Delivering training effectively for NAPs: Training of Trainers
Bangkok, Thailand
26-29 March, 2018
International educator and trainer since 1977
Postgraduate degrees in development studies and systems thinking
Worked for UN agencies and NGOs since 2001
UNHCR Senior Learning Solutions Officer (Budapest) for three years
Maslow’s hierarchy of needs

- Physiological
- Safety
- Social
- Esteem
- Self-actualization
Objectives for the workshop

After this workshop, you should be able to

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

Day 1  
What makes a good learning environment  
Designing training programmes

Day 2  
Delivering presentations

Day 3  
Facilitating learning activities

Day 4  
Evaluating learning  
Topics of interest
Training experiences

What are your experiences of training?

• One good experience
• One bad experience
Factors influencing a learning environment

**Physical**

Temperature
Lighting
Security
Health and safety
Seating arrangements

**Psychological**

Inclusion with group
Motivation to learn
Ground rules

**Cognitive**

Training design
Outcomes
Structure
What do we learn?

Knowledge → Learning → Skills

Attitudes
Experiential learning (Kolb)

Experience → Reflection
Experimentation → Conceptualisation
Social experiential learning (Vygotsky)
Adult learning

In a supportive climate
Participatory planning
Mutual diagnosis of needs
Mutual agreement of goals
Learning based on readiness of learner
Learning based on enquiry and experiment
Mutual evaluation
## Learner- and trainer-centred learning

<table>
<thead>
<tr>
<th>Learner-centred</th>
<th>Element</th>
<th>Trainer-centred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator</td>
<td>Role</td>
<td>Expert, instructor</td>
</tr>
<tr>
<td>Flexible</td>
<td>Agenda</td>
<td>Fixed</td>
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<tr>
<td>Interactive</td>
<td>Learning mode</td>
<td>Passive</td>
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<tr>
<td>Learners</td>
<td>Assumptions</td>
<td>Learners ‘empty vessels’</td>
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<tr>
<td>knowledgeable</td>
<td>Questions</td>
<td>Few</td>
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<tr>
<td>Many</td>
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</table>
What can you remember?

What did you learn on February 28?
Remembering and forgetting

Short-term memory

Long-term memory

Time
Aims and outcomes

**Aim**

General statement of what the training should achieve

**Outcomes**

Show what success is for the learner
Writing an outcome

**Condition**: Given options for climate change adaptation

**Performance**: Evaluate potential effectiveness

**Criteria**: Agreement by peers
Deconstructing an outcome

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

Identify options
List benefits and risks of options
Define criteria for comparison
Compare options
Analyze cross-sectoral issues

Procedural order
Sequencing content

From enabling objectives, sequence lesson by:

• Order of procedure
• Simple to complex
• Known to unknown
• General to specific
• Problem to solution
What do we learn?

Knowledge

Skills

Attitudes

Learning
Training techniques

- Working on a case study
- Debating alternative positions
- Watching a demonstration
- Having a small group discussion
- Playing a relevant game
- Listening to a presentation
- Practising doing something
- Taking part in a role-play
- Watching a video
Use a marker pen and post-its
Write on a post-it one useful thing learned yesterday
If relevant, write on another post-it one question to ask
Place your post-its on the flip chart
Agenda for Day 2

Day 1  What makes a good learning environment
       Designing training programmes

Day 2  Delivering presentations

Day 3  Facilitating learning activities

Day 4  Evaluating learning
       Topics of interest
Good presentations

A “presentation”: A delivery of new information

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

“Presentation” ≠ PowerPoint!
Good PowerPoint slides

- Keep it simple
- 1-3-1 (Introduce – 3 key points – Summarise)
- 15 minute talkingmaximum
- Use graphics where possible
- 6 x 6 (6 lines, 6 words per line)
- Avoid excessive animation
- Sans-serif typefaces
Modes of communication

**Verbal:**
- Volume
- Pitch
- Pace
- Pausing

**Non-verbal:**
- Facial
- Mannerisms
- Clothing
- Eye contact
- Hands
- Personal space

**Culture**
Active listening

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

Don’t want to be here
Know-alls
Talkers
Doing other things
Late arrivers
Dominaters
Morning review

Use a marker pen and post-its
Write on a post-it one useful thing learned yesterday
If relevant, write on another post-it one question to ask
Place your post-its on the flip chart
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Effective facilitation

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

Aim
To provide some practice in facilitating technical training activities

Outcomes
After this session, you should be able to:
• manage group activities effectively
• identify potential challenges in facilitating activities
Facilitation activities: what you need to do

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

Day 1  What makes a good learning environment  
       Designing training programmes

Day 2  Delivering presentations

Day 3  Facilitating learning activities

Day 4  Evaluating learning
       Topics of interest
Levels of evaluation (Kirkpatrick):
1. Reaction
2. Learning
3. Behaviour
4. Impact
What we have covered

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