

Delivering training effectively for NAPs: Training of Trainers

Bangkok, Thailand

26-29 March, 2018

Bryan Hopkins – lead facilitator

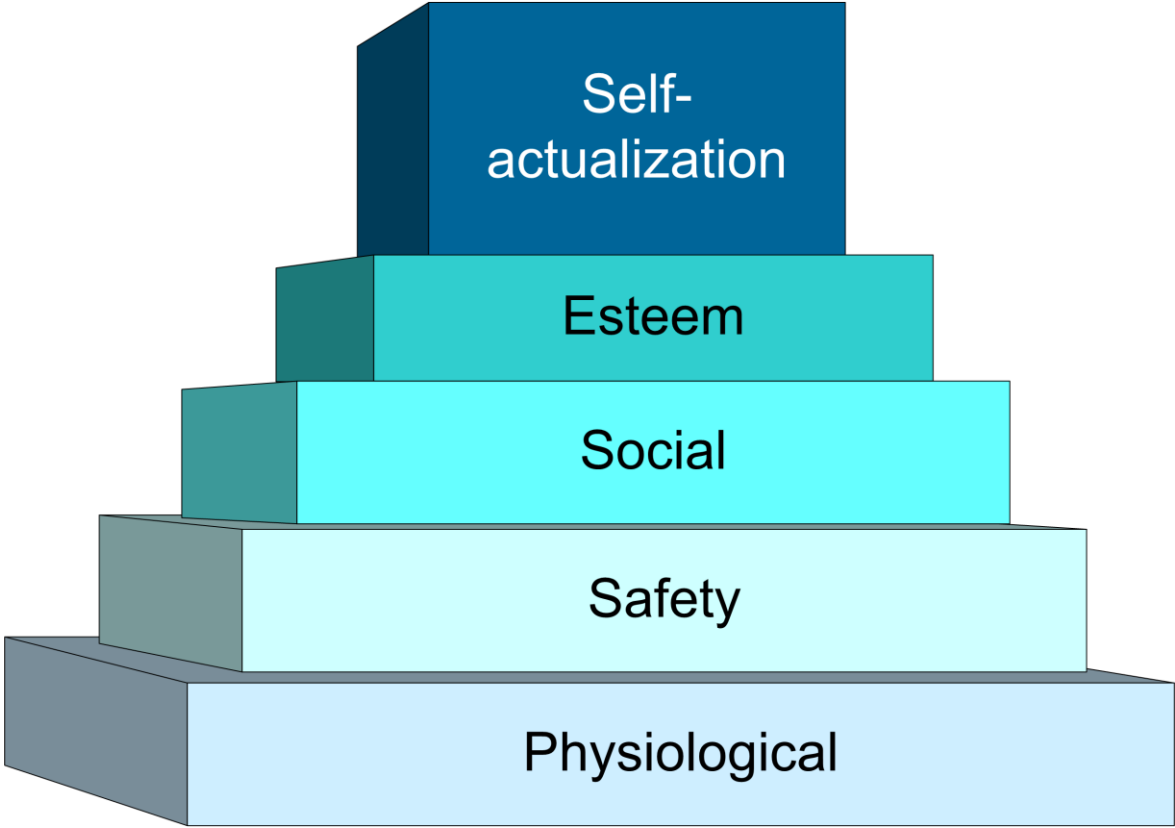
International educator and trainer since 1977

Postgraduate degrees in development studies and systems thinking

Worked for UN agencies and NGOs since 2001

UNHCR Senior Learning Solutions Officer
(Budapest) for three years

Maslow's hierarchy of needs



Objectives for the workshop

After this workshop, you should be able to

- design and deliver more learner-centred training
- deliver effective presentations
- facilitate learning activities
- evaluate the effectiveness of your training

Agenda

Day 1 What makes a good learning environment
Designing training programmes

Day 2 Delivering presentations

Day 3 Facilitating learning activities

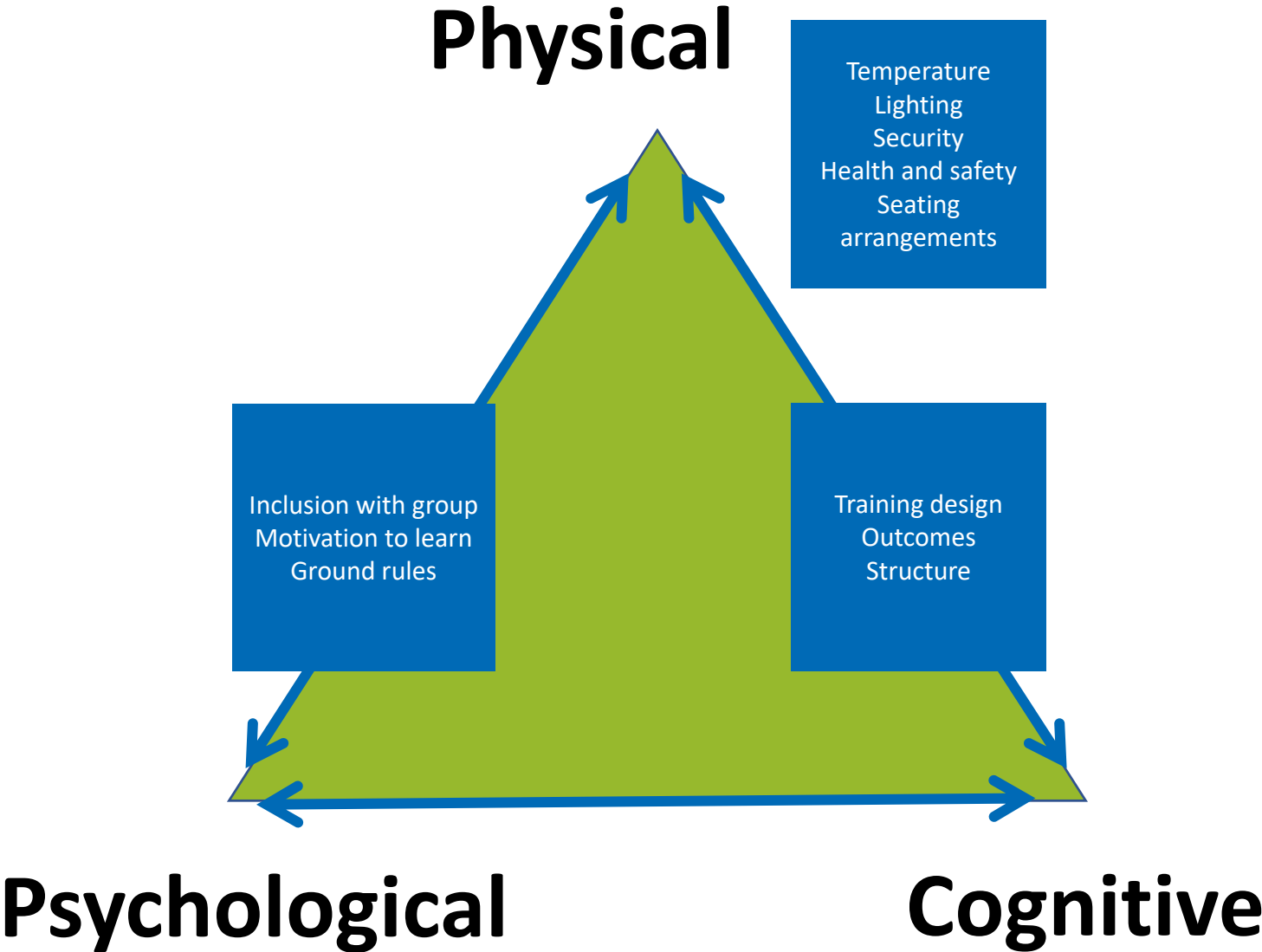
Day 4 Evaluating learning
Topics of interest

Training experiences

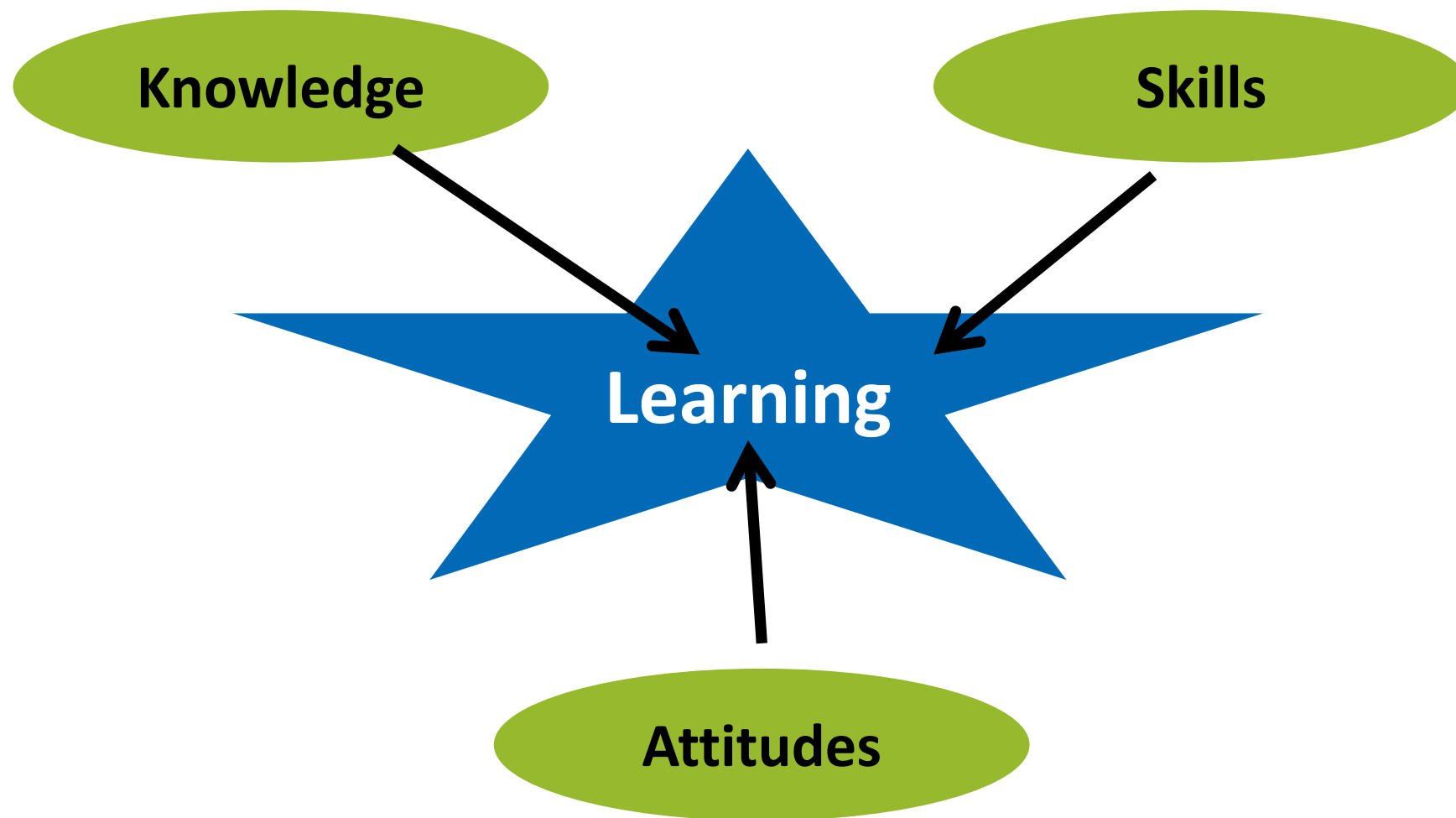
What are your experiences of training?

- One good experience
- One bad experience

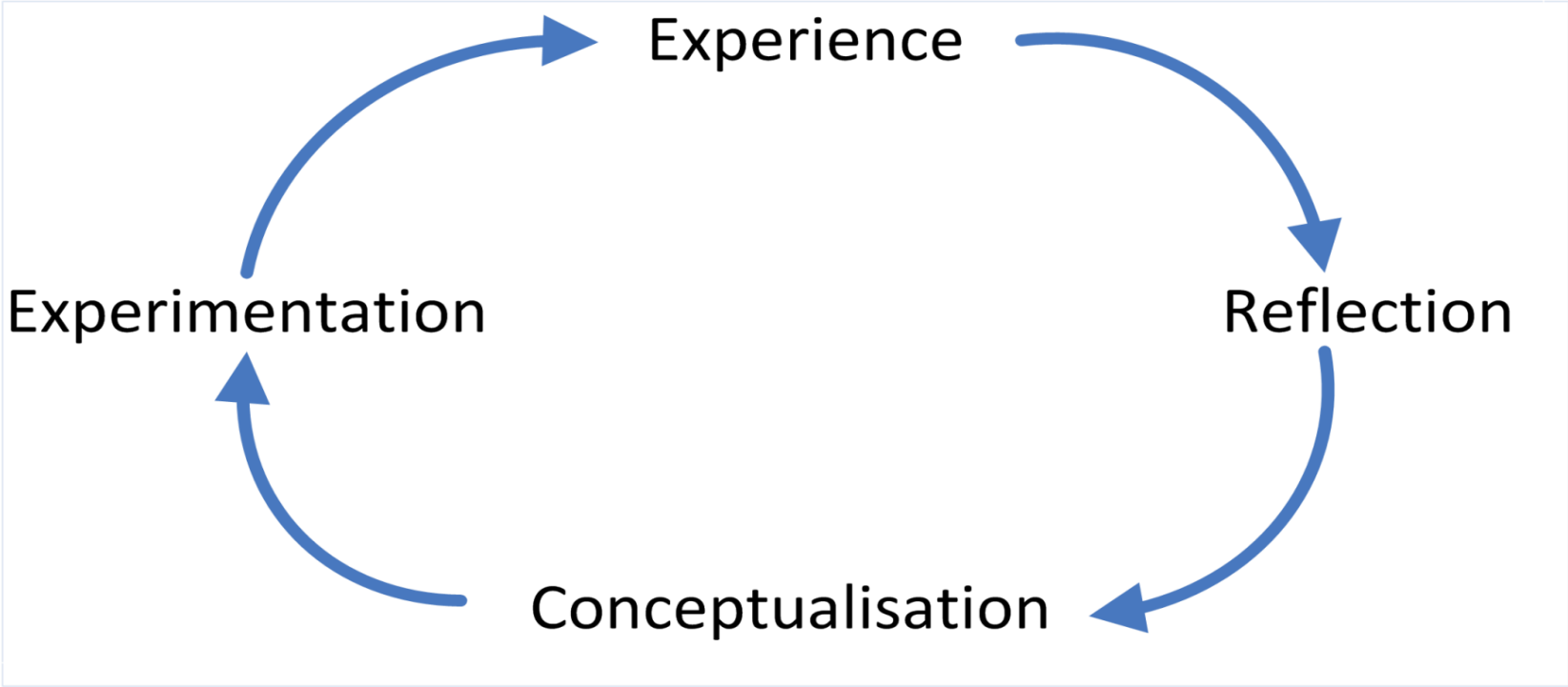
Factors influencing a learning environment



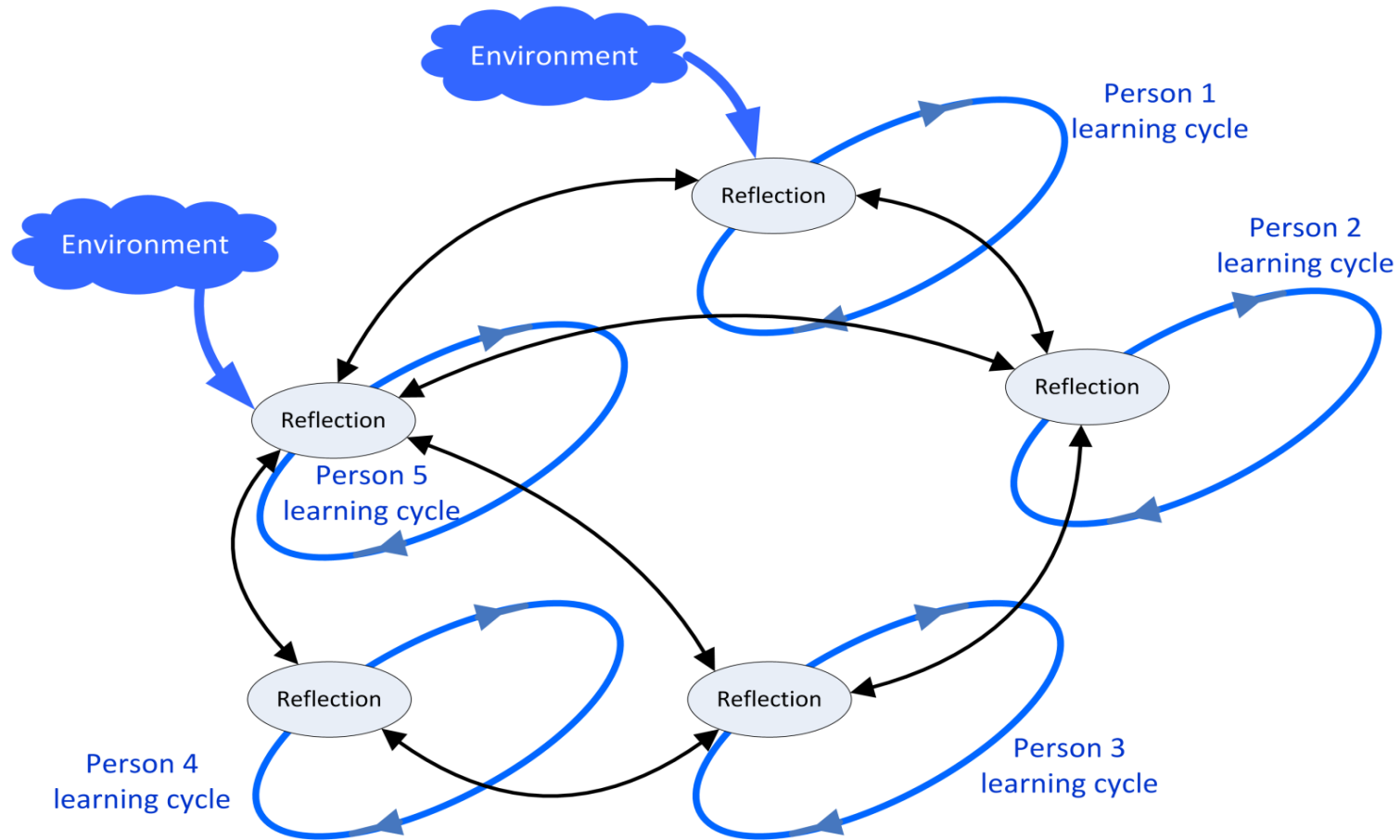
What do we learn?



Experiential learning (Kolb)



Social experiential learning (Vygotsky)



In a supportive climate

Participatory planning

Mutual diagnosis of needs

Mutual agreement of goals

Learning based on readiness of learner

Learning based on enquiry and experiment

Mutual evaluation

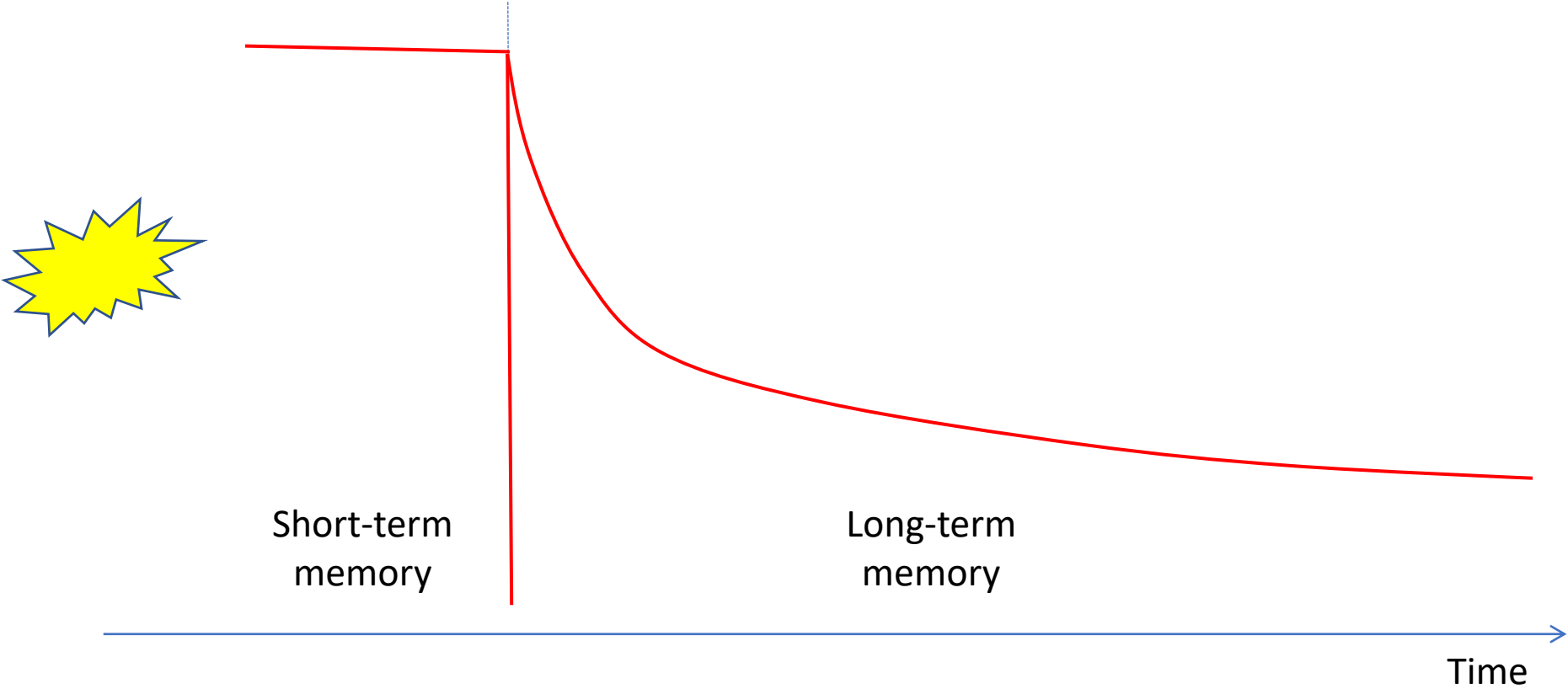
Learner- and trainer-centred learning

Learner-centred	Element	Trainer-centred
Facilitator	Role	Expert, instructor
Flexible	Agenda	Fixed
Interactive	Learning mode	Passive
Learners knowledgeable	Assumptions	Learners 'empty vessels'
Many	Questions	Few

What can you remember?

What did you learn on
February 28?

Remembering and forgetting



Aim

General statement of what the training should achieve

Outcomes

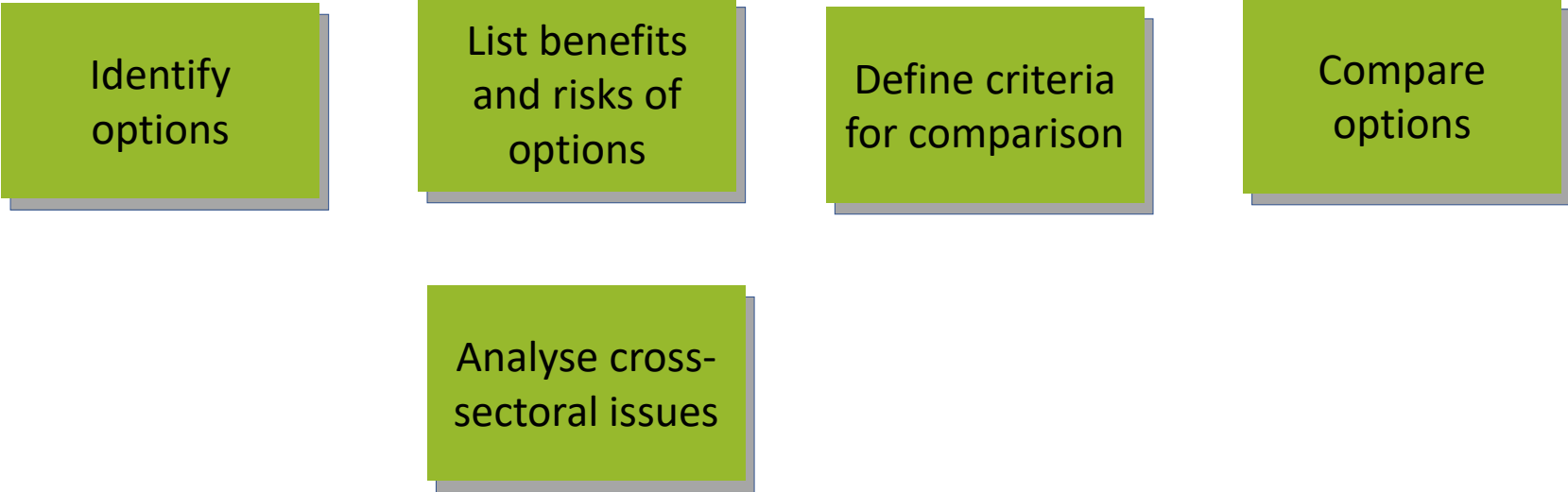
Show what success is for the learner

Writing an outcome

Condition	<i>Given options for climate change adaptation</i>
Performance	<i>Evaluate potential effectiveness</i>
Criteria	<i>Agreement by peers</i>

Deconstructing an outcome

Given options for climate change adaptation evaluate potential effectiveness so that peers agree



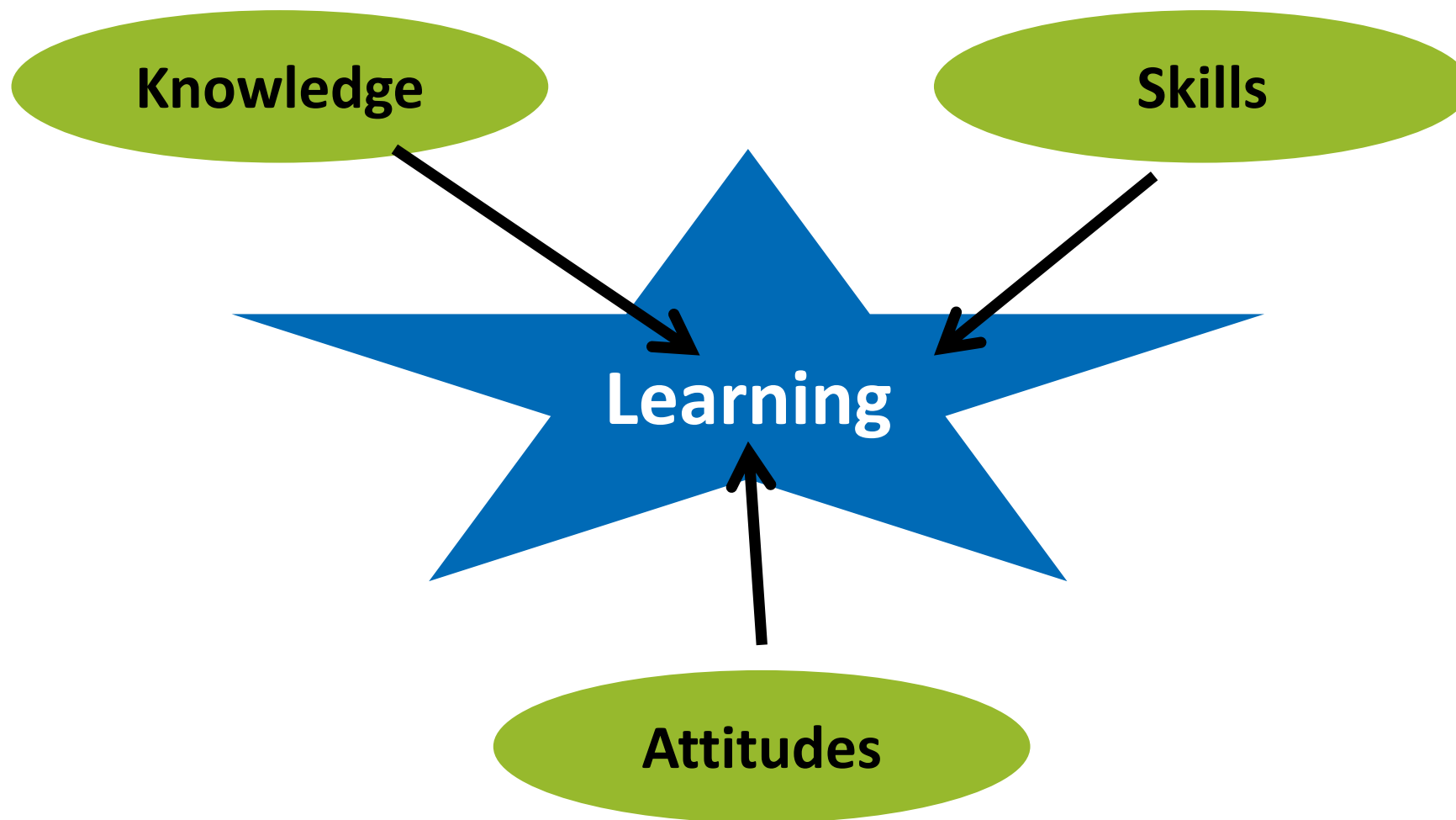
Procedural order 

Sequencing content

From enabling objectives, sequence lesson by:

- Order of procedure
- Simple to complex
- Known to unknown
- General to specific
- Problem to solution

What do we learn?



Training techniques

Working on a case study
Debating alternative positions
Watching a demonstration
Having a small group discussion
Playing a relevant game
Listening to a presentation
Practising doing something
Taking part in a role-play
Watching a video

Morning review

Use a marker pen and post-its

Write on a post-it one useful thing learned yesterday

If relevant, write on another post-it one question to ask

Place your post-its on the flip chart

Agenda for Day 2

Day 1 What makes a good learning environment
Designing training programmes

Day 2 Delivering presentations

Day 3 Facilitating learning activities

Day 4 Evaluating learning
Topics of interest

A **“presentation”**: A delivery of new information

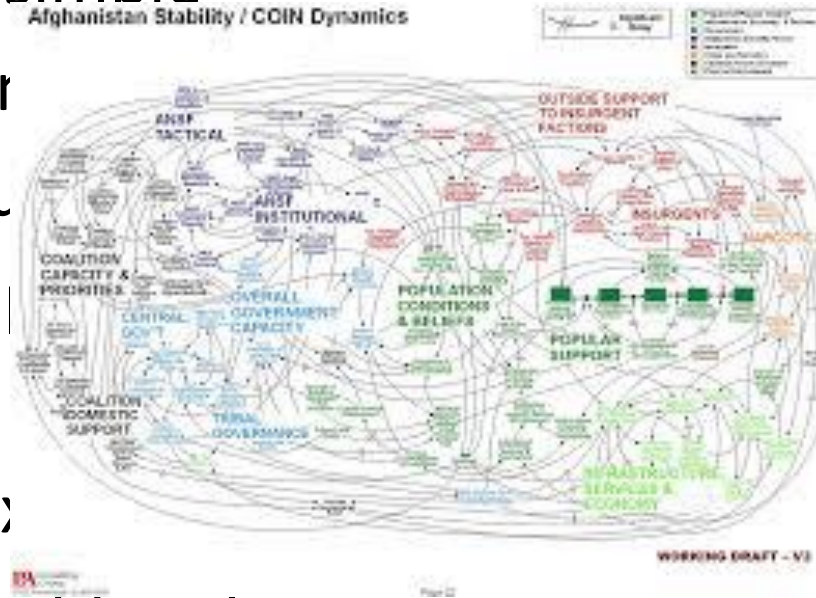
Done by:

- Verbal explanations
- Using slides, flipcharts and whiteboards
- Demonstration
- Encouraging a conversation
- Handout support
- Taking account of attention span issues

“Presentation” ≠ PowerPoint !

Good PowerPoint slides

- Keep it simple
- 1-3-1 (1r
- 15 minutes
- Use graphics
- 6 x 6 (6
- Avoid excessive
- Sans-serif typefaces



summarise)

Modes of communication

Verbal:

Volume

Pitch

Pace

Pausing

Non-verbal:

Facial

Mannerisms

Clothing

Eye contact

Hands

Personal space

Culture



Active listening

- Face who you are listening to
- Maintain appropriate eye contact
- Make noises and gestures to show you are listening
- Concentrate
- Let the person finish speaking
- Show understanding by summarising

Difficult participants

Don't want to be here

Know-alls

Talkers

Doing other things

Late arrivers

Dominaters

Morning review

Use a marker pen and post-its

Write on a post-it one useful thing learned yesterday

If relevant, write on another post-it one question to ask

Place your post-its on the flip chart

Agenda for Day 3

Day 1 What makes a good learning environment
Designing training programmes

Day 2 Delivering presentations

Day 3 Facilitating learning activities

Day 4 Evaluating learning
Topics of interest

Effective facilitation

- *Facilitation* - helping people learn
- Work with smaller groups
- Divide groups according to context
- Make instructions clear and available
- Engage with group discussions
- Allow groups to report back

Aims and outcomes of facilitation activities

Aim

To provide some practice in facilitating technical training activities

Outcomes

After this session, you should be able to:

- manage group activities effectively
- identify potential challenges in facilitating activities

Facilitation activities: what you need to do

1. Read the instructions for your selected activity
2. Plan how you will manage the activity (30 minutes)
3. Facilitate the activity (45 minutes)
4. Contribute to the review session

Agenda for Day 4

Day 1 What makes a good learning environment
Designing training programmes

Day 2 Delivering presentations

Day 3 Facilitating learning activities

Day 4 Evaluating learning
Topics of interest

Levels of evaluation (Kirkpatrick):

1. Reaction
2. Learning
3. Behaviour
4. Impact

What we have covered

- Quality of learning influenced by physical, psychological and cognitive factors
- Base training around proven theories of learning
- Structure training activities around deconstructed outcomes
- Keep presentations short, varied and interactive
- Facilitation is a key way of encouraging social learning