International Federation of Red Cross and Red Crescent Societies

Southeast Asia Climate Change Master Training

Session Plan of Session 13: Tips on Facilitating and Managing Trainings / SEARD Bangkok / 2014

# Session Plan of Session 13: Tips on Facilitating and Managing Trainings

Objective: At the end of this activity, the participants are able to:

1. Explain the concepts of training and learning as these relate to their experiences
2. Explain the principles of adult education
3. Describe the different training methodologies and aids available to different training situations
4. Discuss the important considerations and processes involved in managing a training activity

## Key terminologies to cover in the session:

* Adult learning principles, training design and methodologies, visual aid

Proposed Methodology:

* Lecture, interactive discussion

Reference Materials:

* [https://www.librarything.com/series/Training+for+transformation%3A+a+handbook+for+community+workers](https://www.librarything.com/series/Training%2Bfor%2Btransformation%3A%2Ba%2Bhandbook%2Bfor%2Bcommunity%2Bworkers)
* South-East Asia Regional Gender & Diversity Training of Trainers Handbook Pilot - 5-8 October 2015, IFRC, Bangkok, Thailand

Duration: 1 hour 30 minutes

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| **Timing** | **Purpose/ Objective**  | **Methodology** | **Material/Facilitator** |
| *\*From when to when**(min)* | *What the activity aims at* | *How the activity is conducted, including the methods to be used (e.g. brain storming, group discussion, role play, etc.), questions, time duration, expected information, what the participants should do, etc.* *If case study or role-play will be used, explanation or information should be provided as well.* | *What materials, facilities, equipment are required to conduct this activity (e.g. flip charts, marker pens, color cards, etc.)* |
| 2 minutes  | Introduction session  | 1. Facilitator introduces session and session objectives (Slides 1-2)
 | PowerPoint presentation |
| 45 minutes | Participants understand principles of adult learning and explain training cycle | **Overview of Training and Education**1. Facilitator asks participants what are the different stages of a training cycle?
2. After getting a few answers, facilitator presents and explains the training cycle (slide 3)

This session will revolve around each of the stages of the training cycle. It will start on understanding the learners and their needs (stage 1), planning for training including the considerations to be used when planning for a training, (stage 2), and tips during actual delivery of the trainings (stage 3) and lastly, things to do after conducting the training (stage 4)1. Facilitator asks participants on “what is the difference between training and learning?”
2. Facilitator gets a couple of answers then presents definition and components of a learning / training situation (slides 4 - 5)

**Adult Learning**1. Facilitator explains that fir IFRC, the “clients” or participants of “training” activities are mostly RCRC staff, partners and communities who are adults and who come from different backgrounds and educational attainment. It is important for the “trainer” to understand “adult learners”.
* Facilitator explains principles of adult learning and characteristics of adult learners (slides 6 - 10)
* Facilitator also explains conditions that hinder learning of adult learners and what will work in training (slides 11 – 12)
* Facilitator summarizes “principles of adult learning” by explaining the difference between the traditional approach versus the experiential approach (slide 13-14)

**The Training Needs Assessment**1. Facilitator refers to the training cycle (slide 3) and explains that the first activity in designing a training program is to understand the learner or training participant. And the activity usually done for this purpose is the “training needs assessment) or TNA
2. Facilitator asks participants on their ideas about a TNA and gathers some answers.
* What is the definition of a TNA?
* What do you look for when doing a TNA?
* How is TNA conducted
1. Facilitator defines TNA, and presents objectives and methodologies of conducting a TNA (slides 15 – 19)

**Designing a training program**1. As a result of the TNA, the trainor or the institution can now proceed in the training design. Facilitator asks participants their idea of a training design and gathers some answers.
2. After the short discussion, facilitator explains what is a training design and a training module (slide 20 - 22)
* Part of the design process is setting objectives. Facilitator discusses what is an objective and the importance of an objective
* Facilitator also explains that objectives need to be S.M.A.R.T (Specific, Measurable, Agreed, Realistic and Time-based)
* Facilitator also provides examples of commonly used words (verbs) in objective setting
 | Individual Questionnaires (see Questionnaire for Individual Plan.doc) |
| 13 minutes | Participants can describe considerations in selecting training methodology | **Training Methodology and Technique**Once the training design including the objectives are developed, the next stage of the design stage is to determine the methodology and develop the visual aids to be used in the training1. Facilitator asks participants what is their idea about training methodology and techniques
2. Facilitator gathers some answers and presents definition (slide 23-24)
* Criteria for choosing training method
* Common training methods that can be used
* Considerations in selecting training methodology
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| 10 minutes | Participants understand considerations in visual aid development | **Developing Visual Aids**1. Visual aids helps the facilitator in communicating ideas during the training. Facilitator explains principles used when developing visual aids, as well as examples (types) of training materials slides 27 – 28)
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| 45 minutes | Participants can enumerate considerations at various stages of training implementation | **Pre, Actual and Post training activities**1. After the training design / course content has been completed, the trainor is now ready for its implementation. In order to get the most of the training / learning situation, the trainor may find the following checklist as important guide: (slide 29)
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| 5 minutes |  | 1. Close the session by emphasizing on the key messages
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| **End of Session 13** |