TRAINING MANUAL
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DEMOCRACY REPORTING INTERNATIONAL

inProgress

TRAINING OF TRAINERS MANUAL

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INTRODUCTION

In the context of supporting civil society organisations working in the field of the democratic transition in Tunisia, Democracy Reporting International, in partnership with inProgress, produced a practical guide covering the techniques and training of adults. Members of civil society organisations are often requested to give trainings, provide knowledge, or strengthen competencies in various fields. These fields include, among others, civics, electoral observation, and legal reforms, including those linked to the setting up of a new Tunisian Constitution.

Teaching others new aptitudes, methods, or procedures requires that the trainer to be aware of different parameters in order to ensure the best learning methodology. Identifying learning needs beforehand, determining the training objective, or managing the audience are some of the essential elements that must be taken into account.

Therefore, this guide emphasizes the elements on which learning efficacy and teaching competencies depend. It enables trainers to use learning principles intended for adults and to acquire a guiding pedagogy and interactive methods in line with active communication principles, while creating a positive environment to optimise the learning process.

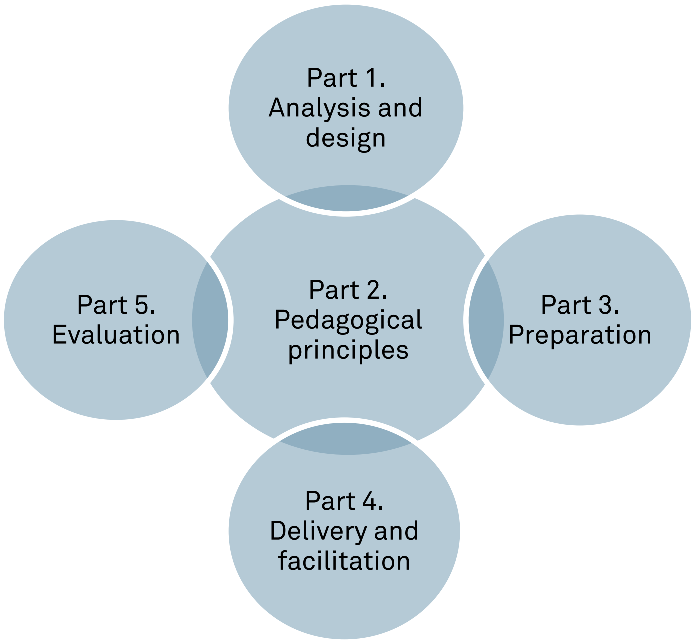
Collaborating with inProgress, DRI has provided this practical guide to accompany the trainers through all the steps of the training process, from conception to setting up and follow-up of trainings.

This manual has been developed on the basis of three Training of Trainers courses, which were conducted in Tunis, Tunisia between October 2013 and January 2014.

ABOUT THE STRUCTURE OF THIS MANUAL

Developing and delivering a successful training course from A to Z can be a very challenging and complex activity, but it can also be extremely inspiring and energetic, especially when we achieve the goals we set ourselves.

For your training to become a success there are many different steps we need to follow. We will now look into each of these steps in this manual.



Part 1 describes the first stages of the training process and includes guidance on developing a needs assessment to gather information that can be used to design a training course.

Part 2 explains the theoretical concepts of adult learning which constitute best practice in training and development. These are at the core of all the phases of training development and to illustrate this we have therefore placed them centrally in the diagram above.

Part 3 outlines your role as a trainer and facilitator when applying these concepts, as well as the different measures for organising a successful training.

Part 4 is dedicated to the delivery and facilitation of a training and provides useful tips and guidance for trainers on how to start, facilitate, and close a workshop. Beside this it will also offer some best practice on how you as a trainer can manage the audience and time while maintaining group energy.

Part 5 looks into the aftermath of a training and addresses issues such as how to follow-up after a training or workshop and the different levels and tools to evaluate a learning intervention.

Further reading – a collection of training references and useful books which can support you in case you want to develop more into a specific topic.

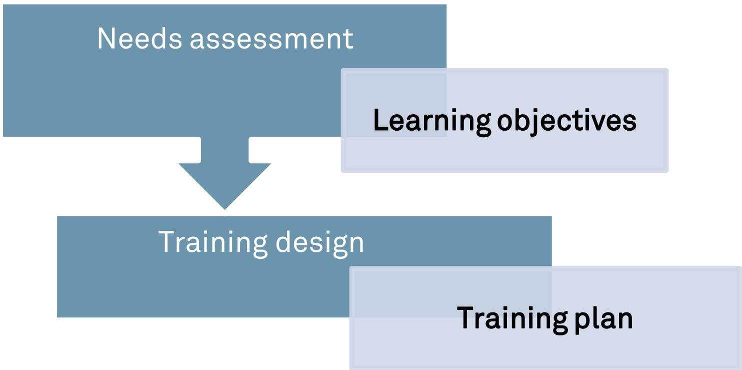
PART I

TRAINING ANALYSIS AND DESIGN

TRAINING NEEDS ASSESSMENT

A training need generally exists where the knowledge, skills, confidence or attitude needed to perform a task or job role fall short of the standard of competence required.

Therefore, the first step in training development is a training needs assessment, which provides enough information to start the design phase.



In order to identify a clear purpose for the training, we need to start with the why question.

- Why is the training needed?
- What new situation or change has brought about a need for training?
- What skills, knowledge or ideas are currently missing or inadequate?
- Is the 'problem' one that can be solved by a training course?

Training needs assessment (NA) or training analysis is basically an assessment about what skills, knowledge, or attitude are necessary for an organisation or group of people to be able to answer to their challenges.

It is the training assessment that will allow you as a trainer/ training organiser to collect the necessary information in order to design and prepare a training course or workshop.

DON'T WE KNOW WHAT WE NEED? WHY SHOULD I CONDUCT A NEEDS ASSESSMENT?

Indeed, we may be aware of our own gaps or shortages in knowledge or skills to do a certain task (for example lacking knowledge in participatory techniques for training facilitation) and therefore we say these needs are conscious. However the challenge is that people may not always know what they need (unconscious needs) or that their current skills and knowledge aren't enough for the future challenges ahead.

Another reason is that people from populations that seem very similar often perceive their needs as being very different from each other. This is why you conduct a needs assessment: to derive information and perceptions of value as a guide to making an informed choice about training level.

Added value of a need assessment:

- Allows participants to provide their input and opinion on what matters the most to them (hence being a participatory tool);
- Assesses expectations of participants which will help you as trainer at a later stage adjust the content.
- Ensure participants engagement and preparedness to the training before its start, and contributes to a positive attitude and commitment to the training.

HOW TO CONDUCT A NEEDS ASSESSMENT?

Training analysis or training needs assessment can be done using a 3 stage process, as shown in the scheme below.

Preparing the needs assessment

- Define aim of NA
- Identify existing data
- Determine information to collect, sources, methods, use for data

Conducting the needs assessment

- Conduct needs assessment using the methods chosen
- Organise and synthesise information collected

Using data collected

- Analyse data collected
- Define priorities in regards to needs
- Use information to develop an action plan

Adapted from Witkin, B. and Altschuld, J. Planning and conducting needs assessment: A practical guide. Sage publications, London. 2005

All of these stages are important, but we would like to emphasise the preparation stage of the needs assessment, as it is adequate planning which will ensure the success of the needs assessment.

METHODS FOR TRAINING NEEDS ASSESSMENT

There are many tools and methods to gather information about training needs. The choice between these different methods should be based on which are more adapted to the circumstances and adequate for the information you want to collect.

Observation

- First hand observation and analysis in a setting where the observer does not intervene.

Focus group

- Relatively small working group during which a facilitator assists the group in exploring their needs.

Questionnaire

- Data collection by using similar questions in a questionnaire
- ->Allows for widespread data collection and takes less time than interviews.

Interviews

- Pre-determined questions to assess perceptions and opinions.
- ->Allows in-depth data collecton.

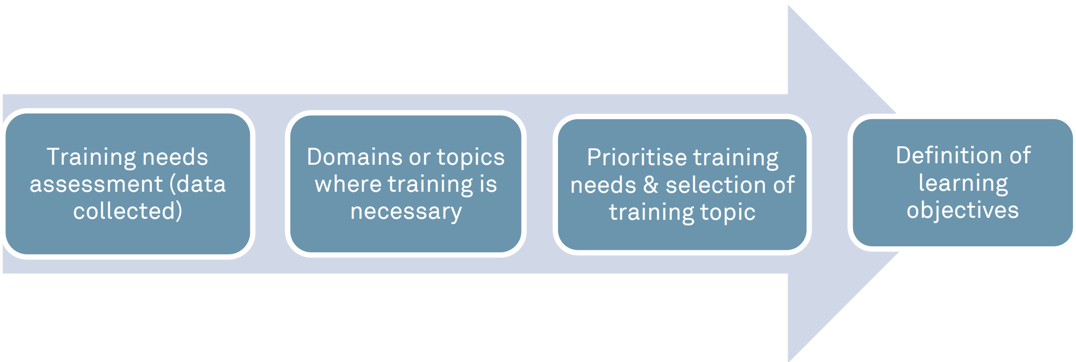
There is no single method which is better than another; each has its own advantages and disadvantages. However, we can advise you to select more than one needs assessment method because relying on one method alone also incurs risks.

Below is a tool which you can use to plan your training needs assessment.

Needs assessment planning

Aim of the NA What do you want to achieve with your needs assessment? What do you want to know? Why do you need this information? (e.g. Do you want to know what are the current needs of people? Their future challenges?)	
Existing information What current information (reports, statistics, requests, etc.) do you already have available?	
Data to collect What type of information do you still need to gather? What do you want to know after collecting this data?	
Sources Who (people, organisation, etc.) will be your sources of information? Who can provide you with the information you need?	
Methods How will you collect the data you need? What methods will you use for collecting the data?	
Use of data How will you use the data that you want to collect? Why do you need this data?	

Once you have the results from the training needs assessment you have an overall view of the situation, and you begin to have a clear understanding of the areas where training would be beneficial.



Often, a training needs assessment reveals gaps and needs in many different areas. Therefore, you might need to define priorities regarding these needs, and then make a decision on the topic/issue you will address in your training.

From your selected topic you can start defining the learning objectives.

LEARNING OBJECTIVES

The learning objectives are what we would like to accomplish at the end of the course, which is why we usually say the course design should start with the end in mind.

Before you can start writing the course programme and materials, you must clearly define what it is that participants need to take away with them at the end of the training. The learning objectives describe what the participant should specifically be able to do, know, or feel differently about as a result of the training. The learning objectives represent your targets.

One common mistake...

Many trainers (even experienced ones) make the mistake of developing a training course based on the content they think needs to be included in a specific course.

However, this has the potential to distract from the results we want the training course to achieve.

This is why trainers need to first establish the learning objectives and only then think of what needs to be included in a training.

In order to set your learning objectives, it is important to use SMART criteria as these will guide you during your planning of the training and focus your attention, your training programme, and your actions into achieving the target you have set.

MAKING OBJECTIVES SMART

When writing learning objectives, use the mnemonic SMART:

Specific: What exactly will the participants learn?

Measurable: How will you know if they have learnt it?

Achievable: Can you achieve this learning with the target group in the time available and setting?

Relevant: Is the topic relevant for this target group?

Timed: "By the end of the training, participants will be able to..."

TYPES OF LEARNING

There are different types of learning so it is useful to classify learning objectives into three types: **Do, Know, and Feel.** Depending on the type of learning you would like to achieve, different methodologies and learning formulations can be used (see table below for examples).

	Do	Know	Feel
Types of learning	Core skills, interpersonal and practical skills needed (such as analytical and drafting skills)	Additional knowledge or understanding – broader information which helps to do a task better, e.g. knowledge of human rights and democratisation issues	Values and attitudes – which contribute to how we approach a task, e.g. commitment to democracy and human rights
Example of smart objectives	By the end of the training, participants will be able to draft a report on the basis of electoral observation using the correspondent observer form.	By the end of the session, participants will be able to describe the constitutional rights of the opposition.	By the end of the session, participants will appreciate the importance of carefully reading donor contracts be-fore project implementation.
Useful action words	Prepare, Compare, Calculate, Design, Analyse, Demonstrate, Construct, Evaluate, Produce, Build, Draft/Write.	Explain, Distinguish, Define, Specify, Clarify, Describe, Identify, List, Illustrate.	Appreciate, Recognise, Consider, Regard.

To define learning objectives for these three types of learning, a trainer/ training organiser needs to answer the following questions:

KNOW: “What do I want people to know, understand, learn, or question?”

FEEL: “How do I want people to feel when I’m done?”

DO: “What do I want people to do as a direct result of my intervention?”

To develop your learning objectives per session you can use the table below.

Learning objectives

Example: At the end of this session participants will be able to create and manage an interactive blog in relation to their work as communication managers in a Civil Society Organisation.
Title of the session:
Objectives: 1.
2.
3.
4.
5.

TRAINING DESIGN

Trainings have the potential to be a great empowering tool, but before you can deliver a training course you must think through the training process in order to design it.

It is especially important that you are clear about who the training is aimed at. You always need to keep this audience in mind and know what the learning objectives are BEFORE starting to write the course sessions. Once your learning objectives are written down you can start designing the course, i.e. creating a blueprint for your training.

THESE FIVE KEY QUESTIONS WILL HELP YOU TO DESIGN A TRAINING COURSE:

WHO? Target Group – Who am I delivering the training to?

WHY? Course Purpose - Why do people need the training? What is the overall aim?

WHAT? Learning Objectives - What must they do/know/feel differently at the end of the training to meet the training need? What are the key learning points? What specific points must be covered to fulfil each learning objective?

WHEN? Session Plan and Programme Guide - At what point in the training course or day will you cover each topic?

HOW? Methodology - How will you get the message across? Which participatory techniques best suit the topic and your audience?

The course framework presented below gives you an example which you can use to begin preparing your training.

Course framework (example)

Title of course: Funding and CSOs

Aim(s):

- The aim of this course is to offer participants knowledge and tools for effective fundraising for CSOs in order to strengthen their organisational capacity.
- The training aims to provide participants with the necessary skills and tools to develop an efficient fundraising strategy for their organisation.

Summary:

- The course will be an introduction to the theme of Fundraising for Civil Society Organisations.
- The course will provide participants with a set of materials and checklists to follow throughout the course, which they can use on their return home.

Duration: 4 days (residential course)

Timing: 9h00 to 16h30

Audience:

This training is addressed to people who:

- Currently have fundraising responsibilities at the project or organisation level within their CSO or
- Will take on fundraising related tasks within their CSO in the near future, and
- Wish to improve their current skills and knowledge on the topic

Location:
The training will take place in Gafsa, Tunisia, in the following facilities (...)

Besides having a course framework you also need to define the training outline, i.e. the detailed plan of each session during the full duration of the training. The detailed planning of the sessions will ensure that you have enough time for presentations and activities. It will also ensure participants have enough time for questions and for appropriating the new skills and knowledge.

The session plan must include:

1. Session or module title
2. Session learning objective(s)
3. Key learning points or messages for each session
4. Methodology and instructions for activities
5. Resource materials – flip charts, handouts
6. Timing

Session plan

Session title:

Learning objective(s):

Key learning points/ messages:

Timing	Methodology/activities	Instructions for activities	Resources and materials

TIMING

When developing your session plans/ training outline you need to take the duration of your training into consideration, as well as the duration of each session. Below are some guidelines to decide on a suitable timeframe for the training:

- Avoid booking your training when most participants will be very busy (e.g. before an important event, after long holidays, etc.)
- Avoid week-long trainings as many people cannot be absent from their work and responsibilities for as long as a week.
- Consider fatigue of participants in the session plan; you should provide enough time for breaks and energisers.

Other considerations regarding your training plan:

- Verify your training plan and look into your timing (adapting according to the number of people, etc.)
- Take notes regarding key points you would like to highlight
- Make sure that you know and understand the exercises that are outlined in the training plan
- Check if your training venue can be adapted for a highly participatory training style
- Have all the materials ready
- Send workshop information and pre-work to participants (if any)

More detailed information on the methodologies and techniques which you will include and describe in your training plan can be found in the next section: Part 2 – Pedagogical principles, under the Training techniques and Methodologies subsection.

PART II

PEDAGOGICAL PRINCIPLES

Every adult has had previous experiences with "learning." Most of these experiences are from school, and some of them are not very pleasant memories. To encourage learning rather than force it, you need to apply pedagogical principles of Adult Education, which make learning much more worthwhile and interesting for adults.

ADULT EDUCATION

Adult Education is the practice of using learning strategies focused on adults and on the way they learn. It's necessary to keep in mind that educating adults differs from educating children in several ways. One of the most important differences is that adults have accumulated knowledge and work experience throughout the years, which can add to their learning experience. To optimise learning, Adult Education follows a few guiding principles, which are quite logical if you keep in mind that an adult is a responsible, grown-up person who has a career and a history.

ADULT LEARNING PRINCIPLES INCLUDE THE FOLLOWING:

Principles	What does this mean in practice?
Learning should be self-directed.	Learners should be encouraged to take initiative for their own learning – as there is growing evidence that this leads to learning more easily and quickly
Learning should fill an immediate need and should be highly participatory.	Individuals learn best what is required to perform their evolving life tasks, therefore the learning should be related to a perceived need or task.
Learning should be experiential.	People are problem or task-oriented, which means they learn best when it relates to their experience.
The learning environment should be mutually respectful and safe between participants and trainer(s).	A climate of respect and trust allows people to share their views and feel their experience is valued (the participants and trainer learn from one another). The environment and atmosphere created are safe for the exchange of learning.

Putting these principles into practise is extremely important as it is directly connected to the participants' motivation to learn. By allowing participants to share their experiences and opinions they feel appreciated and contribute to their own development, which increases their intrinsic motivation to learn.

Adult learners also need to feel that the content of the training is relevant to them and/or to their work, and can be easily applied to their life so that they feel engaged and committed to the training. If it is useful, if it can improve or change their lives in a better way, why wouldn't they want to learn? And if a learner is motivated to learn this also means she or he is more open and prepared to learn new things.

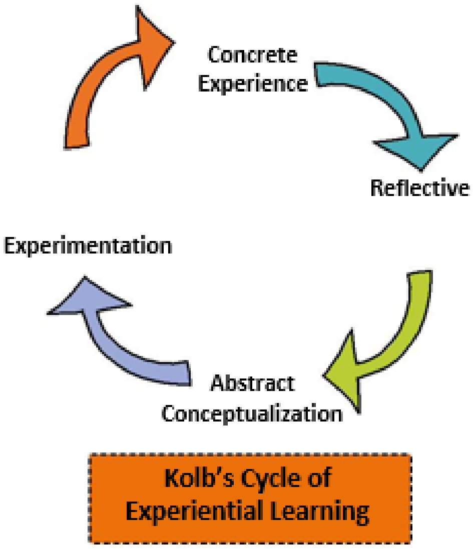
EXPERIENTIAL LEARNING

Experiential learning is the process of making meaning from direct experience. Put simply, experiential learning is learning from experience. An example of experiential learning is observing the electoral process in a city and learning through observation and interaction, as opposed to reading about electoral observation from a book (passive approach).

The main advantage of experiential learning is that the learner makes discoveries and experiments with knowledge first-hand instead of hearing or reading about others' experiences.

Experiential learning engages the learner at a more personal level by addressing the needs and wants of the individual. For experiential learning to be truly effective, it should employ the entire learning wheel, from goal setting to experimenting and observing, to reviewing, and finally action planning.

David Kolb, an American educational theorist, has created a model to visualise the stages of experiential learning (see below). Kolb called this model *Experiential Learning* because he considered experience to be the source of learning and development, and knowledge to result from the 'combination of grasping and transforming experience'. Only by making use of experience could knowledge become meaningful.



Kolb's model explains that each person naturally has different learning preferences; therefore, if you know their learning preferences you can enable learning according to the preferred method.

How to implement experiential learning in training?

- Identify task-oriented activities that allow participants to understand and absorb concepts
- Request that participants analyse a situation/problem from different perspectives
- Include review activities and time for reflection after a session
- Challenge participants to define how they can apply their learning at the end of the training

The template below can be used as a review exercise at the end of a session, end of the day review, or as a way to prepare participants for further content (at the beginning of a new session which relates to previous content). This is an example, but you can of course create your own review exercises.

Review exercise

- What are the key concepts you remember (from the previous session/ day)?
- How can you apply what you have learnt to your work? (mention at least 2 possibilities)
- What else would you need to implement what you have learnt to your work?
- Do you still have questions or need clarifications on the topics of the training?

ACCELERATED LEARNING

Accelerated Learning[1] is a flexible and engaging learning approach that involves learners in their own learning. It appeals to different learning styles as it changes training and learning as most participants know it.

Accelerated Learning operates on the following principles:

Learning involves the whole body and mind	•Learning is not merely a mental operation (conscious, rational and verbal), but involves the whole body/mind with all its emotions, senses and receptors. •The mind and body are inseparably connected because the frontal lobe of the brain (prominent in thinking and problem solving) also contains the primary motor area which controls muscles all over the body.
Learning is creation, not consumption	•Learning happens when a learner integrates new knowledge and skills into his/ her existing structure. Learning is literally a matter of creating new meanings, new neural networks, and new patterns
Collaboration aids learning	•All good and useful learning has a social base. We often learn more by interacting with peers than we learn by any other means. Cooperation among learners speeds learning, as a genuine learning community is always better for learning than a collection of separated individuals.
Collaboration takes place on many levels simultaneously	Learning implies appropriating many things at the same time. Good learning uses all the receptors and senses and paths into a person's system.
Learning comes from doing the work itself (with feedback)	People learn best in context. Things learned from practice work best and make learning faster. Therefore, trainings should use problems for people to solve, rather than give answers for people to memorize..
Positive emotions greatly improve learning	Emotions can determine the quality and quantity of a person's capacity to learn. Negative feelings inhibit learning, while positive feelings accelerate it. Learning experience that is joyful, relaxed, and engaging will be retained better and for a longer period of time.
Our image brain absorbs information instantly and automatically	Our nervous system works more as an image processor than as a word processor, as specific images are much easier to grasp and to retain than abstract verbal concepts. Translating verbal abstraction into concrete images of all kinds will make those verbal abstractions faster to learn.

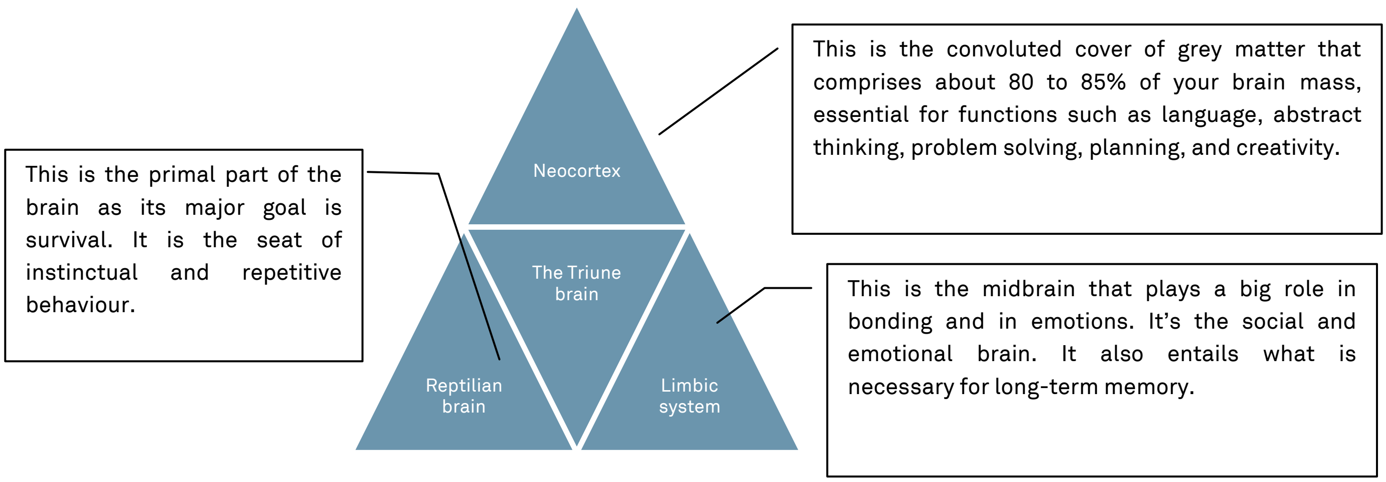
Adapted from Meier, Dave. The accelerated learning handbook, McGraw-Hill, New York.

[1] The accelerated learning model draws from the work of many authors, including McLean, for its Triune brain theory (presented in the next paragraphs). This model also draws from the work of Hannaford on the relationship of movement and learning; and from the work of Freire (Pedagogy of the Oppressed) in relation to problem-focused learning.

THE BRAIN AND HOW WE LEARN

Although there are many theories about the way the brain works, the accelerated learning approach uses the Triune brain theory (created by MacLean) as a basis of its learning principles.

According to MacLean's theory (theory of the Triune brain) the human brain can be thought of as having three areas of specialisation: the reptilian brain, the limbic system and the neocortex.



Adapted from Meier, Dave. The accelerated learning handbook, McGraw-Hill, New York.

The idea of the Triune brain theory is that these areas are interlinked in one total organism and often participate in each other's specialties in complex ways. In summary, we have one interconnected brain.

<u>Note:</u> The Triune brain model is a mainstay of Accelerated Learning. Other (more) recent neuroscientists have criticised the model as being too simplistic. Although it has been included here to provide an understanding of the model, it should not be taken too literally or as a model which has been fully accepted by all theorists.

What does this mean for learning?

The accelerated learning approach says that bearing in mind the Triune brain model you need to create learning experiences that allow the whole self to learn.

In practice this means that for a training you need to:

1. Involve the social and emotional function in learning– by involving the limbic brain while using collaborative techniques (such as group work, role-plays, peer-to-peer learning);

2. Create a safe and welcoming training atmosphere, where opinions and people are respected no matter how different their views are. This will avoid the possibility that your participants feel threatened, triggering the reptilian brain into survival mode.

3. Make the training an enjoyable experience by involving positive emotions and using strategies that trigger positive feelings (such as role-plays, problem solving situation, energisers) – limbic brain.

4. Exercise the neocortex function – challenge participants to use their own skills and knowledge to solve new problems and support them in thinking for themselves and creating meaning (creating reflection activities, group work, and avoiding lecturing as the sole teaching method).

Below are some guidelines and questions which will help you transform your key learning points into accelerated material for participants.

Transforming content into accelerated learning

- What are the key learning points for the session?
- How can you help people understand these learning points through an activity or task? What kind of activity can you do? How will you involve people?
- What are the key concepts you want people to grasp during this session?
- How can you transform these concepts into images, props, or tools that will help people acquire and understand these concepts better?
- How will you create a positive environment for participants during the training? What room arrangement and preparation do you need to do? How will you create a positive and collaborative learning environment?
- What further support and materials do you need to provide participants with? How will these materials support them? Are these materials prepared for practical implementation?

ACTIVE LEARNING

Research by the National Training Laboratory Institute for Applied Behavioural Science shows that the effectiveness of learning (or the learning retention rate) depends on the teaching method used for the instruction (see table).

Teaching Method	Knowledge Retention
See/Hear – Lecture	5%
Reading	10%
Audio Visual / Video	20%
Demonstration	30%
Discussion Group	50%
Practice by Doing	75%
Teaching Others	90%
Immediate application of learning in a real situation	90%

From this research we can deduce that passive involvement (such as lecture style trainings or reading) generally leads to limited retention of knowledge by students.

To this you need to add the Ebbinghaus 'curve of forgetting', which says that a learner can retain 90% of what they've learned after an hour, 50% after a day, 25% after 2 days, and 10% after 30 days if there is no additional reinforcement. In fact, the content needs to be revisited six times for effective learning.

So, for learning to be lasting, you need to:

- Ensure active and participatory learning, which means avoiding long lectures as the only training method;
- Include interaction and learner participation;
- Create space for participants to reflect on what they are learning and to create meaning from it;
- Repeat the learning to stimulate retention;
- Create conditions for participants to apply what they have learned (ideally during the training but also after the training)

HONEY AND MUMFORD'S LEARNING STYLES

Peter Honey and Alan Mumford proposed a model of learning styles that remains one of the most useful when designing and delivering a training session. They defined 4 different learning styles or learning preferences for different learners.

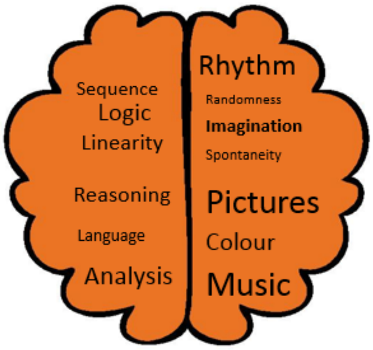
In practice, most people may have elements of more than one learning style; however, most people have a preferred learning style. In the table below you can see the 4 different types of learning styles developed by Honey and Mumford and what their implications are in practice.

Learning styles	Who are they?	How do they learn best? What can you do to engage each style?
Activist	Activists like to always be 'on the move'; once they grasp a piece of content they will want to move to the next one very quickly.	Using exercises that involve action and/ or movement: puzzles, treasure hunts, building exercises. Avoiding long periods of passive learning.
Pragmatist	Pragmatists will want to know the why of any learning before starting.	Pragmatists learn best when exercises have obvious benefits and applications from the very beginning. Explain at the beginning of each session/activity the benefits/outcomes of the key learning points
Reflector	Reflectors like to stand back and evaluate what they are taking in.	If you are asking for feedback on an idea/ content provide them with enough time (longer break) to formulate their opinion. Insert enough breaks after high-energy activities which they will use to ponder on the learning aspects. Include time for note-taking and allocate specific space to personal notes if you are distributing a manual.
Theorist	Theorists are the 'analysts' of your audience. They are the people wanting to know when, who, where and how. They think problems through in a structured step by step way.	Ensure your instructions to activities are very clear and structured. Provide support materials with references for further reading.

My notes:

WHOLE BRAIN LEARNING

Whole brain learning is a process that engages the brain much more than conventional methods of teaching. Traditionally, the passive way of learning with lectures and presentations relies more on the left side of the brain (logic and language – see table below), but it does not engage all of the senses. The whole-brain theory tries to make use of both sides of the brain, balancing logical activities with creative ones.



Whole-brain learning is focused on how to use the two sides of the brain more actively.

This is important because by using the two sides of the brain learners can:

- Retain information longer
- Recall learned key points more easily
- Take in new information more quickly
- Enjoy the learning process more

What should you do as trainer in practice?

- Use 'multi-channel' learning so that the body and brain are engaged as much as possible
- Design the learning experience so that you cross creative or rhythmic activities (right side of the brain) with structured and linguistic activities (left side of the brain)
- Create an enjoyable experience for the learner – when feeling at ease and having fun, people learn faster

Example:

Topic	Traditional approach	Brain-friendly approach
Human rights	Ask a group of volunteers to read the human rights manual developed by a senior officer	Divide the volunteers into several groups. Ask each group to brain storm on what they currently know about human rights and develop a 'knowledge map'. Groups then exchange on the basis what they have developed and can further improve their 'knowledge map' (supported by a senior officer).

TECHNIQUES AND METHODOLOGIES

After determining the learning objectives for your session, and knowing which pedagogical principles and methods will improve the learning of participants, it's time to think of how you will present the training. How will you make it interactive and interesting while being a worthwhile learning experience? What activities can you do with participants in order to achieve your objectives?

This is when you need to think of the training techniques and methodologies.

In the following section you will find some training techniques and methodologies which can be used for a participatory style training.

Method	Description	Application
Icebreaker	Can be through a game or discussion.	Useful in the beginning of the training to introduce participants to each others, to get them involved, and to create a nice environment for the training.

Energiser	A physical or mentally stimulating activity aimed at keeping learners alert.	Useful during long or dry sessions to give learners time to recover. Most effective when relevant to content. *Example : Counting with your body*[2]
Brainstorming	Provides a quick way to generate ideas. A question is posed to the group and ideas are written on a chart. Success depends on everyone contributing. **Rules:** All ideas are valid and must be written in contributors' words; facilitators should not add ideas until the end.	When creative solutions and ideas need to be generated. *Example: What action could we take to increase our funds? What can we do to impact the law reforms? How can we advocate more effectively?*
Primer	Individual or group activity which pre-exposes the learner to key content before the session or course starts.	To become familiar with concepts and jargon; helps to allay fears for those new to the subject. *Example:* Pre-reading; Quiz on key terminology
Role-play	Learners are presented with a commonly encountered situation and asked to place themselves in the position of the parties involved (the role). They act out the way in which the circumstances might reach an appropriate conclusion (the play).	Learning by doing. To give learners first-hand experience of a realistic situation. To practice or enhance skills which require interaction with others. Ex: deciding on how to address a national authority
Simulation	An activity which creates an opportunity to experience a process or situation, close or similar to reality. The difference with the technique above is that in a simulation the person continues to be herself and does not adopt the role of someone else.	Learning by 'doing-it' rather than hearing about it will be most effective. Example: You have to present something to media.
Scenarios	Similar to a case study, but shorter and focused on one issue with specific questions for response.	To get learners to think about how to respond to a particular situation. Example: Group work on how to assess a project proposal.
Buzz groups	Intense discussion group usually involving up to 3 persons responding to a specific question or in search of very precise information.	Buzz groups are ideal mechanisms for dealing with very specific issues (highly technical information, strategies, etc)
Serious gaming	A serious game is the use of gaming for a primary purpose other than pure entertainment. Serious games are simulations of real-world events or processes designed for the purpose of solving a problem.	Useful for addressing complex issues; as well as if you want to see how the group behaves facing a challenge.
Open space technology	A method for convening groups around a specific question or task of importance and giving them responsibility for creating both their own agenda and experience.	• Problem solving - bringing stakeholders together to understand a problem and seek a shared solution. • Strategic planning - identifying goals and actions. • Sharing and synthesizing knowledge - reflecting on what has been learned and understanding how it applies to work going forward. Community, team and network building - working together in small and large groups to help build relationships - secondary benefit.
World Café	The World Café is a whole group interaction method focused on conversations. It is a creative process for leading collaborative dialogue, sharing knowledge and creating possibilities for action in groups of all sizes.	• Sharing experiences, stories or project results. • Problem solving. • Planning.

[2] The detailed explanation of the energiser can be found in Section 3 of this manual, under the subsection Energisers.

Pecha Kucha	Pecha Kucha is a presentation format where speakers use 20 slides for 20 seconds each, automatically advanced.	Pecha Kucha can be used to share techniques and best practices with colleagues. The brevity of Pecha Kucha presentations usually allows time afterward for other activities.

The detailed description of the training techniques and methodologies presented in the table above can be found in the next pages.

DETAILED TRAINING TECHNIQUES AND METHODOLOGIES

Icebreakers

An icebreaker is a method of “introduction” to achieve a relaxed, friendly atmosphere in a training or meeting. It breaks down the formality of trainings and tends to bring shy participants out of their silence. During an icebreaker, everyone has a “say” and should be involved in some way. Depending on your group you can choose the type of icebreaker you will conduct.

Below are some examples of icebreakers you can use in your trainings. There are many more icebreakers available and you can even create your own icebreakers.

A. Mutual introduction

The trainer asks each member to introduce him/herself to the person on his right – giving, for example: name, job title, why he/she is attending the training, and what he/she hopes to get out of the training.

At the end of the allotted time, the trainer calls together the group and invites each member in turn to rise and introduce the member on his left.

B. Bingo!

For this icebreaker you will need to prepare a bingo sheet of characteristics (see an example below). This can be customised per course. You will need one bingo sheet and one pen per person.

Distribute one page per person and explain the game: people will try to fill all the boxes with the characteristics by talking and trying to discover things about others. To make it more welcoming you can also put some music on.

You can give a prize to the person who fills in the bingo sheet first.

B	I	N	G	O
Allergic to cheese	Born in another country	Can dance the salsa	Can run 2 miles	Can touch their toes
Chews fingernails	Doesn't drink coffee	Doesn't eat tomatoes	Doesn't like chocolate	Doesn't like meat
Doesn't like pizza	Flosses twice a day	Free Space	Has a Celine Dion CD	Has a dog
Has a tattoo	Has twins	Is a lefty	Is afraid of spiders	Is allergic to cats
Is an only child	Is wearing earrings	Is younger than you	Likes chick flicks	Loves flowers

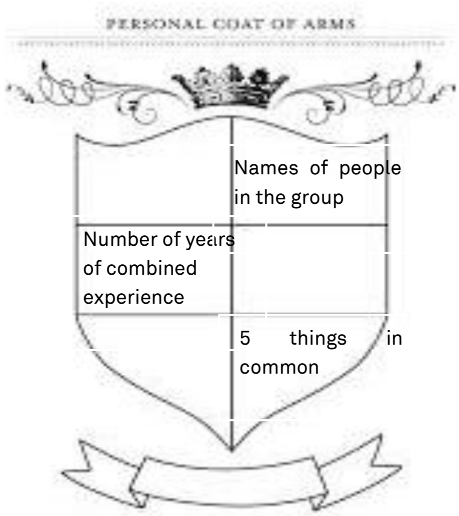
From thebingomaker.com

C. Coat of arms

For this icebreaker you will need one flipchart for each group of 4 learners.

Before people arrive prepare a coat of arms in each flipchart with the points you would like each group to reveal about themselves.

Each team will have a flipchart sheet and coloured markers (and any other accessories you think might make their creativity pop) and they have to design a colourful coat of arms, i.e., symbols representing their values, name (or whatever is relevant for the course). Allow 10 minutes for groups to work on their coat of arms and then each should present to the whole group (2 minutes max. for each presentation).



D. Speed dating

The icebreaker starts from the same principle as speed dating itself, which is to get to know someone in only a few minutes. Ask people to stand up and circulate around the room (you can also add music and ask them to dance while moving around the room). The facilitator then says stop (or stops the music) and people should face the closest person nearby. Learners have then 3 minutes to talk with each other (the facilitator can also give them some topics to discuss) and then music plays again. And so on until you have had at least 15 minutes of discussion.

L. Finish The Sentence

Go around the room and have each person complete one of these sentences (or something similar): “The best job I ever had was...”

- The worst project I ever worked on was...
- The riskiest thing I ever did was...

This is a good technique for moving on to a new topic or subject. For example, when starting a class and you want everyone to introduce themselves, you can have them complete: “I am in this class because...” You can also move on to a new subject by asking a leading question. For example, if you are conducting a training on time management: “The one time I felt most stressed because I did not have enough time was ...” Questions can be customised to what your aim is.

Energisers

Energisers are fun and dynamic exercises to use when participants are tired (after lunch, for example). Be aware of cultural sensitivity when you present an energiser. Never force someone to participate. Here are a few examples:

Changing Chairs

Put enough chairs for everyone in a circle (before participants enter the room – e.g. after lunch). Ask people to take a seat and explain the exercise. Call out criteria for chair change: 'all those wearing jeans', which means the people to which the criterion applies need to change chairs quickly. In the rush of the change take away one chair, which will mean there will be one person standing. The person standing should call out the next criterion to try to get people changing again to get a seat. And so on.

Counting with your body

- Ask the group to stand up and explain that we are going to count with our bodies. Ask the group to follow you as you count and stretch. (The stretches should follow the counting!)

- Put one arm straight up in the air, stretch and say

'1'; Cross both forearms in front of your body to make a plus sign, and say 'plus';

- Put the other hand straight up in the air and say

'1';Take one arm over your head, bend sideways at the waist, and extend the other arm out to make an equal sign with your arms, stretch and say 'equals';

- Put one arm bent over your head and the other arm behind your back and say '2'; Do the plus sign again, and say 'plus'; Do the 2 sign again, saying '2'; Do the equals sign, but bending the other way, saying 'equals'; Cross one leg over the other so that one ankle touches the straight leg's knee, and say '4';

- Do the plus sign, saying 'plus'; Do the 4 shape again, saying '4'; Do the equals sign but bending the other way, and say 'equals'; Finally put both hands above your head with elbows akimbo to make a round shape, bend your knees out and as you bob down, say '8'. If you are feeling energetic, do it all again, this time more quickly!

Seven-Up

Ask participants to form a circle. The person starting the game will say 'one', indicating either his/her right or left side by putting the palm of the hand on the chest. The person on the right or left as indicated by the first person will say 'two'. This second person then indicates another person in the same way as the first person did.

The game will continue until it reaches the sixth person. The seventh should say 'seven-up', putting his/ her palm on the head pointing either left or right.

The game starts again. Participants will play the game quickly and start paying more attention as you play it.

Find Someone Wearing...

Ask participants to walk around loosely shaking their limbs and generally relaxing. After a short while, the facilitator shouts out "Find someone wearing..." and names an article of clothing. The participants have to rush to stand close to the person described.

Repeat this exercise several times using different types of clothing.

Brainstorming

Brainstorming is a method useful in large or small meetings to stimulate the creative ability of the members. It is a technique of attacking – literally storming – a problem to achieve the maximum number of ideas in the shortest possible time. It is essential that the ideas produced go unchallenged in terms of their practicability – ideas first, criticism later.

Brainstorming improves communication between people. Its informality is conducive to friendliness. Brainstorming is a method in which the most reticent member has an opportunity to make a contribution.

How to do it:

• The trainer explains the purpose of the brainstorming, announces the rules, and writes the subject on a large blackboard/flipchart.
• The trainer then invites ideas and suggestions which are recorded on the blackboard/flipchart immediately as they are offered. Members remain seated and call out ideas as fast as possible to the trainer. Criticism is forbidden at this stage, and free-wheeling is encouraged.
• The brainstorming continues for 1-3 minutes or more until the ideas stop flowing.
• The trainer thanks the participants and proceeds to the next step: evaluation.
• The group then examines all suggestions in terms of their suitability or may break into sub-groups for this purpose.

Role-Play

Learning by being…

A role play is anything that simulates or models reality and is used to give participants the chance to practice skills in a 'safe' environment for experiential learning. These tips outline a few strategies that might help when you want to use this undoubtedly powerful learning tool.

How to run the role-play:

1. Be prepared

Make sure you know what learning outcomes you want participants to experience from their activity and that you have everything prepared (flip charts, pens, props, hand-outs, roles, time).

2. Prepare your participants

Participants need to be prepared for participation. This also means before they arrive on the training day, so include a note about the style of the training in the welcome letter. Make sure that from the moment participants arrive they are not sitting passively listening to you. Ensure that the first 30 minutes are active, with participants moving, connecting to other participants, and connecting to content. It's no surprise that participants do not want to participate if they have sat for an hour or two prior to participation. They are already in the groove of being spoon fed and silent. This 'getting to know each other' is crucial if participants are to feel safe during later activity.

3. Facilitating

Once you have designed the learning experience and prepared the way for this to successfully take place, you need to do one more thing. Make sure that every participant has a part to play, i.e. it is not a show by two or three participants.

Outline the activity, hand out any instructions and any suggested roles and dialogue, and make sure that in each team there are parts for every participant, even if this is as an 'observer' or 'time keeper'. Participants can 'perform' this activity at their table, in another location, standing or sitting – whatever is most comfortable for them. Let participants set their own boundaries for participation – provide only the framework. Stand back and let the learning take place. All you need to do at this point is observe and answer any questions that might arise. Your role is finished for now until the debriefing.

Because everyone is involved with their own team, participants do not feel self–conscious and are more likely to get into character and experience those 'ah-ha!' moments the activity is designed to promote. Nobody is on show.

4. Debriefing

The whole purpose of 'role play' is for participants to practice their new skills, achieve their 'ah-ha!' moments, and to act as a vehicle for the debriefing where learning can be made explicit. Ensure you set aside enough time to facilitate the learning debrief fully. Some suggested questions you might ask are: How do you feel? How does this relate to the real world? What happened? What if…? What did you learn? What next?

Simulation

Most training facilitators would agree that participants learn best by 'doing it' rather than by hearing about it. Keep this in mind when designing your simulations.

Here are a few tips to get you thinking about where you can use simulation to get the learning point across:

• Have a clear outcome in mind and set a behavioural-based objective prior to starting your design.

• To simulate something does not mean you have to replicate it. Yes, this might be useful for pilots to learn to fly an airplane but sometimes it is better to keep simulations as simple as possible.

• Avoid participants having to pretend to be someone else as this weakens the debriefing with participants saying they only did certain things because they were being a 'set' character.

• Avoid competition as the 'ah-ha!' moments can be lost through the need to win.

• Test your simulation prior to facilitating in a 'live' situation.

• Constantly look to modify. The first few times you use the simulation you might feel that it's almost there, but keep constantly refining it. Simulations can never be said to be the finished product.

Buzz group

A buzz group is a small, intense discussion group usually involving up to 3 persons responding to a specific question or in search of very precise information. The full plenary group is subdivided into the small groups.

It is an extremely useful technique in training to enhance exchange between participants, as these small groups can be divided into participants with wide ranging experiences or those with highly specialised positions (depending on the topic and the desired outcome). Obviously, a broadly experienced group will have a wider understanding of the problem, which is good for tackling different levels of problems. Participants can add their own personal experience, making it a very good opportunity for sharing ideas.

How to:

- Frame a very clear, precise question stating exactly what you want the participants to achieve.
- Divide the plenary group into smaller sub-groups of 2 or 3 people each (with a maximum of 4 or 5 groups in total)
- Ask the groups to nominate a lead person to record. Ask the lead person to have the members examine the questions/task and agree that they understand it.
- Give the group instructions on how feedback is to be given/taken and clearly indicate the time allocated to the activity. Monitor the group performances and listen for points of difficulty/ambiguity or any other factors that may make the discussion difficult. Observe the degree of involvement of each of the participants.

Collecting feedback:

The participants will be sitting in groups of 2 or 3 people each. Ask the first person in the first group for the first response. Record it on the board. Ask the first person in the second group for their first response. Continue with all the first members of each group.

When finished with all the first members, commence with the second person in the first group and proceed as per the first round of responses. Continue until everybody has spoken.

Serious Gaming

In the context of education, the primary goal of serious gaming would be to optimise the learning experience. It corresponds to the idea that children and adults learn best when playing.

Although serious gaming is nowadays mostly used with technology (as learning software and software learning games), it started before the introduction of electronic devices in the shape of board and card games. The advantage of serious gaming is that it can be adapted to many contexts regarding governance or CSOs. A good example of serious gaming is the well-known game *Monopoly,* which can be used to learn about financial management and investment.

Below are a few examples of serious games that have been created for learning purposes. You are challenged as a trainer to visit and experiment with them as they may help you understand how games can be adapted for training purposes.

More information and examples:
Games for change: http://www.gamesforchange.org/learn/let-the-games-begin-a-toolkit-for-making-a-game-for-change/ Designing games for a purpose: http://www.cs.cmu.edu/~biglou/GWAP_CACM.pdf Game of People Power (politics, strategy and social change): http://www.aforcemorepowerful.org/game/index.php Amnesty International (Death Penalty: The Game): http://amnestygame.com/ Project Management Simulation: http://www.sts.ch/smt/demo/

Pecha Kucha

Pecha Kucha is a presentation format where speakers use 20 slides for 20 seconds each, automatically advanced. This keeps the presentations concise and lively. Following their 6:40 min talks there is a Q&A panel with the three speakers.

Because Pecha Kucha is a presentation philosophy which provides a concise and engaging presentation format, it can address some of the pitfalls of traditional presentations. Presenters narrate slides and emphasise strong images, with little or no text, to give an overview of a topic in an engaging and informal way.

The brevity of Pecha Kucha presentations usually allows time afterward for other activities. A presenter might hold a question and answer session, allowing the audience to dig deeper into the topic or clarify unclear points. Or it might be possible to design a follow-up small group activity. The time constraints of Pecha Kucha allow a presenter to discuss only the main ideas of any given topic. Because it is short and concise, it is not the best choice for presentations that require a great amount of detail.

Open Space Technology (OST)

Open Space (also known as Open Space Technology or OST) is a method for convening groups around a specific question or task of importance and giving them responsibility for creating both their own agenda and experience. It is best used when at least a half to two full days are available.

The facilitator's key task is to identify the question that brings people together, outline the process, then stand back and let participants do the work.

When to use it	**How to use it**
- When the work to be done is complex - The people and ideas involved are diverse, or when the passion for resolution (and potential for conflict) is high - When action and application of the work accomplished are the main aims  (E.g., an organisation uses OST to engage its staff into how they can have a wider impact with regards to their communication) *From Openspaceworld.org*	**1.** Assemble the group of participants in a circle, with a large blank wall or blank flipcharts behind them. You present the topic around which the training/ workshop will take place: "Our theme for this gathering is _________. In the next hours, we are going to develop our best thoughts around this topic and the possible fields of actions that we can take." **2.** Present the wall/ flipcharts as blank agenda. Ask people to identify the most pressing issues within the topic (give them a deadline) and write them down. **3.** Ask people to select the 4 or 5 issues most pressing within the topic. Each person should then choose one of the topics to work on (be part of the group). **4.** Groups self-organise and the trainer facilitates the discussions and supports people. The full process is described in several languages here http://www.openspaceworld.org .

World Café

The World Café is a group interaction method focused on conversations. It is a creative process for leading collaborative dialogue, sharing knowledge, and creating possibilities for action in groups of all sizes.

When to use it	How to use it
To share experiences, best practices or project results. To explore different perspectives within a theme For addressing specific problems in a community For planning possible fields of action	Preparation: Set up like a café, with paper-covered tables for four supplied with refreshments. **1.** Seat four to maximum six people at small cafe-style tables. **2.** Prepare rounds of conversations of approximately 20-30 minutes each (and pre-define the questions). The questions or issues should matter to peoples' lives, work or community. **3.** Encourage both table hosts and members to write, doodle and draw key ideas on their tablecloths or to note key ideas on large index cards or placemats in the centre of the group. **4.** Upon completing the initial round of conversation, ask one person to remain at the table as the host while the others serve as travellers. The travellers carry key ideas, themes and questions into their new conversations. Ask the table host to welcome the new guests and briefly share the main ideas, themes and questions of the initial conversation. Encourage guests to link and connect ideas coming from their previous table conversations, listening carefully and building on each other's contributions. By providing opportunities for people to move in several rounds of conversation, ideas, questions, and themes begin to link and connect. As a result, at the end of the second round, all of the tables or conversation clusters in the room will be cross-pollinated with insights from prior conversations brought by travellers. **5.** In the third round of conversation, people can return to their home (original) tables to synthesize their discoveries, or they may continue traveling to new tables, leaving the same or a new host at the table. Sometimes a new question that helps deepen the exploration is posed for the third round of conversation. **6.** After several rounds of conversation, initiate a period of sharing discoveries and insights in a whole group conversation. It is in these town meeting-style conversations that patterns can be identified, collective knowledge grows, and possibilities for action emerge.

From http://www.theworldcafe.com/articles/cafetogo.pdf

Important:

- Think very carefully about what you want to achieve during the session. Defining your objective is key to formulating the key questions and discussions.
- Like many interaction methods, the question is at the heart of the interaction. It has to be clear and it has to MATTER to the participants, because World Cafe is about "conversations that matter." If it isn't important, don't do it.

My notes:
What methodologies and techniques will I use during my training?
How will these engage people in their own learning?
What else do I need to learn about using these techniques and methodologies?

PART III

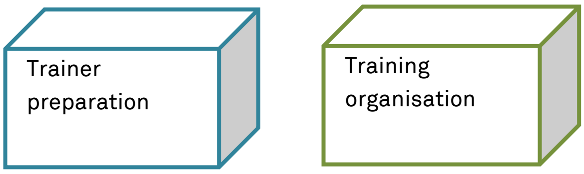
PREPARATION

In this section we will look into what is expected from you as a trainer when applying the concepts we have looked into in the previous chapter, as well as the tasks and responsibilities of organising a training.

TRAINERS AND ORGANISERS

Many times when training we have to take on a dual role: we are both the trainer preparing and delivering the training to participants, and the organiser taking care of the organisation and logistical aspects of a training. This dual role demands different tasks and activities which should not be neglected for the success of the training, which is why we will address both of them as separate 'blocks'.

As a trainer, even if you do not have to deal with the organisational and logistics part of a training, it is always good to know what should be considered when organising a training, as you will have to be in close coordination with the training organiser. Great communication and teamwork starts from good understanding of one's needs.



The following pages will explain to you in more detail these tasks and responsibilities.

TRAINER PREPARATION

Participants are not just part of the workshop. They are the workshop. Therefore, it is necessary to prepare things in advance so that people feel the workshop has been designed and prepared for them. In addition to this, please bear in mind that it might also be necessary to slightly adapt the content and the exercises during the course itself to guarantee it will meet the needs of the learners.

A. PREPARE TRAINING AIDS AND MATERIALS

One of the most important tasks of trainers is to prepare and arrange for training aids, i.e., all the training documentation, objects, visual aids, and basically anything else that can boost and improve learning for your participants or support them in the learning process.

Even if training aids can seem unimportant when compared to other items in this manual they play a significant role in the training: they support learners during their discovery process. Because of this please pay special attention to your training aids as they bring a new perspective to your training and can make your learning more effective.

Training aids can be more traditional, such as supporting documents, markers and paper; or more innovative, such as resources the trainer produces to illustrate a learning point (such as a beach ball and small balls assembled to represent planets).

Each training aid or supporting document must have a purpose directly related to the content of the material on which the participants will work during the training.

The training aids and supporting documents may be used:

- To represent ideas or concepts;
- To summarize key learning points;
- To support participants in group work, either as preparation for group work, during reflection or as presentation tools;
- To illustrate processes and sequences;
- To engage participants in their own learning;
- To support participants in reviewing what was learnt;
- To provide more information on a subject already treated during a primary presentation;
- To provide illustrations and examples of what has been discussed in a keynote presentation.

Below are some types of training aids you can develop according to the type of activity you are planning during your training.

Activity type	Possible training aids
Practical learning – learning by doing	Sheets with practical exercises (e.g., build a budget, drafting a report) Calculator Markers
Icebreaker	Balls Pictures Photos from participants Activity sheet Coloured paper
Role-play	Scenarios (describing the situation) Images Objects & decoration which characterize where the 'situation' happens (e.g. a desk + chairs + computer displayed to simulate an office)
Discovery learning	Matching questions game Cards Case studies Images Puzzles with printed instructions
Discussion/ debate	Microphone Cards with roles for the debate Video and/ or audio elements Sheet with questions

The role and challenge of a trainer is also to use his/her creativity to develop new training aids which are relevant to the content. These are guaranteed to stay longer in the participant's memory.

To get you inspired here are some examples of everyday life objects which can be used for training purposes:

- *Juggling balls* – to talk about juggling tasks and priorities (to use, for example, on time management training)
- *Whisk* – to whisk things up (change), make it move (talking about change-making)
- *Wooden spoon* – to signify the simplest elements are sometimes the best (simplification)
- *Rock* – search (leave no rock un-turned)

B. COMMUNICATE WITH ORGANISERS

Another key task for trainers is to duly communicate with the training organisers.

Training organisers will need to get to know what the trainer will require in terms of venue, materials, equipment, as well as any special requirements they might have. Good communication is essential to ensure that both the participants are well taken care of and that the trainer has all the necessary conditions to make the training or workshop a success.

For good collaboration the trainer and training organiser should work together from the very beginning, at the needs assessment. This early start guarantees that both sides (trainer and training organiser) are working on realistic possibilities for the training and that they do not develop something which cannot be accomplished (e.g. developing a training with 90% computer based activities when there are insufficient computers).

For understanding the needs of a training organiser, see the section on training organisation, which will help you understand the questions a training organiser will need to answer.

C. PREPARING THE SCENE

For participants to feel welcomed you will need to prepare the 'scene', meaning the space where the training will take place. Below are some tasks and ways to set up and prepare the room before participants arrive.

Tasks	How you can do this	Why should you do this
Prepare content-related posters	How: place colourful content-related posters around the room or partially filled-in content sheets to add curiosity. *Example:* • Flipchart containing Discoveries and Benefits • Flipchart containing key learning points ('7 steps to better advocacy'); • Symbolic images (the picture of a pyramid or iceberg – with the pinnacle showing some goal to be achieved).	• Creates curiosity in participants in regards to the content • Unconsciously participants start integrating what they see in their memory
Prepare flipcharts	**How:** Prepare multiple flipcharts that you will need throughout the course and around the room *Example:* • "Fridge" (a list on a flip-chart) to place questions that shouldn't be forgotten but cannot be answered directly, as well as questions that are relevant to a next session. • Programme of the day (create a flipchart with the topics of the day) • Expectations (dedicated sheet to expectations)	• The flipcharts will support you during the course for your activities and reviews • By preparing these in advance you will also save time and be more available for learners
Use inspirational quotes	**How:** Create a flipchart containing inspirational quotes or ideas related to the content you are delivering *Example:* On a Project Management course: 'If you don't know where you are going, you are sure to end up somewhere else' – Mark Twain	When related to the training content, quotes help participants take in key learning points.
Sign post the way	**How:** Create and strategically place flipchart/ colourful large posters announcing the workshop and pointing the way to the training room.	Participants appreciate this simple touch and it allows you to save time as participants more easily arrive on time.
Arrange seating	**How:** Set the seating arrangement to round tables set–up for 4–6 participants (round tables are ideal and less hierarchical). However, when these are not available use rectangular tables (scattered around the room). Leave plenty of space around each table to allow for movement during the day.	As a norm, you want participants to work together, and discussing ideas and collectively creating action points for new learning. This is best done when with small teams of 4–6 are formed.
Prepare the tables	**How:** Have tables prepared ideally with: paper cloths (so participants can write on them), individual colourful pots of coloured pens for participants, water and glasses available, post–it notes, highlighters, stickers, scissors, etc., on each table	These stimulate creativity and allow for participants to take a more participatory approach.
Prepare the resources	**How:** Have another table in the middle of the room with books, magazines and articles that are directly related to the content of your workshop.	• Participants can look at these materials if they are early or during breaks and lunch. If it offers them ideas or resources then they have done their job.
Distribute workbook and participants folders	**How:** After you have welcomed a participant give them their workbook. Let them look through it and see the great discoveries they are going to make.	• Letting participants look through the workbook stimulates their natural curiosity, especially if the workbook has been designed to stimulate their curiosity (with single word pages, blanks to be filled in, etc).

Ready?

Soon the workshop will start.

As the trainer/facilitator please be present and available to greet the participants upon their arrival. It is very important to create a welcoming atmosphere for participants so that they feel the course has been fully prepared for them. As a facilitator your enthusiasm also influences participants' ability to retain knowledge and creates a friendly and inviting training atmosphere that helps participants to focus on learning.

D. COMMUNICATE EFFECTIVELY

Although most communication with participants occurs during the training, communication also needs to be prepared before the training, which is why we are addressing it in this section.

For the trainer, who is enabling new learning processes, it is essential to make sure that learners have understood the message.

Although in general communication is a difficult mission, it can be made easier by following some guidelines.

To facilitate understanding, the trainer starts from:

Known to unknown	As a trainer you should start from what participants already know and then move on to what participants do not know. E.g. – If participants already know how to write press releases, use that knowledge to help them learn how to write blogs.
Whole to part and back to whole	Begin by providing an overview of the session (in entirety) and then move on to the different topics within the section (its different parts). Once you have finalised all the different parts of the session, remind participants how the different parts are linked and make up the entire session.
Particular to general	Give people an exercise on a topic or situation you want them to address (particular). Once they solve it you can make the link to other similar situations on a general level.
Simple to complex	Divide an exercise into different parts and start with the simplest one, as a yes question or a quiz. Starting with the simple task will give participants the necessary confidence to continue their learning. Provide them with other tasks growing in complexity and demanding other skills (such as reasoning, or relating things learnt).
Concrete to abstract	Trainings are full of abstract concepts such as advocacy, empowerment, strategic communication, and preparedness. These are not easy concepts to understand. Your role as trainer is to find a way to move participants from the abstract to the concrete by using visuals, movement, or games (concrete items) that will allow the participant to build a visual representation of the concept (abstract).
Observations to reasoning	Use what participants have observed (from a role-play, simulation or group work) to draw conclusions. Even better, ask participants to draw conclusions from their own work and to think of how they can apply them in their work.
Point to point in logical order	Organise your content in a logical order or in sequential steps. This makes it easier for participants to understand a sequence and to remember it more easily.

To facilitate absorption, remember that participants learn only by impressions received through their senses. The more senses you involve, the better the learning

What are the Essential Elements in Transmitting a Message?

During training, some elements not only facilitate understanding, but also help the learner to clarify aims and purposes, structuring content and understanding connections between topics. In the following table you can find some best practice examples:

What?	Why?	How?
State the purpose and main point of your message	This encourages listeners to focus on your information and be more receptive. They will be mentally prepared to follow along as you develop your discussion. Stating your main point right away captures your listeners' attention and helps them remember the most important part of your message.	Introductory phrases like the following help to make your purpose clear at the start: • "My purpose in speaking to you is... • "It is important that I discuss with you..." • "The subject of what I have to say to you is..." After the main point has been made, it can be highlighted with expressions like: • "Now, what this means in effect is..." • "Put another way, this means..." • "What will happen next ..." • "The point that I wish to emphasise is...
Strengthen your main point with supporting points	Your explanations, instructions or ideas are more compelling when supported by clear facts and observations. Your objective is to gain respect and belief from your listeners and for them to gain insight into the details of the message you are communicating.	• Use simple language - avoid technical jargon unless you are sure that everyone understands it. • Choose reasoning that is natural and familiar to your listeners and your topic. • List all your supporting points first; then return to each point and fill in the details. • Keep your explanation short so you do not run the risk of boring people. Do not swamp them with unnecessary detail (which is called "overloading"). • Make your explanations as colourful as possible, using examples to illustrate your point.
Summarise your main point(s)	Your participants will probably not be able to remember everything you have said, especially if you have presented several ideas. A short, simple restatement of the essential message(s) helps them to remember and respond.	• Present bullet points of the main key learning points • Review the main points using images or visual aids.
Check if your message has been understood	You must determine whether you have got your message across. Checking this may also introduce you to views of your participants that were not apparent to you, or reveal misunderstandings that need to be quickly corrected. In addition, checking often helps participants feel involved. Their responses might uncover some problems not earlier apparent to you. The best way of checking is by asking questions.	• "Would somebody like to restate the steps of the new procedure?" • "What do you think about...?" • "What effect do you think the new arrangement will have?" • "Is there anyone who disagrees with what is being proposed?" • "Which of the points I have made do you think is the most important?"

It is extremely important to let participants engage in the classroom communication from the very beginning, not only because it allows people to feel that their contribution is welcome and appreciated, but also because this sets the ground for the interaction that should take place in the next few days.

TRAINING ORGANISATION

The role of a training organiser is to take responsibility for preparing and putting together the organisational and logistical side of the training event.

The different tasks of a training organiser are described in the training organisation checklist presented below. Some items are self-explanatory; as such, we will only look into some tasks which might need further clarification such as drafting a budget.

Training Organisation Checklist

Before the training	
	Work together with the trainer in the training needs assessment
	Develop and monitor the training budget
	Send email notification to training participants (and their supervisors if necessary)
	Book a training venue
	Arrange for travel arrangements for participants and trainers
	Follow-up any cancellation from participants
	Book hotel accommodation for participants and trainer
	Organise interpretation and requiring equipment if necessary
	Organise lunches and coffee breaks for participants, trainer and organisers
	Inform food providers of food allergies and special diets
	Copy and prepare participants folder and manual to ensure these are ready for the training
	Prepare meeting room before training starts (arrange chairs, tables and set up water, glasses, training materials, etc.) – shared with trainer
During the course	
	Ensure participants respect the timing for lunches and coffee breaks
	Support the trainer during delivery (assisting with training materials, room organisation, dealing with equipment, etc.)
	Prepare training certificates
	Distribute and collect training evaluations
After the course	
	Take back training materials and equipment from the room
	Send feedback to service providers (restaurants, hotel, training venue, etc.)
	Collaborate in the report drafting (if any) on the basis of the collected evaluations
	Collect invoices and expense claims from service providers
	Follow-up with participants (through email, phone call, etc.)

Drafting a training budget

Developing and having a training budget clarifies which expenses are likely to occur and what current resources are available. This then allows for informed decision-making on the training. If resources are insufficient for conducting a training this is also the time to think of alternative solutions, such as alternative sources of funding, or co-funding by participants, or deciding which expenses can be eliminated.

The following elements can be included in a training budget:

Expenditure	Income
• Training venue hire • Equipment hire • Accommodation and travel for participants and trainer • Catering (lunches and coffee-breaks during training) • Trainer fees • Costs incurred in the preparation of the training (e.g. in conducting the needs assessment) • Training materials (objects, folders, markers and flipcharts, printing) • Training aids (production and printing of manuals or workbooks)	• Specific funds or projects (from associations or any other source) • Registration fees (co-funding by participants) • Sale of products from the training (e.g. if the training aims to help people produce own goat cheese) • Sponsorship

As sources of income are generally less than the possible expenditure items it is important to consider contributions in kind, which literally can save your budget and make your training possible (e.g. a national agency allows a local association to conduct their trainings in their meeting room for free, which eliminates the costs with training venue).

Choosing and booking a training venue

Ideally the training venue should have enough space, natural light, and overall be a pleasant place for participants during the training. However, when looking for a suitable training venue there are many more things which you should look into.

Please find below the list of things you need to take into consideration when choosing a venue for your training. This list can help you ensure you have the most important things covered, though it is not exhaustive.

Training venue checklist

Check	Topic
	Good **soundproofing** of training room? Any acoustic problems?
	Is there sufficient **light** (natural/electrical)? Overly exposed to sun?
	Are there **curtains/blinds**? Can these be closed/ opened?
	Is **ventilation/air-conditioning** available and functioning?
	Are there enough **chairs**? Are they comfortable enough for the duration of the training?
	Are there sufficient **electrical plugs**?
	Is there enough **space in the room** for the group, equipment, and activities?
	Can **tables and chairs** be moved around the room? Can you change the setup of the room?
	Is there a **room manager** which you can contact? What is his/her most direct contact?
	Are **flipcharts** available or do you have to bring them yourself? At what cost are they available?
	Is there a **whiteboard/ blackboard** at your disposal? Are they already in the room or do they need to be installed?
	Is a **beamer or computers** necessary and are they available in the room? Cost?
	Is there a **Wifi connection**? What is the code of access?
	Are **toilets** nearby? Are the available toilets enough for the number of participants you will be hosting? Are they clean and provisioned?
	Are **lunch and coffee breaks** included in your training package? Is it charged on a per room rental basis or per person?
	Where will **lunch and coffee breaks** take place? In the same room as the training or in a different room?
	What are the **lunch and coffee-break** options for participants?
	Are there conditions for **accessibility for disabled** participants?
	Is the **room secured** overnight?
	Are **personal belongings** safe during breaks?
	Is the **room accessible** outside office hours? When can you start preparing the room for your training?
	Is the venue easily **accessible** by public transportation? And by car?
	Are the following **materials** available in the room: marker pens and eraser for whiteboard, chalk and eraser for blackboard, marker pens for paper, scissors, adhesive tape, etc.
	Is **technical support** available for trouble with equipment?
	Is there a place to keep your training material in the training room?

My notes:

What else do I need to include in my checklist?

What can't I forget on the organisational side?

PART IV

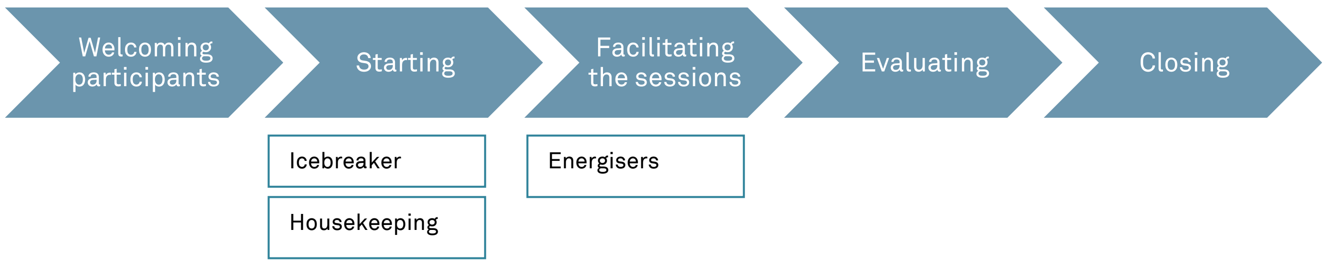
DELIVERY AND FACILITATION

THE D DAY

Welcome to the D day (D as in Delivery)!

The big day for which you have prepared so hard has finally arrived. We hope you are looking forward to it! If you have followed all the steps so far then you have effectively prepared and planned your training, and that is indeed half the way to a successful training.

The delivery and facilitation of your training is about to start and in order to make it a worthwhile experience for participants there are some key aspects you can include in your day.



WELCOME

Be early and meet your participants. Welcome each and every participant with a warm smile, a handshake and welcoming words. Introduce yourself.

Building rapport is essential and should be a priority. After all, ‘participants often don’t care how much you know until they know how much you care’ (Eric Jensen – The Brain Store).

The welcoming of participants (along with the start of your session) will be your opportunity as a trainer to make people feel appreciated and at ease in an environment which invites them to contribute individually. This can set a nice atmosphere that lasts until the end of the course.

If people arrive early you can also invite them to walk through the room and discover some of the content of the course, which you have already placed on flipcharts or on the walls of the training venue.

STARTING

The start is your opportunity as a trainer/ facilitator to set the overall atmosphere of the training into a relaxed, informal and learning friendly environment. To do this you need to get to know people (participants and trainer), set housekeeping rules which will be used throughout the training, and go through the learning objectives to ensure everyone is on the same page.

It is also a good opportunity to assess the expectations of participants (if you still haven’t done so).

ICEBREAKER

At the beginning of the first day of the training, an icebreaker is a good idea to start with so that the different participants get introduced to each other and to create a friendly atmosphere for learning. The icebreakers are also a way to bring everyone to participate and remove timidity or incertitude.

In section 2 of this manual you can find examples of icebreakers you can use for your trainings.

HOUSEKEEPING

It is important to set rules from the beginning of the training. Housekeeping is usually what we call the activities for setting and describing the ground rules should be respected throughout the course. This is also an important step to make participants feel committed throughout the training.

This usually includes information about when people can take breaks, where the toilets are, use of mobile phones, smoking regulation, etc., but also on the functioning of the group during the training.

The housekeeping rules can be defined by the trainer/ training organiser (before the training) and imposed on the group or they can be defined together between group and trainer (at the beginning of the training).

The rules are better respected when defined by the group, as they are suggested and agreed upon by participants (making it an internal process), increasing group cohesion. In this case it is also the group members who take on the responsibility of reminding other participants when they are not being respectful of the agreed rules.

Here are some topics which can be addressed as housekeeping rules.

Information	Group rules
- Location of toilets - Timing for coffee breaks - Participants folders and manuals - Evaluation criteria	***- Input into discussion*** (e.g. each person has a maximum of two minutes input into any discussion) **- Mobile phone use** (e.g. mobile phones can only be used during breaks/ can only answer phone in case of an emergency) - **Respect** for the opinions of others - Participation and involvement in activities

These are not exhaustive and depending on the group you will see different suggestions made. As a trainer please make sure you include everything that is important to your participants as this will make them feel committed from the very beginning.

FACILITATING THE SESSIONS

You are now facilitating your sessions: you have created very interesting exercises and activities for your participants and you have been supporting your participants as best as you could. But you start noticing their energy level is starting to decrease.

This is actually quite normal as even when participants are engaged in active mental and physical activities they can begin to tire.

What can you do?

Well, first put yourself in their place. Has the activity been exhausting and do they need a break? Is it an after lunch session and do they need to get an energy boost? If they need to regain some energy then an energiser can be the ideal solution.

EVALUATION

As mentioned in the previous sections, evaluation is of crucial importance during and at the end of the course for evaluating the effectiveness of the training program. It is evaluation that allows you to monitor the progress of the participants' learning and to adjust your session, as well as to review if you have achieved the aims you set for the training.

It is therefore necessary to think about evaluation throughout the training. You can use diverse strategies and tools to continuously evaluate the course.

At the end of the course

→ Distribute different areas related to the course which you would like to be evaluated (e.g. Clarity of sessions, logistics, interaction, etc.) and request them to provide you with info on these.

What can I use this for:

To assess what did and didn't work during the workshop/ training

You can find more evaluation activities in part 5 of this manual, where this topic is addressed in more depth.

CLOSING

After being together during the course, participants will have learned many new things and built social cohesion with each other.

It is now time to close the course and once again you will need your facilitation skills to do so:

A successful close should:

- Pull together any loose ends and clarify unclear concepts.
- Review the discoveries made during the workshop.
- Provide an action plan on how new skills will be implemented into the workplace
- Celebrate what has been learnt.
- Discuss strategies for overcoming obstacles that might stop new ideas from being incorporated into everyday work.
- Exchange information for future contacts.
- Shift the focus from the workshop to the workplace.
- Thank participants for their contribution to and participation in the workshop.
- Build a list of follow-up strategies as a team.

What a close should not do:

- Run out of time, leaving participants with no sense of closure.
- Be a hurried filling-in of evaluation forms (participants will take this away as their last impression of the workshop).
- Fail to reinforce key learning points.
- Omit participants' celebration of what has been learnt.
- Omit any form of action list.

MANAGING THE AUDIENCE

One of the main responsibilities of a trainer is to support learners, helping them to make the connection between theory and practice and making sure that at the end of the course participants have fully reached the learning objectives. This also includes understanding and managing the audience so that participants can get the most from the training.

Managing the audience includes dealing and managing participants' expectations, managing engagement of participants and dealing with conflict situations.

DEALING WITH EXPECTATIONS

All participants arrive in a training with different expectations. But are these expectations realistic and do they match the aims of the training?

As a trainer you need to be aware that expectations can influence the perception of the training by the participant. Therefore, it is very important to make these expectations visible from the very beginning and to be honest with participants if their expectations can be met.

How do I know which expectations participants have?

There are different ways for checking participants' expectations. You can ask them before the training (as preparation for activities) or you can ask them at the beginning of the training.

Checking expectations (at the beginning of the training)

Invite participants to write on cards what they hope to learn and what they have to contribute. Take serious note of what they hope to learn. Ask for names to be written on all the cards; this enables you to try to meet individual needs, and to know who can be called on for what. Contributions can be great, but they can also be too many, or inappropriate. Be cautious.

Here are some ways of handling them:

- Warn that there may not be enough time.
- State clearly what falls beyond the aims of the training.
- Provide an open time when you can answer questions that, although within the topic of the training, fall beyond its reach.
- Run contributions as necessary in parallel.
- Make evening or coffee-break time available.
- Allow the group to set priorities for topics, presentations, and discussions.

Dealing with conflict

Conflict can easily arise in groups. People can have different opinions, become emotionally involved in a topic, or misunderstand each other while communicating.

As a trainer your role is to minimise negative conflict in the group and avoid negative states (such as anger or frustration), which are detrimental to learning.

The best way to avoid conflict is to anticipate it and find ways to prevent it from happening:

Possible conflict	How to avoid it
Two participants do not agree with each other's opinion and discussion starts rising until they are both screaming at each other	- Agree on common rules related to respect for a person and its opinions during the housekeeping stage of the training - Create awareness before introducing a topic by conducting an exercise which shows something can have different perspectives (in case you suspect a specific topic will raise conflict)
A participant takes all the speaking time for himself. Other participants start getting impatient and frustrated.	- Agree on speaking time per participant - Trainer gives the word to other participants - Define team leaders and rapporteurs for each activity, making sure you rotate the people in the group.

What to Do With Disruptive Participants?

A. Responding to Challenging Feedback

Look upon critical statements or questions as a form of feedback, as the information in them can tell you whether you are on the right track. However difficult it might be, handle yourself pleasantly and diplomatically, using responses such as:

- "I'm glad you brought that up. It's an interesting question."
- "Perhaps you could explain that a little more before we have a look at it."
- "I can understand how you feel about the matter, but try and look at it this way."
- "I understand your concerns. Let's try to come up with some alternatives."
- "I can see that the matter is of great concern to you. Let's discuss it personally at the coffee break."

B. Getting participants on side without conflict

We have all had situations where a participants' behaviour began to reduce their own and other participants' ability to reach learning objectives. It is not part of your role to change participants' behaviour, but to understand why they are acting in a disruptive manner, and then know how to manage this behaviour and make it more productive. For example, you have to be aware of and deal with those participants that:

- Are always late (arriving in the morning, after a break, after lunch)
- Continue using mobile phones (at non–break times)
- Are 'prisoners' (those participants that have been told they have to attend)
- Are 'social butterflies' (those who are constantly having side conversations with other participants)
- Dominate (always first to answer and takes charge of any group activity)

Here we have looked at some strategies for managing these types of behaviours without conflict. We have offered a few suggestions, but remember there are more disruptive behaviour types than outlined here and certainly more ways of bringing these participants back into the workshop. Use these suggestions as a template for your training sessions.

With all of the following, the last option is to have a quiet word with the participant to discover the reason for their behaviour. If this is reasonable then you can adjust what you do to alleviate this. If not, then ask them to resist doing what they are doing as it could disrupt the workshop for other participants (often these people are unaware that their behaviour is being disruptive and once this is pointed out, immediately alter their behaviour).

Finally, what is the best way to manage your audience? It's involving them!

So as a trainer you need to think about how you can involve your audience in the discussion and what kind of activities you can do to involve them. Some options include active listening, making open questions, creating group work activities, and generally engaging them in everything relevant to the learning.

Managing time

One of the key skills for trainers is the capacity to manage the time allocated to a training. However, if participants need extra time for finishing an exercise which is crucial for the following session, or if something unexpected occurs (e.g. a delay in the participant's flight) it delays your session plan.

Here are some suggestions if you are running short of time:

- Turn a group activity into a brainstorm.
- Break a longer activity into smaller tasks and share between working groups.
- Manage feedback more strictly – e.g. ask for a maximum of 3 points per group.
- Have hand-outs/checklists to substitute some less important learning points

As in the previous subtopic, the ideal here would be to foresee what can happen time-wise with your activities and consider alternatives (e.g. if I do not have enough time to run the session evaluation as a brainstorm, alternatively I can ask participants to write down a sentence in a flipchart when leaving for coffee-break.

PART V

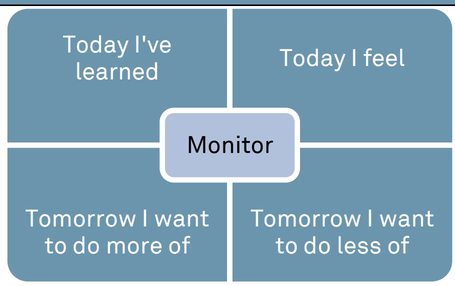
EVALUATION

MONITORING AND EVALUATION

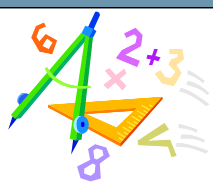
MONITORING

During the course you will need to make sure the course is matching the needs of your learners. Therefore you will need to monitor the session (i.e. to systematically collect and analyse information) so that you can make changes to the programme and adjust to the needs of participants when required.

To monitor the course sessions you can use several tools:

The monitor	
How to: Divide a flip chart in four equal quarters and write in each of them one of the following sentences: Today I've learned/ Today I feel/ Tomorrow I want to do more of/ Tomorrow I want to do less of. Then give each participant four post-its and ask them to answer each of the questions in one post-it and stick it in the right quarter underneath the right question. This tool can be used at the end of the first day of training and can help adjust the content for the next day. You can adapt it as well to monitor a specific session.	

The traffic light	
How to: Draw a traffic light in a large flipchart sheet. Red will symbolise stop for things participants did not like or were unhappy with during their learning process; yellow for hold on for possible questions or topics on which participants would still like to work more; and green for items participants have enjoyed, learned or appreciated. Give each participant three post-its and ask them to answer each of the questions in one post-it and stick it each next to right light corresponding to one question.	

Stand in a line	
How to: Ask participants to stand up. Ask them to imagine there is an imaginary line uniting one point of the room to the other side and give each side a score (0 being one side, and 10 the maximum score on the other side). Then say the area you would like participants to assess (e.g. methods used) and ask participants to stand in each number according to their opinion. Ask them if they would like to share why they have stopped at 6, 8, etc. When finished, say another area (e.g. training aids) and so on.	

As a conclusion, using these tools will allow you to check the training 'temperature' and assess how participants are feeling. You can then adjust the training content and methodologies to make the training the best learning experience for your audience.

My notes:
How will you monitor your training?
What information do you need to collect during the training? How will you use the information you will gather?

EVALUATION

Evaluation is a must – it is an integral part of effective training. It helps to improve training by discovering which training processes are successful in achieving their objectives.

We evaluate training to determine whether it has achieved its objectives, assess the value of training programs, identify areas of the program that need improvement and review and reinforce key program points for participants. A proper training evaluation also helps training organisers convince stakeholders and managers how important it is to train staff and volunteers and their contribution to organisational success.

There are 2 aspects of evaluation:

1. Course evaluation

How well did the participants enjoy the session(s)/course? - Find out how well the participants enjoyed a particular training session or sessions or the course as a whole. It also includes the logistics and the organisation of a training. This does not include measurement of learning.

2. Evaluating Learning

What principles, facts, techniques and skills were learned? For example, this can be assessed through written, oral or skill tests on the course content or through observation of group work; or by looking into how a participant reacts to a simulation at the end of a course.

Depending on what you want to evaluate and at what level you want to evaluate there are different tools you can use.

Kirkpatrick's Levels of Evaluation[3]

Level 1: reaction to the training
Reaction evaluation measures how the participants felt about the training, their satisfaction and immediate response after a learning experience. Level 1 evaluation is used to gather information on satisfaction with organisation, content, logistics. This type of evaluation is done at the end of the training with smile or happy sheets and questionnaires. Other evaluation tools can be verbal reaction, post-training surveys, or feedback forms.
Level 2: Learning
Learning evaluation is the measurement of the increase in knowledge or intellectual capability from before to after the learning experience. This level of evaluation aims to answer the questions: What knowledge or skills did participants retain? Did the participants learn what was intended? Did the participants experience what was intended for them to experience? What is the extent of advancement or change in the participants after the training? This assessment is done during or right after training, and it includes pre- and post-tests, skills checklists, and oral examinations. Interview or observation can also be used, yet these have to be duly prepared and can reveal to be time-consuming.

[3] Kirkpatrick is an author in the field of training evaluation who has done interesting research and publishing in this domain. He qualifies training evaluation in different levels.

Level 3: Behaviour or application
Behaviour evaluation examines to what extent learning is applied back on the job, and its implementation into the participant's workplace. This level of evaluation aims to answer the following questions: How are participants applying their new knowledge and skills? This would be done at the organisational level 3 to 6 months after training to evaluate the more lasting results of training. It includes observation of skills, interviews, surveys, and sometimes testing knowledge again. It is usually something the trainer cannot do alone (especially in the case of external trainers) and it should therefore be done by someone within the organisation.
Level 4: Impact or results
Results evaluation is the effect on the organisation or environment by the participant. This level of evaluation aims to answer the following questions: What is the impact of training on the program or, in the case of a training in health, what is the impact on the health of the population? The impact needs to be assessed at a larger scale than a training, and we need to bear in mind that a training can only contribute (and not be fully conducive) to a determined change in society. Usually the impact is assessed quantitatively, namely through organisational key performance indicators, such as percentages, timescales, numbers or other quantifiable aspects of organisational performance. However, it is also important to assess qualitatively the impact and the changes that have occurred after a training has taken place. Observation and interviews of stakeholders and other people involved are possible evaluation tools. Depending on what you would like to assess you will also have to select the best tools.

Usually for training purposes we tend to focus more on the first two levels of training evaluation indicated by Kirkpatrick, as these are the ones within the reach of a trainer (even an external trainer). However, it is also important for you as a trainer to go a step further and look at the impact of what you are doing.

Below are some suggestions on how to conduct training evaluations which can be helpful for your trainings.

Course Evaluation Questionnaires
In order to obtain honest feedback from the participants regarding their experience of and level of satisfaction with the course, produce an anonymous questionnaire covering each major section of the training. Also allow participants to write additional comments not covered by the questions and to fill in the evaluation form as the training advances. Suggested feedback for each topic could include: • The key discovery I made during this topic. • How I intend to implement this discovery into my everyday work. • What I still need from this topic. • One suggestion on how this module might be improved next time the workshop is facilitated. • I actively participated throughout this topic – Yes/No • The facilitator showed interest and supported my learning – Yes/No You could still incorporate a 1 to 5 rating sheet covering administration, venue, learning environment, overall workshop rating, overall achievement of objectives, etc. for completion at the end of the workshop.By doing this, the form is very quick to complete at the close of the workshop but you have captured valuable feedback for each key topic area. Consider asking participants to form teams of 2–4 (depending upon numbers) and complete a team reaction sheet. You will get 'fuller' and better quality feedback doing this than when they complete it individually – especially if there are language challenges or it is a diverse group.

Other Evaluation techniques
Open questions In order to obtain qualitative feedback from participants about the course or session the facilitator can also address them with open questions. The open questions will allow the facilitator to draw from an unlimited range of answers and to request clarification from the learner if necessary. By using open questioning the facilitator can obtain very complete information about how the learners perceived the training and what can be done to improve it.
Less-standard evaluations It is also possible for a facilitator to use less standard means of evaluation if it suits the aims of the evaluation. Therefore, a facilitator can give people a blank sheet of paper and provide them with some guidelines as opposed to an evaluation form with boxes to fill in. For instance, we can ask the following questions at the end of its training courses: Satisfaction level from 1 to 100%? Which are the things that you take-away from this course? What additional support would you need in order to implement into your working environment the knowledge and skills that you have acquired? Do you have any other comments that you would like to share with us?

Evaluation is an important component for you as a trainer – it allows you to assess if your learning objectives have been accomplished, how successful your training was, and what improvements you can make in the future.

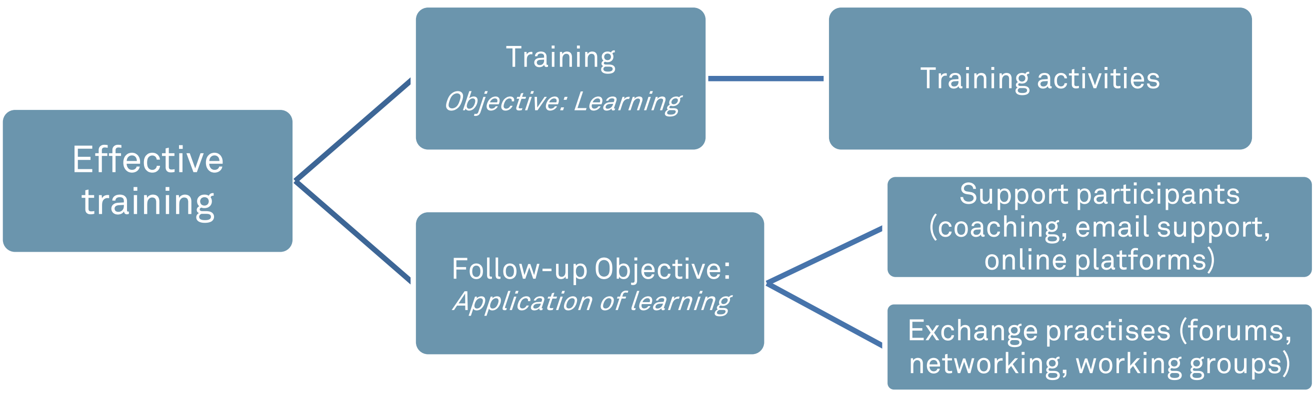
My notes: What do you want to evaluate?   How will you evaluate it? What tools and mechanisms? Do you need anyone else's help for the training evaluation?

FOLLOW-UP

Although the training has ended, this does not mean your role as a trainer and training organiser end here. In fact, it's after the training that the true challenge starts for participants, and it is for this reason that it is also necessary to follow-up on your training.

Indeed, the follow-up may be as important as your training, as it is after the training that the most important result of your training (the application of what was learnt) will take place. Many trainings fail because people do not have the necessary support, conditions, or circumstances to implement what they have learnt.

Having duly prepared your follow-up activities after a course will double your chances of conducting effective trainings.



A follow up will extend the effect of the training and remind participants about their learning experience and their commitment.

Why do we need a follow-up?

- Ensure participants remember what they have learnt;
- Support participants when they most need it (when they need to adapt what they have learnt to their work and life)
- Share additional materials and documentation with participants;
- Attribute and transfer of responsibility to participants for the application of the course content;
- Assess if changes need to be made in the training program to make implementation easier for participants (in case the training program is run again);
- Record successes and learnings from practice;
- Give continuity to the learning process by allowing people to remain updated on the topic and engaged in their own development.

How can I follow-up on the training?

Below are some suggestions, but you are of course challenged to develop your own solutions.

- Send an email to participants with some key information or reminder of the course
- Offer support and/or your contact to participants in case they have questions or trouble implementing what they have learnt
- Engage participants' supervisors by asking them to take on responsibility in implementation (this requires discussion and preparation before the training)
- Put recommendations forward (on the training itself, on further skills or support needed for participants to implement what they have learnt)
- Agree with participants on how they will apply what they have learnt and define a deadline
- Create a forum or network for participants to share their experiences and remain in contact

CONCLUSION

As you have seen in the many pages of this manual, developing and delivering a successful training is an intricate activity, and one where a trainer has to constantly self-develop.

We hope this manual will support you in conducting truly empowering experiences for participants. Remember that, above all, we aim for development and that for development to take place we need to thoroughly plan, facilitate, and evaluate our training and support our participants. We hope you find the tools and techniques here useful in doing this.

We have now reached the end of this manual and we leave it in your hands to keep empowering people through training and facilitation. We hope to hear back from you with many success stories and also with feedback on how this manual can be improved.

Abbreviations

CSO – Civil Society Organisation

OST – Open Space Technology

FURTHER READING

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