GUIDE AND MANUAL

ON

TRAINING FOR TRAINERS

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CONTENTS

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TRAINING FOR TRAINERS GUIDE AND MANUAL

I. RATIONALE

The Training for Trainers Guide and Manual is a response to the recommendations from the rapid assessment of training needs of personnel at the local government level who are involved in the implementation of levels 1 and 2 water supply and sanitation projects. One of the needs identified is the training of trainers. Under the various water and sanitation projects, the training program is conducted at the following levels: provincial, municipal and community. The Training for Trainers Guide has been developed to support and sustain the capability building initiatives at all these levels.

II. TRAINING GOALS AND OBJECTIVES

The training's main goal is to improve the knowledge and skills of trainers responsible for building the capabilities of extension workers implementing water and sanitation projects at the provincial, municipal and community levels.

The training focuses on three major aspects:

1) Training concepts and principles
2) Training planning and management
3) Training skills

At the end of the five-day training, the participants should be able to:

1) Define the basic principles of adult education and experiential learning;
2) Discuss the stages of planning, designing, implementing and evaluating a training program;
3) Demonstrate facilitation skills and presentation skills;
4) Describe basic training methodologies, including advantages and disadvantages;
5) Use a design framework for preparing and carrying out training sessions; and
6) Prepare and deliver a training session.

III. PARTICIPANTS

This training is designed for provincial- and municipal-level personnel with supervisory and training responsibilities for water supply and sanitation or other public health and community development projects. They should have at least a college-level education and significant exposure and experience in project supervision and management at the local levels.

The total number of participants should not exceed 20 so that each trainee will have adequate opportunities to apply knowledge and practice skills in training sessions.

IV. TRAINERS/FACILITATORS/ RESOURCE PERSONS

Users of this guide and manual are the members of the provincial and municipal water task forces or other groups responsible for implementing and managing similar public health or community development projects. The trainers using this guide are assumed to have considerable experience in training. They are expected to facilitate learning using participatory tools and techniques. The guide is designed to be used by two co-trainers who will share the responsibility for conducting sessions and monitoring the acquisition of knowledge and skills by the participants.

V. TRAINING VENUE

The training requires a session hall large enough to accomodate 20-25 persons (participants, trainers, resource persons) and two smaller rooms for group work. Since this is a live-in training, the venue should be able to provide food and lodging for five days and four nights.

The session hall should have at least a sound system with two microphones, overhead projector, and whiteboard or chalkboard.

VI. TRAINING EVALUATION

The training will be evaluated through the following methods:

1) Daily reflection and feedback at the start of each day's session on:

   - learnings
   - trainers and co-participants

2) Final evaluation questionnaire

The daily evaluation will provide both trainers and participants with ongoing feedback to improve conduct of sessions, and to respond to the group's needs. The evaluation questionnaire will focus on the following:

- attainment of training goals and objectives
- attainment of individual learning needs

VII. TRAINING DESIGN

The training guide describes a five-day, live-in workshop for trainers who will train field workers in performing the tasks needed to work with communities on water supply and sanitation projects, and other similar public health or community development projects. Such trainings can cover activities involving technical skills (latrine construction, water supply system maintenance, etc.) or process skills (community organizing and participation, organizational management, hygiene and sanitation education, etc.).

The training design is based on an active, participatory, experience-based learning approach. It will draw on the practical experiences which participants have gained as field workers and managers of water supply and sanitation projects, as well as other public health or community development projects.

Participants are expected to take an active part in a variety of activities such as small group work, role plays, and simulations. Trainers are expected to model the experiential approach throughout the workshop, thereby providing continual reinforcement of this participatory approach.

The training will cover the following content areas:

1) Adult Education and Experiential Learning

2) Planning, Designing, Implementing and Evaluating a Training Program

3) Facilitation Skills and Presentation Skills

The detailed training schedule and session guides are shown on the next page.

TRAINING FOR TRAINERS SCHEDULE

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
8 a.m.	Arrival Registration and Billeting (1 hr.) Module I: INTRO-DUCTION TO THE TRAINING Session One: Orientation to the Training - Opening Ceremony - Introduction - Expectations - Training Goals/Schedule - Training Norms - Role of Host Teams (2.5 hrs.)	Module II: TRAINING MANAGEMENT Session One: Planning and Managing a Training Program - Overview of the Training Process - Roles of a Trainer - Training Needs Assessment - Objectives Setting (3.5 hrs.)	Session Three: Implementing the Training Program - Facilitation Skills - Presentation Skills - Using Visual Aids (3.5 hrs.)	Module III: PRACTICE TRAINING Preparation for Practice Training (3.5 hrs.)	Module IV: ACTION PLANNING - Preparation of Individual Action Plans - Discussion of Action Plans (3 5 hrs.)
12 p m.	L	U	N	C	H
1 p.m.	Adult Education and Experiential Learning Cycle (3.5 hrs.)	Session Two: Designing the Training Program - Training Methodologies - Session Design Framework - Session Planning - Use of Visual Aids (5 hrs.)	- Demonstration of Facilitation and Presentation Skills (2 hrs.) Session Four: Evaluating the Training Program - Levels of Evaluation - Evaluation Methods (2 hrs.)	Practice Training (5 hrs.)	Training Evaluation and Closing Program (2 hrs.)
7 p.m	D	1	N	N	E . R

Activity	:	**ARRIVAL, REGISTRATION AND BILLETING**
Date/Time	:	Day One, 8:00 a.m. - 9:00 a.m.
Session Objective/s	:	To gather information about the participants and to assign rooms for lodging during the training.
Materials Needed	:	Individual registration forms Training registry Name tags Individual training kit with training schedule, notebook, and pen/pencil

TOPIC/ACTIVITY	PROCEDURE
ARRIVAL	1) Set up the registration table at the entrance to the training venue or main session hall. If possible,put up appropriate welcome or directional signs to guide arriving participants.
REGISTRATION	1) Ask each participant to fill up individual registration form and to sign the training registry for Day One. 2) After participant submits individual registration, give a name tag and a training kit.
BILLETING	1) Inform each participant about the room assignment and provide directions to location of lodging and training facilities.

TRAINING FOR TRAINERS

____
Date

____
Venue

PARTICIPANT REGISTRATION FORM

I. PERSONAL

Name: ____

Age: ______________ Sex: ______________ Civil Status: ______________

Home Address: ____

II. EDUCATION

Course/Degree	School	Year Graduated

Trainings/Seminars Attended:

Title of Training/Seminar	Training Agency	Year

III. EMPLOYMENT

Agency/Office: ____

Office Address: ____

Position/Designation: ____

No. of years in current position: ____

Type of appointment· Permanent Casual Contractual

SESSION GUIDES

MODULE I: INTRODUCTION TO THE TRAINING

Session 1: Orientation to the Training

Content: Opening Program
Introductions
Expectations
Training Goals and Schedule
Training Norms
Role of Host Teams

Session 2: Adult Education and Experiential Leaning Cycle

Content: Traditional and Adult Education
Experiential Learning Cycle

SESSION 1

Session Title : ORIENTATION TO THE TRAINING

Date/Time : Day One; 9:00 a.m. - 12:00 noon

Session Objectives : At the end of the session, the participants will be able to:

1) Become acquainted;
2) Clarify their expectations from the training;
3) Review the training goals and schedule;
4) Discuss training norms and other administrative concerns; and
5) Organize host teams.

Materials Needed :

Opening Program (optional)
Handout on Training Goals
Handout on Training Schedule
Visual on Training Goals
Visual on Training Norms
Visual on Role of Host Teams
Newsprint
Pentel pens

Session Outline :

1) Opening Program (20 minutes)
2) Introductions (30 minutes)
3) Levelling of Expectations (45 minutes)
4) Training Goals and Schedule (20 minutes)
5) Training Norms (30 minutes)
6) Synthesis (10 minutes)

TOPIC/ACTIVITY | **PROCEDURE**

OPENING PROGRAM

1) Introduce yourself, thank and welcome the group to the training program. Briefly explain the training goal and identify who is sponsoring and/or conducting the training-workshop.

2) Introduce the special guest/s and request them to each give a short message or remarks to the participants.

3) Thank the special guest/s for their participation in the opening program.

4) Declare a fifteen-minute break for the morning snacks to allow time for the departure of guests and preparation for the next activity.

INTRODUCTIONS

1) Inform the participants that you will start with an exercise that will allow them to get to know each other in an informal atmosphere.

2) Ask each participant to choose someone they do not know well.

3) Ask each pair to interview each other by asking the following questions which should be written on the board or given as a handout:

- *What is your full name and what do you like to be called?*
- *Where are you from?*
- *Where do you work and for how long?*
- *What is the most interesting experience you have had either as a trainer or as a participant in a training program?*

TOPIC/ACTIVITY	PROCEDURE
INTRODUCTIONS	4) Give 10 minutes for the interview exercise, five minutes per person.
	5) Tell the pairs to be prepared to introduce their partners to the rest of the group. Each person is given one minute to introduce his/ her partner.
	6) When the interviews are finished, start by introducing your co-trainer. Then ask for volunteers from participants.
LEVELLING OF EXPECTATIONS	1) Explain the importance of discussing what the participants hope to accomplish during the workshop.This will help the trainors assess which parts of the course will meet participants' needs and which needs may not be addressed or taken up in detail.
	2) Ask each participant to individually write down two to four expectations from the training. Give them three minutes to write.
GROUP WORK	3) Ask the participants to form groups of four, and give the following expectations task: • ***Share individual expectations with the group*** • ***Agree on two to four expectations which the group shares, and write these on newsprint*** • ***Select one member to present the group's list of expectations to all the participants***
	4) Give the groups 15 minutes for this task. Inform them when they have five minutes left.

TOPIC/ACTIVITY	PROCEDURE
LEVELLING OF EXPECTATIONS	5) During each group's presentation, record the expectations reported on a separate newsprint. Do not repeat expectations already listed, but note the ones being repeated with a check or an asterisk.
	6) After all the groups have reported, point out the most common expectations. Ask groups to explain unclear expectations.
	7) Explain that the training goals will be presented next and compared with the participants' expectations.
TRAINING GOALS AND SCHEDULE	1) Ask participants to refer to their handout on training goals and schedule. Review the training goals, clarify any goals that are not clear and refer to the groups' list of expectations to show which are covered by what goal.
	2) Review the training schedule to show when participants' expectations and workshop goals will be met during the course. Emphasize the following: • *time frames* • *sessions and activities* • *use of small and large group discussions to encourage active participation* • *use of various participatory methods, tools and techniques to create an active learning environment*

TOPIC/ACTIVITY	PROCEDURE

TRAINING NORMS

1) Explain that in order to accomplish the training goals within the scheduled time, the participants will have to agree on how learning can be done most effectively. Present the **Visual on Proposed Training Norms** or house rules to help everyone work and learn better as a group:

- ***Share responsibility for learning.***
- ***Participate actively in all session activities***
- ***Start and end sessions on time.***
- ***Respect the views of other participants.***
- ***Help one another.***
- ***Refrain from smoking in the session hall.***

2) Ask participants if they agree with these norms and if they have others to add.

3) Explain that one way to ensure that these norms are observed is through the formation of host teams from among the participants. Present and discuss **Visual on Role of the Host Team**:

- *<u>Start the morning sessions with:</u>*
  - *invocation*
  - *recap of previous day's activities*
  - *feedback on content, activities, trainers and co-participants*
  - *energizer or ice breaker*

TOPIC/ACTIVITY **PROCEDURE**

TRAINING NORMS

- ***Assist in training management:***
  - ***distribute handouts/training materials***
  - ***monitor time during sessions and breaks***
  - ***gather outputs after workshops/ activities***
- ***Organize socials and closing program***

4) If the participants agree to form host teams, organize one host team for each day of the training, starting with Day One. Write the host team assignments on newsprint and display this at the back of the session hall together with the workshop norms and schedule.

5) Propose and get the participants' agreement to the morning pre-session schedule (8:00 - 8:30 a.m.) to be handled by the host team:

   - ***Invocation***
   - ***Recap of previous day's session***
   - ***Feedback on training content and activities, and trainers and co-participants***
   - ***Energizer/ice breaker***

6) If necessary, discuss other concerns such as administrative matters or requirements, rules about use of venue/facilities, etc. Inform participants about meals schedules; morning and afternoon snacks will be served during the sessions.

TOPIC/ACTIVITY	PROCEDURE
SYNTHESIS	1) Thank the group for their participation in the previous activities. Ask them to remember the goals, schedule and the group's agreements on what everyone will do to make the training an enjoyable and learning experience for all.
	2) Ask the group if they have any questions or clarifications about the training schedule and activities.
	2) Explain that the training schedule and norms will remain posted in the session hall so that the group can refer to them during the course.

SESSION OBJECTIVES

At the end of the session, the participants will be able to:

1) Become acquainted;

2) Clarify their expectations from the training;

3) Review the training goals and schedule;

4) Discuss the training norms and other administrative concerns; and

5) Organize host teams.

INTERVIEW QUESTIONS
FOR INTRODUCTIONS EXERCISE

1) What is your full name and what do you like to be called?

2) Where are you from?

3) Where do you work and for how long?

4) What is the most interesting experience you have had either as a trainer or participant in a training program?

TRAINING GOALS

At the end of the five-day training, the participants will able to:

1) Define the basic principles of adult education and experiential learning;

2) Discuss the stages of planning, designing, implementing and evaluating a training program;

3) Demonstrate facilitation and presentation skills;

4) Describe basic training methodologies, including advantages and disadvantages;

5) Use a design framework for preparing and carrying out training sessions; and

6) Prepare and deliver a training session.

TRAINING NORMS

1) Share responsibility for learning.

2) Participate actively in all session activities.

3) Start and end sessions on time.

4) Respect the views of other participants.

5) Help one another.

6) Refrain from smoking in the session hall.

ROLE OF HOST TEAM

1) Start the morning sessions with:

- invocation
- recap of previous day's activities
- feedback on content, activities, trainers and co-participants
- energizer or ice breaker

2) Assist in training management:

- distribute handouts/training materials
- monitor time during sessions and breaks
- gather outputs after workshops/activities
- organize socials and closing program

SESSION 2

Session Title : **ADULT EDUCATION AND EXPERIENTIAL LEARNING CYCLE**

Date/Time : Day One; 1:00 - 5:00 p.m.

Session Objectives : At the end of the session, the participants will be able to:

1) Differentiate between traditional from adult education; and

2) Explain the experiential approach to training.

Materials Needed

Visual on Session Objectives
Visual on Steps in the Experiential Learning Cycle
Handout on Experiential Approach to Training
Handout/Visual on Traditional and Adult Education
Handout on Session Journal
Cartolina strips (2 colors)
Newsprint
Pentel pens

Session Outline :

1) Introduction (15 minutes)

2) Traditional and Adult Education (60 minutes)

3) Experiential Learning Cycle (90 minutes)

4) Conclusions (15 minutes)

5) Synthesis/Journal (15 minutes)

TOPIC/ACTIVITY	PROCEDURE
INTRODUCTION	1) Ask participants to give brief answers to the following questions (write each question and the answers on the board): • ***What are some differences between the way adults and children learn?*** • ***What are some examples of learning experiences that were particularly meaningful to you?*** 2) Integrate the responses with these key points: ***The key differences between the way adults and children learn might be that children need more direction, have fewer life experiences, are less self-motivated to learn, etc.*** ***Adult education is approached differently from child learning because adults differ in:*** • ***self-concept*** • ***experience*** • ***readiness to learn*** • ***perspective on applying learnings***
SESSION OBJECTIVES	1) Present the **Visual on Session Objectives.**
EXPERIENTIAL LEARNING	1) Ask participants their ideas of experiential learning. Write their answers on the board. Integrate their responses with these key points: • *Adults learn best when they can build on their experiences* • *Experiential learning gives a framework to learn from experience*

TOPIC/ACTIVITY | PROCEDURE

EXPERIENTIAL LEARNING

- ***The framework is learner-centered and allows participants to manage and share responsibility for their learning***

STRUCTURED LEARNING EXERCISE

1) Explain that the group will now examine the experiential learning framework.

- ***A communication exercise will be used to show how adults learn by building on their existing knowledge and taking active part in the learning process.***
- ***The exercise. will demonstrate the steps in the experiential learning process.***
- ***The subject of the demonstration is communication.***

2) Ask the participants to observe during the exercise the different steps being followed, and the questions being asked.

COMMUNICATION EXERCISE

A. INTRODUCTION

3) Introduce the communication exercise by asking the participants:

- ***How do we communicate in our everyday life?***
- ***How sure are we that our messages always reach the receivers in its correct and complete form?***

4) Explain that the following exercise will demonstrate and identify factors which can block oral communication.

TOPIC/ACTIVITY | **PROCEDURE**

COMMUNICATION EXERCISE

B. EXPERIENCE

5) Present the following procedures for the exercise:

- ***Divide participants into two or three groups, each forming a line (no more than eight per group, no fewer than six).***
- ***The first person in each line receives a message.***
- ***He/she should whisper that message (only once) to next person, and so on.***
- ***The last person in each group writes the message on newsprint.***
- ***The first group to finish and get the most accurate message wins.***

6) Write the message on newsprint which should be posted behind the board just before the exercise.

- *Message: Independent learners usually prefer a facilitative trainer who helps them find their own solutions.*

7) Ask the first person in each line to read the message. At the end, show everyone the original message, and compare it with the ones participants wrote on newsprint.

C. PROCESS

8) Ask the participants:

- *How was this exercise? Easy? Difficult? Why?*

TOPIC/ACTIVITY	PROCEDURE

COMMUNICATION EXERCISE

D. GENERALIZE

9) Ask the participants:

- ***What conclusions can we draw from the experience about what blocks effective oral communication?***

E. APPLY

10) Ask the participants:

- ***What can we do during this training to overcome the things that block effective oral communication?***

F. SYNTHESIS

11) Summarize the participants' main conclusions and review the objective, asking if it was attained.

EXPERIENTIAL LEARNING CYCLE

1) Ask the participants to recall the questions and tasks given in the communication exercise. Write the main questions and tasks on the board and title it as Analysis of Steps in Exercise.

2) Present the **visual on The Experiential Learning Cycle**. Briefly explain each step and how the steps fit into a learning cycle:

- ***Experience (activity, doing)***
- ***Process (sharing, comparing, reflecting)***
- ***Generalization (drawing conclusions, identifying general principles)***
- ***Application (planning on how to use new knowledge/skill after the training)***

3) Distribute the **handout on The Experiential Approach toTraining.**

TOPIC/ACTIVITY	PROCEDURE
CONCLUSIONS	1) Ask the participants what conclusions they can draw about how adults learn. 2) Ask what are the most important things they learned during the session. Write their answers on the board. 3) Distribute **handout on Traditional and Adult Education** and explain that it summarizes some of the main points about adult education. 4) Refer to their conclusions and learnings, and ask what they would do differently now, and what they would emphasize when they train in their work situation. 5) Ask suggestions on what the trainers and participants can do during this course to apply what they have learned.
SYNTHESIS/JOURNAL	1) Summarize the learnings during the session and review the Session Objectives. 2) Distribute **handout on Session Journal.** Explain that this Journal will be an important part of their back-at-work planning at the end of the training. At the end of each major session, the participants will record their learnings, and initial ideas/plans on applying these learnings. 3) Give the participants 10 minutes to fill up this first journal.

SESSION OBJECTIVES

At the end of the session, the participants will be able to:

1) Differentiate between traditional from adult education; and

2) Explain the experiential approach to training.

STEPS IN THE EXPERIENTIAL LEARNING CYCLE

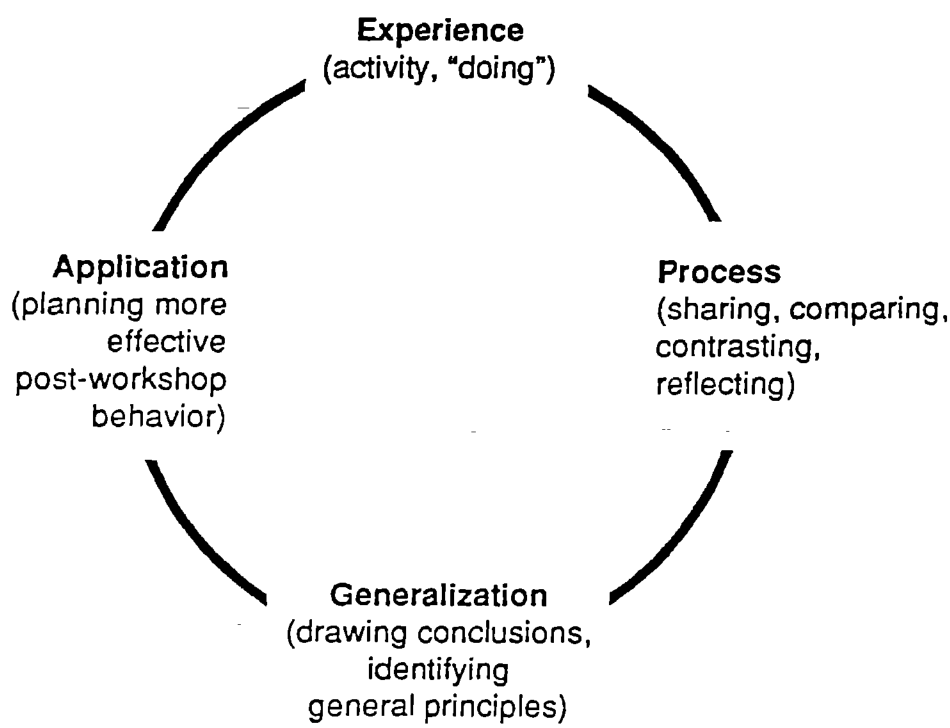
1. **EXPERIENCE**	:	activity, doing
	:	uses different tools and techniques
2. **PROCESS**	:	sharing, comparing, contrasting reflecting on thoughts and feelings about the activity
3. **GENERALIZATION**	:	drawing meanings, learnings, conclusions, identifying general principles
4. **APPLICATION**	:	planning more effective post-training behavior
	:	putting learnings into action

The Experiential Approach to Training

by James A. McCaffery

Experiential learning is exactly the name implies — learning from experience. The experiential approach is learner-centered and allows the individual trainees to manage and share responsibility for their own learning with their teachers. Effective training strategies which incorporate experiential learning approaches provide opportunities for a person to engage in an activity, review this activity critically, abstract some useful insight from the analysis, and apply the result in a practical situation. (Gudykunst and Hammer, 1983, provide a brief historical review of the experiential approach.) A graphic representation of the model is presented below and may be applied to cross-cultural training in the following ways:

Figure 1
The Experiential Model



Experience

The experience phase is the initial activity and the data-producing part of the experiential learning cycle. This phase is structured to enable participants to become actively involved in "doing" something. Doing, in this instance, has a rather broad definition, and includes a range of activities like the following:

- case studies
- role plays
- simulations
- games
- lecturettes
- films and slide shows
- skill practice
- completing an instrument
- living with a family from another country

This sample list indicates that the range of training techniques varies from the more passive and artificial (lecturette) to the more active and real (living with a family). Exactly which technique one chooses as an educational activity would depend largely on the session goals.

Process

Once the experience stage is completed, the trainer or instructor would guide the group into the process part of the cycle. During this phase, participants reflect on the activity undertaken during the experience phase, and they share their reactions in a structured way with the whole group. This may happen on an individual basis, in small work groups, or in a full training group. Individuals share both their cognitive and affective reactions to the activities in which they have engaged. In addition, with trainer assistance, they try to link these thoughts and feelings together in order to derive some meaning from the experience.

The trainer's role as facilitator is very important during each phase of the cycle. During the process phase, he/she should be prepared to help the participants think critically about the experience and to help the participants verbalize their feelings and perceptions, as well as draw attention to any recurrent themes or patterns which appear in the participants' reactions to the experience. The trainer's role involves helping the participants to conceptualize their reflections on the experience so that they can move toward drawing conclusions.

Generalization

The generalization stage is that part of the experiential learning cycle in which the participants extract conclusions and generalizations which might be derived from, or stimulated by, the first two phases of the cycle. During this phase, participants are helped to "take a step back" from the immediate experience and discussion; and to think critically in order to draw conclusions that might be generalizable to "real life" or to a particular theoretical concept. This stage is perhaps best symbolized by the following questions:

- What did you learn from all this?
- What more general meaning does this have for you?

The trainer or instructor structures this part of the experiential learning model so that participants work alone first, and then guides them into sharing conclusions with each other so that they may serve as catalysts to one another. In addition, the trainer helps to facilitate this step by:

- Asking and helping individuals to summarize what they have learned into concise statements or generalizations.

- "Pushing back" at people to help make their thinking more rigorous.

- Relating the conclusions reached and integrating them into a theoretical model.

- Making sure, within reasonable time boundaries, that everyone who wishes to share significant insights gets a chance to contribute.

- Helping the group compare and contract different conclusions, identifying patterns where they exist, and identifying legitimate areas of disagreement.

Application

After participants have done some focused work generating generalizations, they are guided into the application stage. Drawing upon insights and conclusions they have reached during the previous phase (and other phases), participants incorporate what they have learned into their lives by developing plans for more effective behavior in the future. In an ideal educational or training event, participants would be able to apply what they have learned immediately after the workshop ends. The applications that they plan may relate to their profession, their personal life, or their student efforts, depending on the background and needs of specific participant groups.

Techniques used to facilitate the application stage include the following:

- Individual work to develop a thoughtful action plan which puts "learnings into action".

- Participants review each other's plans, and provide consultation and help as appropriate to each other.

- Some parts of individual plans might be shared with the whole group in order to create a sense of synergy.

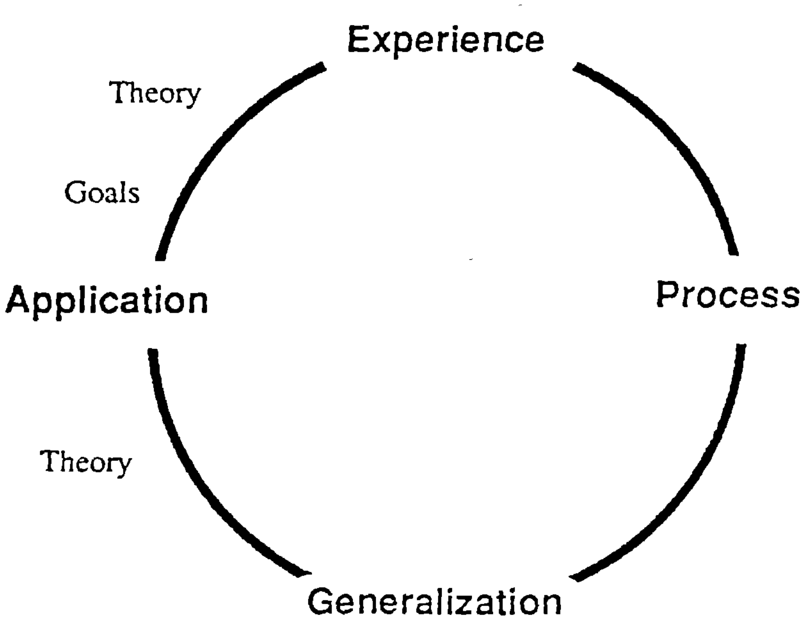
- Participants identify other learning needs.

One of the ways the trainer assists during this process is by helping participants be as specific as possible in developing their application plans.

Conclusion

It is important to stress two other points about the experiential model. First, the exact iature of each phase of the model is driven by the goals of the training or orientation session/ ogram. Once the goals are defined, then the session can be designed using the model s the framework. Second, theory can come in two different places - either before the xperience, in which case the experience becomes a way to test the theory or try out the ills implied by it, or after, when it is interwoven into the generalization phase as participants evelop their own "theory." When this is added to the "picture" of the model, it looks like this:

Figure 2
Adding "Theory" to the Experiential Model



In order for this model to be effective, it needs to be rigorously applied, both in the design and delivery stages. "Experiential training or learning" is a phrase often heard in the educational and training world; yet, it is frequently misused in practice where it seems to mean letting people participate in a presentation, having a question and answer session after a lecture, or a role play or case study by itself without the subsequent steps in the model. Most frequently, the generalizing and application stages are simply left out of the design or the program; as a result, the power of experiential learning is significantly diminished or is negated altogether.

Although the model, when correctly explained, looks very clear, the way it works out in practice is not always as clear. There are transitions between phases, and occasionally (especially if the trainer is going too fast), the group will return to a phase until it is "finished." Also, individuals in the group may not approach the learning process in such a linear fashion, and that is perfectly legitimate. The model is meant to serve as a guide for the trainer or instructor who is trying to design and carry out an educational experience for a group.

TRADITIONAL AND ADULT EDUCATION

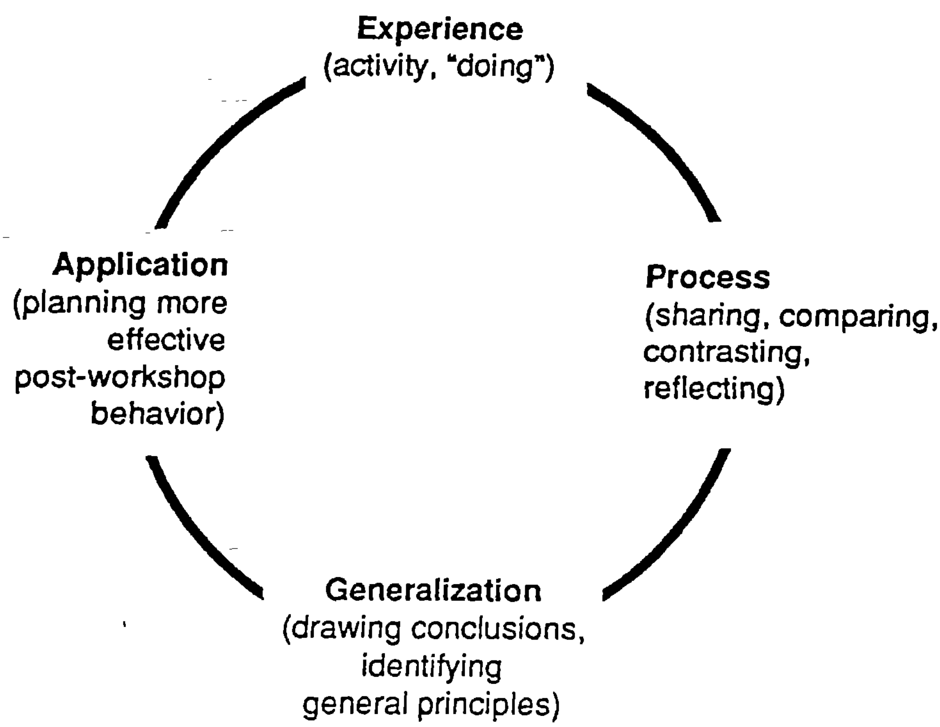
TRADITIONAL EDUCATION

1. Highly effective for developing ideas and expanding what you know.
2. Highly effective with younger learners.
3. Teacher-centered.
4. Passive and theoretical.
5. Focused on "right" and and "wrong," encourages learners to find the one right answer to a problem.
6. Measure of achievement is grades and certificates.
7. Can foster a sense of dependence on outside experts.

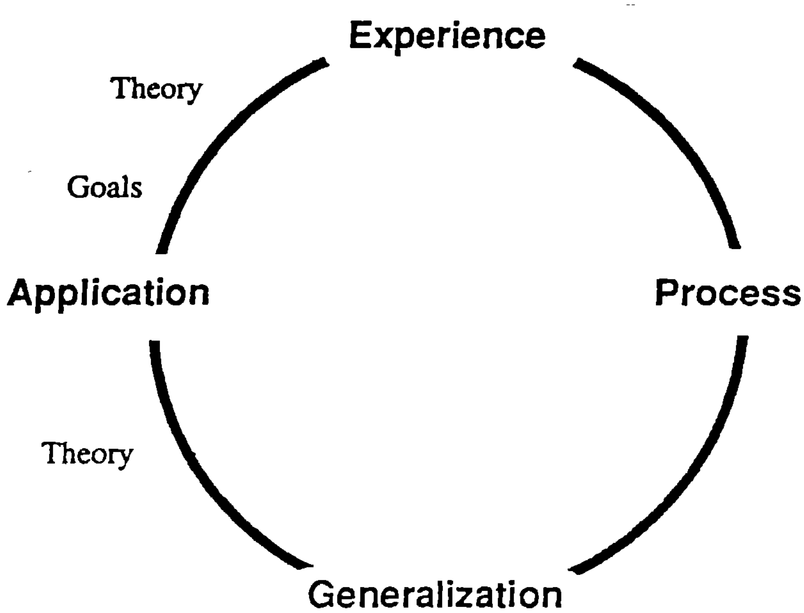
ADULT EDUCATION

1. Highly effective for developing skills and expanding what you can do.
2. Highly effective with adult learners.
3. Learner-centered.
4. Active and experiential.
5. Focused on "effective" and "ineffective." Encourages learners to explore many approaches to determine which answer will work in which situation.
6. Measure of achievement is what you are able to do more effectively in your life.
7. Can foster independence and self-reliance.

The Experiential Model



Adding "Theory" to the Experiential Model



SESSION JOURNAL

ADULT EDUCATION AND EXPERIENTIAL LEARNING

1. What conclusions can I draw about the way adults learn and about experiential learning?

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2. What can I do in this training of trainers to apply what I have learned about adult education and experiential learning?

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SESSION GUIDES

MODULE II: TRAINING MANAGEMENT

Session 1: Planning and Managing the Training Program

Content: Overview of the Training Process
Training Needs Assessment
Roles of a Trainer
Training Goals and Objectives

Session 2: Designing the Training Program

Content: Training Methodology
Session Design Framework
Session Planning

Session 3: Implementing the Training Program

Content: Facilitation Skills
Presentation Skills
Using Visual Aids

Session 4: Evaluating the Training Program

Content: Four Levels of Evaluation
Evaluation Methods

SESSION 1

Session Title : PLANNING AND MANAGING A TRAINING PROGRAM

Date/Time : Day Two; 8:30 a.m. - 12:00 noon

Session Objectives : At the end of the session, the participants will be able to:

1) List the four basic stages of the training process

2) Explain roles and functions trainers should perform

3) Explain the purposes and types of training needs assessment

4) Discuss training goals and objectives

Materials Needed :

Visual on Session Objectives
Visual on The Four Stage Model
Visual/Handout on Role of the Trainer
Visual on Types of Training Needs Assessment
Handout on Overview of Training Process
Handout on Training Needs Assessment
Handout on Training Goals and Objectives
Handout on Session Journal

Session Outline :

1) Introduction (10 minutes)

2) Overview of the Training Process (60 minutes)

3) The Roles of the Trainer (40 minutes)

4) Training Needs Assessment (40 minutes)

5) Training Goals and Objectives (40 minutes)

6) Conclusions (10 minutes)

7) Synthesis/Journal (10 minutes)

TOPIC/ACTIVITY	PROCEDURE
INTRODUCTION	1) Ask the participants what problems they encounter in trainings, either as trainers or participants. Write their answers on the board.
	2) Synthesize their answers with this key point:
	To minimize problems, and to manage trainings effectively, the trainer must have a clear understanding:
	• ***of the training process including all activities in each phase***
	• ***of the various roles trainers perform in the training process***
	3) Present **visual on Session Objectives.**
OVERVIEW OF THE TRAINING PROCESS: THE FOUR STAGE MODEL	1) Present the **visual on the Four Stage Model** of the training process. Discuss the stages and activities in each stage:
TRAINING NEEDS ASSESSMENT	***A. TRAINING NEEDS ASSESSMENT***
	• *Gather information about the participants: who they are, what work they do, what is expected of them in their job.*
	• *Determine what knowledge, attitude and skills participants need to perform their roles and functions.*
DEVELOPING A TRAINING PROGRAM	***B. DEVELOPING A TRAINING PROGRAM***
	• *Set the training goals and objectives based on the training needs assessment*
	• *Determine learning areas to help achieve training goals and objectives*

TOPIC/ACTIVITY	PROCEDURE
DEVELOPING A TRAINING PROGRAM	• *Select training methodologies a… tools* • *Design session plans with title, sp… cific objectives, content, time, acti… ties, needed materials and means … evaluation.* • *Determine evaluation plan, includi… areas for evaluation, methodolo… and tools or instruments.* • *Prepare training plan, schedule a… budget.*
IMPLEMENTING THE TRAINING PROGRAM	*C. IMPLEMENTING THE TRAINING PRO… GRAM* • *Organize training staff.* • *Schedule the training.* • *Select and reserve training venue.* • *Notify participants about schedu… and venue.* • *Prepare training materials and kits.* • *Prepare session hall and trainin… equipment.* • *Conduct and facilitate the sessions*
EVALUATING THE TRAINING	*D. TRAINING EVALUATION* • *Use evaluation tools to measur… knowledge and skills gained.*
ROLES OF THE TRAINER	1) Introduce the topic by focusing on: *In the training process, the trainers wi… play starring roles with major respons… bilities. It is therefore important to unde… stand the roles and functions of the traine… in the whole process.*

TOPIC/ACTIVITY	PROCEDURE
ROLES OF THE TRAINER	2) Ask the participants what roles they have performed in a training program.
	3) Present the **visual on Roles and Functions of the Trainer:**
PLANNER	***A. PLANNER***
	• *Task analyst:* ***role of identifying activities, tasks, resources needed to accomplish specific results in a job.***
	• *Needs analyst:* ***identify gaps between ideal and actual job performance, and reasons for these gaps***
	• *Program/course designer:* ***set training goals and objectives, define content, prepare session plans, schedule and budget***
IMPLEMENTOR	***B. IMPLEMENTOR***
	• *Training manager: organize activities, staffing, coordinate with other units/agencies for training requirements*
	• *Program administrator: ensure availability of budget, facilities and equipment for training*
	• *Group facilitator: conduct sessions, manage group discussions and process*
	• *Media specialist: manage and use audio-visual equipment and materials*
	• *Instructor: present information and direct learning activities*

TOPIC/ACTIVITY	PROCEDURE
EVALUATOR	*C. EVALUATOR*
	• ***Evaluator:** determine training outcome or results*
	• ***Transfer agent:** help trainees apply learnings after activities*
TRAINING NEEDS ASSESSMENT	1) Present the **visual on the Four Stage Model of Training**, and focus the group's attention on the first stage.
	2) Ask the participants what they think are the purposes of training needs assessment.
	3) Write their answers on the board and integrate their answers with the following key points:
PURPOSE OF TRAINING NEEDS ASSESSMENT	• ***identify the learner in terms of who they are, what work they do, what is expected of them in their work***
	• ***determine the knowledge, attitude and skills which learner needs to acquire to perform effectively***
	• ***develop training goals and objectives***
	• ***provide information for developing training content materials and activities***
TYPES OF TRAINING NEEDS ANALYSIS	4) Ask participants what types or methods of training needs analysis they know or have used.
	5) Write their answers on the board. Present **visual on Types of Training Needs Analysis**:

TOPIC/ACTIVITY	PROCEDURE
	• *Informal interview* • *Observation* • *Survey* • *Performance test* • *Formal interview* • *Performance evaluation report/record* • *Checklist*
	6) Discuss each type based on **handout on Training Needs Analysis.**
TRAINING GOALS AND OBJECTIVES	1) Ask the participants to recall the ongoing training's goals and objectives.
	2) Define training goal and objective as: ***Goal:*** ***statement describing the changes in behavior or performance that are the desired outcome of the training program.*** ***Objective:*** ***statement expressing what the trainees must be able to demonstrate in terms of knowledge, attitude or skills upon completion of or during the course.***
PERFORMANCE-CENTERED OBJECTIVES	3) Present the **visual on Training Goal and Objectives (from Module One: Session on Orientation to the Training).** Use the objectives stated as examples in describing: PERFORMANCE-CENTERED OBJECTIVES: • *A statement identifying the trainee as the focus or center of training activities (the participant must be able to...)* • *A statement identifying and naming the desired terminal behavior which can be seen and measured (to identify, to discuss, to enumerate, to demonstrate, to describe, etc.)*

TOPIC/ACTIVITY	PROCEDURE
PERFORMANCE-CENTERED OBJECTIVES	• ***A statement identifying and naming the object on what is to be learned (session design, action plan, etc.)*** • ***A statement defining the important conditions under which the behavior is to occur (given a design framework, prepare session plan)*** • ***A statement defining the criteria of of acceptable performance (time limit, number of correct responses, etc.)***
CONCLUSIONS	1) Ask the participants what conclusions they can draw from the session. 2) Ask the participants what are their most most important learnings from the session. 3) Distribute **handouts on Four Stages of Training, Role of the Trainer, Training Needs Assessment, and Training Goals and Objectives.**
SYNTHESIS	1) Synthesize the session around these key points: • *The training process has four stages.* • *The trainer performs various roles and functions in the different stages of the training process.* • *Training needs assessment provides the basis for developing a training program.* • *Training goals and objectives must be performance and learner centered.* 2) Present the **visual on Session Objectives** and ask the participants if the objectives have been met.

SESSION OBJECTIVES

At the end of the session, the participants will be able to:

1) List the four stages of the training process;

2) Explain roles and functions trainers should perform;

3) Explain the purposes and types of training needs assessment; and

4) Discuss training goals and objectives.

FOUR STAGES OF TRAINING PROCESS

Stage One: Training Needs Assessment

Determine present knowledge level, attitudes and skills of trainee; current tasks and functions; gaps in work performance

Determine what the trainee needs to know and/or do to perform job effectively

Determine what the trainees want to gain from the training

Stage Two: Developing a Training Program

Formulate goals and objectives

Design course content, topics and activities

Select training methodologies, tools and techniques

Prepare training plan, schedule and budget

Stage Three: Implementing the Training Program

Organize training staff
Notify participants

Prepare training materials and kits, including evaluation tools

Select, reserve and prepare training venue and equipment

Conduct and facilitate the sessions

Stage Four: Training Evaluation

Administer evaluation tools
Conduct evaluation activities

Process, analyze and generate recommendations from evaluation results

ROLES AND FUNCTIONS OF THE TRAINER

Role	*Function/Task*
A. PLANNER	
Task analyst	Identify activities, tasks, resources needed to accomplish specific results in a job.
Needs analyst	Identify gaps between ideal and actual job performance, and reasons for these gaps
Program/course designer	Set training goals and objectives Define content Prepare session plans, training schedule and budget
B. IMPLEMENTOR	
Training manager	Organize activities and staffing Coordinate with other units/agencies for training requirements
Program administrator	Ensure availability of budget, facilities and equipment for training
Group facilitator	Conduct sessions, manage group discussions and processes
Media specialist	Manage and use audio-visual equipment and materials
Instructor	Present information and direct learning activities
C. EVALUATOR	
Evaluator	Determine training outcome or results
Transfer agent	Help trainees apply learnings after course

TYPES OF TRAINING NEEDS ASSESSMENT

- Informal interview
- Observation
- Survey
- Performance test
- Formal interview
- Performance evaluation report/record
- Checklist

OVERVIEW OF THE TRAINING PROCESS

Training is a planned process of helping people to learn new knowledge, attitudes and skills to enable them to effectively perform their tasks and functions.

The training process has four basic stages:

I. TRAINING NEEDS ASSESSMENT

This stage determines the needs of workers that can be addressed by training. The activities include:

- Identification of target participants
- Selection of assessment methodology
- Preparation and pre-testing of assessments tools and instruments
- Conduct of the needs assessment
- Processing and analysis of the assessment results

II. DEVELOPING A TRAINING PROGRAM

Developing a training program includes:

- Formulation of goals and objectives to define behavior the learner should be able to demonstrate upon successful completion or at any time during the training.
- Design of course content which includes identifying, organizing and sequencing the subject matter, topics and activities to be taken up during the training to attain the set goals and objectives.
- Selection of training methodologies, tools and techniques, including instructional media and materials to be used in facilitating the learning process.
- Design of evaluation plan, methodologies and tools or instruments.
- Preparation of training plan, schedule and budget.

III. IMPLEMENTING THE TRAINING PROGRAM

This is the stage wherein trainers carry out the training plan:

- Organization of the training staff
- Scheduling of training, selection and reservation of venue
- Notification of participants about schedule and venue
- Preparation of training materials and kits, including evaluation tools
- Preparation of session hall and training equipment
- Conduct and facilitation of training sessions

IV. TRAINING EVALUATION

Training evaluation can be conducted at the start, during and end of the training program to assess whether objectives are attained.

- Administer evaluation tools, techniques and instruments
- Process, analyze and generate recommendations from evaluation results

POST TRAINING ACTIVITIES

After the completion of the training program, the following activities are undertaken:

- Inventory of training, supplies and equipment
- Return of borrowed equipment
- Preparation of training report

TRAINING NEEDS ASSESSMENT

Training needs assessment is the determination, through various methods, of the needed knowledge, skills, values and orientation, experiences and perceptions of the target trainees in a given training course.

Training needs assessment provides information on what kind of training is needed by workers, based on the organizationís current and future requirements from its personnel. There are three general situations in which training may be required:

- Poor performance of people in current job
- New tasks/functions/responsibilities are added to current job
- Creation of entirely new jobs/positions

Given these situations, and if performance gaps are due to lack of adequate knowledge and skills, and/or of proper attitudes, then training is the appropriate corrective action.

Purpose of training needs assessment

Training needs assessment serves the following purposes:

- to identify the learner in terms of who they are, what work their do, what is expected of them in their work
- to determine the knowledge, attitude and skills which learner needs to acquire to perform work effectively
- to provide basis for developing training goals and objectives
- to provide information for developing training content, materials and activities

Types of Training Needs Assessment

Informal interview. Information is gathered through casual conversations with target participant/s about their tasks and functions.

Observation. The trainer observes target participants performing their tasks and relating with their co-workers.

Survey. A questionnaire is used to determine training needs among a sample population representing the target participants. The questionnaire should be pre-tested with a pilot group to determine its approriateness, accuracy and applicability. This type of training needs assessment provides quantitative information about the respondents and their training requirements.

Performance test. The test evaluates the achievement level or capability of target participants.

Formal interview. Personal interviews with target participants, using a set of guide questions, can reveal a wide scope of training needs. Confidentiality of responses should be assured and ensured with the respondents to generate frank and candid answers.

Performance evaluation report/record. Supervisors can be requested to furnish performance evaluation records of target participants. Records can include attendance, production, sales, etc.

Checklist. A simple checklist can be administered and tabulated, with target participants merely indicating their areas of interest or concern regarding training.

TRAINING GOALS AND OBJECTIVES

Definition

Training Goal: statement describing the changes in behavior or performance that are the desired outcome of the training program.

Training Objective: statement expressing what the trainees must be able to demonstrate in terms of knowledge, attitude and/or skills upon completion of or during the course.

Performance-centered objectives

- A statement identifying the trainee as the focus or center of training activities.

Example: The *trainee* will be able to write a session plan.

- A statement identifying and naming the desired terminal behavior which can be seen and measured.

Example: to *enumerate* types of training needs assessment
to *define* training goal and objective

- A statement identifying and naming the object of what is to be learned.

Example: to write an *action plan*
to develop a *session guide*

- A statement defining the important conditions under which the behavior is to occur.

Example: *Given a set of materials and tools,* the trainee must construct a toilet bowl mold

- A statement defining the criteria of acceptable performance (how will the learner do it).

Example: The trainee must *assemble and dismantle a water pump within a period of one hour.*

SESSION JOURNAL

PLANNING AND MANAGING THE TRAINING PROGRAM

1. What are they key things I have learned about planning and managing a training program?

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2. Think about your own organization and how decisions about training are made. What suggestions or actions would improve:

   a. Training Needs Assessment

   b. Training Goals and Objectives

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SESSION 2

Session Title : DESIGNING THE TRAINING PROGRAM

Date/Time : Day Two; 1:00 p.m. - 5:00 p.m.

Session Objectives : At the end of the session, the participants will be able to:

1) Discuss the factors in selecting training methodologies;

2) Describe at least five training methodologies, including advantages and disadvantages;

3) List the seven steps of session design; and

4) Identify and discuss the parts of a session plan.

Materials Needed :

Visual on Session Objectives
Visual on Overview of Training Process
Visual on List of Common Training Methodologies
Visual on Factors Affecting Selection of Training Methodologies
Visual on Experiential Learning Cycle (Module One)
Visual on Seven Step Model
Visual on Sample Session Plan
Handout on Training Methods and Techniques
Handout on Design Components of an Experiential Training Session
Handout on Sample Session Plan
Handout on Session Journal
Cartolina strips (blue and green)
Newsprint
Pentel pens

Session Outline :

1) Introduction (15 minutes)
2) Training Methodology (90 minutes)
3) Session Design Framework (60 minutes)
4) Session Planning (45 minutes)
5) Conclusions (15 minutes)
6) Synthesis/Journal (15 minutes)

TOPIC/ACTIVITY	PROCEDURE
INTRODUCTION	1) Relate the session with the previous one by presenting the **visual on Overview of the Training Process**. Focus on the Designing a Training Program stage and its activities. 2) Present the **visual on Session Objectives.**
TRAINING METHODOLOGY	1) Start the first topic by explaining the importance of training methodology and the factors which affect the selection of methodology: ***Training methodology defines how trainees will acquire knowledge and develop attitudes and skills required by the program.***
SELECTION OF TRAINING METHODOLOGY	***Several factors affect the selection of training methodology:***

A. HUMAN FACTOR

- *Trainer/Facilitator/Resource Person*
  - *knowledge, managerial and training experience*
- *Participants*
  - *intellectual level and educational background*
  - *age and practical experience*
  - *social and cultural environment*

B. TRAINING OBJECTIVES

- *Behavioral outcome the trainee has to achieve*

C. TRAINING CONTENT

- *Different topics require different methods or a combination of methods*

TOPIC/ACTIVITY	PROCEDURE

D. TIME AND MATERIAL FACTORS

- *Preparation time*
- *Duration of the course*
- *Training budget*
- *Time of day*
- *Teaching facilities & equipment*

TECHNIQUES IN SELECTING TRAINING METHODOLOGIES

1) Tell the participants:

The trainer has to consider the factors in selecting training methodologies. The following techniques can be used in selecting appropriate training methodologies:

- *Match the methods to the objectives.*
- *Consider the nature and characteristics of the learner.*
- *Use a variety of methodologies to maintain participantsí interest.*
- *Choose the method that would involve the highest level of participation.*
- *Use methods you are most comfortable with.*
- *Select the methods which would meet time and location considerations.*

COMMON TRAINING METHODOLOGIES

1) Ask the participants what training methodologies they know or have used. Write their answers on the board.

2) Present visual on List of Common Training Methodologies:

- *Buzz Group*
- *Brainstorming*
- *Case Study*
- *Mini-Case Study*
- *Demonstration*

TOPIC/ACTIVITY

PROCEDURE

- *Group Discussion*
- *Individual or Group Project*
- *Games*
- *Lecture/Discussion*
- *Role Play*

3) Describe each methodology and discuss its advantages and disadvantages based on the handout on Common Training Methods and Techniques.

INDIVIDUAL EXERCISE

1) Distribute two strips of cartolina (green & blue) to each participant, and give the following instructions:

   - ***Write your name on each card on the right hand corner***
   - ***On the green card, write one training methodology you know and use well***
   - ***On the blue card, write one training methodology you want to learn during the training***
   - ***Paste all green cards on one newsprint, and all blue cards on another newsprint***

2) Review and group common answers. Identify which method/s are most popular and least popular among the participants.

3) Tell the participants that the two newsprints will be posted at the back of the session hall and will be used as basis for the participants' assignments during the practice session.

TOPIC/ACTIVITY | **PROCEDURE**

SESSION DESIGN FRAMEWORK

1) Explain that the next topic will focus on another activity in the design of a training program which is the session design.

2) Present and review the **visual on Experiential Learning Cycle** from Module One. Explain these key points:

- ***The application of each phase of the cycle is guided by the goals of the training program.***
- ***The effectiveness of the experiential learning cycle is enhanced by using the seven step model in designing sessions.***

SEVEN STEP MODEL SESSION DESIGN

1) Distribute the **handout on Design Component of an Experiential Training Session** and ask the participants to review the handout for 10 minutes.

2) Ask the participants to form seven (7) groups. Assign one design component to each group.

I. CLIMATE SETTING
II. GOAL CLARIFICATION
III. EXPERIENCE
IV. PROCESSING
V. GENERALIZING
VI. APPLYING
VII. CLOSURE

3) Give the groups these instructions:

- *Discuss assigned component and give examples for the component.*
- *Write the group report on newsprint.*
- *Assign one group member to present their output.*

TOPIC/ACTIVITY	PROCEDURE

4) Give the groups 20 minutes for the discussion and five (5) minutes for the presentation.

5) Add additional points to each component as presented, based on the handout.

GROUP WORK

6) Tell the participants that they will now use the seven step model to design a session.

7) Ask the participants to form three groups. Assign one of the following topics to each group:

- ***Proper Health and Hygiene Practices***
- ***Prevention of Diarrhea***
- ***Environmental Sanitation***

8) Give the groups these instructions:

- ***Discuss how they are going to design and deliver the session using the seven step model.***
- ***Describe what they will do in each component and the questions they will ask in each step.***
- ***Write the group output on newsprint.***
- ***Assign one group member to present their output.***

9) Give 30 minutes for the group work and 10 minutes for each presentation.

10) Ask the big group's reactions to each presentation.

TOPIC/ACTIVITY	PROCEDURE
SESSION PLANNING	1) Present the **visual on this Session's Guide.** Focus on the sequence of sessions and point out that the design follows the seven-step model.
	2) Tell the participants that the guide is an example of a session plan. Discuss the following key points:
	A. SESSION PLAN:
	• ***Guides the trainor in handling a specific learning topic/s.***
	• ***Outlines the detailed activities and how these will be done.***
	• ***Must be consistent with training objectives.***
	3) Present the **visual on Session Plan**, and discuss its parts:
PARTS OF A SESSION PLAN	*PARTS OF A SESSION PLAN*
	A. OBJECTIVE
	• *States what the participants should achieve after the session*
	B. TOPIC/S
	• *Content of the session, arranged in a logical sequence*
	C. METHODOLOGY
	• *Training methods/techniques*
	D. MATERIALS/EQUIPMENT
	• *Handouts, visual aids, supplies and equipment to be used during the session*

TOPIC/ACTIVITY	PROCEDURE
PARTS OF A SESSION PLAN	***E. PROCEDURE*** • ***Steps to be followed in handling the session*** ***F. TIME*** • ***Time allocation for each topic/activity*** 4) Tell the participants that they will be asked to prepare a session plan as part of their session on training practice.
CONCLUSIONS	1) Ask the participants what conclusions they can draw from the session. 2) Ask the participants to cite their most important learnings from the session. 3) Distribute the session handouts.
SYNTHESIS/JOURNAL	1) Summarize the session around these points: ***Designing a training program involves:*** • *selecting the appropriate training methodologies based on various factors* • *designing each session using the seven step model and its components* • *preparing the session plan to serve as a guide in handling specific topics.* 2) Present the **visual on Session Objectives** and ask the participants if the objectives have been met. 3) Ask participants to fill up Session Journal.

SESSION OBJECTIVES

At the end of the session, the participants will be able to:

1) Discuss the factors in selecting training methodologies;

2) Describe at least five training methodologies, including advantages and disadvantages;

3) List the seven step model of session design; and

4) Identify and discuss the parts of a session plan.

FACTORS AFFECTING SELECTION OF TRAINING METHODOLOGIES

A. HUMAN FACTOR

- *Trainer/Facilitator/Resource Person*
  - knowledge, managerial and training experience
- *Participants*
  - intellectual level and educational background
  - age and practical experience
  - social and cultural environment

B. TRAINING OBJECTIVES

- Behavioral outcome the trainee is expected to achieve

C. TRAINING CONTENT

- Different topics require different methodology or a combinaton of methodology

D. TIME AND MATERIAL FACTORS

- Preparation time
- Duration of the course
- Training budget
- Time of day
- Teaching facilities and equipment

SEVEN STEP MODEL OF SESSION DESIGN

I. CLIMATE SETTING

II. GOAL CLARIFICATION

III. EXPERIENCE

IV. PROCESSING

V. GENERALIZING

VI. APPLYING

VIII. CLOSURE

SESSION TWO HANDOUT/VISUAL
DESIGNING THE TRAINING PROGRAM

SESSION PLAN

COURSE TITLE:

SESSION TITLE:

SESSION OBJECTIVES:

Session Number:

Module Number:

Training Day:

Prep. Day:

Topic/Activity	Methodology	Trng. Mat'l./Equip.	Procedure	Evaluation	Estimated Time

Page _____ of _____

SESSION 2
TRAINING METHODS AND TECHNIQUES

TYPE	DESCRIPTION	WHEN TO USE	REQUIREMENTS	ADVANTAGES	THINGS TO CONSIDER
1 Brainstorming	Problem solving approach Participants are given and asked to discuss a problem giving as many ideas/solutions as possible Ideas are gathered, clustered and prioritized according to agreed upon criteria Time for this method is from 5-15 minutes	To fully maximize the experiences of participants quickly and spontaneously To develop creative solutions to problems To develop creativity To stimulate participation by group members	Board or paper for recording ideas Chalk or pens Tape for posting paper	Inspires participants to share what they they know Encourages unusual suggestions Breaks mind sets and allows for new approaches Although a small number of ideas may be usable a significant number of valuable ideas are collected Maintains interest because of fast pace of session Encourages participation by all members of the group	Leader needs to have the skill to keep the session moving and the ideas coming as well as to avoid judging ideas shared Productivity of the group depends upon the abilities of the participants and their understanding of the process Needs a nonthreatening environment
2 Case Study	An oral or written description of a realistic situation	To encourage confidence in the participants	The case (written, film, video or other form of presentation)	Actively involves participants Keeps interest level	Participants who are not too confident or outspoken are usually unable to join discussions

TYPE	DESCRIPTION	WHEN TO USE	REQUIREMENTS	ADVANTAGES	THINGS TO CONSIDER
	Enough information must be given so that participants can analyze the problems and determine possible solutions There is often no one correct answer While work on a case can be done individually or in a group, this should always conclude with a discussion of the outputs	To develop critical thinking, problem solving and decision-making skills To provide realistic and practical experience To evaluate learning and/or analytical knowledge and abilities To learn to separate facts from judgments	Pencils, pens, paper, etc. Board or paper for case study discussion	high because of participant activity and relevance to real world situations Blends well with other methods	Takes time to discuss Cases can become obsolete so periodic revision is essential Good cases are difficult to write
3. Lecture	A prepared, oral presentation delivered by a resource person to a group of participants As it is a one-way presentation and participants are passive it should be enhanced with visual aids and a more active strategy such as a discussion or exercise Can be delivered to	To relay factual information To introduce and/ or explain a concept of theory	Podium and audio equipment, if necessary Sufficient space for all participants to see and hear	Poor lecturers or unprepared resource persons should not do lectures Covers a lot of information in a short period of time Relatively easy to prepare and deliver Inexpensive Allows many people to hear the same message	Lectures must be well-planned and brief Many resource persons lack the presentation skills necessary to be a good lecturer Difficult to maintain interest Retention of information is lower than with other methods

TYPE	DESCRIPTION	WHEN TO USE	REQUIREMENTS	ADVANTAGES	THINGS TO CONSIDER
	any size group and can be of any duration Brief lectures (15-30) minutes are the most effective				
4. Panel	A conversation by several persons in front of an audience A group of 3-5 experts present short prepared statements which are discussed by the panelists and questions from the audience are answered A moderator introduces, coordinates and often participates in the discussion	To open or end a topic To present to participants the ideas and opinions of several resource persons To bring out differing points of view on a topic, similar to, but not as structured as a debate	Chairs for panel members placed in form of the participants Sufficient space for all the participants to see and hear Audio equipment, if needed	Can develop an awareness of the complexity of various issues Exposes participants to several resource persons in the same session Often enjoyable for resource persons Requires little formal preparation beyond the opening statement A lively panel discussion can be very informative and, at the same time, entertaining Questions coming from participants increases participation	Panel members must be at ease and willing to be challenged on issues A good moderator is essential in order to prevent one or two members from dominating the discussion Participants are relatively passive Participants may hesitate to ask questions

TYPE	DESCRIPTION	WHEN TO USE	REQUIREMENTS	ADVANTAGES	THINGS TO CONSIDER
				and ensures that panel members will discuss points that interest the group	
5. Discussion	It is an examination of a specific topic by a group It is more effective in groups of 10-25 participants Often done with a lecture or other non-participative method or is a review of individual or group work (ex. case study) The facilitator starts by asking stimulating but predetermined questions Facilitator's main responsibility is as catalyst and moderator, asking additional questions, recording and/or restating participants responses and guiding participants in the right direction	To evaluate learning and/or analytical knowledge and abilities To review case studies or other work assignments To assist participants to learn deductively	Seating so that group members can see each other during the discussion Paper or board to gather and write ideas	Actively involves participants Consolidates knowledge and experience of the group Allows unclear areas to be identified and discussed	Instructor requires good facilitation skills Must be patient and allow the discussion to develop One or two members may dominate Takes more time than other methods May be difficult to control and there is a tendency to deviate from the topic

TYPE	DESCRIPTION	WHEN TO USE	REQUIREMENTS	ADVANTAGES	THINGS TO CONSIDER
	It is important that the facilitator has skills in summarizing the discussions on the chalkboard or on paper.				
6. Game	A structured competition between two or more participants Focus is on participants' actions and reactions The features of a game as a training method is that it includes a set of structured decision-making tasks typical of a real-life situation and it provides a systematic means of observing and evaluating participants decisions	To develop leadership skills To foster cooperation and teamwork To improve decision-making ability To evaluate learning	As needed for the game procedures, written material or game equipment Facilities for the game	Games motivate people to participate They are fun Can be used in a number of different ways for all types of learning	Participants may be totally involved only in "win/lose" competition if games are not properly done Requires good skills and understanding from the trainor Require a great amount of time
7 Buzz Group	A large group divided into several small groups of four to six people to discuss a topic or do a task Usually less than 10 minutes	To stimulate thinking to open or shorten a discussion To get immediate reaction to a speaker, film, etc.	Space for groups to talk without interruption	Stimulate discussion and causes group interest Allows participation by those shy to speak in a large group	Needs a trainor who can introduce the activity and stop the discussion at the determined time Sometimes results in the control of the small group by one or two persons

TYPE	DESCRIPTION	WHEN TO USE	REQUIREMENTS	ADVANTAGES	THINGS TO CONSIDER
	There may be no finished product but there must be feedback Often called "dyads" (two people) or "triads" (three people)			Focuses the succeeding discussions on participants' interest	
8 Demonstration	A method that shows how something works or is done It hopes to clarify an idea, process or relationship Often participants practice and receive feedback on their performance Effective for technical training	To show how something is done To demonstrate a skill or technique To show how a technique can be used	Equipment being demonstrated, if needed Space, if needed	Provides clear, direct example of how something works or is to be done Is realistic Is inexpensive to do Can use expert to demonstrate with a trainor to facilitate	Need to ensure that all can see the demonstration clearly Learners may see but will not be able to do
9. Exercise	Short problem focusing on a specific training point Most exercises have one correct solution	To show newly learned procedures or principles before trying to apply the knowledge to something more difficult and complex	Paper, pens, pencil, etc.	Quickly identifies whether learning has occurred and identifies problem areas Participants are active Helps make the shift	Should be limited to one concept or procedure Takes time to do and discuss Need to avoid making the exercise too long or complex

TYPE	DESCRIPTION	WHEN TO USE	REQUIREMENTS	ADVANTAGES	THINGS TO CONSIDER
				from concept to application	Should first be tested to see if it will produce the desired result
10. Learning Contract	An agreement made by the participants in consultation with the trainor as to: (1) learning goals for the specific learning activity (2) the methods by which the participants will attain those goals (3) method of evaluation	For almost all learning situations	Paper	Encourages self-reliance and self-understanding Individuals learn in the manner or style which they best feel are effective Participants involved in active evaluation of their progress	
11 Readings	Printed material assigned to individuals All participants can read the same material or the readings	To present factual material To present policies or procedures For advance or post activity work	Printed material	Economical Time needed depends on participant's reading skills and understanding ability	Need to select relevant material Giving too much material without proper guidance will often result in low participation

TYPE	DESCRIPTION	WHEN TO USE	REQUIREMENTS	ADVANTAGES	THINGS TO CONSIDER
	Can be individualized Guide or discussion questions are often given with the readings			Guarantees that all participants will have a common knowledge of the information If used as pre-work, does not take course time that could be used for a discussion of the readings	Often more effective if after reading the material a report is made to the group
12. Role playing	Interaction among participants involving realistic behavior in a nonjob setting Two or more people present a theoretical problem or conflict which they must try to solve or react to Following the enactment, role players and observers analyze what has taken place Through role playing participants experience their own actions and emotions and how they affect others	To practice skills learned such as problem-solving and interviewing To promote understanding of the viewpoints and feelings of other persons To encourage insights into attitudes and behavior	Guidelines for giving feedback Sufficient space for players	Lets participants experience and try out new learning and receive immediate feedback Totally involves participants Is relatively easy to do Is enjoyable	Can be difficult to do so the trainor must set a climate where participants will be comfortable and not intimidated Trainor must ensure that the discussion that follows a role play is objective and constructive and does not become a personal attack on the players Sometimes time consuming

TYPE	DESCRIPTION	WHEN TO USE	REQUIREMENTS	ADVANTAGES	THINGS TO CONSIDER
13 Work Group	Three to eight persons working together on a specific task to produce a specific output The purpose is to apply learning to solve a problem	To demonstrate and apply To gather questions and/or concerns from the participants To foster teamwork	Enough space for the groups to work Boards, paper and markers	Active participation of participants Encourages participation by participants who are reluctant to speak in a large group Lets participants help each other and thus strengthens teamwork Group answers and/or ideas are often more effective than those of individuals	Time consuming Trainors role is to be sure that the objectives and activity are clearly understood Outputs of the work groups should be presented to the total group

DESIGN COMPONENTS OF AN EXPERIENTIAL TRAINING SESSION*
SEVEN-STEP MODEL

Before we begin to design a training session, we should recall the basic principles of the experiential learning model. First, the application of each phase of the model is driven by the goals of the training session. Once the goals are defined, the session can be designed using the model as the framework. Second, theory can be inserted in two different places—either before the experience, in which case the experience becomes a way to test the theory or to try out the skills implied by it—of after, when it is interwoven into the generalization phase as participants develop their own 'theory.'

Oftentimes, the model is misused in practice where certain components are left out of the design or the program. As a result, the power of experiential learning is significantly diminished or is negated altogether. However, when the seven components are applied rigorously in sequence, the potential for effective experiential learning can be dramatic.

In order to ensure a clear understanding of the experiential learning model, it is important to define the design components individually.

1. CLIMATE SETTING

- Stimulates interest, curiosity and enables the participants to begin thinking about the subject at hand.
- Provides rationale for why the subject is important to the participants and how it will be useful to them.
- Links this session to previous ones and places it into the overall framework of the training.

2. GOAL CLARIFICATION

- Presents statements to the participants which describe the intent, aim or purpose of the training activity.
- Provides an opportunity for participants to get a clear understanding of the goals of the session, and allows them to explore additional issues or raise concerns.

*Wilma J. Gormley and James A. McCaffrey, Ph D , *Design Components of an Experiential Training Session*, Training Resources Group, 1982.

3. EXPERIENCE

- An activity in which the group engages that will provide an opportunity for them to 'experience' a situation relevant to the goals of the training session.
- This 'experience' becomes the data producing event from which participants can extract and analyze as they complete the learning cycle.
- Common 'experiences' are role plays, case studies, self-diagnostic instruments, games, simulation, etc.

4. PROCESSING

- Participants share individual experiences and their reactions to the experience.
- The group analyzes and thoughtfully reflects on the experience.
- The trainer guides and manages the processing of information.

5. GENERALIZING

- Participants determine how the patterns that evolved during the experience phase of the learning cycle relate to the experience of everyday life.
- Participants seek to identify key generalizations that could be derived from the experience.

6. APPLYING

- Using the insights and conclusions gained from the previous steps, the participants identify and share how they plan to use these new insights on their everyday life.
- Participants answer the questions, 'Now what?' and 'How can I use what I learned?'

7. CLOSURE

- The events of the training session are briefly summarized.
- Provides a link to the original goals of the session and seeks to determine if the goals have been met.
- Wraps up the training session and gives a sense of completion.
- Provides an opportunity to link the session to the rest of the program, especially the next training activity.

SESSION JOURNAL

DESIGNING THE TRAINING PROGRAM

1. What are the most important things I have learned about designing a training program?

____

____

____

____

____

____

2. What are some specific opportunities I can think about in the next few months to redesign some of my training programs?

____

____

____

____

____

____

SESSION 3

Session Title : **IMPLEMENTING THE TRAINING PROGRAM**

Date/Time : Day Three; 8:00 a.m. - 12:00 noon
1:00 p.m. - 4:00 p.m.

Session Objectives : At the end of the session, the participants will be able to:

1) Demonstrate effective facilitation skills such as paraphrasing, asking questions, summarizing, and using encouragers;

2) Explain how these facilitation skills are important for managing discussions effectively;

3) Discuss and demonstrate techniques in making effective presentations; and

4) Discuss and demonstrate the use of at least three visual aids.

Materials Needed

Visual on Session Objectives
Visual on Basic Principles of Facilitation
Visual on Basic Facilitation Skills
Visual on Techniques for Making Effective Presentations
Visual on Factors in Selecting Appropriate Visual Aids
Handout on Facilitation Skills
Handout on Techniques for Making
Effective Presentations
Handout on Using Visual Aids
Handout on Session Journal
Newsprint
Pentel/acetate pens
Acetates/transparencies
Available samples of visual aids

Session Outline

1) Introduction (15 minues)
2) Facilitation Skills (60 minutes)
3) Presentation Skills (60 minutes)
4) Using Visual Aids (60 minutes)
5) Demonstration of Facilitation and Presentation Skills (120 minutes)
6) Conclusions (15 minutes)
7) Synthesis/Journal (15 minutes)

TOPIC/ACTIVITY	PROCEDURE
INTRODUCTION	1) Start the session by reviewing the Training Process. Tell the participants that this session will focus on Implementing the Training Program. Emphasize these key points: • ***Facilitation and presentation skills are important elements in delivering effective training.*** • ***Trainers must be able to use a variety of communication techniques to create an environment that enable trainees to participate actively in the learning process.*** • ***The session offers an opportunity to learn and practice basic facilitation and presentation skills.*** 2) Present the **visual on Session Objectives.**
DEFINITION AND BASIC PRINCIPLES OF FACILITATION	1) Ask the participants their concepts of facilitation. Write their answers on the board. Integrate their responses with the following points: • ***Facilitation is a process by which trainers assist participants to explore, develop and assess ideas and feelings during learning activities.*** • ***Facilitation helps clarify purposes, ask questions, draw out ideas and encourage full, active involvement.*** • ***Facilitation allows two-way learning between trainer, participants and co-participants.*** 2) Tell the participants that to bring out the best among participants and to guide them effectively in the learning process, the trainer must know the basic principles of facilitation:

TOPIC/ACTIVITY	PROCEDURE
DEFINITION AND BASIC PRINCIPLES OF FACILITATION	• *Know the topic/activity thorougly.* • *Be open, sincere and true.* • *Encourage active sharing and participation.* • *Keep the discussion on focus and summarize discussions.* • *Accept your own limitations and those of the participants.* • *Manage time effectively.* • *Be creative.* • *Respect opinions and recognize everyone's contributions to the activity.* • *Evaluate every session or activity.*
BASIC FACILITATION SKILLS	2) Present visual on Basic Facilitation Skills, and explain each skill:
PARAPHRASING	*A. PARAPHRASING* • *Communication is a complicated process of sending and receiving information.* • *One way to ensure that communication is taking place effectively is to use paraphrasing.* • *Paraphrasing means capturing the meaning of a statement and saying it back in your own words to the other person.* • *Examples of paraphrasing:* - *You are saying ...* - *In other words...* - *I gather that...* - *You mean...* - *If I understood what you are saying...*

TOPIC/ACTIVITY	PROCEDURE

ASKING QUESTIONS

3) Explain that the next facilitaiton skill is asking questions. Ask the participants to answer some sample questions:

- ***Are you feeling hungry right now?***
- ***How are you feeling right now?***
- ***When should we take our next break?***
- ***Why am I asking you so many questions?***

4) Classify the questions and discuss the characteristics of each type:

- ***Closed questions - answerable by yes or no; requires precise, short answers.***
- ***Open-ended questions - requires elaboration, seeks information; begins with WHAT, HOW OR WHY.***

5) Ask the participants to share their own experiences with closed and open-ended questions. Then ask for suggestions that could help them remember to ask open-ended questions. Include these suggestions:

- ***Write down questions before asking them.***
- ***Decide what kind of answer is needed and assess whether the question will get the desired response.***

SUMMARIZING

6) Ask participants what they understand by summarizing. Draw out a definition from the group and write their answers on the board. Explain the purpose of summarizing:

- *Pull important ideas and facts together*
- *Establish a basis for further discussion or to make a transition*
- *Review progress of discussion*
- *Check for clarity; check for agreement*

TOPIC/ACTIVITY	PROCEDURE
SUMMARIZING	7) Give examples of starter phrases for summarizing: • ***There seems to be some key ideas expressed here...*** • ***If I understand you, you feel this way about the situation...*** • ***I think we agree on this decision -- what we are saying is that we...***
	8) Ask the participants to add their own examples of starter phrases. Write their answers on the board.
USING ENCOURAGERS	9) Explain that facilitation skills also include a combination of verbal and nonverbal communication. This facilitation skill is called using encouragers. Discuss examples of using encouragers: • *Nodding one's head* • *Picking on the last or two words of someone's sentence* • *Repeating a sentence, or part of a sentence* • *Asking someone -- "say more about that"* • *Saying -- "that's good, does anyone has anything else to add?"* • *Maintaining eye contact and open body position*
PRESENTATION SKILLS	1) Introduce the topic by explaining that aside from facilitation skills, a trainer also needs presentation skills to transfer knowledge, attitudes and skills, and to direct learning experiences.

TOPIC/ACTIVITY	PROCEDURE

GROUP WORK

2) Ask the participants to form three groups. Give the three groups the following instructions:

- ***Recall your experiences during the last training you attended.***
- ***Recall how your trainers/facilitators presented their sessions.***
- ***Identify which presentations you found to be effective, and give reasons why you found these effective.***
- ***Write your output on a newsprint.***
- ***Assign a group member to present your output.***

3) Give 20 minutes for the group work and five minutes for each group presentation.

TECHNIQUES FOR MAKING EFFECTIVE PRESENTATIONS

4) Ask the group to identify common reasons for effective presentations. Synthesize their outputs by presenting the **visual on Techniques for Making Effective Presentations:**

A. PREPARATION:

- *Analyze your audience.*
- *Define your presentation's objectives.*
- *Prepare appropriate visual aids and materials or handouts.*
- *Prepare a presentation plan or outline.*
  - *Introduction*
  - *Body*
  - *Summary*
- *Rehearse and rehearse again.*

TOPIC/ACTIVITY	PROCEDURE

TECHNIQUES FOR MAKING EFFECTIVE PRESENTATIONS

B. DURING PRESENTATION:

- *Dress neatly and appropriately.*
- *Present objectives of your presentation.*
- *Start with ideas which are familiar to your audience.*
- *Speak clearly.*
- *Use simple, brief and concise language.*
- *Learn when and how to pause. Vary your pace.*
- *Be aware of your gestures and facial expressions.*
- *Be natural, sincere and relaxed.*
- *Ensure participation by:*
  - *listening*
  - *asking/giving information*
  - *asking stimulating questions*
  - *acknowledging suggestions*
  - *redirecting questions*
- *Summarize main points frequently.*
- *Make conclusions brief and concise.*
- *Start and end on time.*

USING VISUAL AIDS

1) Explain to the group that an effective presentation makes use of appropriate visual aids. Ask the participants to give examples of visual aids. Write their answers on the board.

2) Explain that the trainer selects the visual aids to be used based on certain factors. Present the **visual on Factors to be Considered in Selecting the Appropriate Visual Aids:**

- *the training budget*
- *the availability of equipment, materials and power supply*

TOPIC/ACTIVITY	PROCEDURE

USING VISUAL AIDS

- ***methodology and relevance to topic***
- ***adaptability to audience's age, skills and learning ability***
- ***impact to the audience's understanding, attention, interest and response***
- ***trainer's knowledge and skills in using the particular visual aid and equipment***

3) Tell the participants that every visual aid has distinct characteristics, advantages and advantages. Discuss the following visual aids, demonstrate use and show samples (if available):

- *Writing board*
- *Flannel board*
- *Flipchart*
- *Display boards/kit*
- *Print handouts*
- *Transparencies/acetates with overhead projector*
- *Slides or slide-tape presentations*
- *Film*
- *Video tape recording (VTR)*
- *Models/mock-ups*
- *Samples*

GROUP WORK

1) Ask the participants to again form the three groups during the previous session's topic on Session Design Framework. Assign one activity to each group and give the following instructions:

- *FACILITATION SKILLS*
  (Proper Health & Hygiene Practices)
  - *Review the session design framework which your group prepared*
  - *Discuss how you will facilitate a 15-minute discussion about the topic*

TOPIC/ACTIVITY	PROCEDURE
GROUP WORK	- *Assign group member/s who will demonstrate facilitation skills* • *PRESENTATION SKILLS (Prevention of Diarrhea)* - *Review the session design framework which your group prepared* - *Discuss how you will handle a 15-minute presentation about the topic* - *Assign group member/s who will demonstrate presentation skills* • *USING VISUAL AIDS (Environmental Sanitation)* - *Review the session design framework which your group prepared* - *Discuss what kind of visual aids you will prepare for a 15-minute session* - *Prepare three sample visual aids for the topic* - *Assign group member/s who will demonstrate the visual aids* 2) Give the groups 60 minutes to prepare their group output, and 15 minutes for each group presentation. 3) Ask the other groups to observe the facilitation and presentation skills and use of visual aids. 4) After each presentation ask the other groups to share their observations, focusing on: • *Positive aspects* • *Areas for improvement*

TOPIC/ACTIVITY	PROCEDURE
CONCLUSIONS	1) Ask the participants what conclusions they can draw from the session. 2) Ask the participants to cite their most important learnings from the session. 3) Distribute the session handouts.
SYNTHESIS/JOURNAL	1) Summarize the session by focusing on these key points: • ***Facilitation and presentation skills are important elements in delivering effective training programs.*** • ***Trainers must be able to use a variety of visual aids and equipment to enhance learning.*** 2) Present the **visual on Session Objectives,** and ask the participants if the objectives have been met. 3) Ask participants to fill up Session Journal.

SESSION OBJECTIVES

At the end of the session, the participants will be able to:

1) Demonstrate effective facilitation skills such as paraphrasing, asking questions, summarizing and using encouragers;

2) Explain how these facilitation skills are important for managing discussions effectively;

3) Discuss and demonstrate techniques for making effective presentations; and

4) Discuss and demonstrate the use of at least three visual aids.

BASIC PRINCIPLES OF FACILITATION

- Know the topic/activity thoroughly.
- Be open, sincere and true
- Encourage active sharing and participation.
- Keep the discussion on focus and summarize discussions.
- Accept your own limitations and those of participants.
- Manage time effectively.
- Be creative
- Respect opinions and recognize everyone's contributions to the activity.
- Evaluate every session or activity.

BASIC FACILITATION SKILLS

PARAPHRASING

Examples:
"You are saying..."
"In other words..."
"I gather that..."
"You mean..."
"If I understand what you are saying..."

ASKING QUESTIONS:

Examples:
"How are you feeling right now?
"What do you think of the activity?
"Why do we need to facilitate a discussion?
"What are your learnings from this session?

SUMMARIZING

Examples:
"There seems to be some key ideas here..."
"If I understand you, you feel this way about the situation..."
"These are the decisions we have agreed on..."

USING ENCOURAGERS

Examples:
Nodding one's head
Picking on the last two words of someone's sentence
Repeating a sentence, or part of a sentence
Asking someone — "say more about that"
Saying — "that's good, does any one has anything else to add?"
Maintaining eye contact and open body position

TECHNIQUES FOR MAKING EFFECTIVE PRESENTATIONS

A. Preparation

- Analyze your audience
- Define your presentation's objectives
- Prepare appropriate visual aids and materials or handouts
- Prepare presentation plan or outline:
  - Introduction
  - Body
  - Summary
- Rehearse and rehearse again.

B. During Presentation

- Dress neatly and appropriately.
- Introduce yourself and your co-presentors.
- Present objectives of your presentation.
- Start with ideas which are familiar with your audience.
- Speak clearly.
- Use simple, brief and concise language.
- Learn when and how to pause. Vary your pace.
- Be aware of your gestures and facial expressions.

- Be natural, sincere and relaxed.
- Ensure participation by:
  - listening
  - asking/giving information
  - asking stimulating questions
  - acknowledging suggestions
  - redirecting questions
- Summarize main points frequently.
- Make conclusions brief and concise.
- Start and end on time.

FACTORS IN SELECTING APPROPRIATE VISUAL AIDS

- TRAINING BUDGET
- AVAILABILITY OF EQUIPMENT, MATERIALS AND POWER SUPPLY
- METHODOLOGY AND RELEVANCE TO TOPIC
- ADAPTABILITY TO AUDIENCE'S AGE, SKILLS AND LEARNING ABILITY
- IMPACT TO THE AUDIENCE'S UNDERSTANDING, ATTENTION, INTEREST AND REPONSE
- TRAINER'S KNOWLEDGE AND SKILLS IN USING THE PARTICULAR VISUAL AID AND EQUIPMENT

FACILITATION SKILLS FOR TRAINERS AND GROUP FACILITATORS

by James A. McCaffery

Introduction

Facilitation skills are important for everyone, but are especially critical for trainers. Communication may appear to be simple, but it is one of the more complex things that human beings do. Many things can go wrong in this process. For example, we may send a message which we thing is clear, while the person receiving it may not understand it in the way it was intended. Sometimes we have things on our mind, we are distracted and do not "hear" or listen very carefully.

Although the range of communication activities and the skills involved encompass most of human interchange, there are three very important facilitation skills that a trainer can learn or enhance in a relatively short time: question asking, summarizing, and paraphrasing. With continued practice one may become very adept in their use.

Asking Questions

Asking questions is a critical trainer skill. Questions can be asked in two ways — as closed questions and as open-ended questions.

Closed Questions

Closed questions generally result in yes/no or other one word answers. They should only be used when you want precise, short answers. Otherwise, they inhibit discussion. The closed question can be answered with one word.

Example:

Trainer: *Do you think that recommendation will work?*

Participant: *No.*

Open-ended Questions

The open-ended question requires elaboration. "Tell me what you liked about that recommendation" seeks information. How? What? Why? are words that begin open-ended questions.

Trainer: *What did you like about that recommendation?*

Participant: *I think it is a good strategy for resolving the issue, one that can be implemented without expending a lot of resources.*

Trainer: *What kinds of goals did the group set?*

Participant: *They set a wide range of goals. The first was . . .*

Summarizing

The purpose of summarizing is to:

- Pull important ideas, facts, or data together.
- Establish a basis for further discussion or to make a transition.
- Review progress.
- Check for clarity; check for agreement.

By using summarizing in a conversation, you can encourage people to be more reflective about their positions as they listen for accuracy and emphasis.

Summarizing requires you to listen carefully, in order to organize and present information systematically. Summarized information ensures that everyone in the discussion is clear about what transpired in the just-completed portion of the discussion.

For example, a trainer may summarize to ensure that participants remember what has been said or to emphasize key points made during a group discussion. In these instances summarizing is very useful. Some starter phrases to help you begin a summary are:

- There seem to be some key ideas expressed here . . .
- If I understand you, you feel this way about the situation . . .
- I think we agree on this decision — what we are saying is that we intend to . . .

A real value of summarizing is that it gives you the opportunity to check for agreement. If people do not agree, it is better for you to know during the discussion than to find out later when a task is not completed or a deadline is missed. One of the most common complaints is that some participants think an agreement has been reached, yet things do not occur as planned afterwards. In many instances, that is because there was not really agreement during the discussion.

As an example of summarizing, assume that someone named Joan has talked for 3 or 4 minutes, and you summarize as follows:

Let me see if I have it straight, Joan. First, you say the work is boring, not carefully scheduled, and finally, you are concerned about the number of hours people are expected to work, correct?

As another example, the discussion has gone on for several minutes and you summarize as follows:

In talking about this issue, we have come up with three main points . . .

In sumfnary, this communication skill is a deliberate effort on the part of a trainer to pull together the main points made by the person or persons involved in the discussion.

Paraphrasing

Paraphrasing is simply restating what the other person has said in your own words. The prefix para means along side, as in the world parallel.

The process of paraphrasing is very much like catching a ball and throwing one back — except the ball you throw back is your own and perhaps a bit different from the original ball. Nonetheless, it is still a ball. You can throw back the other person's ideas by using such beginning phrases as:

You are saying . . .

In other words . . .

I gather that . . .

If I understood what you are saying . . .

The best way to paraphrase is to listen very intently to what the other is saying. If, while the other person is talking, we worry about what we are going to say next or are making mental evaluations and critical comments, we are not likely to hear enough of the mssage to paraphrase it accurately.

It is helpful to paraphrase fairly often, so that you develop a habit of doing so. You can even interrupt to do so, since people generally don't mind interruptions which communicate understanding. For example, Pardon my interruption, but let me see if I understand what you are saying . . .

Example:

Participant: *It seems the basic problem is that some of the people don't know how to use the management information system,*

Trainer: *In other words, you see the problem as lack of know-how.*

Another example:

Participant: *I think the most important thing is to tell the staff member clearly and directly how he is contributing to the problem.*

Trainer: *So you are saying it's important to tell the staff member directly what kind of impact he is having on the problem.*

Using Encouragers

There are a number of other helpful facilitation skills, some verbal, some non-verbal. Examples are:

- Nodding one's head.
- Picking up on the last word or two of someone else's sentence.
- Repeating a sentence, or part of a sentence.
- Asking someone — "Say more about that."
- Saying — "That's good — anybody else got anything to add?"
- Maintaining eye contact, open body position.

USING VISUAL AIDS

VISUAL AID	GENERAL CHARACTERISTICS	TIPS ON USE
Writing Board	•Either the traditional or modern chalkboard or whiteboard. •Used in classroom settings. •One of easiest means of illustrating a point, erasing it or adding to it. •Can add variety and contrast to teaching.	•Divide the board into two parts — one part to list the main points of the lecture/ discussion, the other part for constant writing or illustrating. •Write words in bold print, not longhand. •Use colored chalk, if available, for writing words that need underscoring. •When writing short points or phrases, write sideways on the board, with the left side of your body partly facing your audience so that you do not lose contact with them. •Longer materials should be written in advance of the session to save time. Cover the board first with newsprint or cloth.
Flannel board	•Fairly large portable board covered with flannel, felt, towel or sack cloth. •Stick on materials can be pinned or taped to the board, such as cut-outs, symbols, photos, figures or labels.	•Use flannel board to present a continuity of ideas (process, cycle, etc.) •Use to present what may otherwise be "dry" or technical ideas (formula, figures, etc.). •Ensure that stick on materials look attractive and interesting by using varied colors, shapes, sizes. •Get audience to participate in using the flannel board.

Flipchart	•A portable visual teaching aid made up of a series of charts to present ideas in sequence. •Each chart carries a specific or focal illustration which may have supplemental text or captions.	•Plan your session that will use the flipchart. •Make sure the charts are properly sequenced before the session. •Reveal charts only when you are ready to discuss them. •Talk to the audience, not to the flipchart. •Use a pointer to indicate certain details in a chart. •Position the charts in such a way that they can be viewed clearly by audience. •Be sure the flipchart is securely fastened and can be easily flipped for smooth handling.
Display board/kit	•A fixed or portable board for holding/displaying materials.	•Plan a serialized display based on learning objectives. •Set up display board to brighten up training hall. •Use a fixed or permanent board to display photos, announcements or materials regarding the training. •Use the display board as an activity or participation generating material by asking trainees to contribute display materials.
Print handouts	•Comics, brochures, leaflets, posters, handouts, etc. •Handouts carry informational, educational, motivational or instructional messages.	•Select appropriate print handouts based on training objectives and content. •Orient trainees about the use of the print materials. •Gather feedback from the trainees about the handouts.

Overhead transparencies	•Pictures, diagrams or text on clear plastic or acetate. •Transparency is projected on a screen or wall using an over-head projector. •Projector can be operated in normal light. •Pentel or acetate pens can be used to write on transparency. •A transparency may have covering sheets of paper to cover and reveal details.	•Prepare an outline first to show trainees what will be presented. •Avoid using the transparency as a doodle or scratch pad. •Switch off projector during some explanation or after using one transparency and before showing another. •Use a pointer to indicate details on acetate. •Explain the text on the acetate spontaneously. •Use horizontal format in preparing transparencies. •In general, the acetate should have only six words per line, and six or fewer lines per transparency. •Use letters at least 3/16-inch high for legibility during projection.
Slide & slide-tape presentation	•Individual transparencies in frames made of cardboard, glass metal or plastic. •Electronic slide projector enlarges and flashes the image on the screen. •Slides may be accompanied by live or taped narration. •Slides are best projected on white screen in a dark room.	•Introduce the slide presentation before using it. •Make sure slides are in sequential order and in right position. •Rehearse your style and pace to match the visuals and capability of audience to absorb presentation. •Limit your live discussion of each slide. Turn off the projector or put a black slide in case of a long discussion in between slides

Film	•Films are usually 16 or 35 mm, color, running from 20-30 minutes on the average. •A film projector enlarges and flashes the images on a screen.	•Preview film before showing. •Introduce the film to the audience before showing. •Explain the film's relevance to the training. •Get feedback about the film after showing. •Use the film as a take-off point for discussion.
Video-tape recording or laser disc	•Recording on video tape cassette or laser disc. •Video cassette or laser disc player projects the tape on television or special video monitors.	•Uses are similar to film.
Models/mock-ups	•Three dimensional materials usually made of clay, plastic, plaster of paris, fiberglass, etc. •Globes, scale models of buildings or human anatomy models are examples.	•Use a pointer to refer to parts or functions of parts shown on model/mock-up. •Position the model where participants can view it. •Allow the participants to analyze the model by themselves.
Samples	•Actual materials used for demonstration.	•Show the audience the samples, and allow them to to touch, smell and feel it with their hands. •Use samples to practice or demonstrate skills (examples: mixing oral rehydration solution, cooking, etc.) •Give away samples only if you have enough for all the audience. Otherwise, retrieve samples after use.

SESSION JOURNAL

IMPLEMENTING THE TRAINING PROGRAM

1. What are the most important things I have learned about facilitation and presentation skills?

2. What skills do I need to improve during this training of trainers for effective facilitation and presentation?

SESSION 4

Session Title	:	EVALUATING THE TRAINING PROGRAM
Date/Time	:	Day Three; 4:00 p.m. - 6:30 p.m.
Session Objectives	:	At the end of the session, the participants will be able to: 1) Define the four levels of evaluation; and 2) Discuss at least five evaluation methods.
Materials Needed	:	Visual on Session Objectives Visual on Four Levels of Evaluation Visual on Evaluation Methods Handout on Four Levels of Evaluation Handout on Evaluation Methods Handout on Session Journal Newsprint Pentel pens
Session Outline	:	1) Introduction (15 minutes) 2) Four Levels of Evaluation (45 minutes) 3) Evaluation Methods (60 minutes) 4) Conclusions (15 minutes) 5) Synthesis/Journal (15 minutes)

TOPIC/ACTIVITY	PROCEDURE
INTRODUCTION	1) Review the Training Process and point out that the last stage is the Training Evaluation. Discuss the importance of evaluation: • ***Evaluation determines whether training goals and objectives were attained.*** • ***Evaluation determines how the different aspects of the training (content, trainers, methodology, time allocation, materials and venue) contributed to the achievement of training goals and objectives*** • ***Evaluation identifies the strengths, weaknesses, effects or impact of the training program*** • ***Evaluation identifies future training needs of participants*** 2) Present the **visual on Session Objectives.**
FOUR LEVELS OF EVALUATION	1) Explain that evaluation is conducted at four levels. Present the **visual on Four Levels of Evaluation:** *FOUR LEVELS OF EVALUATION:* *A. EVALUATING REACTION* • *Participants' feelings and impressions about the various aspects of the training during and after the training program* *B. EVALUATING LEARNING* • *Participants' knowledge, attitudes and skills before, during and after the training program*

TOPIC/ACTIVITY	PROCEDURE
FOUR LEVELS OF EVALUATION	***C. EVALUATING BEHAVIOR AND PERFORMANCE*** • ***Participants' application of learnings in their work after completing a training program*** ***D. EVALUATING RESULTS OR IMPACT*** • ***Training's effect on the operation and effectiveness of a group or an organization and/or its programs***
EVALUATION METHODS	1) Ask the participants what types of evaluation methods they know or have used. Write their answers on the board. Integrate their answers by focusing on these points: • ***An ideal evaluation shows quantitatively and qualitatively how well the objectives were attained.*** • ***Trainers should plan the evaluation which should use a combination of various methods.*** 2) Present the visual on Evaluation Methods:
PRE-TEST AND POST-TEST	*PRE-TEST AND POST-TEST* • *Identical test (usually written) given before and after a training program.* • *Measures level of knowledge at the start and end of training.* • *Provides information on content areas which need reinforcement and review.*
OPINION/ATTITUDE QUESTIONNAIRE	*OPINION/ATTITUDE QUESTIONNAIRE* • *Open-ended questions given immediately after or periodically throughout training*

TOPIC/ACTIVITY	PROCEDURE
OPINION/ATTITUDE QUESTIONNAIRE	• *Elicits reactions to the training and trainers.* • *Determines participants' evaluation of overall training design and implementation, trainees' attitudes and behavior, and relevance of training program to trainees needs.*
TRAINER OBSERVATION	*TRAINER OBSERVATION* • *Direct observation throughout conduct of training.* • *Lists problems encountered.* • *Summarizes strengths and weaknesses of each session or activity or whole program.*
TRAINER/TRAINEE GROUP EVALUATION	*TRAINER/TRAINEE GROUP EVALUATION* • *Evaluation session to check specific learnings, facilitating and hindering factors in the learning process*
TRAINING PRACTICE SESSION	*TRAINING PRACTICE SESSION* • *Session in which trainees apply and demonstrate learnings in knowledge, skills and behavior through a practice or role play session, or actual conduct of an activity* • *Can be done during or after a training program*
FOLLOW-UP TRAINEE EVALUATION FORMS	*FOLLOW-UP TRAINEE EVALUATION FORMS* • *Measures training results in terms of job performance* • *Identifies needs for new/additional training* • *Conducted two to three months after training*

TOPIC/ACTIVITY	PROCEDURE
FOLLOW-UP SUPERVISOR EVALUATION FORMS	***FOLLOW-UP SUPERVISOR EVALUATION FORMS*** • ***Supervisors measure changes in knowledge, attitudes and skills of the trainee on the job*** • ***Identifies needs for new/additional training*** • ***Conducted two to three months after training***
GROUP WORK	1) Ask the participants to form same three groups, as in the previous session. Assign one evaluation method to each group: ***PROPER HEALTH & HYGIENE PRACTICES*** • ***Pre-test and post-test*** ***PREVENTION OF DIARRHEA*** • ***Trainer/trainee group evaluation session*** ***ENVIRONMENTAL SANITATION*** • ***Opinion/attitude questionnaire*** 2) Give the groups the following instructions: • ***Discuss what aspects of the session and what questions your group will ask using the assigned evaluation method*** • ***Write the group's output on newsprint.*** • ***Assign a group member to present the output.*** 3) Give 20 minutes for the group work and five minutes for each group presentation.

TOPIC/ACTIVITY	PROCEDURE
	4) Ask for reactions to each group's presentation.
	5) Summarize the outputs by explaining that the type of evaluation method depends on the session or training design and content.
CONCLUSIONS	1) Ask the participants what conclusions they can draw from the session.
	2) Ask the participants to share their most important learnings from the session.
	3) Distribute the session handouts.
SYNTHESIS/JOURNAL	1) Synthesize the session on these key points: • ***An effective training design includes an evaluation plan.*** • ***Evaluation determines whether the training goals and objectives were attained.*** • ***Evaluation identifies the strengths, weaknesses, effects and/or impact of a training program.*** • ***Evaluation has four levels and uses different methods.***
	2) Present **visual on Session Objectives**, and ask the participants if the objectives have been met.
	3) Ask participants to fill up Session Journal.

SESSION OBJECTIVES

At the end of the session, the participants will be able to:

1) Define the four levels of evaluation; and

2) Discuss at least five evaluation methods.

FOUR LEVELS OF EVALUATION

I. EVALUATING REACTION

- Participants' feelings and impressions about the various aspects of the training during and after the training program

II. EVALUATING LEARNING

- Participants' knowledge, attitudes and skills before, during and after the training program

III. EVALUATING BEHAVIOR OR PERFORMANCE

- Participants' application of learnings in their work after completing a training program

IV. EVALUATING RESULTS OR IMPACT

- Training's effect on the operation and effectiveness of a group or organization and/or its programs

EVALUATION METHODS

1) PRE-TEST AND POST-TEST
2) OPINION/ATTITUDE QUESTIONNAIRE
3) TRAINER OBSERVATION
4) TRAINER/TRAINEE GROUP EVALUATION
5) TRAINING PRACTICE SESSION
6) FOLLOW-UP TRAINEE EVALUATION FORMS
7) FOLLOW-UP SUPERVISOR EVALUATION FORMS

FOUR LEVELS OF EVALUATION

1. Evaluating Reaction

This measures the participant's likes and dislikes of the program and should be done during and after a program. The purpose is quite obvious, particularly during the course of the program. Training will not be very effective if it does not interest the trainees, or if they do not accept the material presented.

There are a few important keys to measuring reaction:

(1) The measurement (at least in the early stages of a program) is best made in writing. This allows anonymity and encourages candid expression of opinion by the participants.

(2) The measurement can be partially quantified by using a scaled system, that is, by asking participants to express their reactions numerically to specific aspects. For example:

Was the session worthwhile: YES 1-2-3-4-5 NO

Rate the quality of the training facilities:

Inadequate	Adequate	Excellent
1	2	3

(3) The measurement should focus on three specific targets:

- Participants' feelings about the worth of the training
- How well they think the training is aligned with their needs
- The reactions to the trainer(s)

By using scaled responses to these aspects, reactions can be tabulated quickly. The trainer obtains information to help him or her revise the direction or approach if necessary, and improvements can be readily seen. An example of a written form for measuring reaction is a

"Participant Reaction Sheet," a very simple form that encourages spontaneous expressions of feelings about the training (especially useful after sessions dealing with controversial issues).

In addition to forms, open-ended written evaluations that do not ask specific questions can be used to measure reaction. Also useful are verbal discussion, observation by the trainer, and conferences with observers.

2. Evaluating Learning

It is important to distinguish learning (the increase of knowledge or skill) from behavior (how someone does his or her job).

It is most useful to measure learning as quantitatively and objectively as possible for comparison purposes. One way is to measure learning before and after training. This is done by pre-test (administered before training) and an identical post-test (after) and comparing the results.

A check of learning accomplished in attitudinal sessions can be partially obtained through direct observation by the trainer and through reaction sheets and discussions (in which participants express what they think they learned). A "General Evaluation of the Training Program" (or discussion) at the conclusion of a training program asks for trainees' opinions on the design and delivery of the training.

3. Evaluating Behavior or Performance

Although learning may be measured and found to be positive, there is no assurance that job performance and behavior will be changed to incorporate the new learning. If the benefit is to take effect, several conditions are necessary:

- The trainees must have an opportunity to put the learning into effect and their supervisors must encourage them to use it.
- The trainees must realize that applying the new learning will make their job easier and more efficient.
- The trainees must be motivated to improve their job performance.

There are several factors to be considered when measuring behavioral change due to training:

- Enough time must elapse after the training to allow the trainee to put the new learnings into practice and for the change in behavior to be measurable.
- The measurement must be made by objective means. One way to ensure objectivity is to have various people do the measuring, including the trainee, supervisors, fellow workers, those he or she contacts (such as farmers), and subordinates.
- A comparison of behavior with that of other staff in similar jobs who did not receive training is also useful.

Essentially, changes in behavior following training can be measured by timing an evaluation of job performance at an appropriate interval to determine improvement attributable to training. Behavior is best measured several weeks following completion of a program.

4. Evaluating Results or Impact

A training program, whatever its objectives, will usually generate a spectrum of results in both individuals and groups. Its purpose is to improve job performance in certain specific ways - not necessarily to produce changes in procedures or organization, and its capacity to improve an organization's effectiveness is limited. A reasonably accurate picture of the results of training will be possible only when there is an opportunity to compare the operation and effectiveness of an agency before and after the program.

Results are perhaps the most important measurement in the eyes of those who pay for training but the most difficult to measure:

- All results of the training should be taken into account but they are not always easy to identify.
- Only results attributable to training should be considered, but training never takes place in isolation so other influences are difficult to eliminate.

The kinds of identifiable results to look for might include:

- Change in the amount of time needed to do certain tasks
- Change in the number of client complaints
- Change in the number of errors made
- Change in number of visits to farmers (or other contacts)
- Change in atmosphere at staff meetings

EVALUATION METHODS

An ideal evaluation shows quantitatively how well the objectives are met. However, even with well-developed specific objectives, it is not always possible to evaluate training quantitatively. Certain evaluation data will be based on opinion, feelings, observations, and interpretations of trainers and trainees. The best way is to plan the evaluation ahead and include several different ways to obtain pertinent information.

The following evaluation methods have all been used successfully and their most appropriate applications are indicated. Like all the methods and techniques discussed in this course, these are intended primarily as examples.

Pre-test/Post-test

An identical test (usually written) given before training and after. Most appropriate uses: before-and-after testing gives a reasonable quantitative and objective reading of the information learned. It also helps to specify issues and areas of information needing reinforcement and review.

Opinion/Attitude Questionnaire

Open-ended questions given immediately following training (or periodically throughout training) to elicit reactions to the program or the trainers. Most appropriate uses: to determine participants' evaluation of overall program design, trainees' attitudes and behaviors, and the relevance of training to trainees' needs.

Trainer Observation

The direct observation throughout delivery of training. Such observations may be organized in several ways: listing problems encountered and how they were dealt with; noting trainer's reactions periodically during delivery; summarizing strengths and weaknesses of each session or whole program. Most appropriate uses: Observation is useful for all aspects but is particularly helpful in evaluating such things as program design; trainee reactions; trainee comprehension; training techniques; facilities and logistical arrangements; trainers/resource persons/facilitators.

Trainer/Trainee Group Evaluation Session

The trainer designs a training session to evaluate the program. Part of the time is set aside to check specific aspects of the training. Part of the time is open for trainees to focus on what they think was most important or what hindered the program. Most appropriate uses: to determine trainees' reactions and learning; attitudinal changes; appropriateness of facilities; effectiveness of program design and delivery; trainer skills; involvement of trainees.

Post-Training Practice Session

Session in which trainees use skills and techniques presented in training, e.g., role play practice of meeting with a farmer. Most appropriate uses: skills learning (e.g., how to assemble a water pump).

Follow-Up Trainee Evaluation Forms

A check two to three months after training to find out how training helped on the job (if not, what would have been more helpful?). Most appropriate uses: to measure results and behavioral changes in relation to trainees' job; points out needs for new training.

Follow-Up Supervisory Evaluation Forms

A check two to three months after training by supervisor(s) of the trainees. Since the supervisors did not attend the training, they cannot evaluate the program directly, but they can judge apparent behavioral, attitudinal, and skill changes of the trainee on the job. Most appropriate uses: to measure results and behavioral changes in relation to trainees' performance; skill and attitude changes; and unmet needs.

SESSION JOURNAL

What have I learned about training evaluation?

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What are some ways in which I can improve the evaluation of trainings which I design and/or implement?

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SESSION GUIDE

MODULE III: PRACTICE TRAINING

Session 1: Practice Training

Content: Preparation for Practice Training
Practice Training

SESSION 1

Session Title : **PRACTICE TRAINING**

Date/Time : Day Four; 8:00 a.m. - 12:00 noon
1:00 p.m. - 6:00 p.m.

Session Objectives : At the end of the session, the participants will be able to:

1) Prepare a session plan;
2) Design and deliver a session using the seven step model;
3) Demonstrate facilitation and presentation skills;
4) Prepare and demonstrate the use of visual aids; and
5) Identify areas in which they need to improve their training skills.

Materials Needed

Visual on Session Objectives
Handout on Session Plan
Handout on Seven Step Model of Session Design
Handout on Observer's Checklist
Handout on Session Journal
Newsprint
Cartolina
Overhead transparencies/acetates
Pentel and acetate pens
Masking tape

Session Outline

1) Introduction (30 minutes)
2) Preparation for Practice Training (3 hours)
3) Practice Training (4 hours)
4) Conclusions (30 minutes)
5) Synthesis (15 minutes)

TOPIC/ACTIVITY	PROCEDURE
INTRODUCTION	1) Introduce the session by discussing the following key points: • *Practice training is the key component of a trainers training program.* • *Practice training gives participants a chance to improve on existing training knowledge and skills, and to try out new learnings.* • *Practice training provides participants with feedback from co-trainees and trainers.* 2) Present the **visual on Session Objectives.**
PREPARING FOR TRAINING PRACTICE	1) Ask participants to bring out and review their handouts on: • *Seven Step Model of Session Design* • *Session Plan* 2) Ask participants to form the three groups from the previous session/s. Give the groups the following instructions: • *Retrieve and review your group's outputs on your assigned topic from the previous sessions* • *Prepare a session plan and design on your assigned topic, including evaluation methods and visual aids* • *Allocate 45 minutes for the whole session.* • *Assign group members to handle specific topics/activities based on the session plan and design* • *Write session plan and visual aids on newsprint or overhead transparencies* 3) Give the groups three (3) hours to prepare for the practice training.

TOPIC/ACTIVITY	PROCEDURE
	4) Distribute materials/supplies as needed by the three groups.
	5) Monitor the progress of the three groups during their preparation.
PRACTICE TRAINING	1) Write the order of presentations by each group on newsprint.
	2) Allow each group five (5) minutes to set up their materials and equipment.
	3) Give each group 45 minutes for their practice training session.
	4) Ask participants to actively observe each group's practice session, and to write their observations on the Observer's Checklist.
	5) Distribute the **handout on Observer's Checklist.**
	6) After each pratice session, start the feedback session by asking the participant-observers on the positive aspects and areas for improvements. Give 15 minutes for the feedback session.
	7) Ask the presentors what they have learned during the practice and feedback session.
CONCLUSIONS	1) Ask the participants the following questions: • ***What did you learn about delivering training?*** • ***What did you find difficult?*** • ***What would you like to improve?***
	2) Give your general comments about the practice training sessions, highlighting the positive.

TOPIC/ACTIVITY	PROCEDURE
SYNTHESIS/JOURNAL	1) Summarize the participants' learnings from the practice training. 2) Review the **visual on Session Objectives** and ask if the objectives have been met. 3) Distribute the **handout on Session Journal** and allow the participants time to fill it up.

SESSION OBJECTIVES

At the end of the session, the participants will be able to:

1) Prepare a session plan;

2) Design and deliver a session using the seven-step model;

3) Demonstrate facilitation and presentation skills;

4) Prepare and demonstrate use of visual aids; and

5) Identify areas in which they need to improve their training skills.

TRAINING OF TRAINERS
Observer's Checklist

Group Topic: ______________________

	4 Effective	3 Do Less	2 Do More	1 Not Done
1. CLIMATE SETTER				
a. Greets, puts people at ease	_____	_____	_____	_____
b. Asks questions related to subject	_____	_____	_____	_____
c. Asks particular question(s) that draws on their experience related to subject	_____	_____	_____	_____

Comments:

	4 Effective	3 Do Less	2 Do More	1 Not Done
2. OBJECTIVES				
a. Written and legible	_____	_____	_____	_____
b. Clearly explained	_____	_____	_____	_____
c. Action verbs	_____	_____	_____	_____
d. Measurable, observable	_____	_____	_____	_____

Comments:

	4 Effective	3 Do Less	2 Do More	1 Not Done
3. EXPERIENCE				
a. Methodology selected appropriate	____	____	____	____
b. Presents content clearly	____	____	____	____
c. Uses appropriate visual aids	____	____	____	____
d. Follows appropriate delivery	____	____	____	____
e. Paraphrases/summarizes participants responses	____	____	____	____

Comments:

	4 Effective	3 Do Less	2 Do More	1 Not Done
4. PROCESSING				
a. Questions elicit participants reactions (thoughts & feelings) about experience.	____	____	____	____
b. Asks open-ended questions	____	____	____	____
c. Follows appropriate processing sequence	____	____	____	____
d. Paraphrases/summarizes participants responses	____	____	____	____

Comments:

	4 Effective	3 Do Less	2 Do More	1 Not Done
5. GENERALIZING				
a. Asks questions linked to session objectives	____	____	____	____
b. Asks open ended questions	____	____	____	____
c. Writes the participants' answers	____	____	____	____
d. Paraphrases/summarizes participants' learnings	____	____	____	____

Comments:

	4 Effective	3 Do Less	2 Do More	1 Not Done
6. APPLYING				
a. Asks questions that encourage participants to apply learnings in back home situation	____	____	____	____
b. Asks open ended questions	____	____	____	____
c. Solicits examples & encourages back home use	____	____	____	____

Comments:

	4 Effective	3 Do Less	2 Do More	1 Not Done
7. CLOSING				
a. Summarizes main points/learnings	_____	_____	_____	_____
b. Reviews objectives	_____	_____	_____	_____
c. Concludes, bridges to next session	_____	_____	_____	_____

Comments:

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Total Time

Comments on Overall Session:

Name of Observer: ____________________ Signature: ____________________

SESSION JOURNAL

PRACTICE TRAINING

1. What are the most important things I want to remember about session planning, design and delivery?

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2. What are some of my specific areas of improvements?

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SESSION GUIDE

MODULE IV: ACTION PLANNING

Session 1: Action Planning

Content: Review of Session Journal Entries
Implementation Plan

SESSION 1

Session Title : ACTION PLANNING

Date/Time : Day Five; 8:30 a.m. - 12:00 noon

Session Objectives : At the end of the session, the participants will be able to:

1) Develop a plan for applying what they learned from the training; and
2) Develop some ideas for implementing those plans.

Materials Needed : Visual on Session Objectives
Handout on Action Plan
Handout on Implementation Plan

Session Outline :

1) Introduction (15 minutes)
2) Review of Session Journals (60 minutes)
3) Preparation of Implementation Plan (60 minutes)
4) Discussion of Implementation Plans (60 minutes)
5) Synthesis (15 minutes)

TOPIC/ACTIVITY	PROCEDURE
INTRODUCTION	1) Begin the session by explaining briefly the importance of action planning: • ***It provides a final transition between the training and the participants' activities back at work.*** • ***It is the final step in the experiential learning cycle; it completes the series of learning experiences.*** 2) Present and review the **visual on Session Objectives.**
REVIEW JOURNAL ENTRIES	1) Ask the participants to retrieve all their Session Journals. Give these instructions: • ***Review all your journal entries from the workshop.*** • ***Write the most important learning points from the workshop and possible actions you plan to do on the handout on Action Plan.*** 2) Distribute the **handout on Action Plan.** Explain that these journal summaries, like their session journals, are for their use and that the trainers will not collect them nor the implementation plans that they will develop later in the session.
IMPLEMENTATION PLAN	1) Explain that the exercise aims to help the participants plan specific actions and to determine how they will implement them. Give the following instructions: • ***Review your list of possible actions from your action plan.***

TOPIC/ACTIVITY | **PROCEDURE**

IMPLEMENTATION PLAN

- ***List the actions you would like to undertake in the next six months on the left-hand column of the handout Implementation Plan.***
- ***For each action, complete in the other columns the following elements: desired outcomes, resources needed, possible constraints and strategy to overcome the constraints and implement the plan.***
- ***Take one hour for the task.***

2) Distribute the **handout on Implementation Plan.** Ask for an example of a possible action from a participant, then go through each column on the implementation plan, asking for examples of how that action might be implemented and offering your ideas as well. If the task is clear to everyone, have the participants begin their work.

3) For this task the participants may work in groups of two or three if there are people from the same area or municipality who will be working together in some way to plan and conduct training activities. If the participants come from different areas, give each person 30 minutes to work individually on their implementation plan. Later they can work in pairs to share plans and to get initial feedback and suggestions from others.

DISCUSS IMPLEMENTATION PLAN

1) Ask for examples from the participants' plans. Give comments and encourage participants to comment on each action. Allow time to review five or six plans.

SYNTHESIS

1) Present and review **visual on Session Objectives** and ask the participants if objectives were achieved

SESSION OBJECTIVES

At the end of the session, the participants will be able to:

1) Develop a plan for applying what they learned from the workshop; and

2) Develop some ideas for implementing those plans.

ACTION PLAN

In order to help you apply what you have learned as a result of this training, we encourage you to do the following:

A. Spend some time reviewing your journal entries from this training;
B. Think of your training responsibilities and the training programs that await you when you return to work; and
C. Answer the questions below.

1. From our discussions about the adult learner, what do you think it will be most important for you to remember?

2. What training methodologies are you most likely to use? How do you plan to use them?

3. What are one or two things you plan to do differently when you design your next training session?

4. What group facilitation and presentation skills do you need to keep working on?

5. Where or from whom can you continue to get help and feedback on your training skills?

6. What are some changes you might make in your existing training programs (or in future ones) as a result of what you have learned in this course?

7. What are some other ideas you have about ways to strengthen the way training is done in your organization, from assessing training needs, to designing training plans, to evaluating training? What are some specific actions that you might take?

IMPLEMENTATION PLAN

1. Actions to undertake in the next 6 months	2. Desired outcomes of these actions	3. Resources needed • Human • Financial • Material	4. Possible constraints • Social • Technical • Political • Other	5. Strategy		
				a. Strategies	b. Tasks	c. Timetable

Session Title	:	**TRAINING EVALUATION AND CLOSING PROGRAM**
Date/Time	:	Day Five; 1:00 p.m. - 3:00 p.m.
Session Objectives	:	At the end of the session, the participants will be able to: 1) Assess whether the training goals were achieved; 2) Give comments and suggestions on improving the training; and 3) Hear formal closing statements from trainers, special guests/officials, and participants' representatives.
Materials Needed	:	Training Evaluation Form Closing Program Certificates
Session Outline	:	1) Introduction (10 minutes) 2) Fill Out Evaluation Form (40 minutes) 3) Participants Suggestions (30 minutes) 4) Synthesis (10 minutes) 5) Closing Program (30 minutes)

TOPIC/ACTIVITY	PROCEDURE
INTRODUCTION	1) Introduce the training evaluation by explaining how important it is for trainers to be able to receive the honest assessment of the participants of the work they have done together. Mention that their comments will help the trainers improve the program in the future.
	2) Explain that the training evaluation form is an example of how to adapt success analysis to the specific needs of a training event. The participants may or may not write their names on the form which is divided into two parts: • ***Part 1: How well each of the training goal was achieved. It uses a four point scale to measure how well the goals were attained. Participants should encircle the number that best expresses their assessment.*** • ***Part 2: Several open-ended questions about the training drawn from success analysis.***
	3) Inform the participants that you will also ask for some verbal feedback on the training so that the areas not covered by the form may be discussed or so that participants may better explain comments they may want to share with the group.
FILL OUT EVALUATION FORM	1) Distribute the training evaluation form and review it with the participants. Give them 30 minutes to fill up the form.

TOPIC/ACTIVITY	PROCEDURE
PARTICIPANTS' SUGGESTIONS	1) Ask the participants to review their answers to questions 6, 7 and 8 in Part 2. Ask them if they are willing to share some of their suggestions for improving the training.
	2) Write their suggestions on the board, review and discuss them. Find out which suggestions are most common and most important to the participants.
SYNTHESIS	1) Review the key suggestions. Thank the participants for their comments and their active participation during the training.
CLOSING PROGRAM	1) Introduce the host team who will be conducting the closing program.
	2) Distribute the certificates before the end of the closing program.
	3) Thank the host team and the special guests for their participation in the closing program. Congratulate all the participants for having successfully completed the training program.

SESSION OBJECTIVES

At the end of the session, the participants will be able to:

1) Evaluate the training;

2) Provide comments and suggestions for improvements; and

3) Hear formal closing statements from trainers, special guests/officials, and participants' representatives.

TRAINING EVALUATION

Part I: Goal Attainment

Please circle the appropriate number to indicate to what degree the training has succeeded in improving your ability to do the following:

1. Define the basic principles of adult education and of experiential learning.

1	2	3	4
Very Little	Somewhat	Well	Very Well

2. Select and use training methodologies.

1	2	3	4
Very Little	Somewhat	Well	Very Well

3. Use a design framework for preparing and carrying out training sessions.

1	2	3	4
Very Little	Somewhat	Well	Very Well

4. Demonstrate facilitation and presentation skills.

1	2	3	4
Very Little	Somewhat	Well	Very Well

5. Describe and use visual aids.

1	2	3	4
Very Little	Somewhat	Well	Very Well

6. Plan and deliver a session using training skills and methodologies learned.

1	2	3	4
Very Little	Somewhat	Well	Very Well

7. Design and implement a training program.

1	2	3	4
Very Little	Somewhat	Well	Very well

8. Adapt this training methodology for use in back-at-work situations.

1	2	3	4
Very Little	Somewhat	Well	Very Well

Part II: Success Analysis of the Training

Please answer the following questions as fully as possible. Use the back of the evaluation form if you need more space.

1. Which training goals most closely met your learning needs?

2. What was the most helpful aspect of the training structure?

3. What did the trainers do that was most helpful for you?

4. What problems arose that were overcome well in your opinion? How were they overcome?

5. Which training goals did not meet your learning needs? Which learning needs were not met by the workshop?

6. What part of the training structure was least helpful to you? Why? How could it be improved?

7. What did the trainers do that was least helpful to you? Why? How could it be improved?

8. What other suggestions would you care to make to improve this training.

9. Other comments:

TRAINING FOR TRAINERS GUIDE AND MANUAL

REFERENCES

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2) ***FW4SP Trainors Training Program in Water Supply Implementation,*** Department of Interior and Local Government, Philippines

3) ***Trainers Guide for the Training of Facilitators/Trainers of Community Volunteer Health Workers,*** Department of Health-Family Planning Service and Australian International Development Assistance Bureau (AIDAB), Manila, Philippines, 1994

4) ***Structured Learning Episode Manual,*** Development of People's Foundation, Mindanao Training Resource Center, Davao City, Philippines

5) Training Handouts/Materials, International Institute of Rural Reconstruction (IIRR), Cavite, Philippines