NATIONAL ADAPTATION PLAN GLOBAL SUPPORT PROGRAMME

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DELIVERING TRAINING EFFECTIVELY FOR NAPS

TRAINING OF TRAINERS - PARTICIPANT'S MANUAL

26 - 29 MARCH 2018, BANGKOK, THAILAND

NAP-GSP
NATIONAL ADAPTATION PLAN GLOBAL SUPPORT PROGRAMME

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for Training and Research

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* Recommended topics for these presentations exercises are extracted from the two NAP Toolkit modules: "Mainstreaming climate change adaptation into water resources" and "Appraisal of adaptation options and prioritization". Participants will be provided with the topics on the first day, to choose and prepare.

**During these exercises, participants will get to facilitate an exercise. Participants will be asked to work in pairs and choose a group exercise to facilitate. There will be 5 facilitation exercises, extracted from the two NAP Toolkit modules: "Mainstreaming climate change adaptation into water resources" and "Appraisal of adaptation options and prioritization". The facilitation exercises will be provided to the participants on the first day, to allow them to prepare.

ABOUT THE TRAINING

LEAD TRAINER: BRYAN HOPKINS

Bryan has worked in education and training since 1977, both internationally with governmental and inter-governmental agencies and NGOs, and in the United Kingdom private sector. He has worked with a number of United Nations agencies, including UNICEF, WHO, UNDP, ILO, UNAIDS amongst others, and for three years was Senior Learning Solutions Officer at the UNHCR Global Learning Centre, helping to establish the new, centralized facility and being responsible for the quality of training designed and delivered by the GLC.

He specializes in identifying and training needs, designing and delivering bespoke training programmes and evaluating training initiatives.

He has written a number of books about different aspects of training and learning, the two most recent looking at cultural aspects affecting workplace performance and using systems thinking approaches to identifying training needs and evaluate training.

Bryan has Master's degrees in development studies and systems thinking.

BACKGROUND

The National Adaptation Global Support Programme (NAP-GSP) is implemented by UNDP and UN Environment, financed by the Special Climate Change Fund (SCCF) and the Least Developed Countries Fund (LDCF). The NAP-GSP provides a global support mechanism to enable developing countries, including Least Developed Countries (LDCs) to identify, finance, and implement appropriate medium- to long-term adaptation actions at national, sub-national and local levels. The NAP-GSP is a collaborative effort, with more than ten international organizations involved. The programme supports countries in the following areas: institutional support, technical support, and knowledge brokering.

The "NAP Toolkit" consists of this module on 'delivery training effectively,' and three additional NAP training modules:

- Climate Finance: this module is aimed at increasing participants' capacity on the financial resources available to countries to finance their climate change interventions. It will look at international finance, private and domestic finance sources, types of modalities and procedures involved, reporting needs, eligible criteria and existing methods to develop bankable project proposals to access these funds.
- Appraisal of Adaptation Options and Prioritization: this module will increase the knowledge & understanding of different adaptation options through usage of methods to support decision making for adaptation options (i.e. CBA, CEA, MCA) including an assessment of purpose, efficiency and effectiveness.[1]
- Mainstreaming climate change adaptation in water resources: this module will increase capacity of policy makers and technical people for effective decision-making by tackling climate change adaptation for sustainable management & development of water resources. Water is a multi-sectoral issue and provides an entry-point for mainstreaming climate risks through the NAP process. This includes a focus extreme events and other slow onset aspects related to water (e.g. droughts, floods, sea level rise, salinity, etc.).

This TOT was designed to help the NAP-GSP partners that will deliver the face-to-face NAP Toolkit trainings.

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[1] As the methods are too technical and take long to understand, the module will provide trainees with general overview of the methods to be able to ask the right questions without necessarily becoming economic experts.

INTRODUCTION

This manual has been written to support the delivery of the NAP toolkit training of trainers workshop. It covers the content of the workshop and provides useful additional and background reference material that you can refer to when you move on to deliver the NAP toolkit technical training.

UNIT 1: WHAT IS A TRAINING ENVIRONMENT?

The quality of the environment within which learning takes place in a training event is influenced by three interconnected factors: physical, psychological and cognitive.
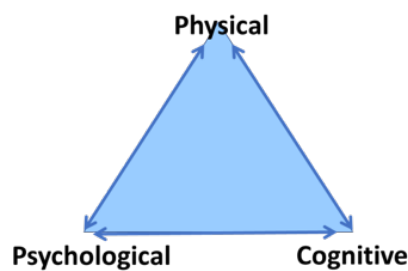
Factors influencing the training environment

PHYSICAL FACTORS

This relates to the physical setting in which the session is planned to take place. Within this element the trainer should consider:

- The location, is the training to be held indoors or outside?
- Who owns the venue? Our own organisation?
- Contact details for on-site co-ordinators? Key holders?
- Security? Do we need special permissions to access the site?
- Travel directions
- Entry/exit points
- Vehicle parking provisions
- Specific health, safety and/or organisational requirements?
- Restroom and refreshment facilities
- Power supplies?

Temperature, lighting and noise all have a bearing on learner concentration and motivation levels.
A good physical environment will mean that the audience can feel safe and comfortable. With regular breaks and refreshments and without unwanted interruptions and noisy distractions, they will be able to focus and concentrate their efforts on the learning event.

The physical aspects of a training event are also influenced by how prepared you are.

This means not only having a good understanding of the subject matter, but by being in complete control of the logistics of the event and having everything that you need under control.

Your performance can be seriously affected if you arrive at an event find that you have overlooked something important. You may want to develop your own preparation checklist, but a starting point is provided in Appendix 1 of this manual.

LAYING OUT THE ROOM

Arrangement of furniture within the training room is an important contributor to the quality of the physical learning environment, as it has a big effect on the atmosphere and how easy it is to organise different types of activity.

Rooms are often organised in either a classroom or conference layout, neither of which is particularly good for team-based collaborative activities.

In most cases organising your room in a **cabaret style** will give you the greatest flexibility.

CLASSROOM LAYOUT

For: what participants usually expect, you can see people clearly, efficient use of space.
Against: difficult to get people involved, collaboration between teams difficult.
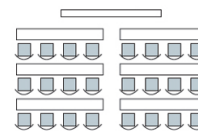
CONFERENCE

For: good for communication within the group.
Against: Trainer becomes the centre of attention, feels formal.
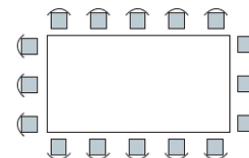
CABARET

For: good for collaborative work.
AGAINST: can take up more space.
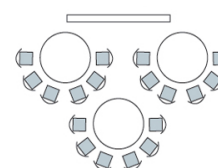
PSYCHOLOGICAL FACTORS

In order for our learners to communicate freely and fully engage in the learning process they must feel comfortable in their surroundings. Therefore, this factor relates to how the trainer builds a rapport with their audience, puts them at ease and encourages a sense of belonging and cohesion.

Learners need to feel that they are included, respected and supported without fear of ridicule or belittlement. As a consequence they will be able to confidently and freely express their thoughts and feelings and by doing so, in all likelihood, encourage others to do the same.

Within this element the trainer should consider:
*   **Icebreakers** – is this a new group of learners or are they already familiar with one another
*   **Ground rules** – have the acceptable standards of behaviour towards each other been established?
*   **Health and safety** – have risks been recognised and managed in a responsible way? Are all learners, trainers, visitors and the wider public properly protected?
*   **Communication and diversity** – is language appropriate in the context of the subject matter being presented? Does it reflect equality, diversity and inclusiveness?

MOTIVATING LEARNERS

Motivation is a key psychological factor. Motivation to learn is often described as either being:
*   intrinsic, from within, e.g., the learner has a desire to learn for their own fulfilment, or
*   extrinsic, from without, e.g., the learner is motivated by an external factor such as a promotion opportunity or pay increase.

In addition to the primary motivating factor, further influencers will affect the desire to learn; for example:
*   Is the subject matter something the learner has an interest in?
*   Can they see the relevance of what is being taught to their own circumstances?
*   Are they attending the training of their own accord or have they been told to attend?

What you do as the trainer will affect each learner's overall motivation to learn, so it will be useful to know a little more about what drives motivation to learn.

Abraham Maslow was a motivational psychologist who proposed a 'hierarchy of needs'. This suggests that human motivation is reliant upon a series of five needs that must be met in turn so that a person can reach their highest level of desire, what Maslow called 'self-actualisation'.
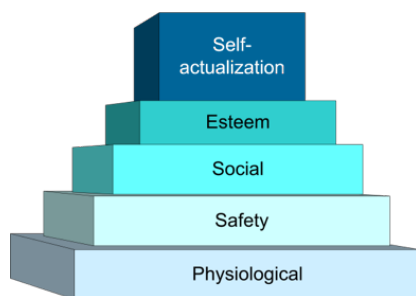
Maslow's hierarchy of needs

Maslow's hierarchy presents a useful model that we can use in training to link individual needs to learning and motivational processes, although it should be noted that it originates from research carried out with white, American males, and certain differences have been noted across other cultures.

In essence, within a learning context the model presents the argument that once a person's basic physical and psychological needs are met within an environment that promotes growth, learning should be possible.

As a learner satisfies their needs at each level they should be able to progress to the next, provided they have the desire.

The point of self-actualisation is different for everyone: some people will reach a point where they feel satisfied with their learning quickly, while others will feel the need to explore issues for longer or in more detail. Balancing these different needs is one of the jobs of a trainer!

The table below shows Maslow's hierarchy of needs expressed in educational terms (Adapted from "Preparing to Teach: Theories of Learning" by Ann Gravells)

Level 1: Physical – is the learning environment comfortable
- Is there sufficient space?
Am I too hot/cold?
- Are there adequate breaks?
- Am I tired/hungry/thirsty?
- Is there too much noise/interruptions/distractions?

Level 2: Safety and security – is the learning environment safe?
- Am I in danger? Are safety procedures being followed?
- Is confidentially and privacy protected?
- Do I feel fairly treated? Am I worried about anything?

Level 3: Recognition: Is the learning environment Inclusive?
- Do I belong here? Do people care about me?
- Am I respected? Am I being treated differently?

Level 4: Self-esteem: Is the learning useful?
- Are my ideas/contributions welcomed and valued?
- Am I encouraged to contribute?
- Am I treated with dignity? As an individual?

Level 5: Self-actualisation: Are my learning needs fulfilled?
- Are my needs being met? Do I want to progress to a different level?
- Am I feeling positive and looking forward?
- Are my ideas and aspirations encouraged?
- Am I achieving? Have I achieved what I want to achieve?

Trainers must remain aware that for some attendees, external factors such as home life distractions or a lack of basic needs away from the classroom, may already be presenting a block to their learning and affecting their motivation.

It is essential therefore that we recognise these potentially significant external influencers and while they may often be beyond our direct control, that we nonetheless provide support, encouragement and strive to offer every person the opportunity to fully participate and progress within the learning process.

Maslow's hierarchy is one of the reasons for establishing ground rules at the beginning of an event.

COGNITIVE FACTORS

Learning factors are related to the design and delivery of training.
Within this element the trainer should consider:
- Aims and learning outcomes: are they clearly defined and aligned to appropriate and valid assessment methods?
- Lesson plans: is the session prepared? Is it structured with a beginning, middle and end?
- Is the structure progressive and appropriate to the subject matter?
- Equipment and resources: do you have a clear idea as to how they will support the session. Do you know how to use them?

The degree to which cognitive factors contribute to the learning environment may be explored by reference to various theories about learning.

WHAT DO WE WANT PEOPLE TO LEARN?

Before looking at some important ideas about how people learn, we should first think about what we are expecting people to learn.

In general terms, we can divide this into three categories:
- **Knowledge** - the mental understanding of a subject
- **Skills -** the physical ability to do something
- **Attitudes -** our emotional feeling about something.

These are often referred to as 'KSAs'. These are related to the technical terms which cognitive scientists use when talking about these as 'domains' of learning: cognitive (knowledge), psychomotor (physical skills) and affective (attitudes).

In training we are usually trying to influence all three domains.

For example, if we were delivering a course on managing stress in the workplace we would want to cover:
- what causes stress and what is happening in our bodies when we feel stress (**knowledge**)
- techniques for managing stress (**skills**)
- why it is important to keep stress and control (**attitudes**).

One of the aims of this course is to explain different training techniques which can be used to help strengthen each of these domains.

EXPERIENTIAL LEARNING

In 1984, David A. Kolb published a book entitled 'Experiential learning: experience as the source of learning and development' in which he presented his theory that adults learn best through discovery and experience.

Kolb's Experiential Learning Theory (ELT) is a four-stage learning cycle that proposes if people take the time to reflect following an experience they are then able to adapt or alter their behaviour to better prepare them for the next time a similar experience presents itself. Central to the entire process is the need for experience.
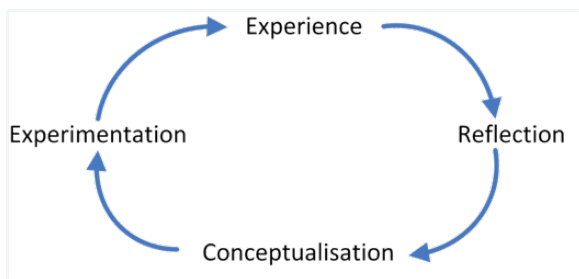
Kolb's experiential learning cycle

Concrete Experience is the point at which the learner undertakes and experiences the event or task, in essence any activity, which can be either physical, mental, or a combination of both. This is the 'doing' stage.

Observation and Reflection is the point following the initial event or task when the learner takes a moment to review their experience. An individual's personal beliefs, values and attitude can all have a bearing on how they reflect at this point. This is the stage where the learner 'thinks' about what they have done.

Abstract Conceptualisation is the point where the event or task is interpreted, and the learner looks to makes sense of what they have just experienced. During this phase, information is assimilated, alternative methods are considered, and ideas formulated as to how lessons learnt can be applied, should a similar situation arise.

This is the stage where the learner 'plans' what they would do differently next time.

Active Experimentation is the point in the process when the new learning and revised methods are tested against the task, reasonable predictions can be made as to how the outcome may be affected and what further actions may be required as a consequence. This is the 're-doing' stage of the model.

Experiential learning is a continuous process that underpins the basis of much adult learning. The model shows that whilst cyclic in nature, learning can begin at any stage and the amount of cycles made in any learning situation is limitless. Task repetition will assist with and reinforce the learning whether in a practical or theoretical setting.

The theory promotes the need for learners to undertake mental and physical activities in order for them to undergo realistic experience and have the opportunity to make mistakes within the confines of a safe environment.

The key is to allow time for learners to reflect and consider their actions in order that they can formulate new plans and prepare for next time. Without a period of reflection, there is increased risk of practices becoming outdated and/or development opportunities being missed.

It is worth remembering that the practice of reflection also forms a fundamental and vital element of a trainer's own development. Without reflection there is no review process and little chance of honestly ascertaining whether the session worked, learning took place or participants underwent a positive experience.

In essence, without reflection, both trainer and learner alike will miss the value of learning from their performance. Good practice is unlikely to be developed further and errors destined to be repeated – potentially, over and over.

SOCIAL LEARNING

Although Kolb's experiential learning theory is widely accepted as a good explanation about how individuals learn, it is limited by its focus on an individual learner. A problem with it is that, if we think about reflection, we can only reflect so much during a process of learning, and at that point learning stops.
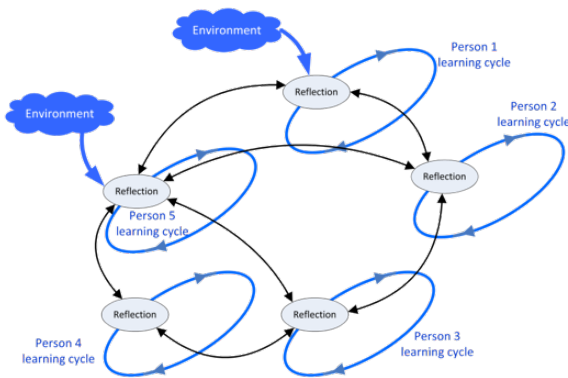
Social experiential learning

In reality, people reflect by taking in extra information from the outside world, often by discussing what they are trying to learn with other people. This idea of learning being socially constructed was put forward by the Russian psychologist Lev Vygotsky in the 1930s, based on research into how children learn.

So, if we combine the two ideas of experiential and social learning, we can see how learning becomes a social process of discussion, comparison and clarification of understanding: everybody's learning becomes a source of everybody else's learning.

This is a key reason why, in training events, we often divide people into small groups and present them with a question to consider together. By discussing a question and possible answers, each person has the chance to reflect on the question in a variety of ways, so that they can come to a clearer understanding of an answer.

ADULT LEARNING

Working in the 1970s, the American educationalist Malcolm Knowles developed the idea of andragogy, the theory and practice of adult learning. Knowles proposed seven principles for adult-oriented, andragogical learning:

- Learning should be conducted in an informal, mutually respectful, consensual, collaborative and supportive climate.
- Planning of learning activities should be participative.
- The diagnosis of learning needs should be a mutual process.
- Setting goals for the learning should be negotiated mutually.
- Learning plans should be based on the readiness of the learner, and so not be dependent on a course syllabus or a defined 'logical sequence'.
- Activities should be based on enquiry, independent study and experiment.
- Evaluation should be a mutual activity based on evidence collected by the learner.

Following these principles is a very important requirement when designing training sessions for adults.

TRAINER AND LEARNER-CENTRED TRAINING

Combining the ideas of adult learning and social experiential learning brings us to the concept of learner-centred training.

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

This table summarises the key features of learner-centred training, as opposed to training which is trainer-centred.

It can be challenging for people with a limited experience of training to shift from a trainer-centred model to one which is more learner-centred.

For many of us, the trainer-centred model is very familiar from school or higher education, and we may feel more comfortable being in control of what is taught and timings. Learner-centred training means handing control over to participants to a certain degree, and this can be uncomfortable, leading us to worry about running out of time, not covering everything which we think is important, and so on.

However, getting the balance right between the two modes of delivery can lead to a much more rewarding experience for both the trainer and learners.

REMEMBERING AND FORGETTING

Learning is one thing, remembering what you have learned is another!

Research suggests that there are three stages to remembering:
- a sensory stage when we see, hear, feel or smell something
- short-term memory, where information we have just received via our senses is processed and filtered
- long-term memory.

The first two stages receive, and filter information based upon repetition, meaning, relevance and importance.

Given the constant flow of sensory inputs to the short-term memory, its capacity is limited and susceptible to interference and disruption. Some research suggests that we remember about '7 plus or minus 2' items of information in our short term memory (Miller, 1956).

After 15-30 seconds, if the input is not rehearsed or repeated, it is discarded (Atkinson and Shiffrin, 1968). If the stimulus is regarded as important, information about it is then moved to long term memory, which has a far greater capacity and where storage is far more permanent.

The chances of new information being stored in long-term memory are enhanced if the new information can be linked to existing memories.

Other learning strategies beyond just 'repetition' also influence our ability to recall information. Further research (Craik and Lockhart 1972) has shown the use of varied and complex sensory inputs (e.g., utilising as many of the audio/visual/touch/smell senses as possible) and the method and depth of processing are keys to how experience is stored in our long-term memory.

The deeper the input the more distinctive it becomes thereby increasing the likelihood of it being recognised by other associated inputs, which in turn leads to longer retention of the information.

Conversely, shallow inputs result in weak, short-term retention. We generally remember more if we hear something than if we just read it, and again remember more if we see something than hear something.

Doing something is even more powerful as a tool for remembering. For example, showing people a graph of rising CO_2 levels could be considered a weak input, whereas asking them to identify points at which levels started to rise quickly is a stronger input, and more likely to result in them committing the information to long-term memory.

Learning activities that require effort on the part of the student are far more likely to result in information being stored in long-term memory where it can be retrieved later when needed.

If information can be retrieved, it is more likely that it can be applied to a new situation. If it can be applied to a new situation it is evident that learning has taken place.

Forgetting is the opposite to remembering, of course. Although storage in long-term memory is, as it says, longer term, if memories are not utilised they can quite quickly disappear.

Short and long-term memory, and forgetting

Research carried out by the German psychologist Hermann Ebbinghaus in the 19th century showed that we forget information at an exponential rate: if we do not access something we have learned, we will have forgotten 80% of it after four weeks. There is a similar phenomenon with forgetting practical skills: this is sometimes called 'skill fade' (Arthur et al, 1998).

This is why practice, practice, practice is so important, and is also why training can only be of limited value in helping people to master a skill. If people attend a training workshop and then do not have the opportunity to practice what they have learnt, they will very quickly forget most of the content of the training.

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UNIT 2: AIMS, OBJECTIVES AND LEARNING OUTCOMES

The words aim, objectives and learning outcomes provide an indication of the goals and purpose of a training session or course.

Trainers use them to focus the training and to assess performance and success of participants. Participants can use them to evaluate the training from their own perspective. The words aims, objectives and learning outcomes are often used interchangeably and there is no single, agreed set of definitions, so to avoid confusion we will explain here how they will be used in this programme.

AIM … 'WHERE WE ARE GOING'

The 'aim' is the general statement of what a training event will cover and provides a broad description of the overall 'goal' for the entire session or course.

The aim can serve as an introduction to a course and may include any prior experience or qualification requirements, helping potential participants to decide if the course is right for them.

The aim can be a paragraph in length. It does not need to be written in one sentence. For example: *"The aim of this session is to provide a theoretical underpinning about adult learning, in order to provide a rationale for sessions which follow."*

Whilst the aim may point in a general direction, it does not tell you how to know when you have arrived. This is where objectives and learning outcomes come in …

OBJECTIVES AND LEARNING OUTCOMES … 'HOW WE KNOW WE ARRIVED'

While the aims of a training programme tell us where we are planning to go, the objectives (or learning outcomes) help us to know when we have arrived: in other words, they provide a measure of success. The two terms 'objectives' and 'learning outcomes' are often used interchangeably, and there is confusion about the exact definition of each. In this programme we will use the currently more fashionable term 'learning outcome'.

Essentially, learning outcomes describe what participants should be able to do at the end of the learning period, so they are based around the needs of the learner.

Learner-centred learning outcomes provide a sound basis for lesson planning and give course participants a clear indication of what is expected of them during and at the end of their period of learning.

Clear and well-written learning outcomes align to course assessment criteria and provide information to managers, trainers and participants about the minimum level of learning that is expected to be achieved by completion of the training event.

One useful way in which to write a learning outcome is using a three-part structure (Mager, 1984):
- Performance, an action which a learner needs to carry out.
- Condition, under what circumstances the learner needs to carry out the performance.
- Criteria, the measures of success for the performance.

This is normally written with the condition first, as a given. For example, a learning outcome for this training of trainers event might be:
Given information about how people learn, the trainer will plan a learning activity so that after the event people can carry out the task.

BLOOM'S TAXONOMY

Benjamin Bloom (1956) believed that education was about mastery (deep learning) of knowledge, skills and attitudes. He recognised that when we learn we are engaged in three 'domains of learning':
- the cognitive domain (thinking or head), knowledge
- the affective domain (emotions or heart), attitude
- the psychomotor domain (actions or hands), skill.

When training sessions are designed to engage

learners across all three domains, learning is deeper and longer term.

Each domain is further divided into levels, or hierarchies, known as Bloom's Taxonomy.
Bloom's initial focus was the division of the cognitive domain into six levels of complexity and were revised in 2001 when Anderson and Krathwohl suggested new descriptions for six levels:

1. knowledge; 2. comprehension; 3. application; 4. analysis; 5. synthetic; and 6. evaluation.	1. remembering; 2. understanding; 3. applying; 4. analysing; 5. evaluating; and 6. creating.
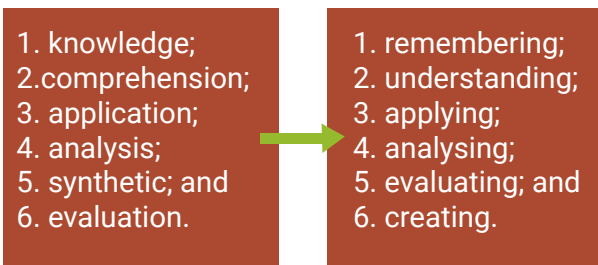
Bloom's taxonomy is hierarchical, so that learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. Often depicted as a pyramid or stairway, it reflects a learner's ability to only master something when they are able to recognise, show they understand, apply the skill or knowledge to a real-life situation and are able to use the new information to analyse a real-life situation.

However, it is not always necessary or practical to design a lesson to start at lower order skills and step all the way through the entire taxonomy for each concept presented within one training session. The starting point is better determined by firstly considering the level of learners attending the session.

For example: is the session an introduction to a topic? Is the audience predominately made up of learners new to the subject? If so, as learners are building foundation knowledge it is advisable to apply learning outcomes that are mostly aligned to the lower orders of Bloom's Taxonomy. It is still good practice to include a few from the applying and analysing levels - but be aware of moving too far, too fast and setting unachievable goals that will ultimately lead to frustration amongst the learners.

Conversely, the audience may be predominately made up of experienced practitioners already familiar with the core concepts and foundation skills associated with the subject being taught. In such cases it is preferable to apply learning outcomes mostly aligned to the higher orders of Bloom's Taxonomy. It is still good practice to include a few outcomes from the remembering and understanding levels but be aware of dwelling on knowledge and skills already attained that may ultimately lead to boredom amongst the learners.

HOW CAN BLOOM ASSIST IN MY TRAINING DESIGN?

Bloom's taxonomy is a powerful tool to help develop learning objectives and outcomes because it relates directly to the process of learning: for example, before you can apply a concept (e.g., criticise something) you must:
- have knowledge of it (to describe, perhaps), then
- comprehend it (paraphrase perhaps) and then
- apply it (investigate, perhaps).

When writing learning outcomes it is good practice to begin with a statement such as *"By the end of the lesson, you will be able to …"* followed by a verb that is measurable and precisely describes an observable action. The verb is the most important element and there are verb tables to help identify which action verbs align with each level in Bloom's Taxonomy. These assist in ensuring learning outcomes are set at the most appropriate level for the given audience.

Wording should be clear and not open to misinterpretation, for example:
- State
- Describe
- Explain
- Identify
- Analyse
- Compare
- Demonstrate
- Plan

Words that are open to misinterpretation and difficult to measure should be avoided, for example:
- To know
- To understand
- To appreciate
- To be aware of
- To grasp the significance of
- To enjoy
- To believe
- To have faith in

A simple test for words such as these is, "Can I watch a person doing this?"

The table below provides a comprehensive list of action verbs, classified according to Bloom's taxonomy.

Source: www.d.umn.edu/vcaa/assessment/documents/Bloomsverblist.doc

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
Cite	Add	Acquire	Analyse	Abstract	Appraise
Define	Approximate	Adapt	Audit	Animate	Assess
Describe	Articulate	Allocate	Blueprint	Arrange	Compare
Draw	Associate	Alphabetize	Breadboard	Assemble	Conclude
Enumerate	Characterize	Apply	Break down	Budget	Contrast
Identify	Clarify	Ascertain	Characterize	Categorize	Counsel
Index	Classify	Assign	Classify	Code	Criticize
Indicate	Compare	Attain	Compare	Combine	Critique
Label	Compute	Avoid	Confirm	Compile	Defend
List	Contrast	Back up	Contrast	Compose	Determine
Match	Convert	Calculate	Correlate	Construct	Discriminate
Meet	Defend	Capture	Detect	Cope	Estimate
Name	Describe	Change	Diagnose	Correspond	Evaluate
Outline	Detail	Classify	Diagram	Create	Explain
Point	Differentiate	Complete	Differentiate	cultivate	Grade
Quote	Discuss	Compute	Discriminate	Debug	Hire
Read	Distinguish	Construct	Dissect	Depict	Interpret
Recall	Elaborate	Customize	Distinguish	Design	Judge
Recite	Estimate	Demonstrate	Document	Develop	Justify
Recognize	Example	Depreciate	Ensure	Devise	Measure
Record	Explain	Derive	Examine	Dictate	Predict
Repeat	Express	Determine	Explain	Enhance	Prescribe
Reproduce	Extend	Diminish	Explore	Explain	Rank
Review	Extrapolate	Discover	Figure out	Facilitate	Rate
Select	Factor	Draw	File	Format	Recommend
State	Generalize	Employ	Group	Formulate	Release
Study	Give	Examine	Identify	Generalize	Select
Tabulate	Infer	Exercise	Illustrate	Generate	Summarize
Trace	Interact	Explore	Infer	Handle	Support
Write	Interpolate	Expose	Interrupt	Import	Test
	Interpret	Express	Inventory	Improve	Validate
	Observe	Factor	Investigate	Incorporate	Verify
	Paraphrase	Figure	Layout	Integrate	
	Picture graphically	Graph	Manage	Interface	
	Predict	Handle	Maximize	Join	
	Review	Illustrate	Minimize	Lecture	
	Rewrite	Interconvert	Optimize	Model	
	Subtract	Investigate	Order	Modify	
	Summarize	Manipulate	Outline	Network	
	Translate	Modify	Point out	Organize	
	Visualize	Operate	Prioritize	Outline	
		Personalize	Proofread	Overhaul	
		Plot	Query	Plan	
		Practice	Relate	Portray	
		Predict	Select	Prepare	
		Prepare	Separate	Prescribe	
		Price	Size up	Produce	
		Process	Subdivide	Program	
		Produce	Train	Rearrange	
		Project	Transform	Reconstruct	
		Provide		Relate	
		Relate		Reorganize	
		Round off		Revise	
		Sequence		Rewrite	
		Show		Specify	
		Simulate		Summarize	
		Sketch		Write	
		Solve			
		Subscribe			
		Tabulate			
		Transcribe			
		Translate			
		Use			

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UNIT 3: TRAINING TECHNIQUES

DELIVERING PRESENTATIONS

Being able to deliver an effective presentation is a core skill for a trainer, as it is one of the most important ways in which you can communicate new information to participants.

However, there are a number of potential problems associated with delivering presentations:

LOSING YOUR AUDIENCE'S ATTENTION

People find it very difficult to concentrate on one thing for long periods of time, especially if they are being passive. Much research has been done into what is sometimes called 'attention span', and there is general agreement that most people cannot concentrate on listening to someone talking for longer than 15 or 20 minutes.
This means that if you want to use a presentation to deliver a lot of information to people, and it will take longer than 15 minutes, you need to find ways to break the session up into smaller chunks, perhaps by organising a small group activity or by having a question and answer session. Then, when you start your presentation again, people's attention will go back up to a starting level.

DELIVERING TOO MUCH INFORMATION

Presentations can be very trainer-centred, containing everything which the trainer thinks is important rather than what the learners want or need to learn.
This means that there is always a danger that a presentation will be too long (so that participants' attention wanders) and that it contains unnecessary information.

AUDIENCE PASSIVITY

Presentations are essentially passive: people sit and listen. This means that how much people remember of what they have heard during a presentation is actually quite small. Although this is a difficult area to research, it has been suggested that people may remember less than 10 or 20% of something which they have just heard.

Taking these factors into consideration, there are some principles that we can follow to make presentations more effective:
- Keep them short and simple, 15 minutes maximum at a time.
- Think very carefully about what to include and what to leave out.
- Allow people to ask questions.

Based on this, here are some practical guidelines for deciding a presentation.

INTRODUCE-EXPLAIN-SUMMARISE

Divide your presentation into three parts:
- An introduction, where you tell participants what the presentation will be about.
- The explanation, the detail of the presentation.
- A summary, where you briefly go back over the key points from the explanation.

Then, within the explanation, identify three key points that you will cover. Following this 1-3-1 structure will help you to design a presentation which is short and concise and will help people to understand what you are going to be talking about and when you are coming to an end.

In terms of time, this may break down into something like:
- 10% for the introduction
- 70% for the explanation
- 20% for the summary of key points.

FACILITATING GROUP ACTIVITIES

A training programme may be regarded as having two connected components:
- Presentation of new information
- Construction of understanding by participants.

Group activities provide a way for people to construct their understanding about new information; for example, how to apply new knowledge. Effective training programmes therefore usually contain a blend of presentation and group activity.

The trainer's role during group activities is somewhat different than during the presentation of information: it is to facilitate or help this construction of understanding, and so it means that you will fill a different role during a group activity than when you are presenting information.

CREATING SMALL GROUPS FOR ACTIVITIES

Many activities in a training event work best if people are in small groups.

The best size for a working group is usually between five and eight. If a group is any bigger than this it becomes harder for each member of the group to make a contribution. What then usually happens is that most people stay quiet and discussion becomes dominated by two or three people. If a group is smaller than this there is less creativity and, particularly if members are shy or quiet, the group may not work at all.

However, if your classroom has tables where there are four people sitting at a table, it may be easiest to keep to the groups of four, to avoid too much disturbance as people keep having to organise themselves into larger groups. Also, there may be times where the subject means that you have to have a specific number of groups and this means that the number group may be larger or smaller.

So be prepared to be flexible with group size.

WHO GOES INTO A WORKING GROUP?

Try to make sure that working groups are representative of the group as a whole. For example, it is often preferable if a group contains:
- different ages
- a mixture of men and women
- a cultural mix
- people from different job functions, especially those who would not normally have much contact with each other
- people who do not know each other well: avoid groups made up of close friends.

However, be flexible, and bear in mind that sometimes the topic the group will be discussing means that it is better if people who work in the same area or function or come from the same country or city are working together.

HOW TO DIVIDE PEOPLE INTO GROUPS

While sometimes it is acceptable for people to divide themselves as they please, for example, based on where they choose to sit when they first arrive in the workshop, sometimes you will want to create new groups. This is useful if you feel that certain groups do not have a good mix of age, gender, experience, etc., or if you think that it would be useful as a sort of mini-energiser to get people to move into different places.

There are a number of ways of doing this.

1, 2, 3,…

The easiest way to organise people is to decide on the number of groups you want and then to walk around the room giving each person a number in order, "1, 2, 3, 1, 2, 3, 1,…" and so on until everyone has a number (for three groups). Then ask all the 'number 1s' to move around and sit together.

DISTANCE TRAVELLED

Ask people to stand up and form themselves into a line, organising themselves in order of how far they travel each day to the workshop, or if more appropriate, how far they are from their home town or country. Then divide the line up into the number of groups that you want: for example, the first five into group 1, the next five into group 2, and so on.

PACK OF CARDS

This needs a little organising beforehand, but the process of dealing out cards always creates an air of interest. Take an ordinary pack of cards and remove cards so that you end up with the right selection of cards to create the number and size of groups that you want.
For example, if you have 20 participants and want five groups of four, create a small deck of cards which has Ace, 2, 3, 4 and 5 of each suit. Shuffle the cards, deal them out and ask all the Aces to find each other and form a group and so on.

HOW OFTEN SHOULD WE CREATE A GROUP?

There is a balance to strike between allowing people to stay in the same groups throughout a training event and mixing them into new groups:
- If people stay in the same groups they will probably learn to work together more effectively and there is less disruption, however they may miss out on different experiences and knowledge from the rest of the whole group
- If people work in new groups they will learn from a wider range of experiences, but there will be more disruption in forming and reforming groups; if this happens too often people can start to feel that they are being herded around like cattle!

So, to strike a balance, a guideline is to think about reorganising people after every three or four exercises.

MANAGING GROUP BEHAVIOUR

Using activity-based learning methods means that your role changes. From being a lecturer, you become a facilitator, helping the working groups work through the process.
You will need to:
- help groups work through the processes
- encourage everyone to take part
- provide information on the subject matter as necessary
- learn along with the participants

At times you may find that it would be useful to provide a more formal input to the session, if, for example, the groups' activities reveal a lack of knowledge.
To help a group work effectively you must provide enough input to the group's activity so that it keeps making progress. However, you must avoid taking over and leading the group.
The best way to help groups make progress is to ask questions. There are, broadly speaking, three types of question that you can ask:

QUESTIONS ABOUT THE SUBJECT BEING DISCUSSED
- What are you trying to achieve?
- What might stop you achieving this?
- What could you do to remove these obstacles?

- What have you done so far, as far as this issue is concerned?
- What happened when you tried that?
- Are there any other people who can help you?
- Who can help you to get your ideas implemented?

QUESTIONS ABOUT THE GROUP PROCESS

- What did you mean when you said that?
- Why did nobody answer that question?
- Could you change that statement into a question?
- Is that relevant to this subject?

QUESTIONS TO HELP THE GROUP THINK ABOUT THE PROCESS
- What questions have been the most useful?
- How can you make the group more effective?
- What progress have you made so far?
- What are the most important things you have learned so far?

ENCOURAGE THE GROUP TO ASK THESE QUESTIONS

Do not think that you are the only person who can ask questions such as these. In fact, members of the group starting to ask such questions is a sign that the group is working together effectively.

MANAGE CONFLICTS AND DISAGREEMENTS WITHIN THE GROUP

Make sure everyone in the group understands what the group is trying to achieve.

If people are arguing with each other, concentrate on the process the group is following, not on the people involved.

Use questions like those shown above to help people think about what they are trying to achieve.

Emphasise to everyone that collaboration is essential.

REVIEWING GROUP ACTIVITIES

Small group activities should be, in their own right, valuable learning experiences, but there is still much to be gained by reviewing what has been discussed as a way of bringing the activity to a close. People are also often feel that they would like to share what they have discussed or concluded with other participants, and gathering new, potentially different, perspectives on a subject will almost certainly enhance learning.

As a facilitator, you have a chance and a responsibility to moderate and guide these discussions so that the maximum benefit is derived. Such post-activity reviews are most effective if they feel natural and are not structured or scripted. However, there are some questions that you can ask that will help to move the review conversations along.

HERE ARE SOME IDEAS:

• What conclusions has your group come to?
• What were your reasons for coming to these conclusions?
• Were there any other ideas discussed?
• What do the rest of you think about these conclusions?
• What aspects of this do you agree with?
• What aspects of this would you like to question?

ROLE PLAYS

Role-play scenarios can create an immensely powerful and emotional learning experience for all participants. They allow learners to play out a role in front of their peers and can provide a deeper experiential session, often rooted in a real-life incident.

However, they can be time consuming and require good planning and preparation to be effective. Also, some people can find them embarrassing or threatening, so learners should be given the opportunity to not participate if they so wish.

Trainers need to be mindful of the subject matter, and how this may affect some learners with particular personal experiences and remain aware throughout the session of individual and group emotional states. Trainers must be alert to learners becoming too involved and be prepared to intervene if required.

This is particularly important at the end of the exercise or session, when all participants should be thoroughly debriefed before stepping away from the scenario or dispersing.

BRAINSTORMING

A good way to get the whole group involved and input ideas to the session with the trainer writing all the information on the board/flipchart for all to see. Encourage everyone to put forward suggests and to be as free and innovative as they can. Often the most unlikely sounding idea in the first instance turns out to be the most successful.
Make people feel comfortable. Arrange seating appropriately.
Make the rules of the brainstorming session clear to everyone.
Never start a serious brainstorming session from cold. Always have a warm-up session to get people loosened up. Topics for this section could be such things as:
• useless ideas
• pet hates.

Ask people the question, such as, "What are your pet hates?" Write people's ideas on a flipchart as they call them out. When people have warmed up, ask them the real question. Write contributions on the flipchart as they are called out.

> **Rules of brainstorming**
>
> Do not criticise any ideals until evaluation starts.
> The wilder the idea, the better.
> Quantity is important.
> Adapt and build on other people's ideas.

Continue accepting ideas until the slump comes, when people run out of ideas. When this happens, you can often get things going again by suggesting a 'wildest idea competition'.
People will often come up with new ideas in the hours after the brainstorming session. It may therefore be a good idea to give them a means of adding more ideas the next day. You can do this by giving each of the participants a list of the ideas already generated and asking them to add any new ideas to the list and to send it back to you. Evaluating ideas once you have finally finished brainstorming needs to be done carefully.

FOCUS OR BUZZ GROUPS

The whole class is set a task and is then divided into smaller groups with a specific brief to work on a particular element or phase of the overall task.

The groups will be asked to present their work to the rest of the class upon conclusion. This is a good technique for promoting teamwork, stimulating communication and gives the learners responsibility for their own time management, research and presentation methodology.

Be sure to give groups with clear instructions and terms of reference for their respective tasks, and remember to monitor progress and time management, but in an informal way.
This can also be a great way to generate energy within the room. Expect noise levels to rise and some competitive behaviour to emerge.

Such group sessions can be short (sometimes called a buzz group) or long. For example, if you want to break up a long presentation, you can stop your delivery, and ask people to work in small groups and to identify something like what is the most important thing so far or how difficult this might be to do in practice, or similar.

Groups which work together over a longer period of time, perhaps even for the whole training programme, are often called syndicates.

This provides an opportunity for the groups to form, develop and ultimately perform. This is a common technique used throughout longer programmes of learning, which allows the syndicates to disperse and have time to conduct deeper research and project tasks.

Be aware that syndicates should not be formed too soon into the programme. Allow sufficient time for any personality issues or other dynamics to emerge and then decide who is to go into what syndicate.

There are many different variations on running group activities, and it is useful to remember what they are, so that you can offer a variety throughout a training programme.

WORLD CAFE

Each group works on a specific question for a period of time, and then everybody except one person gets up and moves around the room and goes where another group has been working. The person left behind explains to the new group members what the question was and what has been discussed. They spend more time discussing the question and contributing new ideas.

This is repeated several times until it seems appropriate to finish the activity.

DYADS AND TRIADS

This is a useful technique for small group, short duration practical activities, e.g., interviewing or communication/questioning exercises. One student observes their colleagues working through the exercise in pairs (dyads) or threes (triads). After each exercise the observer provides feedback to their group members who then rotate the roles with a different student taking the observer function for the next exercise.

GALLERY WALK

Each group records key points from its discussion on a sheet of flipchart paper, and at the end of the group time everyone stands up and walks around the room to look at the flipcharts of the other groups.
The trainer then asks people to highlight anything interesting that they saw, any key points, any significant differences and so on. A benefit of this method is that it makes people stand up and walk around, and so acts as something of an energiser.

CONDUCTING A DEBATE

A debate is useful to provide a structured way for a group to discuss an opinion (the motion).
To provoke discussion, the motion is usually something potentially controversial. Traditionally the motion is worded as "This house believes that...".

WHAT DO YOU DO?

A small number of people present arguments for and against the motion. Their objective is to persuade people in the audience that their position is correct.

There is then a vote as to whether the group agrees or disagrees with the motion.

1. Present the motion to the group.
2. Ask for four volunteers, two to argue for and two to argue against the motion.
3. Allow each pair about five minutes to prepare their arguments. Explain that they:
   - will have just five minutes each to present their case to the group
   - must decide how they will present their arguments and who should do this
   - should think about what their opponents may say and plan how they will argue against this
4. Invite the first person from the team arguing in support of the motion to speak. They should present the main arguments for or against the motion. Make sure that they do not speak for more than their allowed five minutes.
5. Invite the first person from the team arguing against the motion to speak. They will challenge the arguments presented by the other team's first speaker, and will summarise their own position. Keep them within their five minutes.
6. Allow the audience to ask questions. Try to make sure that this takes no longer than about 15 or 20 minutes.
7. Invite the second person arguing in support of the motion to speak. They should challenge any arguments presented against the motion and summarise their own position. Keep them within five minutes.
8. Invite the second person arguing against the motion to speak. Keep them within their five minutes.
9. Vote by asking people to raise their hands to see whether people agree or disagree with the motion.
10. Bring the debate to a close by announcing "By a vote of [x] to [y], this house agrees (or disagrees) with the motion that (state the motion)".
11. Finish off the activity by asking everyone what they feel they have learned from the debating process.

INTER-TEAM QUIZ

Having a quiz between small groups is often a good way of creating a lighter mood. Give each group perhaps 10 minutes to think of two or three questions about the subject under discussion, and then give them the chance to ask one other group one of the questions.

Move around the room, giving each group the chance to ask questions. If it seems appropriate, you can have a scoring scheme, and give some small prize (chocolate often works) to the winners.

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UNIT 4: ADDITIONAL ACTIVITIES FOR A TRAINING EVENT

ICEBREAKERS

Icebreakers are a way to encourage communication and for the group to start to get to know each other.

Some learners may have met before or may already work together but nevertheless an icebreaker still allows for the trainer to learn a little about the individuals and see those that may be more comfortable to talk, those that prefer to listen and allows the general motivation of the entire group to be assessed. The icebreaker not only provides the opportunity for you as the trainer to learn a little about your learners, but for the learners to also learn a little about you.

To begin with introduce yourself and welcome the group to your training session (at this point is also a good idea to ensure everyone in the class is actually meant to be at your training event!) Present a short summary of who you are, a concise overview of your expertise and your role. Remember that first impressions count; strive to present a friendly, welcoming image of yourself that is professional, competent and approachable.

This will help your learners feel more comfortable and help in allaying some of the apprehension that some will undoubtedly be feeling at meeting a new group and undergoing the training, perhaps for the first time.

Remember at this time to also introduce, or invite them to introduce themselves, any other trainers, support staff or visitors that may also be present.

How individual learners are introduced is now down to you, and will largely depend on group size, whether they are already familiar with each other and the time available.

There are many different icebreakers that trainers use, and you can find a good selection by searching on the Internet. However, here are few ideas.

SIMPLE INTRODUCTIONS

Simple icebreakers where time is limited may involve asking the learners to say their name, where they work and whether they have completed the training before. Completing name badges or name cards can also provide a good visual reminder and assist with addressing people by their name in future.

Alternatively, individuals can be invited to introduce and tell the group a little about themselves. For some however, remember this can feel somewhat intimidating as some people feel uncomfortable at talking about themselves to a group of potential strangers.

A possible way around this is to form the group into pairs and ask each person to establish the answer to some questions from the other: the other person's name, where they work, their reasons for being there, their interests and hobbies and what they hope to take away from the training. Set a time limit to complete each interview and then invite each person to introduce their pair to the rest of the group.

Whilst still nerve-racking for some, this process does break down barriers and encourage people to talk to each other, helping to find something in common and form a bond. This also enables you as the trainer to see those of the group that feel more comfortable at presenting. It is also a good idea to note names and positions in the class and perhaps a short note about each individual that could be used in future conversation, thereby showing that you have taken an interest in each learner as an individual.

HOW FAR HAVE YOU COME?

This is a good icebreaker where people do not know each other, as they have to talk about where they have travelled from.
Ask people to arrange themselves in a single line, in the order of how far they have travelled

WHAT ARE YOUR INTERESTS?

Write the following on sheets of flipchart paper, and put these in the four corners of the room:
• Getting outdoors
• Reading a book
• Cooking
• Travelling

Ask people to go to one of the corners that interests them, and to introduce themselves to the other people there. Give them a few minutes to get to know each other, then ask people to introduce their new acquaintances.
Remembering names

Ask everyone to stand up and form a circle.
Explain that we are going to learn each other's names.

Explain that you are going to say what your name is, and the person on your right is going to say, "My friend here is X and my name is Y." Then the next person on their right will say, "My friends here are X and Y, and my name is Z."
This continues around the circle until everyone has said what their name is. By this time everyone should have remembered everyone's name!

ENERGISERS

You can use energisers at any point during a programme to 'wake people up' or help re-focus the learning, perhaps after a break or during a time of day when it is apparent that energy levels and attention spans within a group are beginning to fade. Often taking the form of a fun group activity, quiz or game, the intention is to get the audience moving about, revitalised and stimulated.
Here are some examples of energisers that you can use.

FRUIT SALAD 1

Ask everyone to stand up.
Explain that you are going to teach them four movements, and that for each one there is a name of a piece of fruit. The names are:
• Apple, you bend forwards
• Banana, you bend backwards
• Grapefruit, you bend to the left
• Orange, you bend to the right

Spend a few minutes practising this and making sure that people know the movements, by saying, "Apple, banana, apple, banana, apple, banana, …", and then repeating this for grapefruit and orange.

When people have learnt this simple pattern, mix the fruits up: "Apple, grapefruit, grapefruit, banana, orange, grapefruit, orange" and so on. People will very quickly start laughing as they find it difficult to keep up.

FRUIT SALAD 2

1. Arrange one chair for each participant in a circle looking inwards and ask everyone to take a seat.
2. Stand in the middle and ask the participants to name four different fruits, e.g. melon, mango, banana, orange.
3. Go from person to person, around the circle giving each person the name of one of the fruits, "Melon, mango, banana, orange, melon, mango, banana, orange, etc".
4. Give yourself the last name.
5. Explain that you are going to call out the name of a fruit, and when you do everyone with that name must change seats with someone of the same fruit.
6. Call out the name of a fruit, and when those people move, take one of their seats.
7. Ask the person who is left in the middle to call out the name of a fruit.
8. Repeat this until everyone is energised. The easiest way to stop the game is to make sure that you are left in the middle.

NOTES

AS AND XS

1. Ask people to stand up and move to an open space.
2. Ask participants to look around the room and without saying anything, identify one person who will be their 'A' person and one who will be their 'X' person.
3. Explains that choosing who is who is completely random, and there are no criteria.
4. Check that everyone has identified an A and X, and then give them the instructions that they are to get as close as possible to their A person but as far away as possible from their X.
5. Ask them to do this as quickly as possible but without touching anybody.
6. Let them do this for a few minutes, then ask them to reverse, and get as close as possible to their X people.
7. This exercise will make people move about in unusual ways and should generate a lot of laughter.

HA HA HA!

1. Ask everyone to stand up and move to an open space.
2. Explain that you are going to make somebody laugh. Do this by saying "Ha!".
3. Tell them that they must say "ha ha!" to someone else.
4. Continue around the group, with each person adding an extra "Ha!" until everyone has said this.

REVIEW SESSIONS

It is very important in a training programme to give people the chance to think back about what they have just been learning, as this provides another opportunity for them to move things into their long-term memory. So, at regular times through a training programme you should have a short, perhaps 15 minute, review session. Good times to have a review are:
• at least once at the end of every day
• at the beginning of a new day
• if time permits, at the end of every morning session.
There are various ways in which you can run a review session.

3 TO 7

Ask someone to give you a number between 3 and 7.

Ask each group of participants (perhaps each table) to compile a list of that number of useful things that they remember from the previous sessions.

You can then ask them to write these up on a flipchart, or just to tell you what they are when you have a plenary summary of this review session.

USEFUL THINGS FLIPCHART

Take two pieces of flipchart paper, and on the top of one write, "Useful things from Day X" (where 'Day X' refers to the previous session), and on the top of the other write, "Things I would like to know more about".

Place these two flipcharts, side-by-side, near the front of the training room.

Ask people to think about what they would like to write on these two flipcharts. If they have access to post-its, they can write their ideas of these, and then stick them to the flipcharts. Otherwise, ask people to come up to the flipcharts and write their answers directly on the paper.

When everyone has finished, read aloud what has been written. Pay particular attention to requests for more information, and if possible, respond to these before carrying on.

NOTES

GROUND RULES

We are looking to create an environment that is peaceful, respectful, safe and wholly conducive to the learning process.

To this end, we should establish the acceptable standards of behaviour towards each other, including you as the trainer that should be agreed and complied with by everyone within the group.

In other words, we need to ascertain a set of 'ground rules', boundaries and conditions that define appropriate levels of behaviour and respect and should clearly show the learners what you expect from them and also show them what they can expect from you as their trainer.

For ground rules to have value and credibility, it is essential that you as the trainer always comply. Remember, your responsibilities include that of role model; as such, it remains incumbent upon you to always present an exemplary, professional image and be seen to be observing the rules at all times.

Failure to determine ground rules at an early stage is likely to lead to misunderstandings and the potential for confusion and disruption within the group.

For many adults, especially more experienced professionals, a more limited number of rules may suffice, for example, start and finish times, contact details, using cell phones, etc.

However, for younger, less experienced learners, a more detailed code of conduct may need to be established. This may be particularly important when confronted by learners who display challenging behaviour. Often a set of ground rules that have been agreed by the entire group is all that is needed to remind the individual of their earlier commitment. Other learners often take a poor view of breaches to their own 'group-agreed' rules and peers may be quick to remind and reprimand an individual for breaking their own code.

To this end, peer pressure, in controlled measures, can be a very useful tool in the trainer toolbox for assisting in the enforcement of ground rules.

Wherever possible ground rules should be discussed and negotiated within the group rather than forced upon them. However, some rules clearly cannot be negotiated, such as health and safety requirements. As the trainer you need to be fully acquainted with those rules that are negotiable and those that are not.

Once agreed, it is usual to leave the rules on display within the training area as motivation and as a reminder to all the participants of their own rules. This also allows any learner arriving later to the session to see and become aware of them and enables easy referral by you (or any member of the group) should a rule be broken at any stage.

NEGOTIABLE GROUND RULES

Learners should contribute to establishing their own ground rules, they have just as much right to expect appropriate behaviour and actions from a trainer as the trainer has from them.

One of the ways to establish these rules is to use group activity where the learners themselves can come up with ideas and suggestions that reflect their expectations and standards of acceptable and appropriate behaviour.

Following time to discuss and draw up their list in groups, learners can then present their suggestions to the rest of the participants.

It is vital that the ideas are discussed, negotiated and then either accepted by the entire class, including you as the trainer, or rejected. This method enables and empowers the learners to take ownership of the rules and provides the incentive for them to comply with and respect them.

Examples of ground rules that can be negotiated may include:
- standards of dress
- cell phones in class (on/off?), answering calls, ringtones to silent, etc.
- break times
- refreshments in class

NON-NEGOTIABLE GROUND RULES

Not every ground rule can be negotiated. These are often legislative, safety and/or organisational requirements that need to be imposed and, depending on the experience within the audience, may need to be covered in greater depth by you as the trainer. Each topic area may stimulate discussion and this is a good way of learners to greater appreciate the rationale behind the rules and regulations and the necessity for them to be enforced.

Examples of ground rules that cannot be negotiated and/or behaviour that will not be tolerated may include:

- safety requirements
- punctuality
- drunkenness, anti-social, threatening and/or discriminatory behaviour
- offensive language and swearing
- respecting others' views, beliefs and contributions
- any organisational and/or legislative requirements
- standards of cleanliness/area tidiness.

CAR PARKS

A car park is just a way of keeping note of any subjects or issues which are raised which, if discussed, could take you away from the main line of discussion you are following.

To have a car park, simply have a separate flipchart sheet fixed to a wall on which is the title "Car park". If a topic which should be addressed at some point during the event does come up, make a note of it on the car park sheet and make sure that you schedule some time to discuss it.

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UNIT 5: SKILLS FOR TRAINING DELIVERY

Whatever techniques you are using in a training session, whether it is a presentation or a facilitated activity, there are certain skills that you will need to practice.

These include:
- having effective verbal and non-verbal communication skills
- asking and answering questions, so that you can manage group discussions
- dealing with difficult participants, who can interfere with other people's learning.

This section provides some information about these different subjects.

VERBAL AND NON-VERBAL COMMUNICATION

Learning is a process reliant essentially upon good communication. Good communication is an aid to effective learning, but equally, bad communication will hinder the process.

To this end, the more effort a trainer puts into achieving a good level of communication the more likely that successful learning will result. However, in order to do so we must firstly recognise what actually constitutes 'effective communication'.

It is important that we need to remain aware of what we say, how we say it and how our message may be received.

Clearly communication involves language, but it also relates to the type of language we use and how we apply our language skills.

VERBAL BEHAVIOUR

The power of speech, our voice and awareness of how we use them is essential.

Raising **volume** and projecting your voice can emphasise key points, hold attention and can exert a degree of control over an audience.

Varying **pitch** and **tone** can add variation, promote interest, emphasise key areas and add

meaning to your speech. Monotone delivery can switch off an audience's interest very easily.

Slowing your **pace** of speaking slightly will also aid your learner's ability to hear and understand what you are saying. Talking too fast may lead to mishearing, increasing the likelihood of key areas and meaning becoming lost.

Stopping or **pausing** for effect is a very powerful technique. It enables your learners to absorb the message you are trying to portray whilst providing opportunity for you to gather your own thoughts, assess your audience reaction and arrange the next points to be delivered in your mind.

NON-VERBAL BEHAVIOUR

Facial expressions, body movements and gestures all convey a message.

Be mindful of how to use them in a positive way. Head nodding, perhaps accompanied by smiling, can signal approval, agreement and/or understanding.

Mannerisms can be engaging, but can also become a distraction, as will fiddling with objects such as pens, keys or loose coins in your pockets.

Always think about what you are doing with your hands. Some of the things that we habitually do with our hands can be a problem when delivering training:
- Waving hands around can be distracting, and people start to watch your performance rather than listen.
- Folding your arms is a defensive position and can make you look uncomfortable.
- Men will often put their hands in their pockets, and this can look too casual, especially if they then start jangling keys or coins!

The safest thing to do with hands, male or female, is to put your hands in the upside-down prayer position, palms together, fingers pointing down.

Remain aware of your appearance and how you look when taking a class. Dress in a manner appropriate for your audience, social norms and cultural expectations. They will almost certainly notice things that often may not be obvious to yourself.

How close you are to your learners will also have an impact on the way they react and respond to you. Standing close behind a sitting student can be perceived as intimidating, and the angle you stand or present before an individual or group can portray either intimacy or an air of distance.

Eye contact to gain and hold attention, invite an individual into a conversation or encourage a response is a useful and powerful technique. However, staring at someone can be menacing and looking away when a learner talks to you shows discourtesy and a lack of interest in the individual's contribution.

Peer observation or recording yourself whilst teaching or presenting will often reveal things that others see that perhaps we were previously unaware of.

A final thought: remain aware of the effect non-verbal communication and mannerisms may have on your learners but remember also to be yourself and recognise your own individuality as much as you do that of your learners.

CULTURAL DIFFERENCES

Different cultures have different expectations about communication. You may not think about this if you are used to working with people all from your own culture, but if you are delivering training to people from different countries they may have different expectations about what is acceptable behaviour and what is less acceptable.

For example, you may have to adapt your behaviour about things such as the following:
- **Maintaining eye contact with people:** in some countries people maintain eye contact while talking while in others they would lower their eyes. Expectations about eye contact may be different for interactions between different sexes.
- **Personal space:** the physical space which people have between themselves when talking is different in different cultures. You may find people want to stand much closer to you than you think is comfortable.
- **Greetings rituals:** people from different countries can behave in many different ways when they first meet each other, from just saying hello to handshakes to kissing. When you first meet your participants, watch them closely to see how they behave, and do some research to see what might be expected from you. Remember there may be differences between meeting men and women.
- **Facial expressions:** in some cultures, people's faces are very expressive while in others people show very little emotion.
- **Time keeping:** in some cultures, returning to a training session at an agreed time is optional rather than compulsory, especially in societies where there is less of a clear distinction between work time and family time.

ASKING AND ANSWERING QUESTIONS

Asking questions is a powerful tool that helps you as a trainer to interact with your audience. It stimulates mental activity and audience participation, promotes discussion in an open and inclusive environment and provides feedback on levels of individual and/or group knowledge and understanding.

However, successful questioning requires practice. It is a skill that needs to be developed, recognising that it is a two-way process and understanding that for the process to be valuable and effective there are some rules to follow.

Remember, by posing a question you are inviting your audience to communicate with you: it is therefore of little benefit if you subsequently close down the interaction by failing to allow enough time for responses, show appreciation for the contributions or fail to provide answers to queries raised.

At the point of posing a question, you have no idea as to the answers you may actually receive.

You must have the confidence and skill to deal with responses in an appropriate, encouraging and effective manner.

You need to know your subject matter and be well prepared, however, even with the best planning there may still be questions that you are unable to answer at that moment. The query still requires resolution and it is your responsibility to find it. If further research is required then inform your audience or student that you will find out the answer and let them know in due course.

OPEN OR CLOSED?

A 'closed' question is one that is framed in such a way that the recipient is given little opportunity to answer beyond a simple 'Yes' or 'No' response. For example, "Did you go out last night?"

Whilst there are times when this type of question maybe appropriate, there is little depth to the answer. Ideally, as trainers, we should look to provide opportunities for our learners to show their knowledge, present their views, generate new ideas and expand their understanding.

We need therefore, to provide opportunity for participants to deliver a greater amount of information. In essence, present an open doorway that encourages a free-flow of information through it. This is known as an "open" questioning approach. An easy way to start an open question is to use words such as what, why, when, where or how. For example, you might ask, "What did you do last night?"

You can follow open questions such as this with requests such as "Tell me …", "Explain to me …" or "Describe …". By doing this we are encouraging someone to give us a more complete answer beyond just yes or no. Furthermore, it gives the person the chance to choose what and how much information to provide. Open questions also allow the learner to ask further questions of their own and/or clarify the context.

LEADING QUESTIONS

Leading questions are those which are worded in such a way to encourage a person to give you a particular answer. For example, "Do you really think that is the best way to do it?" contains some emotional content and can put people in an awkward position.

You should avoid asking leading questions wherever possible.

'POSE, PAUSE, POUNCE AND BOUNCE'

Remember to include all your learners in question and answer sessions. Do not just allow those that are more confident and keen to showcase their knowledge to answer first. This often provides opportunity for those less assured to remain quiet and develop feelings of exclusion.

A common method to minimise this effect is to utilise the 'Pose, pause, pounce and bounce' technique.

Initially **'Pose'** the question to the entire group, followed by a momentary **'pause'** thereby encouraging everyone to think and develop an answer. During this time, look around the entire audience; clarify to yourself that all appear to understand the question; everyone should be engaged in preparation for being invited to respond and then 'Pounce', nominating the individual learner or specific group/team that you wish to answer. Listen to the answer.

Learners need to know whether they have answered something correctly or not. Reward those that are correct with phrases such as "Yes … that's right … well done etc.", whilst incorrect answers need to be addressed in a sensitive manner that enables learners to see where or how they were mistaken, whilst still feeling valued.

In such cases we can now **'Bounce'** the original question (or a modification of the original question) to others, inviting them to contribute, but remember, where necessary, return to the originator of any incorrect response to ensure that they now understand their error, perhaps engaging them further and utilising their responses to highlight a key factor or to encourage further reading.

We should always look to maximise each learning opportunity and promote an inclusive and positive environment at all times. Adopting the 'Pose, Pause, Pounce and Bounce' technique can be a very effective means of engaging the

whole group in any question and answer session at any stage of the teaching session.

This technique is also useful if someone asks you a question to which you do not know the answer! You can repeat the question back to the group, and say something like, "Yes, that is an interesting question. What do the rest of you think?" Hopefully, you will get some answers that satisfies the person asking the question.

However, in those cases where you cannot answer a question satisfactorily, admit that this is the case and say you will look into it and try to get back to them. Do not guess answers or tell lies!

ACTIVE LISTENING

As well as asking questions, you also have to listen to the answers! It is useful to remember the principles of what is often called 'active listening':
- Face the person who is speaking to show you are attentive.
- Maintain appropriate and comfortable eye contact.
- As they are talking make gestures or noises to show that you understand; for example:

- Make noises such as, "uh-huh"
- Nod your head
- Concentrate on what the person is saying, not what you are going to say next.
- If you are distracted by internal thoughts or something external, refocus your concentration or remove the external disturbance.
- If you feel that you are being criticised or challenged in some way, let the person finish what they are saying and do not make assumptions about what they are going to say.
- When you reply, start by explaining your understanding of their answer; for example, "So what you are saying is that…?"

DEALING WITH DIFFICULT PARTICIPANTS

It is always possible that some people in your training room may be more difficult to deal with than others. So, it is important that you know how to deal with problems which arise, so that they do not interfere with everybody else's learning. Typical problems which you can experience include the following, along with some suggestions for dealing with these problems.

PROBLEM	STRATEGY
Someone does not want to be in the classroom but has been sent there.	Wait for a break where you can have a quiet word with them. Sympathise with their position but point out that everyone else is committed to learning and ask them to participate and not make a problem. If the problem persists, you may need to think about asking them to stay away from further sessions.
Someone knows everything better than you do and keeps pointing this out.	Thank them for their contributions and acknowledge that they seem to be very knowledgeable, but explain that you are trying to help everyone else to learn, and that they should let other people have their opportunity to talk.
People keep talking to each other about something completely different.	Wait until you see that they are talking to each other, and then stop what you are doing, looking at them. Everyone will quickly realise what you are doing, and they will probably become very embarrassed. It is then unlikely that they will repeat this behaviour.
People constantly using a laptop or a mobile phone to do other things.	Wait until a break, and then ask them if they are having to deal with some particular problem. Point out that they cannot do two things at once, and that if they want to learn from this programme they need to put their other work to one side.
People always arriving late for sessions.	Talk to the entire group about the need for punctuality and for starting on time. Point out that starting late means finishing late.
People dominating discussions in the room.	As with the 'know-all', thank them for their contribution and ask them to give other people an opportunity to speak.

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UNIT 6: BLENDING LEARNING METHODOLOGIES

Although the content of this manual has been written to support the delivery of a workshop looking at classroom delivery skills, it is important to remember that training programmes often contain a blend of methodologies. The NAP Toolkit training programme is an example of this, as it contains both face-to-face workshops and introductory online e-learning materials.

Broadly speaking, training methodologies can be divided into two types:
• Trainer-led, where an individual guides people through a learning process.
• Self-directed, or distance learning, where an individual works on their own.

There are many different forms of trainer-led training (including workshops), and you may become involved in these at some point in the future.

COACHING

Coaching is where you work on a one to one basis with an individual, providing advice and guidance on specific subjects. This is something that many professionals do informally every day, of course.

However, after delivering a NAP Toolkit technical workshop, you may find that participants want to stay in touch with you so that they can ask you for advice as they try to apply what they learned during the workshop. This would be regarded as coaching, and for you as a trainer can be a particularly rewarding activity and can be extremely useful for the learner.

WEBINARS

Webinars are shorter training sessions delivered through the Internet, using specialist software installed on the trainer and the participants' computers. In recent years, as Internet bandwidth and availability has improved, they have become particularly important for international organisations, as they make it possible to deliver training to groups of people who may be working from their offices in different parts of the world.

There are many different webinars software packages: a popular one used in the United Nations system is WebEx, for example. Webinars software allows you to deliver a presentation, showing a PowerPoint slide on every participant's screen while talking to them, with them listening. Participants can type in questions or make comments using integrated instant messaging facilities, or even engage in conversations in a group. Participants can also write on the screen so that everyone else can see what they are writing.

So webinars are potentially very useful, particularly for providing ongoing support. However, the software can be quite challenging to learn and to use, and practice is needed before you as the trainer can feel confident. There are also often technical problems, with people not being able to make features such as audio work, for example.

SELF-DIRECTED MATERIALS

Self-directed materials are those where a learner works on their own, without direct support from a trainer and often on their own (although people may choose to discuss the content of such materials with colleagues, and this is to be encouraged).

Such materials may be simple paper-based documents, made available through the PDF format, or more sophisticated online or 'e-learning' programmes. E-learning programmes can be interactive, by asking questions or presenting learners with problems to which they must find answers. It is also possible to include rich media such as audio and video, but it should be noted that this can also be done in simple PDF documents, where the audio and video will function if the learner reads the document on a computer.

Such materials can be blended into a larger programme in a number of different ways:

- As pre-reading materials, where the learner is asked to complete the self-directed materials before coming to a workshop.
- As a way to cover theory, so that a workshop can concentrate on the practical application of theory.
- As activities during a workshop, where, for example, participants could work through a computerised simulation of a particular situation.
- As follow-up materials, allowing people to review what was learned during a workshop.
- As a post-workshop test.

The e-tutorial programmes in the NAP Toolkit training are an example of self-directed learning. They are 30-45-minute introductory sessions that introduce the learners to the technical face to face workshop topics. These e-tutorials will be available and accessible to the public and participants on the "One UN Climate Change Learning Partnership (UN CC: Learn)" website: https://uncclearn.org/.

While you will not be directly involved in helping people through these programmes, you need to be aware of what they contain so that you can help people to explain points which they may find difficult or suggest that people study them, if they have not been made aware of their existence.

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UNIT 7: EVALUATING A TRAINING EVENT

A distinction should be drawn between assessment and evaluation. Assessment is the measure of how much a student has learned (e.g., through tests etc.) whereas training evaluation involves a judgement on the overall quality and value of the learning programme or session.

Whether the programme is long, comprising a number of modules, short, perhaps just a day or so in duration, or a single session of a few hours, it is essential that trainers evaluate their own performance and the effectiveness of their teaching.

Evaluation should be an ongoing process throughout the teaching cycle and will allow for changes and/or improvements to be made as the event progresses or in time for the next session.

Using feedback from others, peers and or participants, can greatly assist with the evaluation process and can be harvested in many ways. For example, questionnaires, surveys, exam results, informal/formal discussions and staff appraisals can all be used to measure teaching effectiveness.

For training evaluation to be effective a number of key questions will need to be answered:
- Did learners enjoy the experience? To what extent were their needs met?
- To what extent were the course aims, and learning outcomes achieved by the teaching programme.
- How do learners intend to apply their newfound knowledge and skills in their workplace?
- To what extent have learners been able to apply their newfound knowledge and skills in their workplace?
- What effect has the knowledge and skills learned on the training programme had within the workplace / on the organisation.
- To what extent were the organisation's needs met?

THE KIRKPATRICK FRAMEWORK

To assist with the evaluation of training the Kirkpatrick framework (Kirkpatrick 1959) considers the value of any training event across four distinct levels; Reaction, Learning, Behaviour and Results.

Level 1: Reaction, establishes how participants found the whole learning experience, whether it was engaging, inclusive and relevant to their role or job.

This level deals with how the participants felt and their personal reactions. For example, did they enjoy the training? Did they consider it relevant and a good use of their time? Did they like the environment, venue, facilities, resources, teaching style and methodology? How do the participants see the learning being practically applied in their workplace?

Level 1 evaluation is often carried out by way of 'feedback questionnaires' (commonly referred to as 'happy sheets') given out at the end of a teaching session.

Whilst this may provide an ideal opportunity to gather immediate responses, trainers should also be aware that participants may be pressed for time at the end of a session and therefore give less thoughtful responses, rather than detailed and more accurate reflections of their learning experience.

It should be noted that the Kirkpatrick framework has been heavily criticised for some of the assumptions that it makes, and one of these is that a positive reaction will be linked to learning: however, just because somebody has a positive reaction to a training event does not mean that they will learn anything, and similarly people can learn from experiences which they do not enjoy.

Research shows that certain other factors which can be evaluated at the end of a training event are more significant:
Levels of 'self-efficacy', which means how confident people feel about being able to use what they have learnt.

Perceptions about what has been useful.

How easy it will be to transfer the learning into their working environment

So while the 'happy sheet' is an important evaluation tool, more emphasis should be placed on finding answers to these three questions. Nevertheless, gathering information about the venue and teaching methodology is still useful information to have in order to make future decisions about where to hold the event or if it is necessary to redesign the training in some way. Trainers may also obtain Level 1 feedback verbally or send learners a post-session questionnaire electronically shortly after the event.

Level 2: Learning, used to measure if the learners actually acquired the requisite level of knowledge, understanding and skills from the training. This level deals with what was actually learnt compared with what was taught and the intended outcomes of that teaching. In other words, have the participants actually learnt what we wanted then to learn?

Level 2 evaluations are often carried out by way of assessments or tests, either before or at the start of an event, and again at the end, or soon afterwards, thereby providing an end of session level compared to the threshold standard established at the start of the programme.

Hard copy, electronic, online or interview-style assessments can all be utilised and for skills-based learning, observations maybe preferred. Whatever the method adopted, the evaluation must align to the course aims and learning outcomes in order to accurately reflect their achievement, or not.

Level 2 evaluations can prove very accurate at assessing achievement of defined outcomes and whilst generally requiring more thought and

preparation than 'reaction' evaluations, can still be relatively simple to set up. However, trainers should be aware that poorly designed 'learning' evaluations attempting to map against unclear and ambiguous outcomes could prove costly, both in terms of the effort taken to prepare and also the time needed to analyse the results.

Level 1 and 2 evaluations are commonly conducted by the trainer and are likely to have a more immediate impact on session design, defining learning outcomes and the teaching methodology adopted

Level 3: Behaviour, this level reviews to what extent learners have applied their newfound knowledge and skills in their workplace. It asks if the new knowledge, skill and attitudes are having a measurable effect on performance and whether any change is being sustained. This could show immediately or manifest itself some considerable time (possibly months) after the training took place.

It is important to note here that while the Kirkpatrick framework suggests that learning leads to changes in behaviour, in reality this is much more questionable. People's behaviour is affected by a whole range of different factors, of which learning is just one. Social norms, poor supervision and restrictive operational practices may mean that people's behaviour does not change at all, even though they may have received the best training available.

To ensure results remain valid and reliable, evaluations should be devised around relevant and specific key performance indicators and designed to limit the effect of subjective judgement by assessors. Whilst recognised as an applicable indicator, learner's 'opinion' can be captured but also needs to be measured consistently.

Using random 'snapshot' assessments can also prove unreliable as individuals change in different ways, at different times.

Behavioural evaluations are more difficult to quantify than 'reaction' and 'learning' and often utilise observation and individual interviews to compile data for examination. It can take

considerable time to gather information, interpret results and assess the effect of any changes. As such, proficient interviewers, observers and analysts are essential contributors to the level 3 process.

Although challenging and time consuming, accurately evaluating what effect a training programme is having on performance within the workplace is arguably an essential part of any organisation's development.

There is little point in collating excellent 'reaction' and 'learning' feedback if there is no provision for new knowledge and skills to be incorporated into daily routines and for any consequential impact on organisational performance to remain unknown.

Level 4: Results: This level considers the impact the training has had on organisational needs, performance and budgetary objectives.

However, as with Level 3, it is almost impossible to draw any firm conclusions linking training with results, as these are affected by so many external factors, including, in this case, the passage of time.

Often the management systems and reporting processes within an organisation are already in place to capture information associated with organisational objectives such as; complaints, quality ratings, achievement of standards, accreditations and growth, etc.

The key to effective Level 4 evaluations is being able to identify which and how such performance indicators relate to and are influenced by the training. However, this can be eased somewhat by trainers identifying the relevance and linking particular session inputs to workplace settings with learners at the point of delivery.

By doing so, learners, and ultimately their managers may be able to draw some conclusions about how learning has contributed to organisational performance, although because of the problems of attributing causality, this must be done very cautiously.

Levels 3 and 4 evaluations are generally carried out by management or external evaluation experts, although there will need to be some input to this process from training staff. However, trainers need to be aware that such evaluations may be carried out and think about how to facilitate this process in the design of training and record-keeping.

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UNIT 8: KEY POINTS

TIPS AND HINTS FOR INTERACTIVE TRAINING

- As a trainer, talk less. Apply the 10:50:40 rule: 10% theoretical input, 50% active interaction / case work / working groups, 40% discussion, reflection, conclusion and transfer to participants' reality.
- Mobilize participants' creative energy and knowledge, and open space for the active interaction of all. Take your participants seriously. Nobody knows everything (including yourself), but everybody knows something. Your participants have much experience and want to share their views with others.
- Facilitate the exchange of information and problem solving by means of dialogue: among you and the participants, and among the participants themselves. Adults can learn well - and much - from dialogue with respected peers. Do not force your view on to the participants.
- Motivate by means of questions that stimulate curiosity and exploration. Formulate questions for group work carefully and precisely. Take orientation for the questions from the module instructions.
- Give clear instructions for exercises and ask whether further clarifications are necessary.
- Listen before you talk, in order to fully grasp the socio-cultural and professional background, the working situation, and the questions of your participants.
- Do not defend your procedures but be self-critical in the use of moderation rules and in the evaluation of your own function.
- Always allocate precise and sufficient time lines for group work or other tasks, and avoid abusing breaks for work.
- From time to time, certainly every morning, provide an overview on where you are in the training programme: recall the last topics or last steps in the learning process, and provide a look ahead into the programme to follow.
- Always provide sufficient time for exploring the findings of working groups in plenary.

Respect the efforts they have invested. Ask the groups to provide backgrounds to issues visualized on matrices which are not self-explanatory.
- Watch out for group dynamics. Not everybody feels comfortable with participatory processes. Workshop participants may come from an organizational culture where participatory dynamics are avoided rather than embraced. A potentially participatory process in a working group can be distorted when a dominant person imposes a leadership style.
- Keep a" car park" for issues raised which are outside the scope of the current topics or require more time than you have available. You may hit these issues as the training progresses, or you can schedule time to return to these questions.
- If appropriate, tell participants that you will do a photo-documentation and hand out the flipcharts and boards generated by the trainer and the group. This allows them to focus on the discussion rather than taking notes, and makes what they come up with feel like important work products. Keep track of the many flipcharts and boards generated throughout the training. Take pictures in every break, certainly at the end of every training day.
- Be flexible but still open for positive surprises. Participatory trainers have a leading role regarding the steering of the workshop process. But they will observe carefully if their assumptions of a certain method as part of a certain sequence of working steps will materialize. And if not, they should be flexible enough to change plans. Being flexible also means throwing the ball back in the participants' court in order to jointly reflect on the best way forward.

HOW ADULTS LEARN

Part of being an effective trainer involves understanding how adults learn best, as they have particular requirements as learners:

- **Adults know already a lot.** Adults have accumulated a foundation of life experiences and knowledge that may include work-related activities, family responsibilities and previous education and training. They need to be able to integrate new ideas with what they already know if they are going to keep - and use - the new information. The trainer's job is to mobilize the participant's knowledge first before they add new information to it, and to provide opportunities to discuss and reflect new knowledge and to adapt it to individual circumstances.
- **As with all learners, adults need to be shown respect.** Trainers must acknowledge the wealth of experiences that adult participants bring to the training. These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in the group.
- **Adults are self-directed.** They need to be free to direct themselves. Trainers have to be sure to act as facilitators, guiding participants to their own knowledge rather than supplying them with facts. They serve as facilitators for the participants' own learning process and must actively involve and reflect their interests in the design of training. They should allow participants to assume responsibility for presentations and group leadership.
- **Adults are goal-oriented.** Upon enrolling in training, they usually know what goal they want to attain. They, therefore, appreciate a programme that is well organized and has clearly defined elements. Trainers must show participants how training will help them attain their goals. This classification of goals and course objectives must be done early in the programme.
- **Adults are relevancy-oriented.** They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. They may not be interested in knowledge for its own sake. Therefore, trainers need a sound understanding of the participants'

motivation and needs and they must continuously try to harmonize content and design with the life and work context of the participants. They should make participants think about the practical application of the newly acquired knowledge at his/her work place. Possible benefits, preconditions, difficulties, resistances and how to deal with them.
- **Adult learning refers mostly to behaviour changes** – to be able to do something better or differently than before. This needs action-oriented training methods combined with intensive feedback by the trainer or the other participants.

What we remember:
- **Adults remember only a small fraction of what they read** (e.g. in newspapers, on PowerPoint slides), perhaps as little as 10%. The more they have to do with knowledge content, the more they remember. So they will remember more if after reading something they need to explain it to somebody else or to discuss it in some way. So involve participants as much as possible into active group work. Speaking, hearing, and seeing should be complemented and enhanced by doing.

FACILITATION SKILLS

- **Teacher, expert or facilitator?** A trainer needs to have a profound knowledge on the subject matter and its different components but should not see himself or herself as master or lecturer only, but also as a facilitator, helping people to learn. Beside competencies as an "expert", he/she definitely needs specific facilitation skills and competences. The success of a training programme greatly depends on good facilitation, which is both a skilful craft and creative art. Good facilitators bring a group together, develop and balance its potentials in a non-dominating way. They are knowledgeable about the issues at stake without showing this off. Asking and formulating the right question at the right time and active listening are two of their most important tasks.

Important skills and qualities of a trainer/facilitator are summarized below:

- Interaction competence: ensures effective communication and focused work in a relaxed and friendly atmosphere and, in turn, creates effective problem solving. Trainers should turn recipients who passively consume inputs supplied by a master into participants who share their ideas and outputs with others interactively.
- Presentation competence: supports general understanding and learning of new information. Includes participants- and learning-oriented "PowerPoint"-skills, and general rhetorical skills.
- Visualization competence: supports general understanding, and serves as an external memory of topics developed and results achieved. Trainers should possess drawing and handwriting skills, and acquire a sense for arranging space, structure, colours and other moderation or presentation elements to create an attractive learning environment.
- Participation competence: brings out the best in a group by means of cumulative learning which all individuals contribute to. Good trainers make participants feel that "Nobody knows everything, but everybody knows something". They set the tone of the event, trust in other people's intellectual and creative potential, avoid that there are winners and losers in a group, and respect the ideas, opinions and practices of others.
- Dramatic competence: arranges an event alternating between suspense and thrill, group and plenary sessions, experience and cognition. Trainers need to be able to flexibly adapt and modify moderation and visualization methods and sequences of steps, according the group's dynamic and needs, time, space, and other frameworks conditions that have an influence on the design of the training.

In a nutshell

We see the trainer less like a teacher or expert and more like a facilitator of learning processes. This fits very well with the trainer sharing his/her knowledge and experiences (e.g. through inputs and presentations), but only as part of an interactive learning design and not in a way that places the trainer's knowledge and experience in the spotlight.

NOTES

NOTES

UNIT 9: FACILITATION EXERCISES

FACILITATION EXERCISE 1: PEST ANALYSIS

The aim of this exercise is for you to facilitate your group to carry out a PEST analysis, exploring the question: What factors will have an impact on the development of a National Adaptation Plan?

PEST analysis uses a grid like the one shown in this diagram. You will ask your participants to think about this question and to write responses in the relevant quadrant on their sheet of flipchart paper.

There are several things you need to think about and decide on before you start:
- How much explanation of the process will you need to give to people?
- You have 45 minutes to complete this activity. How much time will you allow for the initial explanation, the group work and a final review of findings?
- You will need to divide your group into two small groups: how will you do this?
- When people report back on their findings, what questions will you ask them?
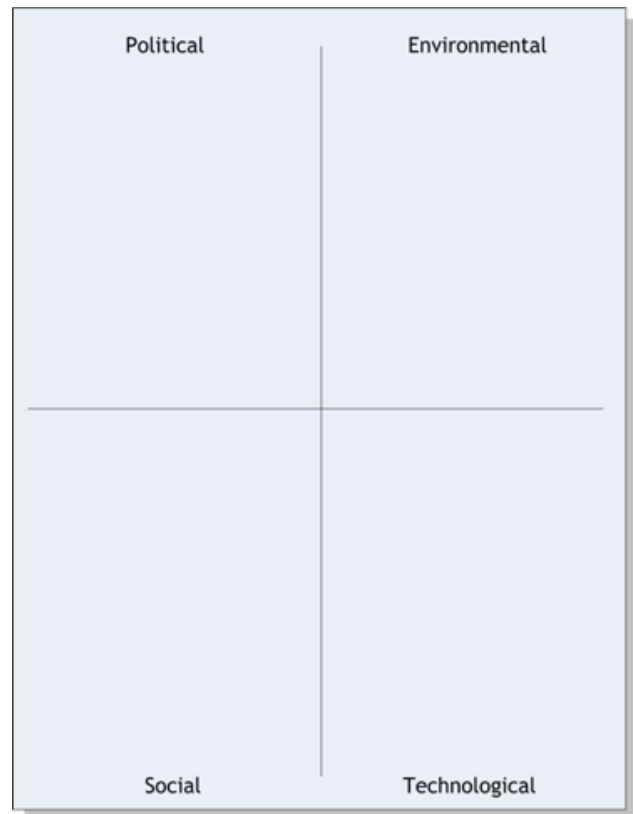
INSTRUCTIONS FOR YOUR EXERCISE

The aim of this activity is for country groups to consider factors they need to take into consideration when looking to integrate the activities of the two communities.

Explain the aim of the exercise and how a PEST analysis is carried out.

Divide the whole group into two small groups.

Ask each group to draw up a flipchart pad as shown in the diagram above.

Ask the groups to consider the question: What factors will have an impact on the development of a National Adaptation Plan?

Allow the groups enough time to carry out their analysis.

Ask each team to present their findings.

Discuss the findings as a whole group, asking questions which you think are relevant and useful. Questions which might be useful include:

- How do these findings compare?
- What things do you agree on?
- What differences are that between the findings?
- What do you see as priorities?
- Why are those priorities?

FACILITATION EXERCISE 2: CROSS-SECTORAL LINKAGES

The aim of this exercise is to help participants understand how to carry out a cross-sectoral linkage analysis.

You will find details about how to do this in the handout for this exercise. You should have enough copies of the handout to be able to give them to the participants in your group. However, you do not have to use the handout if you do not wish to do so.

You have 45 minutes to complete this activity. Note that this will include spending some time explaining what cross-sectoral linkage analysis means and how to do it.

How much time you spend on this presentation is your decision, but the priority is to give participants enough time to practice doing it for themselves.

You will also need to decide how much time they can spend on each stage of the exercise. Time management is your responsibility.

INSTRUCTIONS FOR YOUR EXERCISE

Resources available:

• Handout – Facilitation exercise 2, 10 copies

Explain the aim of the exercise to the participants, which will be carried out in two stages.

Explain what cross-sectoral linkage analysis means and how it is done.

Divide the participants into two groups, at random or by country. You can decide how to divide them up.

Stage 1
Ask each group to identify a particular adaptation measure they would like to evaluate from a cross-sectoral perspective. This could be something of relevance to their own country, but if they have difficulty identifying something, you may suggest measures such as solar irrigation or introducing new temperature-resilient crop varieties (trying to focus on water-related adaptation measures).

Explain that there is information about the process in the handout, to which they can refer if they need any clarification (if you are going to use the handout).

Explain that the first stage is to identify the benefits and risks to each sector (use the example of 3 sectors: food, water and energy) of the adaptation measure. Show the relevant slide.

Allow each group to clarify the adaptation measure and identify benefits and risks. Ask them to record their findings in a table on a flipchart pad.

Stage 2
Explain the next stage, which is to identify implications for each sector. Explain that you will do this for each of the three sectors (food, water and energy), each time thinking about what the implications may be for the other two sectors and what information will be needed in order to make further decisions.

Allow the groups time to complete this activity.

FACILITATION EXERCISE 3: CLIMATE INFORMATION SERVICES

The aim of this exercise is to help participants understand how to climate information and services can help with adaptation planning.

You have 45 minutes to complete this activity. Note that this will include spending some time explaining what climate information and services is. How much time you spend on this presentation is your decision, but the priority is to give participants enough time to complete the activities.

You will also need to decide how much time they can spend on each stage of the exercise. Time management is your responsibility.

INSTRUCTIONS FOR YOUR EXERCISE
Resources available:
- Handout – Facilitation exercise 3a, 1 copy per group
- Handout – Facilitation exercise 3b, 10 copies

Explain the aim of the exercise to the participants, which will be carried out in two stages.

Explain what climate information and services means.

Divide the participants into two groups, at random or by country. You can decide how to divide them up.

Stage 1
Explain that the purpose of the exercise is to look at flood-prone areas in South East Asia. Handout 3a contains maps of the area showing:
- average annual precipitation (Figure 1)
- current water-related hazards (Figures 2 and 3)
- projected inundations (Figure 4)
- existing croplands (Figure 5)
- population density (Figure 6).

Explain that the task is to identify the regions which are most at risk of flooding. They can use any technique (e.g. marker, dots, etc.) to document their findings. According to IPCC AR5 terminology, risks are generally considered key due to:
- high hazard
- high exposure
- high vulnerability, or
- a combination of these factors.

Stage 2
Explain that they must now identify which sectors are most at risk of flooding in the area displayed on the maps. Ask the groups to work through each sector and provide some answers to each of the questions in the matrix (Handout 3b).
Allow the groups time to complete this activity. Here are some questions that may be useful in the review session. Do not try to ask all questions! Ask questions which seem to be appropriate, based on participants' interest and initial responses.
- What information did you receive from which map?
- Which key risk areas or sectors did you identify?
- How did you do that? Which criteria did you apply?
- Which information would you need for more precise risk and vulnerability assessments?
- Who could / should commission / conduct the risk and vulnerability assessment in your country in the context of the NAP process?
- How should the results of future risk and vulnerability assessments in the context of the NAP process be used (e.g. for identification of adaptation options, M&E of adaptation measures)?

FACILITATION EXERCISE 4: STAKEHOLDER PARTICIPATION

The aim of this exercise is for you to facilitate your group in carrying out a stakeholder analysis exercise.

The participants will use three different tools to carry out an analysis.

INSTRUCTIONS FOR YOUR EXERCISE

Resources available:
• Handout – Facilitation exercise 4, 10 copies

Divide the whole group into two small groups. When you are deciding how to do this, think about what type of grouping would work best for a stakeholder analysis, remembering that it will need to focus on one particular country or region.

Explain how the three different analysis tools work. You may use the handout to help with this.

Ask each group to identify a particular adaptation measure for which they would need to carry out a stakeholder analysis. This could be something of relevance to their own country, but if they have difficulty identifying something, you may suggest measures such as solar irrigation or introducing new temperature-resilient crop varieties (trying to focus on water-related adaptation measures).

Ask each group to record their findings on flipchart sheets.

You will need to decide if to give all of the instructions at the beginning, or to divide the work up into three separate stages, each with a separate set of instructions.

Conduct a plenary summary session, asking country groups to report back on what they have identified. Identify lessons learned and help people with any difficulties.

FACILITATION EXERCISE 5: COST-BENEFIT ANALYSIS

Cost-benefit analysis is a technical activity covered in the NAP-GSP technical training programme. It is a technique used when reviewing potential climate change adaptations, and the technical training is designed to help people work through the technical aspects of the process.

However, when you introduce this subject it is important to make sure that people are aware of the strengths and weaknesses of cost-benefit analysis when looking at such things as social costs and benefits, which are not easily monetised.

The aim of this exercise is to help participants think more carefully about these strengths and weaknesses, so that they are better able to guide others in the technical training.

You will do this by facilitating a debate, a formal, structured way of creating and managing discussions where there are differences of opinion.

The starting point for a debate is a 'motion', which is a statement of opinion. In this case the motion to be debated is:

"This house believes that the socio-economic implications of climate change adaptation measures can be adequately evaluated by cost-benefit analysis."
Notice the formal way in which the motion is stated.

In a debate a small number of people present arguments for and against the motion. Their objective is to persuade people in the audience that their position is correct.

There is then a discussion about the arguments presented, followed by a vote as to whether the group agrees or disagrees with the motion.

INSTRUCTIONS FOR YOUR EXERCISE

Resources available:
- Handout – Cost-benefit analysis: Strengths, 1 copy
- Handout – Cost-benefit analysis: Weaknesses, 1 copy

Explain what the group is going to be doing, and outline the rules of a debate.

Present the motion to the group.

Ask for four volunteers, two to argue for and two to argue against the motion.

Allow each pair about five minutes to prepare their arguments. Explain that they:
- will have just three minutes each to present their case to the group
- must decide how they will present their arguments and who should do this
- should think about what their opponents may say and plan how they will argue against this

You may give these volunteers the handouts which summarise strengths and weaknesses of cost-benefit analysis (but only give the handout on strengths to the people arguing for the motion, and vice versa!)

Invite the first person from the team arguing in support of the motion to speak. They should present the main arguments for or against the motion. Make sure that they do not speak for more than their allowed three minutes.

Invite the first person from the team arguing against the motion to speak. They will challenge the arguments presented by the other team's first speaker, and will summarise their own position. Keep them within their three minutes.

Allow the audience to ask questions. Try to make sure that this takes no longer than about 10 or 15 minutes.

Invite the second person arguing in support of the motion to speak. They should challenge any arguments presented against the motion and summarise their own position. Keep them within three minutes.

Invite the second person arguing against the motion to speak. Keep them within their three minutes.

Vote by asking people to raise their hands to see whether people agree or disagree with the motion.

Bring the debate to a close by announcing "By a vote of [x] to [y], this house agrees (or disagrees) with the motion that (state the motion)".

Finish off the activity by asking everyone what they feel they have learned from the debating process.

ANNEXES

ANNEX 1: PROGRAMME CHECKLIST

Use this checklist to help you make sure that you are completely ready for delivering your training programme.

WHAT	DONE?
Have you found out how many people are attending, who they are, what their general expectations may be?	☐
Have you sent joining instructions to the participants? Including details about: • dates of the training • how long the days will last • where the training is and how to get there • accommodation • anything people will need to bring • any important pre-reading materials or similar • any other relevant information	☐
Have you made reliable arrangements for all course materials to be printed (manuals, guides, handouts, etc., to be printed, for example)?	☐
Have you made sure you have all the equipment you need? • Stationery (pens, post-its, blu-tac, masking tape, etc.) (Remember that dry-wipe pens provided in training rooms are often dried out!)	☐
• Presentations, lesson plans, handouts, etc., on a spare USB stick (in case your laptop dies on Day 1!)	☐
• Something like a multi-tool or Swiss Army penknife for things which go wrong	☐
• Bags of chocolates or sweets (to lighten the mood when necessary)	☐
• Your lesson plan (printed out on coloured paper so that it does not get lost in the training room)	☐
• Technology needs (laptop, cables, adaptors, speakers)	☐
• Special course requirements	☐
Have you found out what equipment and resources will be provided in your training location (flipcharts, projectors, whiteboards, etc.)?	☐
On your way to the event, will you carry all essential equipment and information with you personally at all times?	☐

ANNEX 2: LIST OF RECOMMENDED TOPICS TO PRESENT/PREPARE YOUR PRESENTATION FOR THE "TRAINERS ON STAGE: DELIVERING YOUR PRESENTATIONS"

Extracted from the "Mainstreaming climate change adaptation into water resources" module:

1.   Understanding climate change and the international context
2.   Cross-sectoral linkages
3.   Climate information & services
4.   Scenario-building and vulnerability assessment for decision-making
5.   Stakeholder participation and institutional arrangements
6.   Mainstreaming climate change adaptation into water resource management

Extracted from the "Appraisal of adaptation options and prioritization" module:

7.   Understanding the value of adaptation
8.   Introduction to existing appraisal methodologies: CBA
9.   Introduction to existing appraisal methodologies: CEA
10. Introduction to existing appraisal methodologies: MCA
11. Available climate information for decision-making in long-range planning
12. Climate science and economic valuation
13. Sector assessment and area-based management

ANNEX 3: GOOD DELIVERY TECHNIQUE

This page summarises the content of the presentation delivered on good delivery techniques during presentations. Make a note of what is said by filling in the spaces provided as those topics are covered.

What are two different ways in which you can provide emphasis to a particular point when explaining it?

Why is it sometimes useful to pause, in the middle of saying something?

If you are worried about what to do with your hands whilst speaking, what is a safe thing to do?

Working with people from different cultures can sometimes be difficult because of ideas about 'personal space'. Why is this important?

When someone is explaining something to you, what should you be doing?

If someone asks you a question and you do not know the answer, what should you do?

You see two people talking to each other, and you realise they are not discussing the subject of your presentation. How do you encourage them to stop talking?

ANNEX 4: EXAMPLE 1 - PRE AND POST SELF ASSESSMENT

Workshop title: _____ Venues and dates: _____

Name/Symbol: _____

INSTRUCTIONS: This self-evaluation is designed to provide an informal measure on the extent to which the training has contributed to increasing your level of knowledge, skills, and attitudes. Based on your understanding at the end of the training, evaluate your level of knowledge/ skills in relation to the learning objectives stated below before AND after the training.

LEARNING OBJECTIVES	BEFORE					AFTER				
I am able to...	Evaluate your level of knowledge/skills before the training					Evaluate your level of knowledge/skills after the training				
a. Explain the causes and impacts of climate change and describe climate change im-pacts to key socio-economic sectors.	WEAK 1	SOME 2	AVERAGE 3	MODERATE 4	HIGH 5	WEAK 1	SOME 2	AVERAGE 3	MODERATE 4	HIGH 5
COMMENTS										
b. Distinguish key international climate poli-cies and drivers of climate change action such as SDGs, NDCs and NAPs.	WEAK 1	SOME 1	AVERAGE 3	MODERATE 4	HIGH 5	WEAK 1	SOME 1	AVERAGE 3	MODERATE 4	HIGH 5
COMMENTS										
c. Define and explain how to use cli-mate information and services in policy and development planning.	WEAK 1	SOME 1	AVERAGE 3	MODERATE 4	HIGH 5	WEAK 1	SOME 1	AVERAGE 3	MODERATE 4	HIGH 5
COMMENTS										
d. Understand the importance of a vulnera-bility assessment in the context of water resources management.	WEAK 1	SOME 1	AVERAGE 3	MODERATE 4	HIGH 5	WEAK 1	SOME 1	AVERAGE 3	MODERATE 4	HIGH 5
COMMENTS										

LEARNING OBJECTIVES	BEFORE					AFTER				
I am able to...	Evaluate your level of knowledge/skills before the training					Evaluate your level of knowledge/skills after the training				
d. Understand the importance of a vulnera-bility assessment in the context of water resources management.	WEAK 1	SOME 2	AVERAGE 3	MODERATE 4	HIGH 5	WEAK 1	SOME 2	AVERAGE 3	MODERATE 4	HIGH 5
COMMENTS										
e. Find and use available data and tools to conduct vulnerability assessments.	WEAK 1	SOME 1	AVERAGE 3	MODERATE 4	HIGH 5	WEAK 1	SOME 1	AVERAGE 3	MODERATE 4	HIGH 5
COMMENTS										
f. Understand the importance of stakeholder engagement in the context of water security and climate resilient development.	WEAK 1	SOME 1	AVERAGE 3	MODERATE 4	HIGH 5	WEAK 1	SOME 1	AVERAGE 3	MODERATE 4	HIGH 5
COMMENTS										
g. Define climate change cross-sectoral link-ages and understand how they connect to achieving the SDGs.	WEAK 1	SOME 1	AVERAGE 3	MODERATE 4	HIGH 5	WEAK 1	SOME 1	AVERAGE 3	MODERATE 4	HIGH 5
COMMENTS										
h. Explain the importance of cross-sectoral planning.	WEAK 1	SOME 1	AVERAGE 3	MODERATE 4	HIGH 5	WEAK 1	SOME 1	AVERAGE 3	MODERATE 4	HIGH 5
COMMENTS										
i. Identify several approaches used in mainstreaming climate change adaptation in water resource management.	WEAK 1	SOME 1	AVERAGE 3	MODERATE 4	HIGH 5	WEAK 1	SOME 1	AVERAGE 3	MODERATE 4	HIGH 5
COMMENTS										

ANNEX 4: EXAMPLE 2 - PRE-WORKSHOP EVALUATION

Workshop title: _____ Venues and dates: _____

INSTRUCTIONS: For each statement about the workshop's objectives, please tick a box which indicates how strongly you agree with what it says, at the moment:
• 1 = Do not agree at all
• 7 = Strongly agree

STATEMENT ABOUT OBJECTIVE	DO NO AGREE AT ALL				STRONGLY AGREE		
I am confident that I can:	1	2	3	4	5	6	7
Explain the causes and impacts of climate change and describe climate change impacts to key socio-economic sectors.							
Distinguish key international climate policies and driv-ers of climate change action such as SDGs, NDCs and NAPs.							
Define and explain how to use climate information and services in policy and development planning.							
Understand the importance of a vulnerability assess-ment in the context of water resources management.							
Find and use available data and tools to conduct vulner-ability assessments.							
Understand the importance of stakeholder engagement in the context of water security and climate resilient development							
Define climate change cross-sectoral linkages and un-derstand how they connect to achieving the SDGs.							
Explain the importance of cross-sectoral planning.							
Identify several approaches used in mainstreaming cli-mate change adaptation in water resource manage-ment.							

ANNEX 4: EXAMPLE 3 - POST WORKSHOP SELF-ASSESSMENT

Workshop title: _____ Venues and dates: _____

INSTRUCTIONS: Instructions: For each statement about the workshop's objectives, please tick a box which indicates how strongly you agree with what it says, at the moment:
- 1 = Do not agree at all
- 7 = Strongly agree

STATEMENT ABOUT OBJECTIVE	DO NO AGREE AT ALL						STRONGLY AGREE
I am confident that I can:	1	2	3	4	5	6	7
Explain the causes and impacts of climate change and describe climate change impacts to key socio-economic sectors.							
COMMENTS							
Distinguish key international climate policies and driv-ers of climate change action such as SDGs, NDCs and NAPs.	1	2	3	4	5	6	7
COMMENTS							
Define and explain how to use climate information and services in policy and development planning.	1	2	3	4	5	6	7
COMMENTS							
Understand the importance of a vulnerability assess-ment in the context of water resources management.	1	2	3	4	5	6	7
COMMENTS							

STATEMENT ABOUT OBJECTIVE	DO NO AGREE AT ALL						STRONGLY AGREE
I am confident that I can:	1	2	3	4	5	6	7
Find and use available data and tools to conduct vulnerability assessments.							
COMMENTS							
Understand the importance of stakeholder engagement in the context of water security and climate resilient development	1	2	3	4	5	6	7
COMMENTS							
Define climate change cross-sectoral linkages and understand how they connect to achieving the SDGs.	1	2	3	4	5	6	7
COMMENTS							
Explain the importance of cross-sectoral planning.	1	2	3	4	5	6	7
COMMENTS							
Identify several approaches used in mainstreaming cli-mate change adaptation in water resource manage-ment.	1	2	3	4	5	6	7
COMMENTS							

ANNEX 5: REFERENCES AND FURTHER READING

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