Training of Trainers on Preparation of SFD

How Adult Learn: Training Methodology

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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&lt;br&gt;• Team building&lt;br&gt;• What’s on your back?</td>
</tr>
<tr>
<td>Exercises</td>
<td>Trainees try out their gained knowledge in clearly defined exercises</td>
<td>• Matrix exercise&lt;br&gt;• Whisper groups&lt;br&gt;• Map exercises&lt;br&gt;• Calculation&lt;br&gt;• 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&lt;br&gt;• Letter to myself</td>
</tr>
<tr>
<td>Peer-to-peer advice</td>
<td>Transfer of knowledge gained to pract. work sit.</td>
<td>• Peer-to-peer support to trainee’s real problem</td>
</tr>
</tbody>
</table>

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

Change of Method

• 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
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.**
Role of the Trainer

Facilitator of learning processes

Competences:
- Interaction
- Presentation
- Visualization
- Participation
- Dramaturgic

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
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**.
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)
Key technique for wrap-up: Socratic method

- Socratic method: question-and-answer format of teaching. **You need guiding questions**
  - Open questions preferred.
  - Hypotheticals: made-up situations that slightly change the facts.
- Distinction to, knowledge exercises‘: There is no single right solution.
Socratic Method

Underlying philosophy
• Much knowledge is inherent in the trainees and can be made explicit through questions, links to other knowledge and critical reflection.
• The strongest and stable knowledge arises if developed by the trainee in an internal / group process.

Implications of Socratic method
• You need well prepared guiding questions.
• You have to be spontaneous to follow the flow of discussion.
• You have to decide which issues should be further explored or left at the stage they are.
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 resource timeslots, materials etc.

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

### Part I: Specific Instructions for the CSP Course

<table>
<thead>
<tr>
<th>Duration</th>
<th>Task</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>
</thead>
<tbody>
<tr>
<td>10 min.</td>
<td>Opening of the training</td>
<td>Welcome addresses</td>
<td>Presentation with ppt.</td>
<td>Concept and structure of training, teaching method, overview on agenda and materials</td>
<td>Slides</td>
<td></td>
</tr>
<tr>
<td>10 min.</td>
<td>Introduction to the training</td>
<td>Provide a general understanding on concept and main contents of the training</td>
<td>Room mapping</td>
<td>Trainers take positions on a virtual map in the room with following guiding questions: How are you? What institution do you work for? What are you trying to achieve?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 min.</td>
<td>Self-introduction of participants</td>
<td>Make the trainees familiar with each other</td>
<td>Move</td>
<td>Move for general sensitization on sanitation</td>
<td>Move Whiteboard Will provide a more informal access to the issue</td>
<td></td>
</tr>
</tbody>
</table>

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*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

- Cards
- Dots, Glue, Pins and scissor,
- Pin boards and Cover paper
- Flip Chart
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