



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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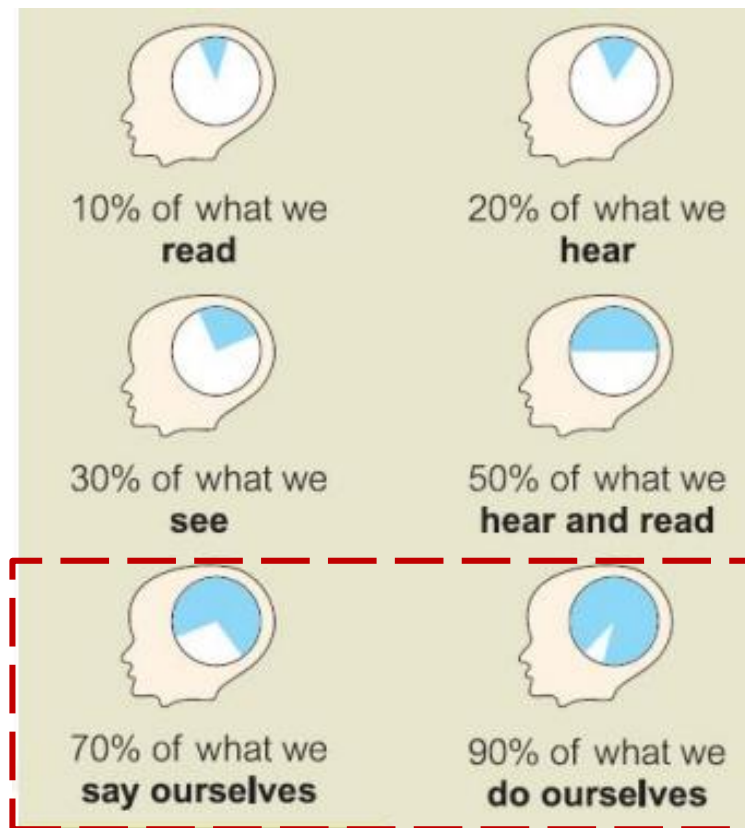
Principles of interactive adult learning

- 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.

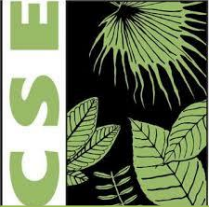


Source: Introducing CSP": Trainer's Manual (CSE-GIZ)

What we remember...



Source: Introducing CSP": Trainer's Manual (CSE-GIZ)



Broad Range ...

Type	Function	Example
Energizers	Physically or mentally stimulating, e.g. after lunch breaks	<ul style="list-style-type: none"> • Seven-up • Team building • What's on your back?
Exercises	Trainees try out their gained knowledge in clearly defined exercises	<ul style="list-style-type: none"> • Matrix exercise • Whisper groups • Map exercises • Calculation • Real Case Analysis
Games	Interactive training through simulated action	<ul style="list-style-type: none"> • Role plays
Computer Games	As games but computer based	www.stopdisastersgame.org
Action Learning	Lessons through action experience (less complex)	<ul style="list-style-type: none"> • Corner Game • Letter to myself
Peer-to-peer advice	Transfer of knowledge gained to pract. work sit.	<ul style="list-style-type: none"> • Peer-to-peer support to trainee's real problem



Source: Introducing CSP": Trainer's Manual (CSE-GIZ)

Key principle

Change of Method

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

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Debate and dialogue

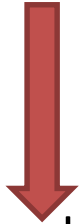
- **Function:** Highly important for **reflecting information received through lectures and relating it to own experiences.**
- **Principle:** Always **interrupt presentations through different exercises and debating sessions** following different techniques

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)

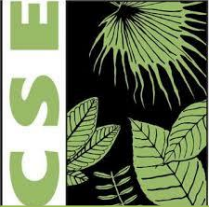


Harvard Case Method: Implications

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

Duration	Topic	Main Goal of session	Method/Elements	Contents for presentations / Design and key questions for exercises	Materials	Comments / Function of the session
Introduction Time: 35 min.						
10 min.	Opening of the training		Welcome addresses			
10 min.	Introduction to the training	<ul style="list-style-type: none"> • Provide a general understanding on concept and main contents of the training. 	Presentation with ppt.	<ul style="list-style-type: none"> • Concept and structure of training. • Teaching method. • Overview on agenda and materials. 	Slides	
15 min.	Self-introduction of participants	<ul style="list-style-type: none"> • Make the trainees familiar with each other. 	Room mapping	Trainee take positions on a virtual map in the room with following guiding questions: <ul style="list-style-type: none"> • 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 interact intensively during the course and should get to know each other right at the beginning
Module 1: Relevance and added values of the CSP Time: 130 min.						
5 min.	Introductory movie	<ul style="list-style-type: none"> • Provide a quick 'tuning' input – not as much on the facts but on the 'emotional' side 	Movie	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Provide a general overall orientation on CSP (also usable as short course for high-level representatives) 	Presentation with ppt.	<ul style="list-style-type: none"> • What is urban sanitation? Definition, components, water streams to be managed, elements of technical solutions. 	Slide presentation M.1, part I	



For further reading on Harvard practice
Consult:

<http://harvardmag.com/pdf/2003/09-pdfs/0903-56.pdf>





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?”

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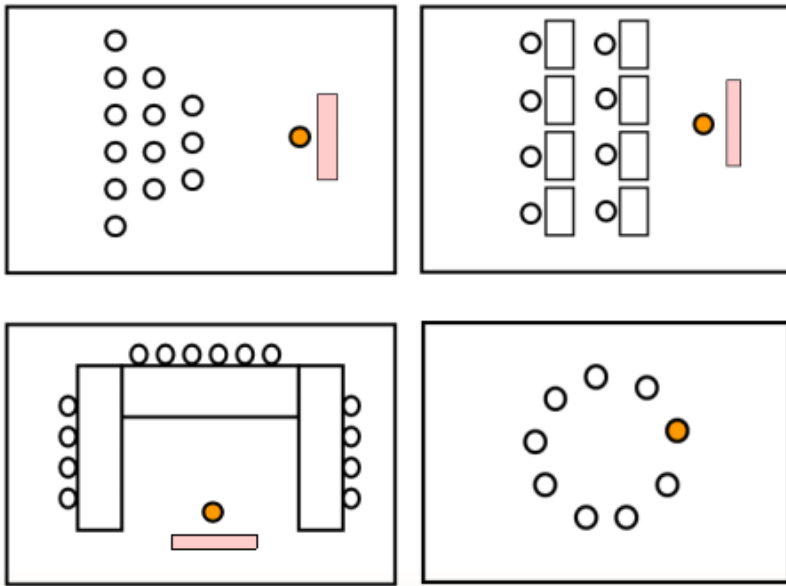
5 Golden Rules for a good interactive trainer

- 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.

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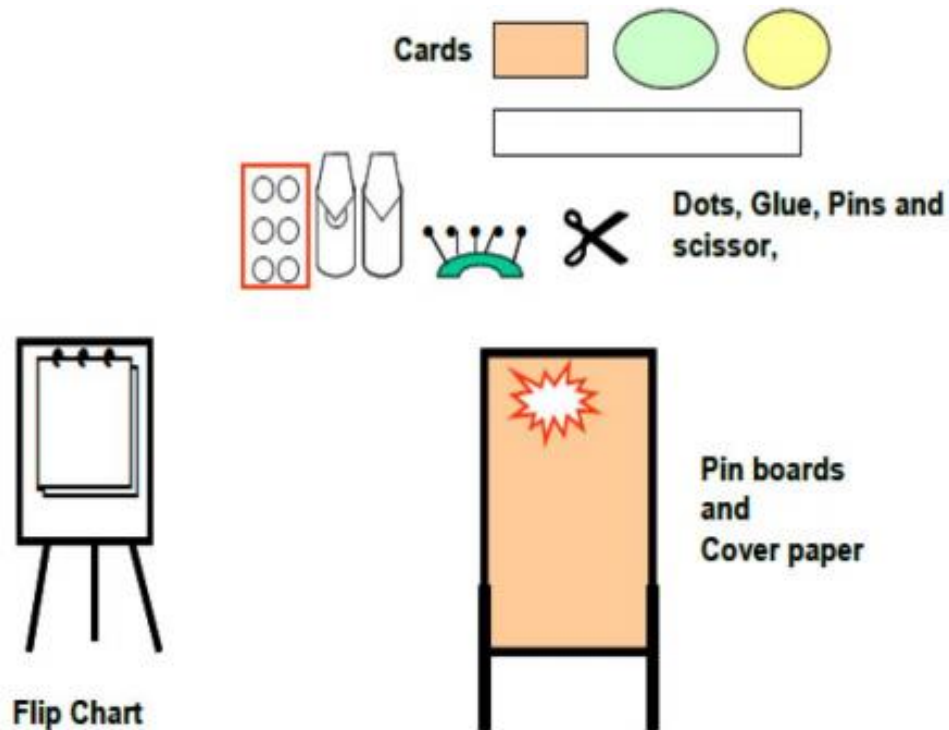
More important than expected: Room arrangement

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