPPENS IN PHASE 3: GENERALIZING ABOUT THE EXPERIENCE

The learners interpret what was discussed during phase 2 to determine what it means and what lessons can be learned and to draw principles.

ACTIVITIES TO USE

Synthesis discussion in large group
Lectures

Demonstration
Reading assignments

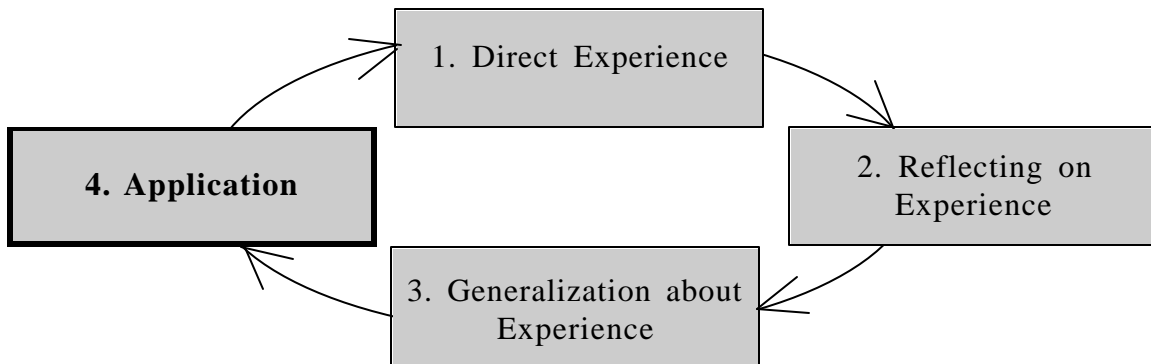
TRAINER'S ROLE

The trainer's role is the conventional role of the educator—to guide the learner. More than in any other phase, the trainer needs to be knowledgeable about the subject matter and be a credible information source. This does not mean that the trainer needs to provide all the answers during this phase. In fact, the learners will probably internalize the learning better if they find the answers for themselves.

As a guide, the trainer helps the learner focus on the implications of the experience and reflection phases so that the learner can acknowledge having learned something new. There are two basic approaches to doing this: 1) the trainer can provide a summary for the learners (as in a lecture or reading assignment) or 2) 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.

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 insights about...?
- What are some of the major themes we've seen here?
- Are there any lessons to be learned?



WHAT HAPPENS IN PHASE 4: APPLICATION

In order for the learner to feel the training is significant, the new learning must relate to her or his own life situation. During phase 4, 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 planning for application after training.

ACTIVITIES TO USE

Action planning
Field visits

Practicing new skills
Discussion

TRAINER'S ROLE

The trainer's primary role 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 to 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?
- How could you do this better?

SESSION FOUR

TRAINING TECHNIQUES

Learner Objectives	By the end of this session, participants will be able to <ol style="list-style-type: none">1. Describe commonly used training techniques and the kinds of learning appropriate for each one2. Explain the processes a trainer should follow in implementing at least four training techniques
Time	2 hours, 30 minutes
Session Overview	A. Linking Training Techniques with Learning Needs 1 hour B. Understanding Training Techniques 1 hour, 30 minutes
Materials	Flipchart Markers Names of training techniques written on slips of paper: presentation, demonstration, case study, role play, simulation, small group discussion Hat, bag, or box
Handouts	4A Choosing Appropriate Training Techniques 4B Training Techniques 4C Activities Continuum

A. Linking Training Techniques with Learning Needs (1 hour)

- Step 1** Greet participants and read aloud the posted Learner Objectives for the session.
- Step 2** Elicit and write on newsprint a list of training techniques which participants have used as trainers, learners or observers.
- Step 3** Ask the participants what the difference is between knowledge, skills, and attitudes.
- Possible answers:
- Knowledge: Retaining facts and information.*
- Skills: Aptitude; the ability to do something (including both cognitive and manual skills).*
- Attitudes: Expressing feelings and values in a given situation; showing emotions.*
- Step 4** Explain that behavior involves a combination of knowledge, skills, and attitudes. Training techniques are designed to change people's behaviors by developing knowledge, skills, and attitudes.
- Step 5** On newsprint, quickly draw the chart in Handout 4A, Choosing Appropriate Training Techniques, but leave the boxes blank.
- Step 6** Have participants use brainstorming to fill in the boxes.
- Step 7** Distribute Handout 4A for comparison with their work.
- Step 8** Answer any questions and encourage discussion.

B. Understanding Training Techniques (1 hour, 30 minutes)

- Step 1** Divide participants into five groups and have a representative from each group draw a slip of paper with the name of a training technique from the hat, box or bag. Have each group work on the following task:

TASK #1

For your technique, provide the following:

1. A definition of the technique
2. Advantages and disadvantages of this technique
3. The steps a trainer should follow to carry out this technique at each phase of the learning cycle

Time: 45 minutes

- Step 2** Have groups present their work. Encourage questions and discussion. Ask what difficulties they have had and possible solutions.
- Step 3** Distribute Handout 4B, Training Techniques, and Handout 4C, Activities Continuum, for additional ideas.
- Step 4** Wrap up the session by asking which techniques participants would like to practice during the workshop's practicum, and why.

CHOOSING APPROPRIATE TRAINING TECHNIQUES

Kinds of Learning	Training Activities	Evaluation Activities
Facts/information	Readings, songs, lectures, brainstorming, TV, radio	Written exams Oral exams
Skills (manual, thinking, planning, etc.)	Demonstration or instructions followed by practice with feedback to correct mistakes	Observation on the job or in practicum or role play; observation checklist might be useful
Attitudes/values	Discussion, role play, role-modeling, values, clarification exercise	Indirectly, by observing behaviors, especially on the job

TRAINING TECHNIQUES: 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 skills
- 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 TECHNIQUES: 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 TECHNIQUES: 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 TECHNIQUES: 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 actions 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 TECHNIQUES: 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

TRAINING TECHNIQUES: 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

- 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
- Allows for reinforcement and clarification of lesson through discussion

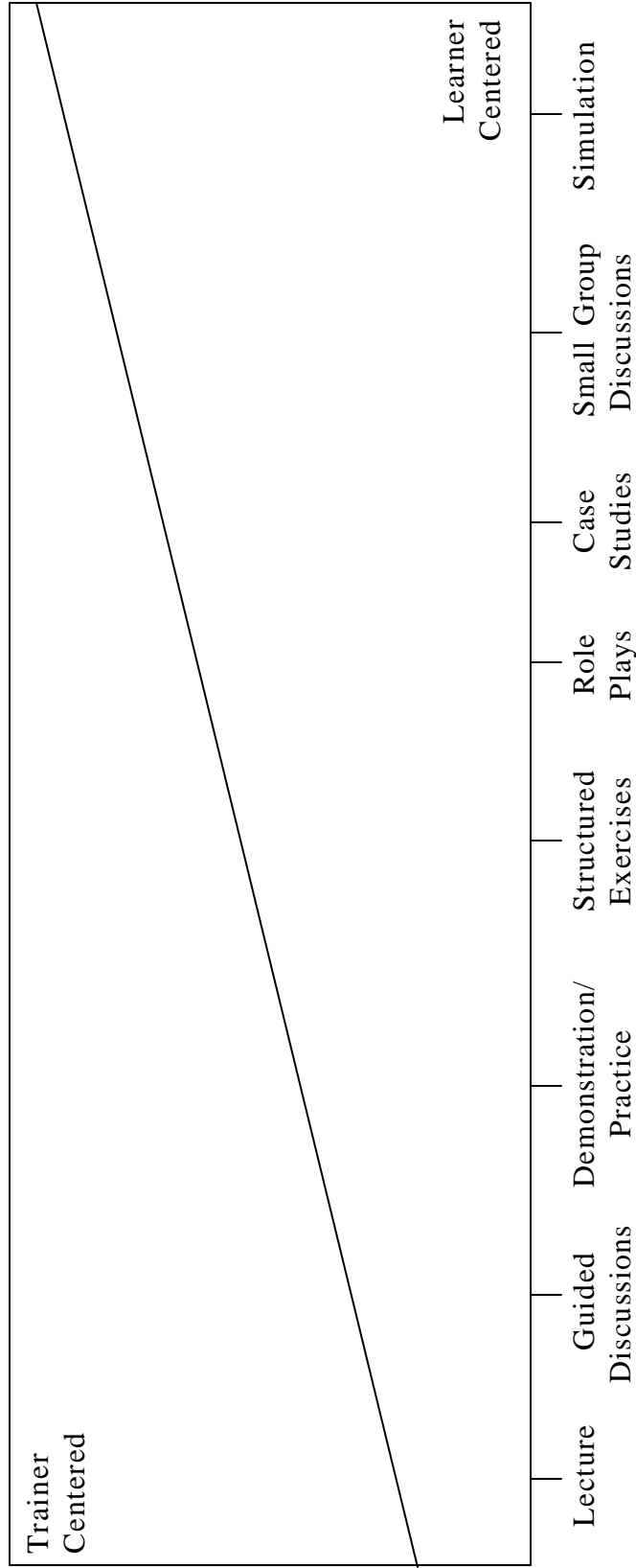
THINGS TO BE AWARE OF BEFORE YOU DECIDE TO USE A SMALL GROUP DISCUSSION

- 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
- Group discussion should not be dominated by any one or two people
- Questions help guide the discussion
- Everyone should be encouraged to participate

PROCESS

1. Arrange the learners in groups of four to seven
2. Introduce the task that describes what should be discussed
3. Ask each group to designate a discussion facilitator, a recorder, and a person to present the group's findings 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 ideas)
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

ACTIVITIES CONTINUUM



SESSION FIVE

FACILITATION SKILLS

Learner Objective By the end of this session, participants will be able to use verbal and non-verbal facilitation skills to enhance communication in training.

Time 1 hour, 30 minutes

Session Overview

A.	Verbal and Non-Verbal Skills	20 minutes
B.	Open and Closed Questions	30 minutes
C.	Paraphrasing	40 minutes

Materials Flipchart
Markers
Drawings for paraphrase exercises on newsprint

Handouts 5A Facilitation Skills

A. Verbal and Non-Verbal Skills (20 minutes)

Step 1 Greet participants and read aloud the posted Learner Objective for the session.

Step 2 Ask participants to think back to a particular trainer they have seen whom they considered to be among the best. Ask them to close their eyes and try to see what that person did that made training more effective.

Use participants' recollections to generate two lists on newsprint: "verbal skills" and "non-verbal skills." This can be done on two flipcharts or on two columns on one flipchart, moving back and forth as participants share their memories.

Review the lists, putting an asterisk beside the three skills participants consider most useful.

B. Open and Closed Questions (30 minutes)

Step 1 Elicit definitions and examples for "closed" questions and "open" questions.

Answers:

Closed questions can be answered by very short responses, often just one word. Open questions require a longer, more thoughtful answer.

Example: Do you agree with this? How is this different from that? Why do you feel that way?

Step 2 Ask participants to work in pairs for the following task:

TASK #1

Discuss the work your partner does in her or his organization.

Round 1 - use only closed questions

Round 2 - use only open questions

Time: 10 minutes

Step 3 Assist participants in reflecting upon the role play experience by asking the following questions:

- What happened when you asked closed questions?
- What happened when you asked open questions?
- What were the differences in the quality of your conversation when using the two types of questions?

C. Paraphrasing (40 minutes)

Step 1 Ask participants if they can define the word paraphrasing. Write the term and definition on newsprint.

Possible answers:

Restating what someone has said, using different words; it confirms that speaker and listener have the same understanding of what was said, and it lets the speaker know that the listener has been paying close attention.

Step 2 Elicit ways to begin paraphrasing and write them on newsprint.

Possible answers:

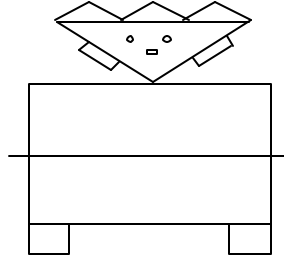
“ In other words...”

“ What I’m hearing you say is that...”

“ Do you mean that...”

Step 3 Allow participants to experience the usefulness of paraphrasing by trying to follow directions with and without it. Ask for two volunteers.

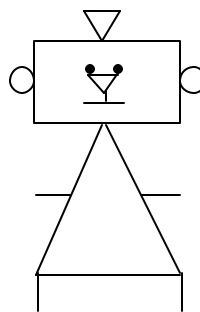
Step 4 Show the diagram below to volunteer A, but don't let volunteer B see it.



Have volunteer A dictate to volunteer B instructions for replicating the drawing on newsprint at the front of the room. Position the volunteers so that they cannot see each other but so that the rest of the participants can see both drawings. Volunteer A can give each direction only once and volunteer B cannot ask for any clarification. The observers need to make sure that volunteer B doesn't ask any questions. Post the completed replication on the wall.

Step 5 Ask the volunteers how they felt during each part of the exercise. Ask the observers for additional ideas.

Step 6 Now ask for two new volunteers to repeat the exercise with another drawing (see below). However, this time volunteer B must paraphrase everything volunteer A says to check his or her understanding. If volunteer B has misunderstood then volunteer A may give the instructions again. Observers need to make sure that volunteer B doesn't ask any questions but only uses paraphrasing. Post the second replication.



Step 7 Ask for a summary of the benefits of asking open questions and of paraphrasing.

- Step 8** Elicit and write a list of situations in which participants can use open questions and paraphrasing.
- Step 9** Distribute Handout 5A, explaining that this is a list of general facilitation skills developed by participants at a previous workshop. Ask participants to read through the list and consider which facilitation skills will be the most difficult, that is, require the most practice to do really well.

FACILITATION SKILLS

NON-VERBAL

- Maintain eye contact with everyone in the group as you speak. Don't appear to favor certain people in the group.
- Move around the room without distracting the group. Avoid pacing or addressing the group from a place where you can't be easily seen.
- React to what people say by nodding, smiling, or other actions that show you are listening.
- Stand in front of the group, don't sit—particularly at the beginning of the session. It's important to appear relaxed and at the same time be direct and confident.

VERBAL

- Ask questions that encourage responses. Open-ended questions help: "What do you think about...," "Why...," "How...," "What if...," etc. If a participant responds with a simple "Yes" or "No," ask "Why do you say that?"
- Ask the other participants if they agree with a statement someone makes.
- Be aware of your tone of voice, and speak slowly and clearly.
- Be sure the participants talk more than you do.
- Don't answer all questions yourself. Participants can answer each other's questions. Say, "Does anyone have an answer to that question?"
- Paraphrase by repeating statements in your own words. You can check your understanding and reinforce statements.
- Summarize the discussion. Be sure everyone understands it and keep it going in the direction you want. See if there are disagreements and draw conclusions.
- Reinforce statements by sharing a relevant personal experience. You might say, "That reminds me of something that happened last year...."

SESSION SIX

ASSESSMENT OF TRAINING NEEDS

Learner Objectives	By the end of this session, participants will be able to <ol style="list-style-type: none">1. Explain how a needs assessment helps in development of a training session2. List the steps for conducting a needs assessment3. Identify the training needs of a specific group
Time	2 hours
Session Overview	A. Identify Skills Needed 45 minutes B. Identify Training Needs 1 hour, 15 minutes
Materials	Flipchart Markers
Handouts	6A Case Study: Assessing Training Needs 6B Case Study: Sample Job Description 6C Case Study: Trainee Profile

A. Identify Skills Needed (45 minutes)

- Step 1** Greet participants and read aloud the session's posted Learner Objectives.
- Step 2** Ask participants if they have ever been in a situation where the instructor spent a lot of time covering material they already knew. If so, how did they feel? How did it affect the class morale?
- Step 3** Point out that in order to reduce the boredom or frustration that can occur when training is not appropriate for a particular group, it is necessary to conduct a training needs assessment before designing the training.
- Step 4** Ask how they might go about assessing trainees' needs.
- Possible Answers: Comparing a written job description with recent performance, and observing workers on the job. Ideally, both should be done, since the two sources may yield different information.*
- Step 5** Tell participants that they will have the opportunity to do a training needs assessment using a case study.
- Step 6** Distribute the case study (Handout 6A) and job description (Handout 6B) and ask participants to read them.
- Step 7** Ask a volunteer to summarize the case study orally by paraphrasing it.
- Step 8** Have participants work in pairs on the following task:

TASK #1

Look at the job description (Handout 6B). If you were to recruit a volunteer factory outreach worker, what knowledge, skills, and attitudes would you expect that person to have in order to perform his or her job effectively?

Time: 20 minutes

Step 9 Ask one pair to present their list. Ask other pairs for any additional ideas.

Step 10 After the group reaches consensus, work with them to distinguish knowledge, skills, and attitudes by marking each item with a K, S, or A.

B. Identifying Training Needs (1 hour, 15 minutes)

Step 1 Distribute the trainee profile (Handout 6C) and ask participants to again work in pairs to decide:

<p style="text-align: center;">TASK #2</p> <ol style="list-style-type: none">1. What knowledge, skills, and attitudes does this trainee already have for the position?2. What knowledge, skills, and attitudes does this trainee need for the job but not have? <p style="text-align: right;">Time: 30 minutes</p>
--

Step 2 Again have the pairs share their lists and reach consensus on what priority topics the training should include.

Step 3 Help participants reflect upon their needs assessment experience by asking the following questions:

- Was it easy or difficult to determine the training needs of these outreach workers?
- What might have made it easier to identify training needs?
- Are there some needs a worker might have in order to perform better which cannot be met by training? Elicit examples.

Step 4 Elicit conclusions about needs assessment by asking if anyone can list the steps used in this case study to conduct a training needs assessment.

Step 5 Ask participants which principles of adult learning suggest that needs assessment is an important part of designing adult learning activities.

Answer: Adults learn best when they are fulfilling an immediate need.

Step 6 Ask whether any of the participants has used a needs assessment in the past. If so, ask how it was done and how it aided the learning process.

Step 7 Wrap up this session by asking:

- How do you think this exercise might be useful to you when you design training sessions?
- Do you think you will feel confident about conducting needs assessments for workshops in the future? What part do you think will be the most difficult? The most useful?

CASE STUDY: ASSESSING TRAINING NEEDS

The Tonka Factory employs both men and women workers. There are some single women workers, including some with children. Most of the men are married. Their wives stay at home, and most of them have 6 to 8 children.

A new on-site clinic has been created to provide contraceptives and basic health care to workers. As part of a new Family Planning Project, a number of volunteer outreach workers are to be trained.

You have been asked to design a workshop for the new outreach workers, basing the training content on the attached job description (Handout 6B).

CASE STUDY: SAMPLE JOB DESCRIPTION

POSITION

Volunteer factory outreach worker

RESPONSIBILITIES

- Provide information and education to factory workers on family planning methods, health related aspects of family planning, and basic maternal child health.
- Organize, plan, and help develop curriculum for lunch-time education meetings at the factory.
- Provide referral to factory clinic for IUD insertions, sterilization, and side- effects examinations.
- Distribute condoms, tablets, foams, jellies, and creams to acceptors.
- Administer client education checklist for pill use.
- Maintain client records on distribution of contraceptives and referrals.
- Report to clinic supervisor.

SELECTION CRITERIA

Basic literacy; strong interest in family planning; good communication and interpersonal skills.

CASE STUDY: TRAINEE PROFILE

In the Tonka Factory, you will be training women and/or men volunteers who are functional literates, with 3-5 years of formal schooling. They have all practiced some form of birth spacing, traditional for the most part due to lack of access to modern methods.

When asked why they volunteered for the project, they said that too many women lose income by taking time off from work to have babies and to take care of sick babies.

An on-site clinic that provides contraceptive supplies and basic health care will help cut down on the time they must take off.

The women volunteers are all single mothers. The men have wives who do not work but stay at home with 6-8 children each.

SESSION SEVEN

WRITING LEARNER OBJECTIVES

Learner Objectives	By the end of this session, participants will be able to <ol style="list-style-type: none">1. describe at least two ways in which objectives are useful to the learning process2. develop at least two good learner objectives based upon needs identified in a case study
Time	2 hours
Session Overview	A. Introduction to Learner Objectives 30 minutes B. Writing Objectives 1 hour, 30 minutes
Materials	Flipchart Markers
Handout	7A Writing Objectives for Different Kinds of Learning

A. Introduction to Learner Objectives (30 minutes)

Step 1 Greet participants and read aloud the posted Learner Objectives for the session.

Step 2 Ask whether participants have had previous experience with objectives. If so, was the experience easy or difficult. What was the most difficult part?

Step 3 Elicit and write a definition for the term learner objective.

Answer: A statement of exactly what the learner will be able to do at the end of training.

Step 4 Circle the word “do” and stress that it is DO, not “know” or “believe” or “think.” Ask why this distinction is important.

Answer: We cannot be sure the objective was attained unless we see evidence of it. Therefore the objective must specify a behavior—something the participant can do after the training. Write “Specifies an observable, measurable behavior.”

Step 5 Point out that because objectives state a behavior, they are sometimes referred to as “behavioral objectives.”

Step 6 Ask why it is important to make objectives learner-based instead of trainer-based (that is, telling what the trainer is to do in the session).

Answer: The learner doesn’t always learn what the trainer thinks he or she has taught. Ask for examples of this in their experience.

Step 7 Write “should be learner-based.”

Step 8 Pointing to the word “measurable,” ask what this means and why it is important.

Answer: It refers to the degree or standard of behavior desired. Its importance is that it allows the trainer and trainee to evaluate learning.

Step 9 Finally, elicit or explain that learner objectives should be feasible (realistic). Ask why this is so and write down answers.

Answer: To assure that the training is effective, useful, etc., and not discouraging for trainers or participants.

Step 10 Point to the objectives you have been using in the workshop and ask participants to explain how the objectives fit the criteria just discussed.

B. Writing Objectives (1 hour, 30 minutes)

Step 1 Have participants return to their pairs to work on the following task:

<p style="text-align: center;">TASK #1</p> <ol style="list-style-type: none">1. Using the knowledge/skills/attitudes identified in the Tonka Factory case study needs assessment, identify topics you would include in a two-day training course.2. Rank the topics with the most important one first.3. Select one of the topics and write learner objectives for it. <p style="text-align: right;">Time: 45 minutes</p>
--

Step 2 Reconvene the large group and ask for a volunteer to read aloud one of his or her objectives. Write on newsprint.

Step 3 Lead the group in checking it against the posted criteria. (Learner-based? Observable? Measurable behavior? Feasible?)

Step 4 Because objectives are difficult for many participants, continue to write them as long as time allows and participants still appear uncertain.

Step 5 Distribute Handout 7A, Writing Objectives for Different Kinds of Learning, and ask them to underline any new ideas which they think they can use in their work.

Step 6 Ask what was the most difficult part of this exercise? Which parts need more practice?

Step 7 Ask what difference good learner objectives make in designing and conducting training.

Answers: Keeps design needs-based, relevant; keeps trainer focused; allows trainer and participants to evaluate whether training has achieved its expected results.

WRITING OBJECTIVES FOR DIFFERENT KINDS OF LEARNING

KNOWLEDGE/INFORMATION/FACTS

Objectives for learning knowledge/information/facts use words like:

list	explain
name	describe
tell	

SKILLS

There are many kinds of skills, including manual skills, communication, cognitive, problem solving/decision-making, and leadership skills. Objectives for learning new skills use words like:

apply	do
use	create
differentiate	generate
compare	decide
evaluate	plan
analyze	examine
construct	implement
develop	

ATTITUDES

Attitude changes are the hardest to teach and evaluate; learning is measured indirectly by observing behaviors. Objectives for learning new attitudes use phrases like:

“demonstrates ____ by _____” (e.g. “demonstrates respect for patients by greeting them by their name, listening closely to their questions...”)

Attitudes taught and evaluated often include: confidence in applying new knowledge and skills, respect for patients’ sensibilities and fears, patience, accuracy, gentleness in performing exams, thoroughness, conscientiousness, curiosity, tolerance for opposing views, belief in the truth of importance or usefulness of something, integrity, diplomacy, tact, dedication, enthusiasm, and satisfaction.

SESSION EIGHT

DESIGNING A TRAINING SESSION

Learner Objective	By the end of this session, participants will be able to develop a session design based upon criteria for an effective structured learning experience.
Time	3 hours
Session Overview	A. Session Design Process 30 minutes B. Designing a Training Session 2 hours, 30 minutes
Materials	Flipchart Markers Other materials as identified by TOT participants
Handouts	8A Framework for a Session Design 8B Steps for a Training Session Based on the Experiential Learning Cycle

A. Session Design Process (30 minutes)

Step 1 Greet participants and read aloud the posted Learner Objective for the session.

Step 2 Ask participants whether they have prepared written training sessions in the past and, if so, what the plans included and whether they followed the plans exactly.

Step 3 Elicit and post the steps for writing a training session. They include:

1. Identify the training need or needs to be addressed.
2. Separate the needs into knowledge, skills, and attitudes.
3. Write learner objectives based on the knowledge, skills, and attitudes identified.
4. Design activities for attaining the objectives, *based on the Experiential Learning Cycle*.
5. Identify resources needed.
6. Specify time needed for each activity.

Step 4 Distribute Handout 8A, Framework for a Session Design, pointing out that it contains the steps which they have just listed.

B. Designing a Training Session (2 hours, 30 minutes)

Step 1 Have participants work in pairs for the following task:

TASK #1

Use Handout 8A to design a training session that:

- Follows the principles of adult learning
- Uses the Experiential Learning Cycle
- Uses two trainers
- Is one hour long

Time: 2 hours

- Step 2** Assure participants that you will be available as a resource should they need you during their planning time.
- Step 3** At the end of two hours, reconvene the group and ask whether they are finding the task difficult, what help they need, etc.
- Step 4** Distribute Handout 8B, Steps for a Training Session Based on the Experiential Learning Cycle, and suggest that they use it to check against their own activities. Allow additional time for any modifications or practice they wish to do.

FRAMEWORK FOR A SESSION DESIGN

- I. **Training needs to be addressed**
- II. **Knowledge/skills/attitudes to address needs**
 - Knowledge (facts)
 - Skills (cognitive and manual)
 - Attitudes
- III. **Learner objectives**
- IV. **Activities**
 - Experience
 - Reflection
 - Lessons learned
 - Application
- V. **Resources**
- VI. **Time**

STEPS FOR A TRAINING SESSION BASED ON THE EXPERIENTIAL LEARNING CYCLE

SET THE LEARNING CLIMATE

- Gain the learners' attention and interest.
- Create an informal rapport with the learners.
- Recall relevant previous experiences.

PRESENT THE OBJECTIVES

- Provide a link between previous session/s and this one.
- Present behavioral objectives to the learners and check understanding.
- Let the learners know what they will do during the session in order to attain the objectives.

INITIATE THE LEARNING EXPERIENCE

- Introduce an activity in which the learners "experience" a situation relevant to the goals of the training session. The "experience" might be a role play, case study, simulation, field visit or group exercise.
- The learners will use this experience to draw data for discussion during the next step.
- If you begin this session with a presentation, follow it with a more participatory activity.

REFLECT ON THE EXPERIENCE

- Trainer guides the discussion of the experience.
- Learners share their reactions to the experience.
- Learners participate in problem-solving discussions.
- Learners receive feedback from each other and from the trainer on their work.

DISCUSS LESSONS LEARNED FROM THE SUBJECT MATTER

- Learners identify key points that have come out of the experience and the discussion.
- Trainer helps learners draw general conclusions from the experience and reflection.

DISCUSS HOW THE LEARNERS MIGHT APPLY WHAT THEY'VE LEARNED

- Based on the conclusions that were drawn during the previous step, the group discusses how the information/skills will be useful in the learners' own lives.
- Learners discuss problems they might expect in applying what they have learned.

- Learners discuss what they might do to help overcome difficulties in applying their new learnings.

PROVIDE CLOSURE TO THE SESSION

- Briefly summarize the events of the training session.
- Refer to the objectives to determine how well they were reached.
- Discuss what else needs to happen for better retention or for further learning in the subject area.
- Provide linkages between this session and the rest of the training program.
- Make sure the learners leave with a positive feeling about the session.

SESSION NINE

P R A C T I C U M

Learner Objectives	<p>In this session, participants will</p> <ol style="list-style-type: none">1. Practice facilitation techniques by implementing the training session they have designed2. Receive feedback from others who observe the training session in order to identify strong and weak points of the session design and the use of facilitation techniques3. Observe other participants' training sessions and give them constructive feedback
Time	All day
Session Overview	<p>A. Preparing Observers30 minutes B. Practice Training 5 hours C. Lessons Learned/Application30 minutes</p>
Materials	Flipchart Markers
Handouts	9A Checklist for the Observation of a Training Session

A. Preparing Observers (30 minutes)

- Step 1** Read posted Learner Objectives for the session and ask participants if they are ready for today's experience.
- Step 2** Remind participants that we learn by experience but also by feedback as we practice, so it might be useful to go over what they need to be looking for as *observers* in order to give the trainers useful feedback.
- Step 3** Elicit and write a list on newsprint of criteria for an effective training session. Distribute Handout 9A, Checklist for the Observation of a Training Session, and allow a few minutes to read it.
- Step 4** Lead a discussion comparing Handout 9A with the one they have generated, and tell them they are free to use either a checklist, their list or a combination of the two.

B. Practice Training (5 hours)

- Step 1** Ask participants to form groups of three pairs. Explain that all pairs will conduct a training session in each group. The pairs will rotate roles as trainers, observers, and participants until all three pairs have done their presentations. Observers should spend no more than five minutes giving feedback on each presentation.
- Step 2** Reconvene the large group and ask:
- How did you feel about your experience as trainers?
 - How did you feel in your observer roles, giving feedback?
 - What was the most difficult part of the practicum?
 - Were the objectives attained? Were they feasible? Were there any that needed more refinement?
 - Were phases of the Experiential Learning Cycle followed? Exceptions?
 - Did you observe any especially effective uses of the principles of adult education? Were there instances where the principles were ignored?
 - Did you observe any especially good or bad non-verbal techniques? How did they make you feel as a participant?

C. Lessons Learned/Application (30 minutes)

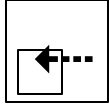
Step 1 Ask participants what they feel they've learned from this practicum experience. Quickly write their answers.

Step 2 Ask them if they would do anything differently if they conducted this training session again. Why or why not?

Step 3 Ask: If you were facilitating this practicum, would you do anything differently? What recommendations do you have for us when we next conduct this part of the workshop?

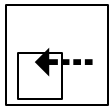
CHECKLIST FOR THE OBSERVATION OF A TRAINING SESSION

CONTENT



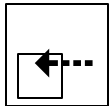
Selection of content

Based on assessed training needs
Relevant to learners' lives



Organization

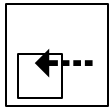
Connection to previous session
Logical sequence within session
Synthesis at the end of the session, referring to objectives



Objectives

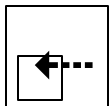
Stated in behavioral terms
Accurately reflect key areas of knowledge, skills, and/or attitudes being covered

PROCESS



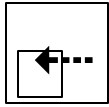
Experiential Learning

Learning begins with an experience
Learners given opportunity to react to an experience, discuss information
Learners draw conclusions based on their discussion or exercise
Learners make connection between session content and application in their lives



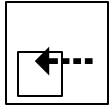
Facilitation Techniques

Trainer uses questions to promote discussion
Learners are encouraged to ask questions
Use of paraphrasing and summarizing
Effective management of flow of discussion
Adequate and clear directions provided
Effective use of non-verbal communication



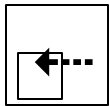
Learning Climate

Engagement of participants' interest in the subject matter
Active participation of learners
Positive rapport between trainer and learners
Feedback is given to participants with honesty and tact
Safe environment free from embarrassment



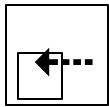
Visual Aids

Appropriate selection and use of visual aids to enhance presentations
Organized, legible writing on the flipchart
Appropriate use of the flipchart



Training Techniques

Appropriate choice of techniques for attainment of objectives
Techniques appropriate to kind of learning (K/S/A)
Sequence of techniques leads to practical application of subject matter



Timing

Trainer is aware of time limits and facilitates accordingly
Learners are made aware of time limits for small group activities
Sufficient time is allotted for mastery of the subject matter

SESSION TEN

EVALUATION OF TRAINING EVENTS

Learner Objectives	By the end of the session, participants will be able to <ol style="list-style-type: none">1. Explain the purposes of evaluation in training2. Describe methods for evaluating participant learning, the session design, and delivery of the learning event3. Develop an overall evaluation tool for the TOT workshop
Time	2 hours, 30 minutes
Session Overview	A. Overview of Training Evaluation 1 hour B. Designing an Evaluation Form 1 hour, 30 minutes
Materials	Flipchart Markers

A. Overview of Training Evaluation (1 hour)

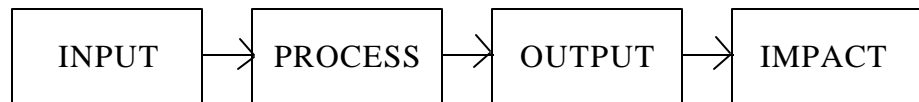
- Step 1** Greet participants and read aloud the posted Learner Objectives for the session.
- Step 2** Ask participants to recall previous experiences with evaluation:
- Has anyone used or designed evaluations of training in the past?
 - Has your experience with evaluation been positive or negative?
 - How did you feel when your practice sessions were evaluated yesterday?
- Step 3** Tell participants that in order to summarize all their previous learning about evaluation, you would like them to consider five points about the subject:
- WHY we should evaluate
WHO should evaluate
WHAT should be evaluated
WHEN to evaluate
HOW to evaluate
- Step 4** Write WHY on newsprint and ask, “Why evaluate training?” Write responses.
- Possible answers: Revise or refine training design for future use, judge success or failure of the training, persuade funding agencies to continue or replicate the training, etc.*
- Step 5** Point out that in essence, evaluation is done to put a value on something in order to make a decision. If no decision is to be made, evaluation is really a waste of everyone’s time.
- Step 6** Ask what implications this has for their work.
- Answer: Evaluate only information which will be used by decision-makers.*
- Step 7** On a second sheet of newsprint write WHO and elicit and write a list of who should evaluate training.

Possible answers: Trainers, participants, an unbiased outsider, the funding agency, the training institute, etc.

Step 8 Point out that many of these are the decision-makers mentioned above (sometimes they are called “stakeholders”).

Step 9 Write WHAT on a third sheet of newsprint. Explain that in order to decide what to evaluate, it is useful to look at training as a system.

Step 10 Write TRAINING SYSTEM and draw the following diagram.



Step 11 Elicit or explain and write in the appropriate box:

Inputs include trainers, participants, training materials, funding, and the location.

Process includes training methods, facilitation skills, participation, etc.

Outputs include trained participants, objectives met, workshop products like visual aids, etc.

Impact is the final result—changed behaviors, improved quality of services by those trained, etc.

Step 12 Ask participants to consider each part of a training system and decide which parts should be evaluated.

Answer: All parts. Different evaluators will be interested in evaluating different parts. For example, trainers maybe more interested in the process and outputs, while the funding agency may just want to know what the cost (input) and impact of training will be.

Step 13 Have participants look again at the training system diagram and answer the question WHEN evaluation should occur.

Step 14 Write WHEN on a fourth sheet of newsprint and elicit that evaluation should occur at all stages: before, during, and immediately after training, and after some period of time has elapsed.

- Step 15** List the times and ask if they know another name for pre-training evaluation.
- Answer: Training needs assessment*
- Step 16** Ask why we evaluate during training instead of just at the end.
- Answers: To refine the process and correct small problems before they become big ones; so participants can benefit from findings during the same training event.*
- Step 17** Ask why it is not enough to evaluate only at the end of training.
- Answers: Research shows people forget a lot of what they learn; learning is not necessarily transferred to the workplace; the change might be temporary.*
- Step 18** Ask which parts of training are probably the easiest to evaluate.
- Answer: Inputs and the “knowledge” part of outputs (by written tests).*
- Step 19** Ask what is the hardest to evaluate.
- Answer: Impact; it requires on-site visits and special care to identify other influences on the impact of the training. For instance, no matter how well a health worker is trained, she or he cannot perform effectively without adequate support, supervision, etc.*
- Step 20** On a fifth sheet of newsprint, write HOW and elicit and write a list of evaluation methods for training.
- Possible answers: Daily participant evaluation forms (feedback sheets), pros and cons lists, suggestion boxes, written pre- and post-tests, surveys, interviews, questionnaires, on-site observation using checklists, supervisor’s performance appraisal forms, focus groups, informal conversations, etc.*
- Step 21** Draw attention to informal conversations and ask why they should pay special attention to this “informal evaluation.” Ask for examples from their experience.
- Possible answers: Because it is continuous and can identify problems, needs, and issues early; because someone too shy or polite to give formal feedback might mention something important in a private conversation.*

B. Designing an Evaluation Form (1 hour, 30 minutes)

Step 1 Have participants work in small groups on the following task:

TASK #1

1. Design an overall evaluation form for this Training of Trainers Workshop.
(Allow 20 minutes)
2. Share your design with the other groups for feedback and additional ideas.
(Allow 20 minutes)
3. Reach consensus (agree) on one final design.
(Allow 20 minutes)

You will use this as your final evaluation
for this workshop.

Time: 1 hour

Step 2 Ask the following questions about the experience of designing the evaluation form:

- What did you find difficult about the task?
- What would have made it easier?

Step 3 Initiate a discussion about the form itself by asking, for each question:

- Why are you asking this question?
- What new information do you hope to get from this question?
- How will you use this information?

Step 4 Help participants draw conclusions about the session by asking:

- What have you learned about evaluations today?
- How do you feel about the session objectives?
- Is there anything else about training evaluations that you would like to discuss?

Step 5 Wrap up this session by asking how they can use what they have learned today in their future work.

SESSION ELEVEN

PLANNING SELF-DIRECTED LEARNING

Learner Objective In this session, participants will develop a personal plan for self-directed learning.

Time 3 hours, 30 minutes

Session Overview

- A. Thinking About the Future 10 minutes
- B. Developing a Plan 3 hours, 20 minutes

Materials Flipchart
Markers

Handouts 11A Individual Plan for Self-Directed Learning

A. Thinking About the Future (10 minutes)

Step 1 Greet participants and read aloud the posted Learner Objective for the session.

Step 2 Ask participants to close their eyes. Then ask them to imagine that they are about to conduct an important workshop—as lead trainer. What do they “see” in their mind’s eye? What are their thoughts? What are their feelings?

Step 3 After a few moments, have them open their eyes and ask volunteers to share:

- Images about the experience
- Thoughts about the experience
- Feelings about the experience

Step 4 Ask: Were these images, thoughts, and feelings positive or negative?

Step 5 Ask what they might do to assure that their images and feelings about training are positive.

Answer: Get additional learning and practice in order to feel more confident and competent.

B. Developing a Plan (3 hours, 20 minutes)

Step 1 Explain that this session is designed to help them do precisely this: To assure that they will find training a positive experience.

Step 2 Ask them to work individually on the following task:

TASK #1

1. Use Handout 11A, Individual Plan for Self-Directed Learning, to list areas for continuing learning for yourself.
2. For each learning area, write learning objectives.
3. Identify possible learning resources or opportunities.
4. Decide how you will evaluate your own learning.

Time: 30 minutes

Step 3 Reconvene the large group and ask two or three volunteers to share their plans. Encourage them to collaborate with other trainers who live or work nearby.

Step 4 Ask participants to work individually once more on the following task:

TASK #2

1. Develop a self-assessment inventory (checklist) that will help you evaluate yourself as a trainer.
(Allow 30 minutes)
2. Develop a time/task plan for getting feedback from yourself and others during future training events.
(Allow 30 minutes)

Time: 1 hour

Step 5 Reconvene the large group and ask two or three volunteers to share their self-assessment criteria. Encourage the listeners to learn from their colleagues, adding to their inventories any items they think would be useful.

Step 6 Ask two or three volunteers to share their time/task plan. Discuss ways in which participants can support each other in implementing and monitoring their plans.

Step 7 Assist participants in drawing conclusions about this session by asking:

- What did you find easy/difficult about this session?
- How do you feel about your ability to continue improving your training skills?
- What was the main thing you learned during this session?
- Have you ever planned your own self-directed learning before? When?

Step 8 To help participants to apply this session's learning to their work, ask:

- How was this session useful?
- Are there other instances where you think this process of planning self-directed learning might be useful to you?

INDIVIDUAL PLAN FOR SELF-DIRECTED LEARNING

Areas where I would like to improve my knowledge/skills/attitudes as a trainer	Personal learning objective	Resources or opportunities available to me	Person(s) who can give me feedback in this area

SESSION TWELVE

THE WORKSHOP IN REVIEW

Learner Objective	By the end of the session, the participants will be able to describe the components of the training cycle and their relation to the whole cycle.
Time	1 hour, 30 minutes
Session Overview	A. Introduction to the Training Cycle 15 minutes B. Phases of the Training Cycle 1 hour, 15 minutes
Materials	Drawing of the training process (transparency or on newsprint) Optional: Overhead projector Signs for each phase of training Small pieces of paper Daily workshop schedule, posted
Handouts	12A The Training Process

A. Introduction to the Training Cycle (15 minutes)

Step 1 Greet participants and read aloud the posted Learner Objective for the session.

Step 2 Ask whether anyone has organized a full training program. Ask what kinds of things they did before, during, and after training.

Step 3 Show a transparency or a drawing on newsprint of Handout 12A, The Training Process, drawn as a cycle. Ask why they think the diagram is drawn as a cycle.

Possible Answers: New training needs arise; we forget or get “rusty” and need “refresher” training; new research findings and new programs must be learned, etc.

B. Phases of the Training Cycle (1 hour, 15 minutes)

Step 1 Divide the participants into five groups for the following task:

<p style="text-align: center;">TASK #1</p> <p>Work in five groups, with each group identifying things that need to be done in <i>one</i> of the five phases of the Training Cycle. For each activity, identify who needs to be involved. Present your work on newsprint.</p> <p style="text-align: right;">Time: 30 minutes</p>
--

Step 2 Again reconvene the large group for reports from each small group. Compare responses with Handout 12A.

Step 3 Ask participants to return to their groups once more for the following task:

TASK #2

Pretend you are a trainer giving advice to other trainers:

1. Think of one bit of advice (tip) for each phase of the training process. Write on small pieces of paper.
2. Post your tips on the appropriate sign.

Time: 15 minutes

Step 4 While the groups are working, post the five signs (one for each phase of training) around the room.

Step 5 Gather participants around each sign (if the group is small enough) or draw their attention to one sign at a time.

Step 6 Ask the following questions:

- What similarities do you see?
- What tips would you not have thought of at the start of the week?

Step 7 Post the Daily Workshop Schedule, go through every training session, and ask:

- Is there any topic you still feel uncomfortable about?
What additional things do you feel you need to be able to conduct a training program?
- If you were to conduct a follow-up of this workshop, what would you focus on?

THE TRAINING PROCESS

ASSESS THE NEED FOR TRAINING

- Obtain job description.
- Identify learner needs relevant to job performance gaps.
- Determine whether training is the solution.
- Formulate the goal of training (overall competency objective).

PLAN

- Identify subject (content) areas.
- Construct a general training plan by content area.
- Formulate behavioral learner objectives for each session.
- Design detailed sessions, indicating training techniques.
- Design an evaluation plan and instruments.
- Develop a logistics plan for training.
- Determine follow-up activities.

PREPARE

- Prepare training materials (handouts, visual aids, supplies).
- Prepare training logistics (venue, tea breaks, audiovisual equipment).
- Specify/assess/delineate/apportion/agree on roles of the training staff members.

IMPLEMENT

- Conduct the training event.
- Meet with training staff members daily to monitor workshop.
- Provide feedback to trainers.
- Evaluate the training (during and after).

FOLLOW-UP

- Plan supervision and follow-up activities.
- Determine additional training needs.



The Centre for Development and Population Activities
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