Training of Trainers on Preparation of SFD

How Adult Learn: Training Methodology

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ToT on Preparation of SFD
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Principles of interactive adult learning

- Bring trainees in an **active position and group interaction**.
- Actively use what they **already know**.
- Let them **relate/connect teaching messages to their day-to-day work challenges**.
- Bring trainees in the habit to make sound decisions in real situation with uncertainty and ambiguity.

Source: Introducing CSP™: Trainer’s Manual (CSE-GIZ)
What we remember...

10% of what we read
20% of what we hear
30% of what we see
50% of what we hear and read
70% of what we say ourselves
90% of what we do ourselves

Source: Introducing CSP™: Trainer’s Manual (CSE-GIZ)
<table>
<thead>
<tr>
<th>Type</th>
<th>Function</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energizers</td>
<td>Physically or mentally stimulating, e.g. after lunch breaks</td>
<td>• Seven-up</td>
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<td></td>
<td></td>
<td>• Team building</td>
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<td></td>
<td></td>
<td>• What’s on your back?</td>
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<tr>
<td>Exercises</td>
<td>Trainees try out their gained knowledge in clearly defined exercises</td>
<td>• Matrix exercise</td>
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<td>• Whisper groups</td>
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<td>• Map exercises</td>
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<td></td>
<td></td>
<td>• Calculation</td>
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<tr>
<td></td>
<td></td>
<td>• Real Case Analysis</td>
</tr>
<tr>
<td>Games</td>
<td>Interactive training through simulated action</td>
<td>• Role plays</td>
</tr>
<tr>
<td>Computer Games</td>
<td>As games but computer based</td>
<td><a href="http://www.stopdisastersgame.org">www.stopdisastersgame.org</a></td>
</tr>
<tr>
<td>Action Learning</td>
<td>Lessons through action experience (less complex)</td>
<td>• Corner Game</td>
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<td>• Letter to myself</td>
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<tr>
<td>Peer-to-peer</td>
<td>Transfer of knowledge gained to pract. work sit.</td>
<td>• Peer-to-peer support to trainee’s real problem</td>
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<tr>
<td>advice</td>
<td></td>
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</tbody>
</table>

Source: Introducing CSP": Trainer’s Manual (CSE-GIZ)
Key principle

- Keeps attention up
- Supports active role of trainees
- Makes training stimulating

Source: Introducing CSP°: Trainer’s Manual (CSE-GIZ)
Debate and dialogue

• **Function:** Highly important for **reflecting information received through lectures and relating it to own experiences.**

• **Principle:** **Always interrupt presentations through different exercises and debating sessions** following different techniques

Never have too long presentations

Source: Introducing CSP®: Trainer’s Manual (CSE-GIZ)
Key principles of dialogue

- **Provide clear structure and format:** ‘Free floating’ discussion might lose focus on training contents and is inefficient.
- **Key tools** are **clear guiding questions** and / or a clear structure (e.g. Corner Game).
- **Base the dialogue** on some **concrete results** prepared by the trainees in exercises.

This is key approach of ‘Wrap-up’ which is used in all exercises: Trainer and Trainees jointly explore the material‘ elaborated during **group work and draw in-depth conclusions**.

*Source: Introducing CSP®: Trainer’s Manual (CSE-GIZ)*
Role of the Trainer

*Facilitator of learning processes*

**Competences:**
- Interaction
- Presentation
- Visualization
- Participation

Source: Introducing CSP™: Trainer’s Manual (CSE-GIZ)
Harvard Case Method
Concept and practical approaches
Harvard Case Method: Introduction

- Interactive learning

- Based on intensive **examination and discussion of a particular case or case situation of practical relevance to** trainees

- Stimulates active exploration and development of **conclusions by the trainee**, rather than providing **ready-made teaching messages**

Source: Introducing CSP**: Trainer’s Manual (CSE-GIZ)
Harvard Case Method: Implications

Three main implications:

• **Intensive preparation** and **pre-reading** for trainer and trainees.
• Well developed **materials** and **outline** of the course.
• Trainers have to be made **familiar with Harvard Case Methodology**.

Source: Introducing CSP™: Trainer’s Manual (CSE-GIZ)
Guidance for an interactive trainer: Organizational scheme

• ...is an important tool for composing and conducting a concrete course with various elements of different methods.
• ...provides overview on required resources, timeslots, materials etc.

Potential contents:
• Title of module and session
• Goal / function within training / guiding question
• Main teaching messages
• Method type
• Necessary materials
• Required timeslots

Part I: Specific Instructions for the CSP Course

Organizational Scheme Modules 1 - 6

<table>
<thead>
<tr>
<th>Duration</th>
<th>Topic</th>
<th>Main Goal of session</th>
<th>Method/Elements</th>
<th>Contents for presentations / Design and key questions for exercises</th>
<th>Materials</th>
<th>Comments / Function of the session</th>
</tr>
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<tbody>
<tr>
<td><strong>Introduction</strong>&lt;br&gt;Time: 15 min.</td>
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<td>Welcome addresses</td>
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<tr>
<td>10 min.</td>
<td>Opening of the training</td>
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</tbody>
</table>
| 10 min. | Introduction to the training | • Provide a general understanding on concept and main contents of the training. | Presentation with ppt. | • Concept and structure of training.  
• Teaching method.  
• Overview on agenda and materials. | Slides | |
| 16 min. | Self-introduction of participants | • Make the trainees familiar with each other. | Room mapping | Trainees take positions on a virtual map in the room with following guiding questions:  
• Where are you from?  
• Which institution do you work for (city administration, state, consultants, training institute)  
• How far were you involved already in CSP (H-M-L)? | Participants will interactively during the course and should get to know each other right at the beginning |

Module 1: Relevance and added values of the CSP<br>Time: 130 min.

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| 5 min. | Introductory movie | • Provide a quick ‘tuning input’ – not as much on the facts but on the ‘emotional’ side | Movie | • Movie for general sensitization on sanitation | Movie Wateraid.  
Will provide a more ‘emotional’ access to the issue. | |
| 15 min. | Introductory lecture I: Essentials of CSP | • Provide a general overview on CSP (also usable as short course for highlevel representatives) | Presentation with ppt. | • What is urban sanitation? Definition, components, water streams to be managed, elements of technical solutions. | Slide presentation | |

Source: Introducing CSP” : Trainer's Manual (CSE-GIZ)
For further reading on Harvard practice
Consult:
Elements of a group work

- Individual reading and preparation
- Short introductory lecture (15 min., max. 30 min.)
- Case work (30 min.)
- Wrap-up sessions to formulate conclusions (30 min.)
- Facilitated debate on “How does this relate to your context?”
- Presentation of short example “How did this work in practice?”

Source: Introducing CSP’: Trainer’s Manual (CSE-GIZ)
5 Golden Rules for a good interactive trainer

• Rule 1: **Don’t spell out the messages** of the case directly. Let the trainees find the conclusions out. Guide them through questions.
• Rule 2: **Provide enough time for the wrap-up** phase where conclusions are intensively discussed by the participants.
• Rule 3: Be very **precise with your instructions** for the case work.
• Rule 4: **Limit presentations**. Don’t talk longer than 15 minutes (except the introductory lecture).
• Rule 5: **Always invite the trainees to reflect**, how the lessons learnt relate to their day-to-day work.

Source: Introducing CSP": Trainer’s Manual (CSE-GIZ)
More important than expected: Room arrangement

Examples: Training room arrangement

Source: Introducing CSP**: Trainer’s Manual (CSE-GIZ)
Example: Tools for visualization

Source: Introducing CSP™: Trainer’s Manual (CSE-GIZ)
What makes a good training?

• Think for 5 min. about good trainings that you have attended.
• Then contribute to group discussion: What made it good?
Thank you