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Work Stream 6: Ethiopian Enterprise Development, SMMEs Development TOT Training Manual

ETHIOPIA

Capacity building of public institutions
for improved business enabling environment (Output 1)

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1. Introduction

This Training of Trainers (TOT) manual has been developed to address the Ethiopian Enterprise Development (EED) mandates. EED is responsible for building the capacities of regional institutions, stakeholders, employees, and sectoral associations that support and coordinate the development of enterprises.

To fulfil these mandates effectively, EED requires a standardized capacity development TOT tool that enables the certification of trainers. These certified trainers will play a crucial role in developing training curricula, and materials, delivering practical training, and evaluating the impact of the training on enterprise development, job creation, import substitution, and the overall contribution of small and medium manufacturing enterprises (SMMEs) to the economy.

The target audience of this manual includes the leadership and experts of SMME implementers, stakeholders, and beneficiaries, which are the operators of SMMEs. The objective is to equip EED with skilled trainers who will be trained using this manual to subsequently train regional trainers, who will then go on to train the end users of the training, including MSME owners, managers, employees, and customers.

This manual aims to provide the necessary tools and guidance for EED staff members to develop comprehensive training programs for SMMEs at both the federal and regional levels. By utilizing the knowledge and skills imparted through this manual, EED trainers will be able to support small and medium manufacturing enterprises across the country in expanding their businesses and contributing to Ethiopia's overall economic growth and development.

Throughout the chapters of this manual, trainers will find valuable insights, methodologies, and best practices that will aid them in designing, delivering, and evaluating effective training programs for SMMEs. It is our hope that this manual will serve as a vital resource for EED trainers, empowering them to make a significant impact on enterprise development, job creation, import substitution, and the promotion of SMMEs in Ethiopia.

The purpose of this Training of Trainers manual is to adequately prepare Ethiopian Enterprise Development (EED) trainers to help small and medium manufacturing enterprises SMMEs understand and utilize the knowledge to expand their businesses. This manual serves as a capacity building guide for the training of trainers and preparations for the training of SMEs /Manufacturers across the country.

The overall aim of this manual is to provide tools for EED staff members to develop training programs for SMMEs at federal and regional levels.

2. Objectives

The training manual aims to achieve the following objectives by the end of the training:

1. Enable trainers to apply effective adult learning methodologies to enhance the capacity of the entire SMME ecosystem, including regional actors. Participants will actively engage in learning activities, utilizing dynamic training approaches to drive impactful knowledge transfer and skill development.
2. The manual will aid and lead EED trainers in Human Resource Development, Training Need Assessment, Adult Learning, training design, trainer and trainee selection, delivery mechanisms, and pre/post training evaluation.
3. Lead the certification process for trainers (in different qualifications stages) to train regional stakeholders (leaders and experts) and for them to train SMMEs and entrepreneurs.

By attaining these objectives, the training manual aims to empower trainers to facilitate impactful training programs that contribute to the growth, development, and sustainability of SMMEs, ultimately fostering economic progress and prosperity within the Ethiopian enterprise landscape.

CHAPTER 1 - HUMAN RESOURCE DEVELOPMENT

Introduction

In the past, the entire focus of any human resource department was to pick and maintain the right person for the job. Development programs and policies were one-size-fits-all approaches to keeping the workforce's hard skills up to speed. However, this has changed recently.

Now the aim is to match the individual needs with the organization's and provide internal support so both can accomplish their goals. This entails creating a growth culture with programs and policies that promote up-skilling and development.

HR must also help build a more agile and resilient workforce to adapt to the changing work environments. This new approach represents the company's effort to contribute to the development of the individual and the organization.

This chapter focuses on ways EED can develop human resources by discussing various areas, such as learning & development, employee training & development, engagement & motivation, career development, and HRD Metrics & evaluation.

Learning and Development

Learning and development are essential to human resource development (HRD). It refers to acquiring knowledge, skills, and competencies that help individuals and organizations achieve their goals. This section will discuss different types of learning, approaches to learning, and the importance of continuous learning and development.

Types of Learning There are two main types of learning: formal and informal.

Formal Learning: Formal learning is structured learning in a formal setting, such as a classroom, workshop, or seminar. Formal learning can be instructor-led or self-paced and may involve lectures, group discussions, case studies, and simulations. Some examples of formal learning include:

- Classroom training
- E-learning programs
- Workshops and seminars
- Conferences and events
- On-the-job training

Informal Learning: Informal learning is unstructured and spontaneous learning that takes place in everyday life. It is often referred to as "learning by doing" and can occur through observation, experimentation, feedback, and reflection. Some examples of informal learning include:

- Social learning

- Learning through experience
- Learning through feedback
- Self-directed learning
- Peer-to-peer learning

Approaches to learning: There are several approaches to learning, and the choice of approach will depend on the learning objectives, the learner's preferences, and the available resources. Here are some of the most common approaches to learning:

On-the-Job Training: On-the-job training is a type of learning that takes place in the workplace. It involves learning by doing, where employees receive hands-on training and coaching from experienced colleagues. On-the-job training can be formal or informal and can include job shadowing, cross-training, and apprenticeships.

E-learning: E-learning is a type of formal learning that takes place online. It involves using digital tools and technologies to deliver training and education. E-learning can be self-paced or instructor-led and can include videos, interactive quizzes, and virtual simulations.

Blended Learning: Blended learning is a combination of different types of learning, such as classroom training and e-learning. Blended learning allows learners to access training materials anytime, anywhere, and at their own pace, while also providing opportunities for interaction and feedback.

The Importance of Continuous Learning and Development: Continuous learning and development are essential for individuals and organizations to remain competitive and adapt to changing environments. Here are some reasons why continuous learning and development are important:

- Keeps employees motivated and engaged: Learning new skills and competencies can help employees feel challenged and motivated to do their best work.
- Improves performance and productivity: Continuous learning and development can improve employees' job performance, which can lead to increased productivity and better business results.
- Enhances career prospects: Learning new skills and competencies can open new career opportunities and help employees advance in their careers.
- Supports organizational growth and success: A culture of continuous learning and development can help organizations stay competitive and adapt to changing market conditions.

Performance Management

Performance management is a continuous process that involves setting goals, measuring progress, providing feedback, and coaching employees to improve their job performance. In this section, we will discuss the performance management cycle, the role of HRD in performance management, and the importance of performance feedback and coaching.

The Performance Management Cycle

The performance management cycle consists of several stages that work together to ensure that employees meet their goals and expectations. These stages are:



Figure 1: The performance Management Cycle

Goal setting:

The first stage of the performance management cycle is goal setting. During this stage, managers and employees work together to set goals that are specific, measurable, achievable, relevant, and time-bound (SMART). Goals should align with EED mission and vision. Furthermore, goals should be challenging but attainable.

Performance monitoring:

The second stage of the performance management cycle is performance monitoring. During this stage, managers and employees track progress toward the goals and provide feedback on the employee's performance. Regular check-ins and progress reports can help identify areas where the employee excels or struggles.

Performance evaluation:

The third stage of the performance management cycle is performance evaluation. During this stage, managers evaluate the employee's performance based on the goals that were set earlier in the cycle. The evaluation should be based on objective criteria and should provide constructive feedback that can help the employee improve.

Performance feedback:

The fourth stage of the performance management cycle is performance feedback. During this stage, managers provide feedback to employees on their performance,

both positive and negative. The feedback should be specific, timely, and actionable, and should focus on behaviors rather than personal characteristics.

Performance coaching:

The final stage of the performance management cycle is performance coaching. During this stage, managers work with employees to develop strategies to improve their performance. Coaching can involve identifying areas for improvement, setting new goals, providing training and development opportunities, and providing ongoing support and feedback.

The Role of HRD in Performance Management

HRD plays a vital role in performance management by providing training and development opportunities to help employees improve their job performance. HRD can also help managers develop effective performance feedback and coaching skills and provide tools and resources to support the performance management cycle.

The Importance of Performance Feedback and Coaching

Performance feedback and coaching are essential for helping employees improve their job performance and achieve their goals. Here are some reasons why performance feedback and coaching are imperative:

- Provides motivation: Feedback and coaching can motivate employees to improve their performance and achieve their goals.
- Enhances communication: Feedback and coaching can improve communication between managers and employees and help build trust and rapport.
- Encourages learning: Feedback and coaching can help employees learn from their mistakes and develop new skills and competencies.
- Supports development: Feedback and coaching can support employees' professional development and help them advance in their careers.

Employee Training and Development

Employee training and development are critical components of Human Resource Development. Organizations can improve productivity, enhance job satisfaction, and support employee career development by providing employees with the knowledge and skills they need to perform their jobs effectively. This section will discuss the importance of employee training and development, the training needs assessment process and different training and development programs.

The Importance of Employee Training and Development

Employee training and development can benefit employees and the organization in many ways. Here are some reasons why employee training and development are essential:

1. **Improve job performance:** Training and development can improve employees' job performance by providing them with the knowledge and skills needed to perform their duties effectively.
2. **Increase job satisfaction:** Training and development can increase job satisfaction by helping employees feel more confident and competent.
3. **Support career development:** Training and development can support employee career development by providing opportunities for skill-building and professional growth.
4. **Boost employee retention:** Training and development can boost employee retention by showing employees that the organization is invested in their success and providing opportunities for advancement.
5. **Enhance organizational performance:** Training and development can improve employee productivity, efficiency, and effectiveness.

The Training Needs Assessment Process

Conducting a comprehensive training needs assessment is crucial in designing and implementing practical training and development programs. The assessment process enables organizations to identify and address the specific knowledge, skills, mindset, and attitudes employees require to perform their jobs successfully. Here are the critical steps involved in conducting a training needs assessment:

1. **Establish Training Objectives:** Begin by clearly defining the training objectives. This involves determining the desired mindset, attitude, knowledge, and skills employees need to acquire or enhance to excel in their roles.
2. **Analyze Job Requirements:** Conduct a thorough analysis of the job requirements for each role. This entails examining the specific knowledge, skills, mindset, and attitudes necessary for employees to perform their duties effectively.
3. **Assess Employee Skills, Knowledge, Mindset, and Attitudes:** Evaluate the existing skills, knowledge, mindset, and attitudes of employees through various assessment methods, such as surveys, performance evaluations, and interviews. This step provides valuable insights into the current capabilities and attitudes of the workforce.
4. **Identify Training Gaps:** Compare the required knowledge, skills, mindset, and attitudes identified in the job analysis with employees' current competencies and attitudes. This analysis helps identify the gaps or discrepancies, highlighting the areas where training interventions are needed.
5. **Develop a Training and Development Plan:** Develop a comprehensive training and development plan based on the identified training gaps. This plan should outline the specific training objectives, methods, and resources required to address the identified gaps effectively. It should consider the development of knowledge and skills and the necessary mindset and attitudes for success in the respective roles.

The training and development plan should consider various factors such as the available budget, time constraints, and the most suitable training delivery methods (e.g., workshops, online courses, on-the-job training). It should also incorporate feedback from key stakeholders and align with the overall EED strategy.

By following these steps and considering the mindset and attitudes required, EED can ensure that training programs are comprehensive, targeted, and relevant, enabling employees to acquire the necessary knowledge, skills, and attitudes for optimal performance and growth.

Types of Training and Development Programs

There are many different types of training and development programs that organizations can implement. Here are some examples:

1. **On-the-job training:** On-the-job training involves training employees while they are performing their job duties. This can include job shadowing, coaching, and mentoring.
2. **Classroom training:** Classroom training involves providing employees with instruction in a classroom setting. This can include lectures, group discussions, and hands-on activities.
3. **E-learning** involves providing employees with training and development opportunities through digital media, such as online courses and webinars.
4. **Professional development programs:** Professional development programs provide employees with opportunities for skill-building and career advancement. This can include leadership development programs, certification programs, and tuition reimbursement.

Employee Engagement and Motivation

Employee engagement and motivation are crucial for EED's success. Engaged and motivated employees experience higher job satisfaction, demonstrate greater commitment, provide better customer service, and contribute to increased innovation within the organization.

Approaches to Employee Engagement:

Different approaches to employee engagement include the top-down approach, where management takes the lead in developing initiatives, the bottom-up approach, which involves employee involvement, and the hybrid approach that combines both approaches.

Strategies for Motivating Employees:

Organizations can employ various strategies to motivate employees. Providing regular feedback, offering growth and development opportunities, recognizing, and rewarding good performance, fostering a positive work environment, and promoting work-life balance are effective ways to enhance employee motivation.

Career Development

Career development is the process of helping employees plan and manage their careers within an organization. Career development is important for employees and organizations because it can increase job satisfaction, retention, and productivity. This chapter will discuss the importance of career development, different approaches, and strategies for implementing effective career development programs.

The Importance of Career Development

Career development is important for the following reasons:

1. **Increased job satisfaction:** Employees who feel they have career growth and development opportunities are more likely to be satisfied with their jobs.
2. **Improved retention:** Organizations that offer career development opportunities are more likely to retain their employees, as employees are more likely to stay with an organization that invests in their growth and development.
3. **Increased productivity:** Employees motivated by career development opportunities are more likely to be productive and achieve their goals.

Approaches to Career Development

There are different approaches to career development, including the following:

1. **Formal career development programs:** Formal career development programs are structured programs that offer employees a variety of opportunities to develop their skills and advance their careers, such as mentoring, coaching, and training.
2. **Informal career development:** Informal career development includes on-the-job learning, self-directed learning, and supervisor feedback.
3. **Self-directed career development:** Self-directed career development involves employees taking the initiative to seek out opportunities for growth and development, such as taking on new responsibilities or pursuing additional education.

Strategies for Implementing Effective Career Development Programs

There are several strategies that organizations can use to implement effective career development programs:

1. **Align career development with business goals:** Career development programs should be aligned with the organization's overall business goals and objectives.
2. **Provide training and development opportunities:** These opportunities, such as workshops and courses, can help employees acquire new skills and knowledge.
3. **Offer mentoring and coaching:** Mentoring and coaching programs can provide employees valuable guidance and support as they navigate their careers.

4. Create career paths: Organizations can create career paths to help employees visualize their career progression.
5. Provide feedback and recognition: Regular feedback and recognition can help employees understand their strengths and weaknesses and identify areas for improvement.

HRD Metrics and Evaluation

Metrics and evaluation are essential components of any human resource development program. Metrics provide a way to measure the effectiveness of HRD programs and evaluate their impact on employees and the organization. In this chapter, we will discuss the importance of HRD metrics and evaluation, different types of HRD metrics, and strategies for evaluating HRD programs.

The Importance of HRD Metrics and Evaluation HRD metrics and evaluation are important for the following reasons:

1. Measure effectiveness: HRD metrics provide a way to measure the effectiveness of HRD programs and determine if they are meeting their goals and objectives.
2. Identify areas for improvement: HRD evaluation can help identify areas for improvement in HRD programs, such as areas where employees are not performing as well as expected or where there are gaps in knowledge or skills.
3. Enhance decision-making: HRD metrics and evaluation can help organizations make informed decisions about HRD programs and initiatives.

Types of HRD Metrics There are different types of HRD metrics, including the following:

1. Input metrics: Input metrics measure the resources invested in HRD programs, such as the number of employees trained, or the amount spent on training.
2. Output metrics: Output metrics measure the results of HRD programs, such as changes in employee behavior or improvements in job performance.
3. Outcome metrics: Outcome metrics measure the impact of HRD programs on the organization, such as improvements in customer satisfaction or increased sales.

Strategies for Evaluating HRD Programs There are several strategies that organizations can use to evaluate HRD programs:

1. Conduct pre- and post-training assessments: pre-and post-training assessments can help evaluate training programs' effectiveness by measuring knowledge and skills changes.
2. Use feedback surveys: Feedback surveys can help evaluate the effectiveness of HRD programs by soliciting feedback from employees on the quality and usefulness of the programs.

3. Track performance metrics: Performance metrics can help evaluate the effectiveness of HRD programs by measuring changes in employee behavior and job performance.
4. Analyze business metrics: Business metrics, such as sales figures or customer satisfaction ratings, can help evaluate the impact of HRD programs on the organization.

CHAPTER 2 – ADULT LEARNING

Introduction

In the realm of education and training, adult learning stands apart from child learning due to distinct characteristics and needs. Unlike children, adult learners possess unique behaviors and requirements to be considered when organizing training. This chapter will delve into organizing training for adult learners, explicitly targeting trainers, subject matter experts (SMEs), and regional and sub-regional training initiatives.

Adult learners differ from children in various ways, and understanding their distinct behaviors is crucial to facilitating a practical learning experience. Unlike traditional schooling systems, adult learners require a learner-centric approach acknowledging their experiences, expectations, and individuality. As the central focus of the learning process, adult learners bring a wealth of knowledge, skills, and diverse backgrounds to the training setting.

Organizing training for adult learners entails a different approach compared to child education. This chapter aims to shed light on the strategies and considerations necessary to meet adult learners' unique expectations and needs. By adopting an approach that aligns with their experiences and desired outcomes, trainers can facilitate a more engaging and efficient learning process.

Throughout this chapter, we will explore the intricacies of adult learning, providing insights and guidance on how to organize training effectively. By understanding the distinctive characteristics of adult learners, trainers and organizers can tailor their methods and materials to maximize learning outcomes and create a supportive and empowering environment.

Adult Versus Child Learning

Comparison between child and adult learning: pedagogy and andragogy.

Criteria	Pedagogy (Classroom, child)	Andragogy (Adult, non-formal)
Learner's role	Follow instructions. Passive reception Receive information. Little responsibility for learning process	- Offer ideas based on experience Interdependent Active participation Responsible for learning process
Instructor's Status	- Teacher - Established authority	- Has equal status Facilitator
Application	- No immediate benefits	- Immediate, ongoing
Objective	- Imprecise	- - Clear

Experience	- Not significant	- - Used advantageously
Motivation for Learning	- External forces - forces of society (family, religion, tradition, etc.)	- From within oneself
Choice of content	Teacher Controlled Learner has little or no choice	Centered on life or workplace problems expressed by the learner or need-based.
Method focus	- Gain facts, information	-Sharing and building on knowledge and experience

I. Learning Principles

To ensure effective adult learning, it is crucial to follow principles considering adult learners' unique characteristics and behaviors. These principles address the need for active involvement, the various types of trainers, and the assumptions about human behavior. Let us explore these principles in more detail:

a) **Involve learners in Planning and Implementing Activities.**

Including adult learners in the planning and implementing of their learning activities is a fundamental principle of adult education. This principle recognizes the importance of learner engagement and empowerment. By involving learners at every training program step, trainers tap into their knowledge, experiences, and perspectives, fostering a sense of ownership and motivation.

b) **Draw up learners' experience as a resource.**

Adult education emphasizes utilizing the experiences of participants as valuable learning resources. Adult learners bring personal and professional experiences to the training setting. By creating opportunities for sharing and reflection, trainers can leverage these experiences to enhance the learning process, promote critical thinking, and create meaningful connections between theory and practice.

c) **Cultivate self-direction in learners.**

Adult learning should be structured to nurture the development of self-direction since they begin to see themselves as proactive and initiating individuals engaged in a continuous interaction of their personal relationships, work worlds, and social circumstances rather than as reactive individuals. Thus, the trainer deliberately motivates them to be active and involve themselves fully in the learning process.

d) **Create a climate that encourages and supports learning.**

The training environment should be characterized by trust, mutual respect, and support between trainers and learners. Enhancing learners' self-esteem and creating a safe space where they feel comfortable expressing their ideas, asking questions, and engaging in open discussions is essential. Trainers create a conducive learning environment by establishing a positive, inclusive atmosphere where learners can thrive.

e) Foster a spirit of collaboration in the learning setting.

Collaboration in adult learning is frequently founded on the idea that the roles of trainers and learners can be interchangeable. Adult learning is a cooperative enterprise that respects and draws upon each person's knowledge in the learning setting.

f) Use Manageable size.

Limiting the number of participants in each training program is recommended to promote active participation and foster teamwork. Suitable size for a training program is typically between 20-30 participants. By keeping the group size manageable, trainers can create an environment that facilitates meaningful interaction, engagement, and individualized attention.

g) Address an immediate need.

Motivation to learn is highest in adult education when the training addresses the learners' immediate needs or problems. By addressing relevant and practical issues, trainers create a sense of relevance and applicability, which fuels learners' motivation and engagement. Aligning the training content with learners' immediate needs enhances the learning experience and increases the likelihood of practical application.

h) Respect the learners.

Mutual respect and trust between trainers and learners are essential for effective learning. Trainers should acknowledge the knowledge, experiences, and perspectives that adult learners bring to the training setting. Trainers foster a positive and inclusive learning environment by demonstrating respect for learners' individuality and creating an atmosphere of dignity.

i) Provide feedback.

Providing adequate and constructive feedback is a critical element in adult education. In any adult learning environment, feedback plays a vital role in reinforcing learning, identifying areas for improvement, and building learners' confidence. Trainers should provide timely and relevant positive and constructive feedback to facilitate learners' growth and development.

j) Create a safe and convenient learning atmosphere.

Creating a relaxed and enjoyable learning atmosphere is crucial to motivate adults to learn. Trainers should strive to establish an environment where learners feel at ease, free to express themselves and participate with enthusiasm and energy. Informal relationships, icebreakers, fun activities, and energizers are valuable tools that trainers can use to create a positive and relaxed learning environment.

II. Guidelines for Teaching Adults

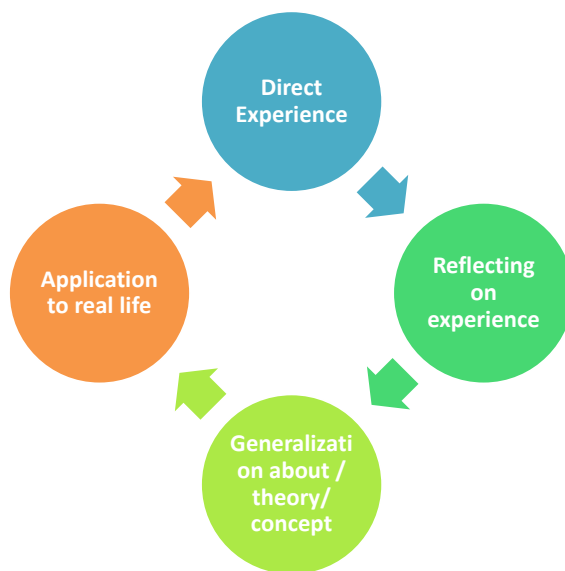
Adults learn best when:

- They want to learn, are highly motivated, and have clear objectives.
- They see the immediate use-value of what they are learning.

- Their experience and knowledge are recognized and be used in the learning process.
- They participate in determining the content of their own learning and their expectation is clarified from the very beginning of the training program.
- They can integrate new ideas with what they already know.
- They are actively involved in problem-solving exercise and hands-on learning which enable them to assimilate, practice and creatively use the information in new ways. Education is less effective when people passively receive information.

III. Adult learning cycle/experiential – learning

In any adult training, there are four phases in which the learning process takes place in separate but interdependent manners.



Phase one: direct experience

The trainer presents any significant issue related to their problem or experience to the learners.

1. Group problem-solving: refers to the collaborative process of finding solutions to a specific problem or challenge. It involves a group of individuals working together, pooling their knowledge, skills, and perspectives to analyze the problem, generate ideas, evaluate options, and reach a consensus on the best course of action. Group problem-solving is often used in complex situations that require diverse inputs and collective decision-making, such as strategic planning, organizational problem-solving, or brainstorming sessions.
2. Case study: an in-depth analysis of a natural or hypothetical situation or scenario. It involves examining a particular event, issue, or problem, exploring its context, and applying relevant theories or concepts to

- understand and analyze it. Case studies often provide detailed information, data, and narratives to facilitate critical thinking, problem-solving, and decision-making. They are commonly used in training and education settings to enhance learners' understanding of complex situations and encourage them to apply theoretical knowledge in practical contexts.
3. **Role plays:** Role plays involve participants taking on specific roles or characters and engaging in simulated scenarios or situations. It allows individuals to actively immerse themselves in different perspectives, experiences, and roles, enabling them to practice skills, explore alternative viewpoints, and develop empathy. Role plays effectively develop interpersonal skills, communication skills, problem-solving, and decision-making abilities. They are frequently used in training programs, workshops, or educational settings to enhance learning through experiential and interactive approaches.
 4. **Field visits** involve participants physically visiting and observing real-world locations, organizations, or events relevant to the training topic or learning objectives. It provides learners firsthand experiences, exposure to different contexts, and opportunities to apply theoretical knowledge in practical settings. Field visits can be particularly valuable for subjects related to the environment, social sciences, or any field where direct observation and interaction with the real world are essential.
 5. **Games** are structured activities designed for entertainment, engagement, and learning purposes. They involve participants in a competitive or cooperative environment, often with rules, challenges, and objectives. Games can reinforce learning and promote teamwork, problem-solving, critical thinking, and skill development. They are commonly used in training programs or educational settings to create an enjoyable and interactive learning experience.
 6. **Group tasks:** Group tasks are collaborative activities assigned to a group of individuals to achieve specific objectives or goals. These tasks can be practical projects, assignments, or exercises that require teamwork, communication, and coordination among group members. Group tasks encourage active participation, knowledge sharing, and applying skills and concepts in a collaborative setting. Training programs often use them to foster teamwork, develop leadership skills, and promote problem-solving abilities.

Scenarios for using these approaches:

- **Group problem solving:** Complex challenges or organizational issues need collective input and decision-making.
- **Case study:** Analyzing and understanding real-life scenarios, applying theoretical knowledge, and developing problem-solving skills.
- **Role plays:** Practice interpersonal skills, explore different perspectives, and enhance communication and decision-making abilities.
- **Field visits:** When direct observation, interaction, and contextual understanding are essential for learning and applying concepts.
- **Games:** To reinforce learning, foster teamwork, and develop problem-solving and critical thinking skills engagingly and enjoyably.

- Group tasks: When collaborative projects or assignments are required to promote teamwork, knowledge sharing, and practical application of skills.

By considering each approach's unique features and objectives, trainers and organizers can select the most suitable method to achieve their specific learning goals and engage participants effectively.

IV. Preparing for a Training

Preparing for training is essential to ensure their effectiveness and maximize the learning outcomes for participants. Adequate preparation allows trainers to design and structure the training program, identify the specific goals and objectives, select appropriate materials and resources, and create a supportive learning environment. It enables trainers to align the content with the learners' needs and expectations, tailor the delivery methods to optimize engagement and anticipate potential challenges or obstacles. Proper preparation also enables trainers to adapt and customize the training to the unique characteristics and backgrounds of the participants, ensuring relevance and practical applicability. Overall, thorough preparation sets the foundation for a well-organized, engaging, and impactful training experience that enhances participants' knowledge, skills, and abilities. Preparing for training requires a lot of thought and consideration. Here are the essential steps to follow:

- Identifying the training objectives and goals: Before starting the training, it is essential to identify the goals and objectives of the activity. What mindset, attitude, skills, or knowledge must the attendees acquire, and how will the training help them achieve their goals?
- Understanding the target audience and their needs: The training should be designed to cater to the attendees' needs. Conduct a needs assessment to understand their knowledge and skill level and tailor the training accordingly.
- Selecting appropriate trainers or subject matter experts: Choose trainers with the necessary knowledge and experience to deliver the training. The subject matter experts should be knowledgeable in the specific topic and can deliver content effectively.
- Choosing a suitable training location and environment: The training location should be convenient and accessible for the attendees. The environment should be conducive to learning and have all the necessary equipment.
- Establishing a training schedule and timeline: Determine the duration of the training and create a timeline to ensure that all content is covered within the given timeframe.
- Developing the training materials and resources: Develop relevant training materials and resources, such as handouts, presentations, and case studies, to support the training content.

V. Delivering the Training

Delivering the training is a crucial step in the process, and it requires an engaging and interactive learning experience. Here are some steps to follow:

- Providing an engaging and interactive learning experience: Attendees should be engaged and involved in the learning process. Incorporate a variety of teaching methods and techniques, such as group activities, case studies, and role-playing, to enhance the learning experience.
- Encouraging participation and feedback from attendees: Attendees should be encouraged to participate actively in the training and provide feedback to help improve the training process.
- Addressing any challenges or issues that arise during the training: Identify any challenges or issues that arise during the training and address them immediately to avoid any disruptions in the learning process.
- Ensuring that the training stays on schedule and meets the objectives and goals: Stick to the training schedule and ensure that all training objectives and goals are met within the given timeframe.

VI. Training Methodology

Training methodology in adult training, unlike child learning, must fully involve learners, motivate, and enable learners to participate actively to achieve the desired outcome. The training methodology used must be learner-centered in which participants play a significant role to ensure the transfer of knowledge & skill more effectively. Adults are rich in experience, and they come from all walks of life and participatory training methods allow learners to share their experiences and learn from each other.

There are different methods that are helpful in adult learning. We shall go through them separately.

A. Presentation

A presentation is an activity conducted by a trainer to convey information, theories, or facts and principles. Presentations depend largely on the trainer for content than any other technique.

When do we use presentation?

- To introduce participants to a new subject
- To provide an overview or a synthesis of a subject
- To convey facts, principles & theories
- To address a large group

Advantage

- Covers a lot of material in a short time.

- Useful for large groups
- Can be adopted to any kind of learner.
- The trainer has more control than in other situations.

Things to be aware of before you decide to use a lecture.

- Emphasizes one-way communication.
- Overuse of the method results in fatigue.
- Is not experiential in approach.
- Learner's role is passive.
- Trainer needs skill to be an effective presenter.
- Inappropriate for changing behavior or for learning skills
- Learner retention is not as great unless it is followed up with a more practical technique.
- A presentation is common in more formal situations.

Process

- Introduce the topic and tell the learners what you are going to tell them.
- Present the material using visual aids.
- Summarize the key points you have made and tell the learners what you have told them.
- Invite the learners to ask questions.
- Ask 2 or 3 participants to summarize the major learning points vis-à-vis their experience.

B. Small group discussion

A small group discussion is an activity that allows learners to share their experiences and ideas or to solve problems. Participants should never be asked to discuss on a topic when they have no background knowledge.

Why do we use small group discussion?

- To enable participants to present their ideas in a small group.
- To enhance problem-solving skills as a team
- To help participants learn from each other.
- To give participants a great sense of responsibility in the learning process
- To promote teamwork
- To clarify personal values

Advantages

- Learners develop greater control over their learning.
- Participation is encouraged.
- Learners are less dependent on the trainer.

- Allows for reinforcement and clarification of lesson through discussion.

Things to be aware of before you decide to use a small group discussion.

- The task given to the group needs to be very clear.
- The group should be able to listen to each other, even if they do not agree with what others say.
- Group discussion should not be dominated any one or two people.
- Group size should be four to seven people.
- Pre-prepared questions help guide the discussion.
- Everyone should be encouraged to participate.

Process

- Arrange the learners in small groups.
- Introduce the task that describes what should be discussed in the small group.
- Ask each group to designate a discussion facilitator, a recorder, and a person to present the group's findings to the class.

C. Brainstorming

This method is used when you want to generate many ideas.

Why do we use brainstorming?

- To develop quick thinking of participants
- To enhance problem solving skills of trainees
- To show participants that there are different ways of thinking.

Advantages

- It engages the group's attention.
- It creates a competitive spirit among groups.
- It allows everybody to participate.
- It helps to seek a solution to a certain situation.

Things to be aware of before you decide to use brainstorming.

- Some participants may dominate the whole brainstorming session.
- Some participants may ridicule the idea of others.
- Participants should know clearly the task expected of them.
- The whole purpose of the exercise is to generate ideas and not to evaluate.
- List all contributions made and later evaluate the ideas.

Process

- Divide participants into groups of 4-7 members.
- Give clear instruction for participants and make sure that they understood thoroughly.
- Ask each group to select discussion leader, recorder, and presenter.

D. Role Play

A role play is an activity where each participant simulates a role or a situation to display the ideas or principles discussed earlier. It is more of drama type but without written script.

Why do we use role-play?

- To change people's attitude
- To enable people to see the consequences of their actions or others.
- To provide an opportunity for learners to see how others might feel and behave in each situation.
- To provide a safe environment in which participants can explore problems they may feel uncomfortable about discussing in real life.
- To enable learners to explore alternative approaches to dealing with situations.

Advantages

- It creates an informal environment that creates fun and friendliness.
- Attracts the group's attention.
- Simulates a look into the real world.
- It is a way of proving how participants understood the subject matter or the message needed to transfer.
- It provides a situation that allows participation, involvement, and action learning.

Things to be aware of before you decide to use a role-play.

- A role-play is a spontaneous engagement and there is no script to follow.
- Actors must have a good understanding of their role for the exercise to succeed.
- Actors might be observed by their roles.
- Time should be limited, and the trainer must control the time.

Process

- Prepare the actors so that they understand their role and the situation.
- Set the climate so that the observers know what the situation involves.
- Observe the role-play.
- Thank the actors and ask them how they felt about the role-play and be sure that they get out of their roles and back to their real selves.
- Share the reactions and observations of the audience/trainees.
- Ask the learners what they have learned and develop principles.
- Ask the learners how the situation is related to their own lives.
- Summarize key learning points.

E. Case Study

A case study is a description of a hypothetical event or a set of circumstances with appropriate details, which adult learners are asked to examine and understand. They are required to analyze the possible causes of a problem and forward remedial solutions.

Why do we use case study?

- To discuss common problems in a typical situation
- To provide a rare opportunity to develop problem solving skills.
- To promote group discussion and group problem solving

Advantages

- Learners can relate themselves to the situation.
- Learners are highly involved.

Things to be aware of before you decide to use a case study.

- The case must be closely related to the learner's experience.
- Problems are often complex and multi-faceted.
- There is no one right solution.
- Requires a lot of planning time if you need to write the case.
- Discussion questions need to be carefully designed.
- The trainer should be clear about what objectives should be achieved by using the case study.
- Open-ended questions should follow. These start with what, when, how, who how much, where, and why? 5W_s and 2H_s.
- Questions should cover the following essential areas establishing/identifying the problem(s), identifying the possible causes and possible solutions to the problem(s)
- Each participant should have their own copy to allow better understanding and reflection by referring to the written copy. It is not advisable to share copies of the case study.

Process

- Introduce the case.
- Give learners time to familiarize themselves with the case.
- Present questions for discussion or the problem to be solved.
- Give learners enough time to solve the problems.
- Have some learners present their solutions/answers.
- Discuss all possible solutions.
- Ask the learners what they have learned from the exercise.
- Ask them how the case might be relevant to their own environments.
- Summarize key learning points.

F. Demonstration

A demonstration is a presentation of a method for doing something practical.

Why do we use demonstration?

- To teach specific skills or techniques
- To model a step-by-step approach

Advantages

- Easy to focus learner's attention.
- Show practical applications of a method.
- Involve learners as they try the method themselves.

Things to be aware of before you decide to use a demonstration.

- Requires planning and practice ahead of time.
- Demonstrators need to have enough materials for everyone to try the method.
- Not useful in large groups
- Requires giving feedback to learners as they try the method themselves.

Process

- Introduce what the purpose of the demonstration is.
- Present the material you are going to use.
- Demonstrate the task step-by-step.
- Demonstrate again for better understanding and explaining each step.
- Invite the learners to ask questions.
- Give the learners the opportunity to practice.
- Discuss how easy/ difficult it was for them.

G. Simulation

It is the deliberate making of certain conditions that could exist in real life situation. It gives the learners an opportunity to apply the knowledge gained by performing a part or a whole of the situation or a given event.

Why do we use simulation?

- To Allow learners to experience decision-making in "real" situations without worrying about the consequences of their decisions.
- To see how the trainees are applying knowledge, skills, and attitudes in the context of an everyday situation.

Advantages:

- It is practical.
- Learners can discover and react on their own.
- High involvement of learner
- It gives immediate feedback.

Things to be aware before you decide to use a simulation.

- Time consuming
- The facilitator must be well prepared, especially with logistics.
- A simulation is often a simplistic view of reality.

Process

- Prepare the learners to take on specific roles during the simulation.
- Introduce the goals, rules, and time frame for the simulation.
- Check to make sure that each group understands the task.
- Facilitate the simulation.
- Ask learners about their reactions to the simulation.
- Ask learners what they have learned from the simulation and develop principles.
- Ask learners how the simulation relates to their own lives.
- Summarize the key learning points.
- Give groups time to discuss- this should not require the trainer's involvement unless the learners have questions for the trainer.
- Have one person from each group summarize the findings of the group (this could be a solution to a problem, answers to a question, or a summary of the ideas that come out during the discussion)
- Identify common themes that were apparent in groups' presentations.
- Ask the learners what they have learned from the exercise.
- Ask them how they might use what they have learned.

H. Energizers¹

Adult learners unlike classroom students, cannot afford to listen for long hours. If the training is a one-way communication, they start to lose their concentration and their interest begins to weaken. Experience shows that adult learners lose their concentration in the afternoon sessions. The trainer should carefully monitor this situation and stop for a while and inject some energy to the class using energizers. Energizers are games that are designed to remove fatigue and tiredness.

Energizers should involve all participants and must create fun and a relaxing atmosphere. The trainer should be equipped with a variety of energizers so that he or she can apply in the class when he/she deems it appropriate.

Here are some energizers that can be used.

i. Physical exercise

The trainer writes any word on the board or flip chart, for instance, money, enterprise etc. and then asks the participants to stand up and write the alphabets using their body one-by-one. They can use their entire body, neck, hand, or leg depending on their interest.

ii. The longest line

Divide the participants into two groups equally and ask them to make the longest line using their body and material but tell them that there must not be disconnection between lines. Measure the line using your feet and the one who construct the longest line will be the winner. The trainer should disclose the winner and ask the participants to clap for the winning team.

iii. Whisper game

The trainer divides the participants equally and select those who are seated in the front chairs and tell them one short story to be whispered to the person sitting next to their chair and the next person in turn transfer the message by the same method until the last person. They are not allowed to speak loudly and telling the message for more than one person is not allowed. Then collect the information from the two group members who sit on the last chairs and compare their answers with the original information. This exercise always creates distortion of information and results fun.

iv. Guess the leader.

Ask for one volunteer from the class and tell him to be out of the class for a while. In his absence make the group to stand up in a circle and select another volunteer who guides the group with different body language and movements. The rest of the group members follow his instruction and repeat what the leader is doing. The

¹ Remember to choose energizers that align with the objectives and atmosphere of your training session.

leader could clap his hands; scratch his hair and whatever he/she likes. Call the volunteer to come into the circle and identify the leader.

v. *Copycat Exercise*

Ask for one volunteer and tell him to go out of class until he is allowed to come in. In his absence tell the participants to stand in a circle and repeat the words and all actions of the person who became volunteer. The main purpose of the exercise is to make the person in the circle feel shy and stay him away from the center.

vi. *"Human Knot"*

Ask participants to stand in a circle and extend their arms towards the center. Instruct them to grab the hands of two different participants across from them. Then, challenge the group to untangle themselves without letting go of each other's hands. This energizer promotes teamwork and problem-solving.

vii. *"Name Game"*

Divide participants into pairs. Instruct each pair to take turns saying their partner's name while performing a specific action, such as clapping or snapping their fingers. Gradually increase the speed, challenging participants to remember and recall each other's names quickly. This energizer enhances memory and promotes active engagement.

viii. *"Word Association"*

Choose a starting word related to the training topic and share it with the participants. Instruct each participant to quickly say a word that is associated with the previous work, forming a chain. For example, if the starting word is "innovation," participants could say "creativity," "problem-solving," "adaptability," and so on. This energizer stimulates creative thinking and enhances mental agility.

ix. *"Balloon Stomp"*

Provide each participant with a balloon and ask them to tie it to one ankle using a string. Then, instruct participants to move around the room and try to stomp on other participants' balloons while protecting their own. The last participant with an intact balloon win. This energizer encourages movement, coordination, and a sense of friendly competition.

x. *"Team Cheers"*

Divide participants into small teams and ask each team to create a unique team cheer or chant related to the training topic. Give them a few minutes to come up with their cheer and practice it. Then, invite each team to perform their cheer in front of the whole group. This energizer boosts team spirit and fosters a positive and fun learning environment.

I. Training methods in terms of their involvement of participants

The whole purpose of knowing different methods in adult learning is to select the appropriate method that best suits with the learners' needs to convey the desired message effectively. Although the nature and the objective of the course determine the method to be used in any session, it is of vital significance to use the methods that fully involve the learners.

VII. Training Models

There are several Training of Trainers (TOT) models that EED can follow. There are also several models that other organizations and institutions use to develop trainers effectively. The following are some common TOT training models:

1. **Direct Instruction Model:** In this model, the TOT program uses a direct instruction approach where the trainers explicitly teach the content to the participants. This model is effective for conveying specific information and skills.
2. **Experiential Learning Model:** This model focuses on hands-on learning and active participation. Trainers engage participants in activities, role-plays, and simulations to enhance learning and skill development.
3. **Action Learning Model:** The action learning model involves participants working on real-life projects or challenges during the training. Trainers facilitate the learning process as participants apply their knowledge and skills to solve problems.
4. **Train the Trainer (TTT) Model:** In this model, experienced trainers conduct the TOT program to train new trainers. The focus is on providing the necessary skills, techniques, and methodologies for effective training delivery.
5. **4MAT Model:** The 4MAT model is a comprehensive training approach that addresses different learning styles and preferences. It is based on the four learning stages: Why, What, How, and If.
6. **ADDIE Model:** The ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) is a systematic instructional design process used for creating effective training programs.
7. **Gagne's Nine Events of Instruction:** This model outlines nine steps for designing and delivering effective training, including gaining attention, informing learners of objectives, stimulating recall, presenting content, providing guidance, eliciting performance, providing feedback, assessing performance, and enhancing retention and transfer.
8. **Kirkpatrick's Four Levels of Evaluation:** This model focuses on evaluating training effectiveness at four levels: Reaction, Learning, Behavior, and Results. It helps assess the impact of training on both participants and the organization.
9. **Bloom's Taxonomy:** While not a complete TOT model, Bloom's Taxonomy is a hierarchical framework used for defining learning objectives and categorizing different levels of cognitive learning.

VIII. Post-Training Activities

Post-training activities are essential to evaluate the effectiveness of the training and provide feedback for improvement. Here are some steps to follow:

- Evaluating the effectiveness of the training: Evaluate the training to determine if the objectives and goals were met. Use evaluation forms, surveys, or other methods to assess the attendees' learning outcomes.
- Collecting feedback and suggestions from attendees: Collect feedback from the attendees to understand their experience and identify areas for improvement. Use evaluation forms or surveys to gather feedback and suggestions.
- Reviewing and updating the training materials and resources as needed: Review the training materials and resources based on the feedback received from the attendees. Update the materials to ensure that they are relevant and up to date.
- Developing follow-up activities or support for attendees: Develop follow-up activities or support to help the attendees apply what they have learned during the training. This could include additional training, coaching, or mentoring.
- Celebrating the success of the training and recognizing the contributions of trainers and subject matter experts: Celebrate the success of the training and recognize the contributions of the trainers and subject matter experts. This could include sending thank-you notes or providing certificates of appreciation.

CHAPTER 3 - TRAINING NEEDS ASSESSMENT

There are certain steps that must be followed in organizing any training program. These steps are:



Figure 2: Steps to design a training program.

A. Identifying training needs

A training need exists where there is a gap between what is required of a person to perform his /her duties competently and what they know.

Surveys, observations, and interviewing are methods that can assist in getting a more detailed picture so that the participants' area of weakness and strength are quite clearly identified.

Information that needs to be collected include:

- The target audience's current level of understanding or skill
- New knowledge and skill that will be needed.
- Composition of target audience (sex, age, work experience, educational background, and motivation)
- Audience needs, concerns and attitudes.
- Level of literacy and language proficiency

Participants will be familiarized with a Training Needs Analysis (TNA) format, and they will be practicing how to conduct TNA in its separate session later in this course.

B. Set objectives of the training

There are basically three types of objectives, all of which should be part of any training program. These are:

- Cognitive or those which aim to provide knowledge or theory.
- Affective or those which aim to change thinking or attitude towards something.
- Practical objectives, which transfer actual skills resulting in the ability to do something.

To be effective, learning objectives should state what behavior or action is required.

Rules for formulating training objectives:

1. Have the participants as the subject of the sentence.
2. Include an action verb that is observable and measurable.
3. Describe what participants will be able to do at the end of the session and therefore be realistic.
4. The objective you set must be proved by asking questions or recapitulating at the end of the session.

Example:

Table 1: Measurable and non-measurable action verbs

Non measurable action verb	Measurable action verb
At the end of the session participants will be able to correct subordinates' mistake	At the end of the session participants will be able to describe how to correct subordinates' mistakes constructively and in a way that is acceptable to them
At the end of the session participants will be able to prepare reports	At the end of the session participants will be able to explain why it is important to prepare reports regularly

There are three kinds of objectives. These are knowledge-based objectives, skills related objectives and attitude related objectives. The types of words we use when we set objectives differ depending on the type of objective we want to achieve.

The type of words we use for different objectives are stated below:

Knowledge based objectives.

Table 2: Knowledge based objectives.

Analyze	Evaluate	Organize
Apply	Express	Rate
Categorize	Group	Recall
Choose	Identify	Recite
Clarify	List	Record
Compare	Locate	Relate

Define	Mark	Select
Describe	Match	State
Differentiate	Name	Write
Distinguish	Order	

Skills related objectives.

Table 3: Skills related objectives.

Advise	Demonstrate	Illustrate
Assemble	Design	Install
Collect	Diagnose	Locate
Combine	Discuss	Make
Conduct	Draw	Manipulate
Connect	Execute	Measure
Construct	Find	Perform
Control	Fix	Process (data)
Select	Show	

Attitude related objectives

Table 4: Attitude related objectives

Accept	Defend
Agree	Encourage
Allow	Help
Choose	Lead
Co-operate	Prescribe
Criticize	Recommend

C. Determining the structure and content of the training

After identifying the gap that must be filled in through TNA and formulating the objective of the course, the trainer should give due emphasis for the selection of the contents that are useful to meet the objective of the program.

D. Selection of appropriate training methods

Training is something that needs careful approach and method to ensure the transfer of knowledge and skill effectively and up to the desired standard.

There are different methods in delivering training. Action oriented and participatory methods are highly effective in addressing adult learners' needs.

A more detailed description about the methodologies of training will be presented later in this course.

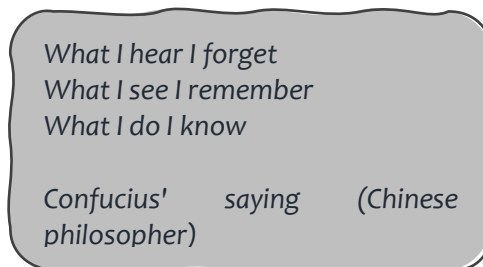


Figure 3: Confucius Saying

E. Selecting training Aids and necessary materials

Appropriate training aids are tools and resources trainers use to enhance the learning experience and facilitate effective communication with adult learners. When preparing training aids, trainers should consider the status and needs of adults, keeping in mind their preferences, experiences, and learning styles. Here are some examples of appropriate training aids:

1. Visual aids: Visual aids such as slideshows, presentations, charts, diagrams, and infographics can help convey information and concepts in a clear and visually appealing manner. They provide a visual reference that supports learners' understanding and retention of key points.
2. Handouts and printed materials: Providing handouts, worksheets, or reference materials allows learners to have tangible resources to follow along, take notes, and refer to after the training. These materials can summarize key information, provide additional resources or exercises, and serve as a reference for further learning.
3. Interactive exercises and activities: Incorporating interactive exercises, group discussions, role plays, and case studies engages learners actively in the learning process. These activities encourage participation, collaboration, critical thinking, and application of knowledge and skills in a practical context.
4. Technology-based aids: Depending on the training setting and resources available, trainers can utilize technology-based aids such as multimedia presentations, online resources, videos, and interactive online platforms. These aids can enhance engagement, provide real-life examples, and offer opportunities for self-paced learning or remote training.

5. Demonstrations and simulations: For certain types of training, hands-on demonstrations, simulations, or practical exercises can be effective training aids. These aids allow learners to observe and experience the application of skills or procedures in a controlled environment, facilitating comprehension and mastery.
6. Props and physical objects: Incorporating props or physical objects relevant to the training topic can make the learning experience more tangible and memorable. Props can be used to illustrate concepts, demonstrate procedures, or enhance understanding through a multi-sensory approach.
7. Multimedia and audiovisual resources: Utilizing multimedia resources such as videos, audio recordings, or animations can help convey complex information, provide real-life examples, or stimulate discussions and reflections.

When selecting training aids, trainers should consider the learners' preferences, cultural context, accessibility needs, and training objectives. It is essential to strike a balance between various aids to create an engaging, inclusive, and effective learning environment that caters to the unique needs of adult learners.

F. Training schedule and timetable

Training schedule should be designed based on the mutual consent of the organizing body and participants. Public holidays, peak seasons, and other religious considerations such as fasting seasons should be kept in mind in organizing a training program.

Once the appropriate training is decided upon, the next step will be preparing the timetable of the program. Allocation of tasks among trainers who participate in the program should be done at this stage.

G. Conducting the program

Since this is an implementation stage, the trainer is approaching the audience in the class. The first task in any training program is welcoming participants. Formal opening ceremony of the training is necessary.

The resource person who declares the official opening of the training (if any) should be prepared in advance.

Once the training is officially opened, the trainer should conduct the program based on the timetable and keeping the ultimate objective of the training in mind.

Before going into the training, the trainer should give time for introduction of participants. Different methods of introduction can be used such as dyed introduction, partner identification and others. Since this is the first icebreaking exercise, due weight should be given by the trainer to create a relaxing environment.

After introduction, leveling of participants' expectations is very significant to arrive at common objective and go at equal wavelength. This can be done by asking the participants their expectations out of the training.

It is also advisable to set up ground rules on issues like entrance hour, break time, lunch break and end of the day's hour together with participants. Other issues like active participation, punctuality and others should be discussed in a participatory manner. The trainer should not skip this part as it is the time to involve the trainees in the learning process.

Monitoring the reactions of trainees of the training is also essential daily. In the monitoring sheet, questions such as What made the participants happy, what made them unhappy, what made them confused (if any) and points for improvement are relevant to know how the session is moving and it also helps to take corrective actions before things get worse. For illiterate participants it is possible to use pictures. See the attached sample daily reaction-monitoring sheet at the end.

The trainer in charge should make time to discuss in debriefing session how well the program is going with the co-trainers emphasizing on points for improvements. It is also advisable to find ways to check whether logistical arrangements such as meals, travel if this applies, are in order. Little things such as poor catering services, badly prepared meals, unclean training venues can adversely affect adult learners. The best way of identifying problems is asking participants. In this case maximum effort should be made to resolve the problems. Some of the problems could be solved by the participants themselves and others by the organizing body and by the trainers.

H. Evaluation of the course

Evaluation involves assessing whether the training was successful or not. It is a way of proving whether the training meets the desired objectives or not. And it helps to assess how useful the training to the participants was.

See the attached sample evaluation sheet in the annexed section.

I. Follow up.

Follow-up is a crucial post-training service that helps evaluate the effectiveness of a training program by assessing how well participants apply the acquired knowledge and skills. It provides insights into the impact of training on participant behavior and performance. Follow-up services also help identify new training needs and areas requiring special attention in future interventions.

J. Impact assessment

Impact assessment goes beyond participant satisfaction and knowledge retention to measure the actual impact of training on individual performance, organizational outcomes, and overall effectiveness. Critical steps in impact assessment include defining measurable objectives, selecting appropriate evaluation methods,

collecting data on behavior and performance changes, analyzing, and interpreting results, identifying successes and areas for improvement, providing feedback, and developing action plans. Long-term monitoring ensures sustainability and informs future training initiatives.

CHAPTER 4 - INSTRUCTIONAL DESIGN OR CURRICULUM DESIGN

1. Introduction

The goal of instructional design is to make learning more efficient, more effective, and less difficult. Often, well-designed instruction saves time and money. Why instructional design? We do not mean to imply that each instructional design project will yield the same return. Of more relevance is the fundamental difference between the initial course and the revised course. The instructional designers focused on improving human performance to solve an instructional problem. A subject-matter expert or instructor often approaches the design of a course from a content perspective, that is, what to cover.

In contrast, an instructional designer approaches the task by first defining the problem and then determining what knowledge and skills to solve the instructional problem. This difference between a subject-matter expert's approach of determining what to cover and the instructional designer's approach of first defining the problem and identifying an instructional need offers insight into the course revision and subsequent cost savings. The instructional design process focuses on what the learner "needs to know" and avoids including nonessential content that is "nice to know." There are times when the problem is not one that is best solved through an instructional intervention. A competent instructional designer can identify a variety of problems and then determine the most effective solution even when it means other individuals are needed for the solution.

Benefits of Instructional Design in Business: The benefits of the application of instructional design in business can take many forms. Results can vary from simply reducing the amount of time it takes to complete a course to solving a performance problem by designing effective instruction that increases worker productivity. The role of instructional design and training varies from company to company, as do its benefits.

Instructional Design: Using a systematic design process is termed instructional design (often abbreviated ID). It is based on what we know about learning theories, information technology, systematic analysis, educational research, and management methods. Dewey (1900) saw a need in the early part of the twentieth century for a science that could translate what was learned through research into practical applications for instruction. This science would make decisions about instructional practices based on sound research rather than intuition.

A Typical Instructional Design Model

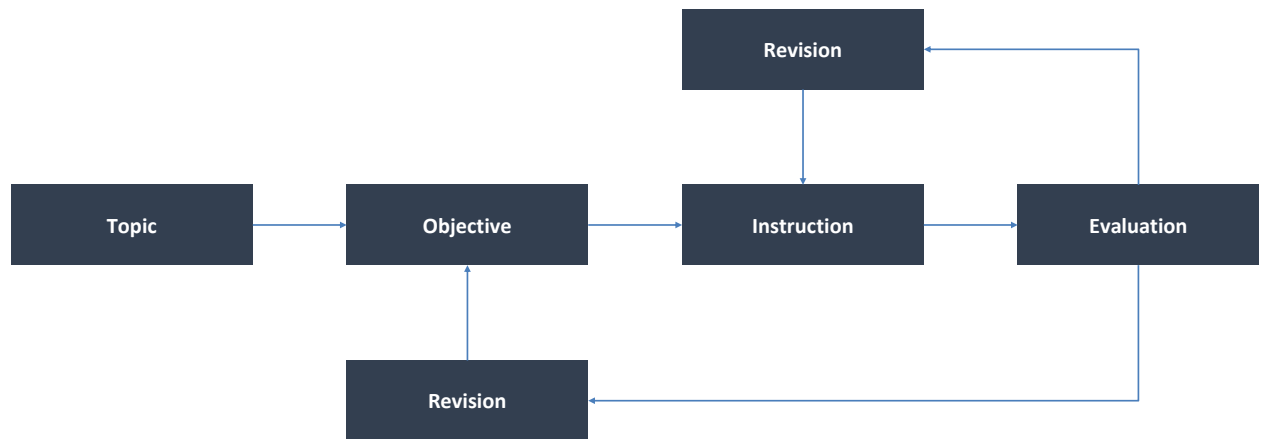


Figure 4: Typical Instructional Design Model

On curriculum design or lesson plan, it is important for a trainer to design how long each module will last and the approach to be taken for each pillar, some modules are better when presented using a scenario or situation while others are okay when presented as it is.

Therefore, it is highly recommended for trainers to design the curriculum in the way that fits the purpose of the course and the expectations of the participants.

Below is a sample of a curriculum design/lesson plan that could be amended to fit any training.

Table 5: Sample of a curriculum design/lesson plan that could be amended to fit any training.

4/27/2023	Course Time:
1) Learner Outcome: This is not read to the learners. Instead, use the Objective and Course Requirements below. This is to help the developer build the lesson plan.	
a) Task: Starting with a verb, describe the observable performance or behavior.	Time:
b) Condition: Describe the actual conditions under which the task will occur or be observed.	
c) Standard: State the level of acceptable performance of the task in terms of quantity, quality, time limitations, etc.	
2) Introduction: Introduce yourself - name, authority (why should the learners listen to you), interest device (war story, humor). Special instructions, facilities, etc.	

3) Objective: Help them to visualize a clear goal, such as what will this learning help me to achieve? What will I be able to do in the future? Why am I spending my time in this class? Time:

4) Course Requirements: What must I do to pass this course? How do I know I can perform the task correctly? Time:

5) Course Description: Give the big picture (Global). The instructional outline will list the details (Liner). Some people prefer large-scale concepts (over-all view of the material). Others prefer one-step at a time instructions. Time:

a) Stimulate recall of prior learning: Show how this lesson is built upon prior lessons or pre-course requirements.

6) Instructional Outline

a) First learning Point: For effective learning, use the full range of Howard Gardner's work on Multiple intelligences.

i) Linguistic-verbal learners tend to think best via words (word smart). Use activities that involve hearing, listening, impromptu or formal speaking, tongue twisters, humor, oral or silent reading, documentation, creative writing, spelling, journal, poetry.

ii) Logical-mathematical learners are questioners who think best by reasoning (number or logic smart). Use activities that involve abstract symbols/formulas, outlining, graphic organizers, numeric sequences, calculation, deciphering codes, problem solving. Time:

iii) Visual-spatial learners employ images and pictures (form mental models of the world). Use activities that involve art, pictures, sculpture, drawings, doodling, mind mapping, patterns/designs, color schemes, active imagination, imagery, block building.

iv) Bodily-Kinesthetic learners use somatic sensations (body smart). Use activities that involve role playing, physical gestures, drama, inventing, ball passing, sports games, physical exercise, body language, dancing.

v) Musical-rhythmic learners tend to think via melodies and rhythm. Use activities that involve audio tape, music recitals, singing on key, whistling, humming, environmental sounds, percussion vibrations, rhythmic patterns, music composition, tonal patterns.

vi) Interpersonal learners think by bouncing ideas from each other (socializers who are people smart). Use activities that involve group projects, division of labor, sensing others' motives, receiving/giving feedback, collaboration skills.

vii) Intrapersonal learners think deeply inside of themselves. Use activities that involve emotional processing, silent reflection methods, thinking strategies, concentration skills, higher order reasoning, "centering" practices, meta-cognitive techniques.

viii) Naturalist learners are connected to the intricacies and subtleties in nature. Use activities that involve bringing the outdoors into the class, relating to the natural world, charting, mapping changes, observing wildlife, keeping journals or logs.

b) Second Learning Point: Normally, each learning point will last about 15 or 30 minutes (lectures only will run 5 to 10 minutes), depending upon the complexity of the subject and the type of activities performed.

i) Use teaching aids for long term memory, such as mnemonics, visualizations, mind maps, or activities - get the learners involved!

Time:

ii) Invoke positive emotions such as excitement, wonder, or challenge. Ask about concerns and then relate them to past or future achievements. Help them to visualize goals and encourage positive actions.

iii) Use all sensory channels - Visual, Auditory, & Kinesthetic (VAK). Using all three will reinforce the learning concepts.

c) Third Learning Point: David Kolb found that the four combinations of perceiving and processing determine the four learning styles. We use all four, but we favor one style. According to Kolb, the learning cycle involves:

i) Theorist – Abstract Conceptualization - lecture, papers, analogies, how does this relate to that, case studies, theory readings, thinking alone.

Time:

ii) Pragmatist – Concrete Experience - laboratories, field work, observations, how can I apply this in practice, peer feedback.

iii) Activist - Active Experimentation - simulations, case study, small group discussions, peer feedback.

iv) Reflector – Reflective Observation - logs, journals, brainstorming, time to think about this.

d) Forth Learning Point: Normally, there should be about 4 learning points for each hour or two of instruction depending upon difficulty...the learners need time to "absorb" the information.

Time:

7) Elicit performance (practice) and provide feedback:

a) Avid Beginners - The learners are enthusiastic to learn a new skill and may be somewhat apprehensive because they are about to enter a change process. They need clear instructions and lots of feedback because the task is new, and a little support.

b) Disillusioned Beginners - The level of technical support becomes less so that they may experiment with their learning style that works best. They have reached failure a few times which means emotional support must increase to help with their confidence.

Time:

c) Reluctant Learners – They have become capable in performing their new skill. The amount of guidance drops to a few pointers so that they can experiment. They are still not confident so emotional support stays high to help build confidence.

d) Task Performers - Little direction and little support are required. They begin to take ownership of their new tasks and responsibilities.

e) Review: After about 1 or 2 hours of class, depending upon the complexity of the material, perform reflection or review activities.

i) Reflection is an active process (the doer must think) - do it in pairs, groups and individually.

Time:

ii) Reviews can also be an activity, i.e., toss a nerf ball around, the receiver of the ball then explains or lists what he or she thought was a major ideal or concept. The ball is then tossed to another...

8) Evaluation: Know what behaviors are to be looked for and how they are rated. These behaviors MUST support the learner outcomes (learning objective).

Time:

9) Retention and Transfer: How will you ensure that the training will be used upon the job? There is absolutely no use in training if they are not going to use it (we lose what we do not use).

CHAPTER 5 - TRAINING PLANNING

Session plan is part of a training module that helps the trainer guide how the session should be going. The Session plan provides the trainer with a guide for each session and can be used to ensure that all the necessary preparations are considered and well thought of. If the session plan is comprehensive and well prepared the trainers run the sessions successfully. Contents of session plan include:

- The title of the session and its duration
 - Session objectives
 - Training methods to be used.
 - Materials to be used.
 - Visual aids
 - Learning activities
 - How the session is evaluated
- a. Points to be considered when preparing to present a session plan.
- The session should be prepared with all the necessary details.
 - Decide who is presenting what.
 - Be careful when a member of the group switches to another to make sure there is no break in the presentation.
 - Correct the exercise as needed (check out all the documents, graphs, visual aids, etc.)
 - The practical exercises (illustration and simulation) should be clear, the guidelines for the tasks to be carried out should be spelled out, the exercises should be suited to meet the objective of the session, the level of difficulty should be considered, and there should be consistency among the facilitator's responses.
 - Steps of presentation should be clearly stated.

b. Sample session plan

Name: Olivier Musafiri Duration 2 hours

Topic: Outlines Validation Workshop

Objective: At the end of a session participants will be able to explain the main content of each pillar and its deliverables

Time (Minutes)	Content	Training method	Materials/handouts
1 - 5	Objective	Presentation	Flipchart and marker

6 - 55	Characteristics of successful entrepreneurs	Guided Discussion	Flip chart and marker
56 - 60	Summary	Question and answer	Flip chart and marker

c. Steps for a training session based on the experiential learning cycle.

- ◆ Set the learning climate right.
- ◆ Present the objective.
- ◆ Initiate the learning experience.
- ◆ Reflect on the experience.
- ◆ Discuss lessons learned from the subject matter.
- ◆ Discuss how the learners might apply what they have learned.
- ◆ Provide closure to the session.

d. Learning priorities

In any training program it is not advisable to give too much information for the learners. Rather it is important to prioritize the points to be raised in the training. Priority should be made based on the relevance of the points.

When a session is designed the time required is also budgeted. Within the time frame allotted for the session, the trainer should think of what messages are to be delivered. Once the messages are designed, the next step will be prioritizing the points on the bases of their importance. Core ideas that are very essential to meet the objective of the session should come first and the trainer should pay attention to them, and relatively more time should be set aside for these issues. In most cases points that are categorized under this issue are points that the participants must know. There are also points that are relevant and should be known by the participants. In this case also the trainer should give due emphasis for issues that should be known by the trainees. There are also issues that are good if the participants could know if time and other circumstances permit.

Why learning priority?

The answer for the question is related to the advantage of putting learning priority.

- It is important to focus on things that are critical and should not in any way be overlooked.
- It sets the direction as to what the discussions should focus on.
- It is relevant not to waste time on things that are not essential.
- It helps to concentrate on key learning points.

CHAPTER 6 – TRAINER AND TRAINEE SELECTION

Trainer Selection

Different steps for selecting participants for any training of trainers or training clients should follow these steps:

Step 1: Screening

To be a trainer, applicants must meet strict qualification guidelines established: more than three years of experience as a trainer or follow the career stipulated in the second section of this chapter, in-depth industry experience, knowledge of SMMEs capacity development, and demonstration of successful training delivery.

Step 2: Interview Part 1

A phone interview is conducted to see if they pass the 100-point checklist and determine if they have a niche style/flair, expertise, experience, and the depth of experience required to deliver the style of experiential tailored training we require.

Step 3: Interview process Part 2

A face-to-face interview is arranged if a candidate passes the phone interview. Only 1 in 10 will make it to this stage. The potential trainer presents a course topic of their choice or one selected for them to the senior management team. The potential trainer delivers the session and further questions are posed to assess the trainer's subject-matter knowledge.

Step 4: On-boarding.

If the potential trainer succeeded in their face-to-face interview, we start them with the on-boarding process. This begins with a training session with Lead Trainer - which takes the trainer through all facets of training including: Training expectations, exceeding client expectations, touch points with a client to establish outcomes for further tailoring, expectations before/during/after each training session.

Step 5: Induction and Train the Trainer

All training of trainers should be required to complete the Train the Trainer program – here they become familiar with connected classroom environment which ensures they provide a rich learning experience.

Step 6: Get connected to our system, prepare, and deliver the first course.

Trainers should be set up in proprietary system TOPS (Training Operations and Performance Management System) which allows them access to client requirements and provides the mechanism for EED to carefully review a trainer's preparation and client feedback. This should be done for their first course and on a continuous basis.

Step 7: Deliver the first Courses

The first few courses delivered by the trainer are managed and reviewed by the head of department, and all aspects are monitored and followed up. Where feedback from participants is ambiguous, contacting participants directly should be advised. The trainer can review their feedback directly from TOPS and they should also be debriefed by the head of department.

Step 8: Ongoing Monitoring

TOPS system should make it easy to monitor average feedback ratings on all trainers, and any dips below the highest of standards stand out for immediate attention.

Step 10: Always Maintain the Highest standards.

Supporting trainers and offering training and advice to re-calibrate from poor performance should be installed. However, unlike regular staff, there is only one opportunity to rebound from below-par professionalism. There will be more staff queuing to be included in the training rosters. Therefore, EED should work with trainers that consistently deliver to the highest standards.

Trainer selection, recruitment, onboarding, and ongoing management is grueling and ongoing, it is also something that should be taken with great pride in - and should be one of the most critical aspects of quality and consistency.

Trainer Career Path

Developing a successful career as a trainer involves progressing through various stages of growth and expertise. Here are the stages commonly observed in trainer career progression:

1. **Assistant Trainer:** Individuals may start as assistant trainers at the initial stage. In this role, they support the lead trainer in delivering training sessions, preparing materials, coordinating logistics, and assisting with participant engagement. Assistant trainers gain valuable hands-on experience and begin to develop foundational skills in training facilitation.
2. **Co-Trainer:** As trainers gain more experience and expertise, they may transition to the role of a co-trainer. They actively collaborate with lead trainers in this stage to deliver training programs. Co-trainers take on more responsibilities in designing and delivering training sessions, conducting activities, providing feedback to

- participants, and contributing to the overall training development process. They continue to refine their training skills and expand their subject matter knowledge.
3. **Trainer:** Upon acquiring a solid training experience and expertise foundation, individuals progress to the trainer role. Trainers independently design and deliver training programs, taking full responsibility for the training sessions from start to finish. They deeply understand adult learning principles, instructional design, and training methodologies. Trainers possess strong facilitation skills, can engage participants effectively, and are capable of tailoring training content to meet specific learner needs. They continuously enhance their knowledge in their respective field of expertise and stay updated with industry trends.
 4. **Master Trainer:** The highest level of expertise in the trainer's career path is that of a master trainer. Master trainers have extensive experience, extensive subject matter knowledge, and a proven record of accomplishment of delivering exceptional training programs. They are recognized as leaders in their field and often take on roles such as mentorship, training program development, and training evaluation. Master trainers may also conduct train-the-trainer programs, sharing their knowledge and skills with aspiring trainers. They contribute to the advancement of the training profession, continuously.

Trainee Selection

On the other hand, selecting training participants should also focus on training objectives and the sector of focus. A pre training needs assessment and consultation with other stakeholders should also be involved to avoid any missed opportunity for key target audience. Training organizers should also describe how participants have been identified, their need assessment report and level of commitment for the training. A sample pre-training assessment is attached to this manual to help the trainers understand the audience but also to guide the development of training materials.

CHAPTER 7 - TRAINING DELIVERY AND CLASSROOM FACILITATION

Facilitation Skill

Facilitation skills are critical for trainers. They are essential tools to ensure active participation and attain the desired effect. We need to develop and refine the trainer's facilitation skills to exploit the unique and diverse human qualities and impart adequate knowledge. There are also several skills required from the facilitators/trainers. These include the following:

- To be a good communicator, you need the knowledge and skill to effectively transfer what you know. Before facing an audience, you must plan what you are going to say and how you are going to say it, you should be able to decide how much you need to say. Here you must consider the following factors.
- The objective of the session.
- Relevance of what you wish to say in relation to the objective.
- The needs, interests, concerns, and expectations of the audience.
- The time available.

Divide your talk into three main points.

- An introduction in which the objectives and main points to be covered are explained.
- The main body of the subject.
- A summary of the main points.

Core competencies of a facilitator

Asking questions: - The facilitator asks open-ended, clarifying and occasionally closed questions to guide the discussion and to expand both the facilitator's and the participants' understanding of the subject being discussed.

Paraphrasing: - The facilitator, using her/his own words, reflects what the participant is saying and how the participant is feeling. This gives the speaker the opportunity to acknowledge the listener's understanding or to streamline it. It also helps other participants be clear about what has been said. The skill is extremely useful when clarifying and understanding a problem or a situation.

Summarizing: - The facilitator, at key moments during a training session or meeting, identifies and states the principal elements or details of the discussion in a succinct manner up to the point.

Encouraging: - The facilitator, through facial expression, body language, and comments, encourages the speaker to say more about the situation. When encouraging one person speak, the facilitator should be aware of behaviors which are encouraging to others as well as those which may be discouraging.

Attention for Facilitators

What are the areas that need special attention by facilitators?

1. *Appearance*

Your own appearance will influence the effectiveness of communication. You must be relaxed, confident and friendly.

2. *Dressing*

Dress smartly, but without over dressing. You should be neat and well groomed. An untidy facilitator can irritate or divert the attention of his/her audience.

3. *Mannerisms*

Putting hands in pocket while talking, stroking the hair or nose, looking at the ceiling or floor while talking, playing with keys or chalk while talking, biting at fingernails, laughing at one's own jokes all these and many more are mannerisms that should be avoided to the extent possible in face-to face communication.

4. *Movement*

Control your movement. Avoid unnecessary and frequent movement that will distract your audience, for example walking up and down the row seats.

5. *The Hands*

Hand movements can be very expressive, and they should play a critical role to support verbal communication. Overuse of hands sometimes creates dissatisfaction and negative impact.

6. *The Eyes*

Eye contact is very powerful in adult learning. Observing all the participants while speaking is relevant to encouraging them to speak more and it is also advantageous to check the mood of participants.

7. *Facial Expression*

Facial expression can indicate conviction, doubt approval, disapproval, disbelief, surprise, resignation, hope etc. Control your facial expressions to

enhance your verbal delivery. Appear calm and confident, smile appropriately but do not overdo it.

8. *Body Posture*

When you stand in front of an audience, maintain a relaxed posture. Stand upright and as a matter of frequency you should not bend to one side and avoid holding your twist while talking.

9. *Verbal Delivery*

The voice should be loud enough to attract your audience. Consider the following to make your verbal delivery effective.

a) Pace and tempo

Speak clearly and slowly, allowing words and sentences to be heard and understood with brief pauses at moments when you want to emphasize the point.

b) Vocabulary

Speak clear and simple words and use of jargons is unadvisable. Using mixed languages is also counterproductive.

10. *Enthusiasm*

Put life and feeling in your voice. Be enthusiastic and energetic.

11. *Venue*

The training room should be prepared in a way that is convenient for two-way communication. Everybody in the training room should see each other. Some of the room arrangements considered ideal for good face-to-face communication are:

- The "Circle" arrangement
(Suitable for discussion groups)
- The "Semi Circle" arrangement
(Suitable for small groups)
- The "V" arrangement
The "U" arrangement
- The "world café" arrangement
(Suitable for several rounds of small-group conversation to intentionally connect multiple ideas and perspectives on a topic by engaging participants).

Things Trainers Should Avoid (Don'ts):

- Do not rely solely on lecturing; incorporate interactive activities, discussions, and hands-on exercises to promote active learning and engagement.

- Avoid monopolizing the conversation; create a participatory learning environment where all participants can contribute and engage in meaningful discussions.
- Do not ignore participant questions or concerns; actively listen, provide thoughtful responses, and encourage open dialogue to foster an inclusive learning environment.
- Avoid rushing through content; strike a balance between covering material and allowing sufficient time for participants to absorb and reflect on the information.
- Do not use jargon or technical language without explanation; ensure that the language used is accessible and understandable to all participants.
- Avoid favoritism or bias; treat all participants equally and respectfully; and provide equal opportunities for participation.
- Do not neglect participant feedback; actively seek and incorporate participant feedback and evaluations to improve future training sessions.
- Do not put your hand in your pocket while presenting.
- Avoid chewing or eating something in class during the presentation.
- Avoid using a mobile telephone.
- Do not say "no" for not getting the answer you are expecting, rather, encourage you to attempt.
- Do not interrupt the other trainers while they are presenting. If there is something that you want to supplement, you should raise your hand and ask permission.
- Do not come late to the class. Respect the time you set together with participants.
- Do not come without adequate preparation.

Things Trainers Should Do (Do's):

- Engage participants with interactive activities, discussions, and hands-on exercises to promote active learning and participation.
- Create a participatory learning environment where all participants are encouraged to contribute, share their perspectives, and ask questions.
- Actively listen to participant questions and concerns, provide thoughtful responses, and create a safe space for open dialogue.
- Pace the training appropriately, allowing sufficient time for participants to comprehend and reflect on the material.
- Use clear and accessible language, avoiding jargon or technical terms without proper explanation.
- Treat all participants with fairness and respect, valuing their diverse perspectives and experiences.
- Encourage and incorporate participant feedback and evaluations to continuously improve training sessions.

CHAPTER 8 – PRE / POST-TRAINING EVALUATION

ToT Outcome and Impact Measurement Techniques

This information will help evaluate the effectiveness of the training, identify areas for improvement, and demonstrate the value and benefits derived from the TOT initiatives. The following are techniques and checklists that can be used to measure the outcome and impact of Training of Trainers (TOT) programs:

Pre- and Post-Training Assessments: Conduct assessments of participants' knowledge, skills, and attitudes before and after the TOT program. This allows for a direct comparison to measure the learning and growth achieved because of the training.

Checklist:

- Develop pre- and post-training assessment tools to measure participants' knowledge, skills, and attitudes.
- Administer the assessments to participants before the training and after its completion.
- Compare the scores or results to gauge the level of improvement and identify areas of growth.

Participant Feedback and Surveys: Gather feedback from participants regarding their perceptions of the TOT program. This can be done through surveys or questionnaires to assess their satisfaction, perceived value, and relevance of the training.

Checklist:

- Design a survey or questionnaire to capture participants' feedback on various aspects of the TOT program, such as content, trainers, delivery methods, and overall experience.
- Administer the survey to participants after the training and collect their responses.
- Analyze the feedback to understand participants' perspectives and identify areas of improvement or success.

Observation and Evaluation of Training Sessions: Observe the actual TOT sessions and evaluate the trainers' performance, instructional techniques, and engagement with participants. This provides insights into the effectiveness of the training delivery and trainers' ability to transfer knowledge effectively.

Checklist:

- Establish evaluation criteria and observation guidelines for assessing trainers' performance during TOT sessions.

- Assign trained evaluators to observe the training sessions and assess various aspects, such as trainers' communication skills, interaction with participants, and ability to deliver content effectively.
- Collect feedback and observations from evaluators to assess the quality of the training sessions and identify areas for improvement.

Post-Training Performance Assessment: Evaluate the performance of TOT participants in their subsequent training delivery activities or their application of acquired skills and knowledge in their work environments. This assesses the practical application and impact of the TOT program.

Checklist:

- Develop performance assessment criteria to measure the effectiveness of participants' training delivery or application of acquired skills in their respective roles.
- Provide opportunities for participants to demonstrate their training delivery skills or apply their knowledge in real-life settings.
- Evaluate participants' performance based on the established criteria and assess the impact of the TOT program on their subsequent training activities or work performance.

Stakeholder Interviews and Case Studies: Conduct interviews with relevant stakeholders, such as training recipients or supervisors, to gather qualitative feedback on the impact of the TOT program. Additionally, conduct case studies to explore and document specific instances where the TOT program has led to positive outcomes or changes.

Checklist:

- Identify key stakeholders who can provide insights on the impact of the TOT program, such as training recipients, supervisors, or organizational leaders.
- Conduct structured interviews or focus groups to gather qualitative feedback on the observed changes, improvements, or challenges resulting from the TOT program.
- Document specific case studies that highlight successful applications of the training and their impact on the target audience or organization.

TOT Evaluation Techniques

Training evaluation is a process of identifying the expectations of the course and experience after the training to examine their satisfactions, this also helps trainers to improve on certain areas based on the comparative analysis of the two.

How to gather information?

Surveys are critical tools that help identify the training needs of any target group. There are three types of surveys:

1. Personal interview

It is a type of survey conducted by directly approaching and interviewing the potential trainees, using a questionnaire developed for the purpose.

Personal interview has its own advantages and limitations.

Advantages: They are flexible in nature; sequence of the questions could be rearranged depending on the prevailing situation and in most cases it is accurate.

Limitation: it is time consuming, and the cost is high.

2. Telephone interview

This is the same as the above but effected over the telephone. It has limited use in identifying TNA.

Advantages: it is useful to gather information from large groups and geographically isolated groups.

Limitations: disallows physical presence and is time consuming.

3. Mail Questionnaire

Questionnaire is sent out to potential beneficiaries by mail and the respondent is expected to send back the completed questionnaire by mail.

Advantages: Allows to gather feedback from larger groups and broader geographic space.

Disadvantages: Impersonal, response rate is low, cost is high.

Where to gather information?

Potential trainees are the primary sources of information for training need assessment.

The secondary sources of information are:

- Annual gatherings of client associations
 - Performance appraisal reports
 - Company plan, policy, or projects
 - Exit interviews of previous employees
 - Customer complaints
 - Absenteeism
 - Quality control reports

The above information sources are relevant when one wants to organize training for a company or institutional based training programs.

Apart from the identification of a performance gap, the trainer should assess whether the potential participants are willing to take for the training. This method enables to check whether the training is demand driven or not because adults learn best when the motive to learn comes from them.

Instruction of field work.

1. The purpose of the fieldwork is to assess the existence of training need and report to the class.
2. Based on the finding of the field assessment, the participants of a group are required to recommend the appropriate training program for the target groups.
3. Selection of team leader and presenter of the result is necessary.
4. Planning of the task and distribution of responsibilities is essential to gain efficiency and effectiveness.
5. Each group should nominate judge who together evaluates the report with others.
6. Time allotted for Presentation is seven minutes. There will be a three-minute question and answer session on each presentation.

Competition Criteria

1. Completeness of the report
2. Quality of the information
3. Appropriateness of recommendation vis a vis with the problem identified.
4. Presentation skill
5. Timeliness (punctuality)

Tell them that they are all expected to arrive exactly at 9:00 a.m. or before and arriving late will result in missing 10 points allotted for timeliness criterion.

ANNEX - ADDITIONAL TOOLS

Human Resource Development (HRD) Metrics & Evaluation Methods

Example for HRD Metrics and Evaluation Methods:

E.g.	Type of Metric	Example Metric	Evaluation Method
1	Input	Number of employees trained	Training records
	Output	Percentage increase in sales	Sales data analysis
	Outcome	Improvement in customer satisfaction ratings	Customer satisfaction surveys
2	Input	Amount of money spent on training	Budget reports
	Output	Reduction in error rates	Performance evaluations
	Outcome	Increase in employee engagement	Employee engagement surveys

Training Evaluation Templates

Example for pre training evaluation:

PRE-TRAINING EVALUATION

Place an 'X' in the column that applies.

		NOT AT ALL	SOMEWHAT	YES			NOT AT ALL	SOMEWHAT	YES
Module					Module				
1	The trainer understands the processes that exporting entails				8	The trainer understands the factors involved in planning a market visit			
1	The trainer understands how exporting goods differs from exporting services and how different strategies should be adopted for each				8	The trainer is familiar with best practices around trade show and virtual trade show participation			
1	The trainer understands and can articulate the benefits of exporting				9	The trainer understands the factors affecting pricing in an export market			
1	The trainer understands that typical challenges that exporters face				10	The trainer understand the steps in cross-cultural negotiations			
1	The trainer understands and can dispel the myths around exporting				10	The trainer is familiar with cross-cultural negotiations best practices			
2	The trainer understands the challenges women business owners face and why achieving equality is important				11	The trainer understands the steps in resolving disputes			
3	The trainer knows how to conduct a SWOT analysis				12	The trainer understands the importance of a financial plan			
3	The trainer knows the various facets of 'export readiness' and can identify areas of weakness				12	The trainer understands sources of export financing			
4	The trainer understands the importance of an export plan to export success				12	The trainer understands the various tools for collecting payment			
4	The trainer knows the required components of an export plan				12	The trainer understands how to manage foreign exchange risks			
4	The trainer understands export plan best practices				13	The trainer understands what Corporate Social Responsibility entails			
5	The trainer understands the types of market research and where to find resources				13	The trainer understands how CSR benefits business			
5	The trainer understands how to identify and qualify target markets				13	The trainer understands how to incorporate socially responsible business practices into a business			
5	The trainer can clearly describe their target customer				14	The trainer understands why climate change matters in trade			
6	The trainer understands how to construct a compelling value proposition				14	The trainer understands how businesses can assess environment and climate change impacts			
6	The trainer understands the required components of a marketing strategy				14	The trainer understands how businesses can incorporate climate change mitigation strategies			
6	The trainer understands how to enhance the credibility of a business				15	The trainer understands the factors to consider when packing products for exports.			
6	The trainer understands the importance of considering culture in export efforts				15	The trainer understands the important characteristics of dishtlaw rack-asian			
7	The trainer understands how to build a compelling website				15	The trainer understand the key labelling requirements.			
7	The trainer is familiar with website best practices				16	The trainer is aware of the various export options.			
7	The trainer understands the importance of developing an online presence from the perspective of a customer				16	The trainer understands the benefits of 3rd party logistics providers/fulfillment centers.			
7	The trainer is familiar with social media best practices				17	The trainer is aware of the key export documents.			
7	The trainer understands the value of testimonials, as well as best practices				17	The trainer knows how to identify the HS code for products.			
8	The trainer understands the importance of strategic alliances in exporting								

- Modules' Name**
1. BUSINESS AND INTERNATIONAL TRADE ENVIRONMENT
 2. TRADE AND GENDER
 3. BUSINESS/ EXPORT READINESS
 4. BUILDING A BUSINESS/ EXPORT PLAN
 5. IDENTIFYING YOUR TARGET MARKET/ CUSTOMER
 6. CUSTOMER COMMUNICATION SKILLS & MARKETING
 7. BUILDING AN ONLINE PRESENCE (INFORMATION COMMUNICATION TECHNOLOGY)
 8. MARKET ACCESS STRATEGIES
 9. COSTING AND PRICING
 10. NEGOTIATIONS
 11. CONTRACTS AND LEGAL ASPECTS
 12. BUSINESS/EXPORT FINANCING CAPACITY & BUSINESS/ EXPORT FINANCING AND PAYMENTS
 13. SOCIALLY RESPONSIBLE BUSINESS PRACTICES
 14. ENVIRONMENT AND CLIMATE CHANGE
 15. PACKAGING AND LABELING
 16. TRANSPORTATION & LOGISTICS
 17. BUSINESS DOCUMENTATION/ CUSTOMS

Example for post training evaluation

POST-TRAINING EVALUATION

TRAIN OF TRAINERS PROGRAM ON EXPORT SUPPORT SERVICES

Place an 'X' in the column that applies.

		NOT AT ALL	SOMETIME	YES			NOT AT ALL	SOMETIME	YES
Module					Module				
1	The trainer understands the processes that exporting entails				8	The trainer understands the factors involved in planning a market visit			
1	The trainer understands how exporting goods differs from exporting services and how different strategies should be adopted for each				8	The trainer is familiar with best practices around trade show and virtual trade show participation			
1	The trainer understands and can articulate the benefits of exporting				9	The trainer understands the factors affecting pricing in an export market			
1	The trainer understands that typical challenges that exporters face				10	The trainer understand the steps in cross-cultural negotiations			
1	The trainer understands and can dispel the myths around exporting				10	The trainer is familiar with cross-cultural negotiations best practices			
2	The trainer understands the challenges women business owners face and why achieving equality is important				11	The trainer understands the steps in resolving disputes			
3	The trainer knows how to conduct a SWOT analysis				12	The trainer understands the importance of a financial plan			
3	The trainer knows the various facets of 'export readiness' and can identify areas of weakness				12	The trainer understands sources of export financing			
4	The trainer understands the importance of an export plan to export success				12	The trainer understands the various tools for collecting payment			
4	The trainer knows the required components of an export plan				12	The trainer understands how to manage foreign exchange risks			
4	The trainer understands export plan best practices				13	The trainer understands what Corporate Social Responsibility entails			
5	The trainer understands the types of market research and where to find resources				13	The trainer understands how CSR benefits business			
5	The trainer understands how to identify and qualify target markets				13	The trainer understands how to incorporate socially responsible business practices into a business			
5	The trainer can clearly describe their target customer				14	The trainer understands why climate change matters in trade			
6	The trainer understands how to construct a compelling value proposition				14	The trainer understands how businesses can assess environment and climate change impacts			
6	The trainer understands the required components of a marketing strategy				14	The trainer understands how businesses can incorporate climate change mitigation strategies			
6	The trainer understands how to enhance the credibility of a business				15	The trainer understands the factors to consider when packing products for exports.			
6	The trainer understands the importance of considering culture in export efforts				15	The trainer understands the important characteristics of disinlav narkaninn			
7	The trainer understands how to build a compelling website				15	The trainer understand the key labelling requirements.			
7	The trainer is familiar with website best practices				16	The trainer is aware of the various export options.			
7	The trainer understands the importance of developing an online presence from the perspective of a customer				16	The trainer understands the benefits of 3rd party logistics providers/fulfillment centers.			
7	The trainer is familiar with social media best practices				17	The trainer is aware of the key export documents.			
7	The trainer understands the value of testimonials, as well as best practices				17	The trainer knows how to identify the HS code for products.			
8	The trainer understands the importance of strategic alliances in exporting								

- Modules' Name**
1. BUSINESS AND INTERNATIONAL TRADE ENVIRONMENT
 2. TRADE AND GENDER
 3. BUSINESS/EXPORT READINESS
 4. BUILDING A BUSINESS/EXPORT PLAN
 5. IDENTIFYING YOUR TARGET MARKET/ CUSTOMER
 6. CUSTOMER COMMUNICATION SKILLS & MARKETING
 7. BUILDING AN ONLINE PRESENCE (INFORMATION COMMUNICATION TECHNOLOGY)
 8. MARKET ACCESS STRATEGIES
 9. COSTING AND PRICING
 10. NEGOTIATIONS
 11. CONTRACTS AND LEGAL ASPECTS
 12. BUSINESS FINANCING CAPACITY & BUSINESS FINANCING AND PAYMENTS
 13. SOCIALLY RESPONSIBLE BUSINESS PRACTICES
 14. ENVIRONMENT AND CLIMATE CHANGE
 15. PACKAGING AND LABELING
 16. TRANSPORTATION & LOGISTICS
 17. BUSINESS DOCUMENTATION/ CUSTOMS

Individual Presentation Assessment Sheet

Give your comments to the presenter on the following points. The trainer is also expected to do the same.

Points to consider.	Scale 1 – 5 (1 being poor and 5 being great)
1. Setting objectives	
2. Introduction of the session	
3. Stimulating participation/asking and answering questions	
4. Training Session management	
5. Preparation and use of visual aids	
6. Voice	
7. Eye contact	
8. Gesture and movements	
9. Checking learning	
10. Summarizing	

Session Plan

Name: _____ Duration _____

Topic: _____

Objective: _____

Time (Minutes)	Content	Training method	Materials & handouts

Training Needs Assessment Questionnaire

1. Biodata:

Name _____ Sex _____
 Age _____ Marital status _____
 Level of Education _____

2. Business Background

Number of Years in Business _____
 Type of Business _____

3. Planning

1) Do you set a goal for a year or more?

Yes _____
 No _____

2) Do you plan to achieve that goal?

Yes _____
 No _____

3) How do you plan? What does the plan involve?

Rating by interviewer: good _____
 satisfactory _____
 poor _____

4) Are you willing to take a training program in planning?

Yes _____
 No _____

4. Marketing

1) Do you make a market study?

Yes _____
 No _____

2) Do you study the strengths and weaknesses your competitors?

Yes _____
 No _____

3) Do you know your major customers?

Yes _____
 No _____

4) Who are these?

5) Did you first make a market study before going into this business?

Yes _____
 No _____

6) Do you collect feedback from your customers?

Yes _____
 No _____

7) How do you do your market study? What are the issues considered?

-----Rating by Interviewer : good

_____ satisfactory _____
 _____ poor _____

8) Are you willing to take a training program in marketing?

Yes _____
 No _____

5. Finance

1) Do you keep financial records of costs and revenue?

Yes _____
 No _____

2) Do you calculate profit and loss statement at the end of a period?

Yes _____
 No _____

3) Do you make a cash flow projection?

Yes _____
 No _____

4) Do you prepare a balance sheet?

Yes _____
 No _____

5) Do you use loan services from the bank or micro finance institutions?

Yes _____
No _____

6) Are there times when you face cash shortages?

Yes _____
No _____

7) How do you prepare a profit and loss statement? Describe

Rating by Interviewer: good _____
satisfactory _____
poor _____

8) Are you willing to take a training program in financial management?

Yes _____
No _____

6. Human Resource Management

11. Do you have other people working with you?

Yes _____
No _____

12. Are these relatives?

Yes _____
No _____

13. Do you pay them salary?

Yes _____
No _____

14. Do you pay salary for yourself?

Yes _____
No _____

15. Do you give bonus or increase wages when your business does well?

Yes _____
No _____

16. Do you hold periodic meetings with your employees?

Yes _____

No _____

17. Do you assign tasks to each worker or does each worker have a written job description?

Yes _____

No _____

18. Do you often fire and hire workers?

Yes _____

No _____

19. How do you decide the salary of a worker? How do you recruit a worker? Tell me about your procedures:

Rating by the interviewer: good _____
satisfactory _____
poor _____

20. Are you willing to take a training course in human resource management?

Yes _____

No _____

TNA Questions for TOT Trainers:

1. What specific training topics or areas do you feel you need further development or improvement in as a TOT trainer?
2. What are the key challenges or areas of difficulty you encounter when delivering TOT programs?
3. In which training methodologies or instructional techniques do you feel the need for enhancement?
4. How comfortable are you with incorporating interactive and participatory training methods into your sessions?
5. Are there any specific subject areas within TOT training where you would like additional guidance or support?
6. What resources or tools do you require to enhance your effectiveness as a TOT trainer?
7. Do you feel confident in evaluating the impact and effectiveness of your TOT programs? If not, what areas would you like to improve in evaluation and assessment?

TNA Questions for Training Leadership and Experts:

1. What are the key training objectives and outcomes you aim to achieve through the TOT programs?
2. What specific skills or knowledge areas do you believe are crucial for TOT trainers to possess?
3. How do you assess the current level of competence and effectiveness of TOT trainers within your organization?
4. Are there any specific challenges or gaps you have identified in the delivery of TOT programs?
5. What support or resources do you believe are necessary to enhance the quality and impact of TOT initiatives?
6. How do you currently evaluate the success and impact of TOT programs? Are there any areas of improvement in evaluation methods?
7. Are there any emerging trends or developments in the field of TOT that you believe should be incorporated into your training approach?

TNA Questions for SMMEs Owners, Managers, and Employees:

1. What specific skills or knowledge do you believe would benefit your organization in terms of training and development?
2. Are there any challenges or areas of improvement within your team's training and performance that you would like to address?
3. What types of training programs or topics do you think would have the most significant impact on your organization's growth and success?
4. How do you currently evaluate the effectiveness of training initiatives within your organization?
5. Are there any resource constraints or limitations that affect your ability to invest in training and development programs?
6. What methods or approaches do you find most effective in terms of learning and acquiring new skills?

7. How do you envision the integration of TOT programs within your organization's overall training and development strategy?

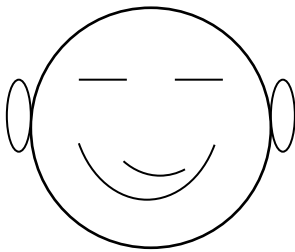
Daily reaction evaluation sheet

What I liked today

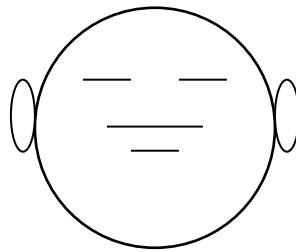
What I disliked today

Suggestion

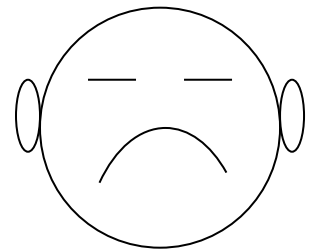
I am happy.



I am neither happy
nor unhappy.



I am unhappy.



Suggestions

Evaluation of the training program

Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The training was useful.					
The experience shared during the training was valuable.					
The methodology of the training was effective.					
The handouts provided were beneficial.					
The exercises in the training were beneficial.					
The training applies to my real-life business.					
I appreciate the approach of the trainers.					
I am satisfied with the performance of the trainers.					
The training room was satisfactory.					
I am pleased with the refreshment services rendered to me.					

Other suggestions:

References materials for further reading on ToT.

1. "The Art of Training: Tips for Developing and Delivering High-Impact Training Materials" by Jean Barbazette.
2. "The Trainer's Handbook: A Practical Guide to Training in the Workplace" by Karen Lawson.
3. "Effective Training: Systems, Strategies, and Practices" by P. Nick Blanchard and James W. Thacker.
4. "Training Design and Delivery: A Guide for Every Trainer, Training Manager, and Occasional Trainer" by Geri McArdle.
5. "Training Needs Assessment: Methods, Tools, and Techniques" by Jean Barbazette.
6. "The Six Disciplines of Breakthrough Learning: How to Turn Training and Development into Business Results" by Roy V. H. Pollock, Andrew Mck. Jefferson, and Calhoun W. Wick.
7. "The Handbook of Training and Development" edited by David M. Kessner.
8. "Design for How People Learn" by Julie Dirksen.