USAID
FROM THE AMERICAN PEOPLE

WORLD EDUCATION

ADVANCING PARTNERS & COMMUNITIES

Training **E**conomic Empowerment **A**ssistive Technology **M**edical Rehabilitation

Curriculum and Training Design

TEAM Laos

World Education Laos TEAM Capacity Building Approach

As well as providing funding to 15 local and international organizations to develop and strengthen the disability and rehabilitation sector in Laos, World Education USAID-LWVF funded TEAM project works with sub-recipients to strengthen their ability to manage grants and to efficiently implement their projects. WEL-TEAM conducts an *Organizational Assessment* of all applicants for TEAM funding to look at capacity in grants management, financial management, human resources, activity implementation, and monitoring and evaluation. If the organization is approved for funding, WEL-TEAM staff work with the organization to discuss the outcomes of the assessment, including both organizational strengths and areas for improvement. TEAM and the organization then work together to create a *capacity-building plan* with specific measurable objectives. Most of the capacity-building relates to the organization's ability to successfully implement the project activities and manage the sub-award, but if there are specific areas that the organization has identified as priorities, these are included if possible.

Capacity-building is one of the core components of the TEAM project, and inputs by World Education take many forms. One approach is individual coaching, where a TEAM staff member who has the required expertise will work closely with one or several members of an organization regularly over a longer period of time, to discuss a specific issue, either by phone, email or in person, or a combination of those methods. Other times WEL-TEAM organizes formal trainings for all sub-recipients. So far, TEAM has conducted trainings on USAID Regulations, World Education TEAM Finance Procedures, and Monitoring and Evaluation. In addition, some trainings are provided on an optional basis, allowing the sub-recipient to choose topics which are most relevant or needed for their organization. So far, TEAM has offered trainings on Curriculum Development, Psychosocial Support, Training of Trainers (ToT), Project Cycle Management (PCM), and Gender Inclusion. TEAM encourages sub-recipients to send an appropriate staff member to the training, and all trainings are open to any staff member as relevant, not just project staff who are funded by TEAM. All WEL-TEAM trainings are participatory, reflective and allow as much time as possible for 'learning by doing' and practical application of skills and knowledge.

TEAM recognize the importance of reflection, goal setting, and the long-term, regular follow up needed for effective capacity building. Examples of how TEAM promoted these values are:
- Many WEL-TEAM trainings are followed up by practical sessions conducted by the trainer or TEAM staff with each sub-recipient individually or in small groups to allow opportunities for the organization to apply and practice what they learn in the training to their own situation with guidance and feedback
- Video sessions are used in the ToT training practice session to allow the participants to view themselves delivering a training as a tool for self-reflection and self- assessment

- Participants in trainings set SMART goals at the end of the sessions for future action which are followed up by the organization's management, the trainers and/or TEAM staff
-
- Capacity building plans with individual sub-recipients are followed up on monthly in some cases to assess and reflect on progress of specific observable behaviors to measure capacity over a long period of time

These participant handbooks were used in 8 trainings for TEAM sub-recipients, and are available in print on request from WEL TEAM (bernard_franck@la.worlded.org), or online at https://sites.google.com/site/teamlaopdr/capacity-building
Currently available:

1. USAID Rules and Regulation for TEAM
2. TEAM Finance Processes and Regulations
3.1 Introduction to Monitoring and Evaluation
3.2 TEAM M&E Monitoring Tools.
4. Curriculum and Training Design
5. Introduction to Psychosocial Impairments
6. Training of Trainers (TOT)
7. Project Cycle Management (PCM)
8. Gender Inclusive Development

Under development and available soon:
9. What to Know about Disabling Conditions
10. Understanding impairment and disability in line with UNCRPD, ICF and World Report on Disability
11. Optimizing functioning of persons with impairments by using diversified assistive technology
12. Case Management in Disability Inclusion
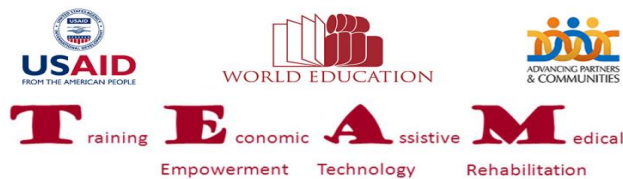
Editor's Note

Background

The World Education Laos TEAM project is a USAID-funded project that intends to develop and strengthen the disability and physical and rehabilitation medicine sectors in Laos. The goal of the TEAM project is to enable people with disabilities, especially women and girls to attain and maintain maximum independence to fully and equally participate in all aspects of life. The four components of the TEAM project are (i) Training, (ii) Economic Empowerment, (iii) Assistive Technology and (iv) Medical & Physical Rehabilitation.

Through delivering sub-grants to several national or international organizations, World Education Laos manages the overall grant from USAID and coordinates the achievement of different targets in each of the four components. World Education Laos ensures capacity-building in grant management and technical support to sub-grantees.

Purpose of Handbook

This handbook was designed by World Education Laos TEAM staff to be used as an accompanying resource for a Curriculum Design Training held at the World Education Vientiane office from May 20th – 22nd, 2015. The goal of the training was to provide TEAM sub-grantees with the training, tools and resources needed to design a basic curriculum framework for short-term trainings on a specific topic, including SMART objectives, assessments, learning activities and a trainer's terms of reference.

In addition, the Handbook was intended to be used as a take-home resource for participants and their respective organizations as they design and implement TEAM project trainings. Participants are encouraged to share this tool with other members of their organization, and to reference it as they design and implement their own curriculums.

Resources
- *An Introduction to Teaching Skills* (1st ed). Mae Sot, Thailand: The Curriculum Project. Retrieved from www.curriculumproject.org
- Hughes, C., Toohey, S., & Hatherly, S. (1992). Developing learning-centered trainers and tutors. *Studies in Continuing Education*, *14*(1), 14-27.
- Garvin, Tabitha. *How SMART Are Your Strategic Goals?* Retrieved May 12, 2015 from http://www.mcun.coop/The_Blog_A_Direct_Line_162.html?article_id=709

* All case studies included in this handbook are fictitious. Any resemblance to real organizations or previously existing materials is coincidental.
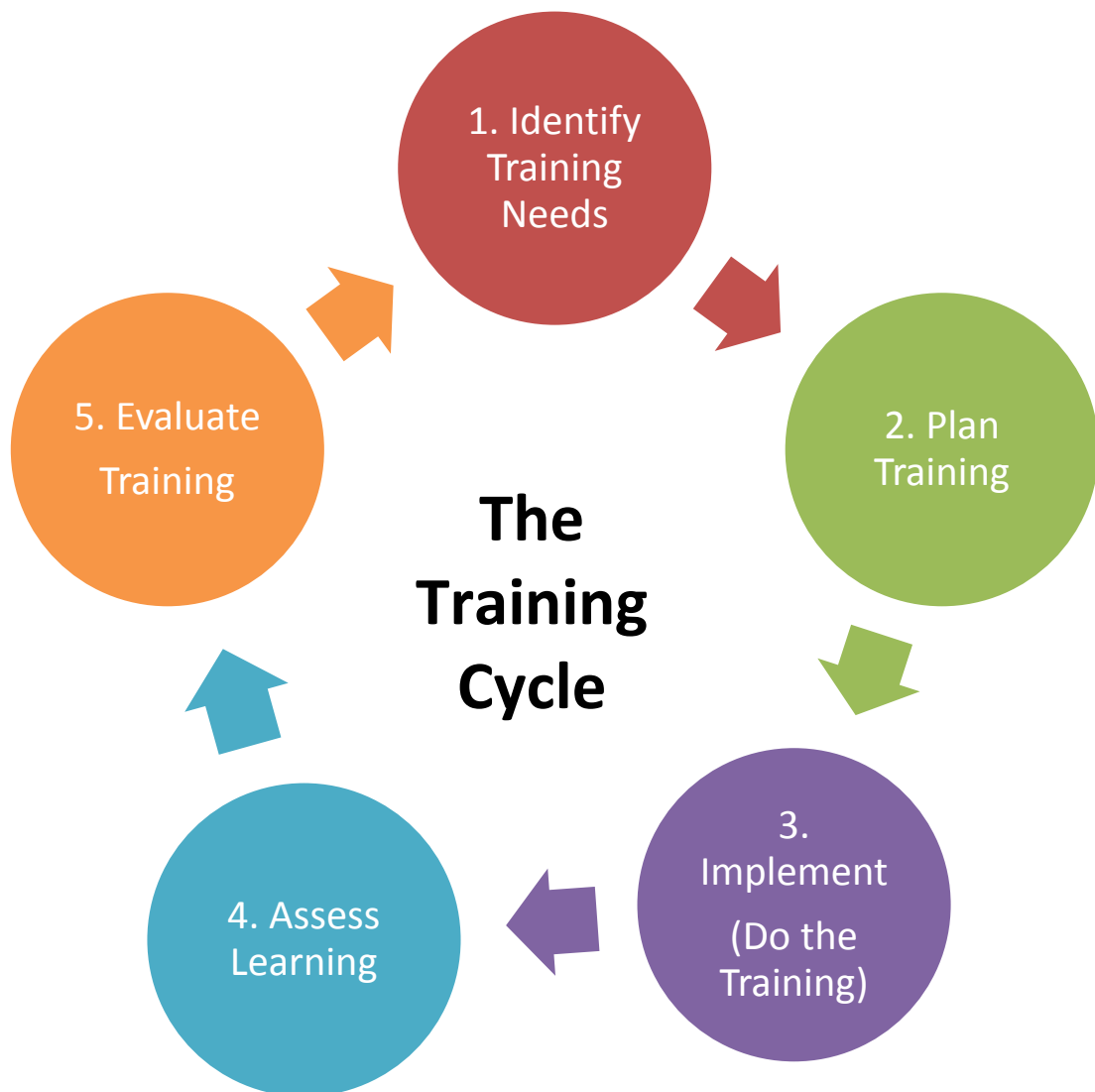
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Chapter 1: Introduction to the Training Cycle

What is the Training Cycle?
The Training Cycle is a series of steps trainers and training designers follow to ensure that a training is appropriate and effective. It helps to ensure that participants' needs are met, as well as program goals.

The Training Cycle

1. Identify Training Needs

2. Plan Training

3. Implement (Do the Training)

4. Assess Learning

5. Evaluate Training

Purpose and methods of each stage

Stage 1: Identify Training Needs	
Purpose	**Methods and Tools**
• To identify the gap between what the participants know and can do and what they need to know and do	• Surveys, focus group discussions, interviews, assessments, etc.

Stage 2: Plan Training	
Purpose	**Methods and Tools**
• To identify the who, what, where, when, why and how of a training • To plan the curriculum. Know what the content is and know how to teach it	• Curriculum Outline • Goals and Objectives • Trainer's Notes

Stage 3: Implement (Do the Training)	
Purpose	**Methods and Tools**
• To close the gap between what the participants already know and can do and what they need to know and do	• Materials, resources, a variety of learning activities, assessments

Stage 4: Assess Learning	
Purpose	**Methods and Tools**
• So the trainers and participants know how well participants are learning	• Written Tests, exams • Oral tests, exams • Demonstration of skill (with checklist) • Product (with checklist)

Stage 5: Evaluate Training	
Purpose	**Methods and Tools**
• So organizations know how successful the training is • For trainers to reflect and make changes to improve • To identify participant's needs for follow-up trainings	• Analysis of assessments • Student feedback • Trainer feedback and reflections

Case Study:
Healthy and Happy NGO Identifies Training Needs

An NGO called Healthy and Happy is doing a project with the goal of increasing access to emergency health care in remote areas. They work with the district and provincial health centers to train Village Health Volunteers in these remote areas in First Aid to ensure that every village has at least one person with basic skills and knowledge to respond in emergencies. At the end of the training, they give each Village Health Volunteer a mobile phone so that he or she will be able to call the district or provincial health center in the case of an emergency. However, they do not tell the participants how to use them or what to do with them.

On a monitoring visit to one of the district health centers, they learn that the health center has not received any calls from VHV in the past 6 months. They are very surprised. They contact a few other health centers and discover the same result. They decide to speak with the VHVs. They cannot travel to all of the remote villages, so they organize a few focus group discussions in the district centers. From the focus groups, they discover that about 65% of the VHV do not know how to use the mobile phones.

As a result, **Healthy and Happy identified a need for basic cell phone trainings for the VHVs**.

Chapter 2: Planning a Training

Step 1: Determine the Basics

After you have identified training needs, the next step is to plan the training. One way to do this is the ask yourself the following questions:

Who? → What? → Where? → When? → Why? → How?

Who

- Who are the participants? What is their prior knowledge and experience?
- Who are the trainers? What is their prior knowledge and experience?
- Who are the support staff? How can they help?

What

- What will the training be about?
- What is the content of the training? What are the training topics?

Where

- Where will the training take place?
- Is it accessible to the participants and trainers?
- Is the space appropriate for the training activities?

When

- When are the participants and trainers available?
- How long will the training be?

> ★ The length of a training is determined by two things:
> 1. How long will it take to teach the content effectively?
> 2. For how long are the participants available?

Why

- Why are you doing this training? What is the purpose?
- How does this training connect with your organization or project goals?
- How does the training connect to the participants' needs identified in the needs assessment?

How

- How will you give the training?
- How will you know if the training is effective or not?
- What is your curriculum?
    - What are the training goals and learning objectives?
    - What are the assessments?
    - What are the teaching methods and learning activities?
    - What materials do you need?

Case Study:
Healthy and Happy NGO plans the training

Who: Village Health Volunteers
What: Mobile Phone Training – text messaging and calling the district and provincial health centers
Where: 5 District Health Centers
When:
- Length of Training: 1 Day
- Dates: August 24 – 28th, 2015 (1 day per district)

Why:
- To use cell phones to contact village and district health centers when there is a health emergency in their village
- To increase access to emergency health care in remote areas

How: *See Chapters 2 and 3*

Step 2: Create SMART Goals and Objectives

After determining the basics of the training, the next step is to create the training goal and learning objectives.

Training Goals and Learning Objectives – what is the difference?

The words "goal" and "objective" can have the same meaning. However, here we use the words to differentiate between the overall desired outcome of the training, and the things participants need to know and be able to do in order to reach that goal.

Training Goal
What participants need to know and be able to do by the end of the training.

Ex: By the end of the training, participants will be able to ride a bicycle down the street.

Learning Objectives
What participants need to know and be able to do to meet the training goal.

Ex: Participants will be able to
- *Pedal the bicycle without falling*
- *Use the breaks to stop*
- *Use the handle bars to turn*

What are SMART goals and objectives?

S — Specific
- ✓ State exactly what you want participants to achieve in the training.
- ✓ Start with an *action* word.
- ✓ Break larger tasks into smaller tasks

M — Measurable
- ✓ Something you can measure or assess
- ✓ Can check if the participants meet it through observations, tests, questioning, etc.

A — Achievable
- ✓ Something participants can achieve within the training time period
- ✓ Considers participants' prior knowledge and experience

R — Relevant
- ✓ Connects to participants' jobs or lives
- ✓ Skills and knowledge are useful for participants
- ✓ Connects to program goals

T — Time-Bound
- ✓ Includes a deadline for learning the task:
  - "By the end of the training…"
  - "By the end of the lesson…"

✗ NOT SMART	✓ SMART
✗ Improve coaching skills (Not specific!).	✓ By the end of the training participants will be able to facilitate at least 5 drills to practice shooting a basketball. .
✗ Gain equal rights for all people with disabilities in Laos. (Not achievable in the time of the training!)	✓ By the end of the lesson, participants will be able to list at least three common barriers that persons with disabilities face in Laos.
✗ Know about wants and needs (Not Specific! Difficult to measure!)	✓ By the end of the session, participants will be able to differentiate between wants and needs.

Case Study:
Healthy and Happy NGO writes a SMART goal and objectives

Training Topic: Basic Mobile Phone Use

Training Goal: By the end of the training, participants will be able to use cell phones to contact village and district health centers when there is a health emergency in their village.

Learning Objectives:
By the end of the training, participants will be able to
  ➢ Identify the contact numbers of the nearest district and provincial health centers
  ➢ Save the health center contact numbers into the phone
  ➢ Call the health center and provide the appropriate information
  ➢ Send a text message with the appropriate information to the health center
  ➢ Explain the protocol after the message is sent (what should I do after I call?)
  ➢ Top up their phones when they run out of money

Tips for Writing Learning Objectives

✓ **Think of the Topics and Content of the training before writing learning objectives.**

What resources, materials, handbooks, etc. do you have on the topic? Getting familiar with the content will help you write better Learning Objectives.

✓ Use an "action" word. This will ensure that your learning objective is specific and measurable.

Examples of common actions words in learning objectives:

- Demonstrate
- Explain
- List
- Differentiate

- Define
- Describe
- Select

✓ **Remember – training goals and learning objectives are <u>for the participants</u>, *not* the trainers!**

Write goals and objectives to indicate what the *<u>participants</u>* should know and be able to do by the end of the training. Sometimes we confuse learning objectives with the instructions for the trainer. Just because the trainer "explains" something does not mean the learning objective is met. The participants need to be able to "explain" it themselves in order to meet the learning objective.

Step 3. Plan Assessments

Why do we assess learning?
- To make sure that participants meet the learning objectives and the training goal.
- To measure how successful the training is.
- To know how to improve the training so that participants can meet the goal.
- To identify needs and topics for potential follow-up trainings.

When do we assess learning?

Beginning of a training	**During** a training	**End** of a training
Purpose	Purpose	Purpose
✓ To measure participants' prior knowledge and skills. ✓ To identify the gap between what the participants know and can do, and what they need to know and do by the end of the training	✓ So trainers know what additional feedback and support to give participants. ✓ So participants know what they still need to learn in order to meet the training goal.	✓ So organizations and trainers know if they were successful. (Did participants meet the training goal?) ✓ So participants know if they were successful.

★**Assessments should always measure the learning objectives.** ★

Types of Assessment
Some types of assessment are:

1. **Written Test**
   This is a very familiar style of test. Often we use pre and post tests during short trainings. For more information on written tests, see *Chapter 6: Creating Pre and Post Tests*.

Pros	Cons
• Good for measuring knowledge ("theory"). • Easy to grade. • Efficient – all participants can take the test at the same time, so it doesn't not take a lot of instructional time.	• Bad for measuring skills ("practice"). • Difficult for participants with low literacy levels. (However, in some cases the test can be adapted for non-readers by using pictures). • Can be difficult to make effective test questions that are clear and measure the learning objectives.

2. **Oral Test**
   Instead of reading the questions and writing the answers, participants listen to the questions and say the answers. Sometimes, trainers will read a written test aloud to participants, or create a test that is specifically designed to be given orally.

Pros	Cons
• Good for participants with low literacy levels. • Good for measuring listening and speaking skills. (For example, for a language class.)	• Inefficient – requires the trainers to meet individually with each participant, so they do not hear each other's answers. This can take a long time if you have a lot of participants and few trainers.

3. **Demonstration with checklist**
   This is when the participant demonstrates the skills learned in the training by him/herself, without the support of the trainer. The trainer's job is to observe and check off each step or task on the checklist as the participant completes it. The checklist is important because it ensures that the trainer checks and documents the same skills every time.

For example, in a First Aid Training, the participants must demonstrate how to do CPR one by one while the trainers look at a checklist and check off each step as the participant does it. The participant gets points for doing each step correctly.

Pros	Cons
• Good for measuring skills ("practice"). For example, if your participants are learning a specific skill that they will apply to their lives after the training, such as livelihoods training, administering medical procedures, or implementing strategies, this is the best form of assessment.	• Inefficient – requires the trainers to watch each participant do the skills one by one. This can take a long time if you have a lot of participants and few trainers.

Example: First Aid Training CPR Checklist (1 per participant)

Participant Name:

CPR Assessment Checklist	Points
Participant must do the task correctly without support to get the point.	
1. Assess the scene to make sure it is safe	____/1
2. Check if victim is responsive (i.e. tap and say "are you alright?")	____/1
3. Get help	____/1
4. If face down, turn face up supporting neck and head.	____/1
5. If breathing but unconscious, put in recovery position.	____/1
6. Open the airway	____/1
7. Check for breathing (Look, Listen, Feel)	____/1
8. Clear the airway of any obstructions	____/1
9. If not breathing, give 30 compressions	____/1
10. Give compressions at the rate of about 100 times per minute	____/1
11. Give two breaths	____/1
12. Continue giving 30 compressions and 2 breaths until further medical care is available or the patient starts breathing. (until Trainer says to stop.)	____/1
TOTAL POINTS	**____/12**

4. **Final Project/Product with Checklist**
   This is when the participant makes a final product by him/herself, without the support of the trainer. The participant turns the final project into the trainer, and the trainer uses a checklist and gives points for each part that is done correctly.

   For example, in a sewing training the participants must make a shirt, sin and pair of pants at the end of the training. The trainers follow the checklist and gives points for every stitch, seem, etc. that is done correctly.

Pros	Cons
• Good for trainings in which the participants are learning how to make something (i.e. sewing, handicrafts) • Good for longer trainings that teach many small skills	• Can be difficult to create a final project that includes ALL of the skills taught throughout the training. (Another option is to create a final project after each unit.)

5. **Work Observations with Checklist**
   This is when the trainers follow up with each participant by visiting them in their jobs and observing them while they are applying the skills they learned in the training. The trainer uses a checklist to document whether or not the participant is applying the skills correctly.

   For example, some trainers are giving a training for medics on how to give eye exams. After the training, the trainers visit each medic in the health center where he/she works. They observe each medic as they conduct an eye exam. They give points for each step done correctly.

Pros	Cons
• Good for measuring skills ("practice"). • Good for measuring application of skills (are the participants applying what they learned in the training to their jobs or lives?)	• Takes time and resources (trainers must travel to visit each participant in his or her workplace). • Does not tell you immediately at the end of the training whether or not the learning objectives were met. (It is a good idea to use this type of assessment with some other kind of test given at the end of the training.)

6. Informal Assessments

Informal assessments are when the trainer checks to see what the participants know/don't know and can/can't do, but does not record and document the results in a standardized way.

Examples of informal assessments include review questions at the end of a lesson, review games and observation and feedback during group work.

Pros	Cons
• Good to use during a training so the trainer knows what is still difficult for participants. • Can be incorporated into learning activities. • Allow participants to get instant feedback from the trainer to know how to improve.	• Are not standardized or documented, so difficult to use as evidence in reports and other documents.

Step 4. Put it all together (Curriculum Outline)

Once you have determined the basics, the goal and objectives, assessments, you can put everything together into one document called a **curriculum outline**.

The **curriculum outline** can be shared with the trainers, donors, partner organizations and other stakeholders so that everyone knows the important information about the training.

Curriculum Outline Template

Training Topic: *What is the training about?*

Target Group: *Who is the training for?*
Duration: *How long is the training?*
Locations: *Where will the training take place?*
Dates and Times: *When?*

Training Goal

1-2 sentences to describe what participants will know and be able to do by the end of the training.

- *By the end of the training, participants will…*

Resources and Materials

What information will you use? Where will you get it? (i.e. handbooks, information packets, other curriculum, etc.

What are the main materials you need to do the training? (i.e. special equipment)

Learning Objectives

Break the training goal into smaller objectives. What do the participants need to know and be able to do in order to meet the training goal? Make them SMART!

Assessment

How will you measure participants' knowledge and skills?

Example Curriculum Outline
Healthy and Happy NGO

Training Topic: Mobile Phone Training

Target Group: Village Health Volunteers
Duration: 1 Day (9:00 am – 4:00 pm)
Location: 5 District Health Centers in Xiangkhouang Province (Pek, Kham, Nonghed, Khoune, Morkmay)
Dates and Times: August 24 – 28th, 2015 (1 day per district)

Training Goal
By the end of the training, participants will be able to use cell phones to contact village and district health centers when there is a health emergency in their village.

Resources and Materials
- Nokia Phone instruction manual
- Nokia Phones
- Detailed training plan created by Happy and Healthy NGO

Learning Objectives

By the end of each corresponding session, participants will be able to:
- <u>Identify</u> the contact numbers of the nearest district and provincial health centers
- <u>Save</u> the health center contact numbers into the phone
- <u>Call</u> the health center and provide the appropriate information
- <u>Send</u> a text message with the appropriate information to the health center
- <u>Explain</u> the protocol after the message is sent (what should I do after I call?)
- <u>Top up</u> their phones when they run out of money

Assessment
- Beginning of the training: Pre-test
- During the training: Trainer observations during small group practice
- End of the training: Post-test

Chapter 3: How We Learn

What is Learning?
- ✓ Learning is adding new knowledge or skills to our prior knowledge and skills.
- ✓ Learning does not happen all at once, but builds on and is shaped by previous knowledge.
- ✓ Learning is a process.

How do we Learn?

- Observing
- Listening
- Reading
- Doing
- Getting feedback
- Practicing again and again with someone else's help
- Practicing again and again by ourselves
- Connecting new knowledge and skills to prior knowledge and skills

The Process of Learning

Be introduced to it

↓

Get to know more about it

↓

Try it out

↓

Get feedback

↓

Reflect and adjust

↓

Use it!

(Hughes, C., Toohey, S., and Hatherley, S., 1992)
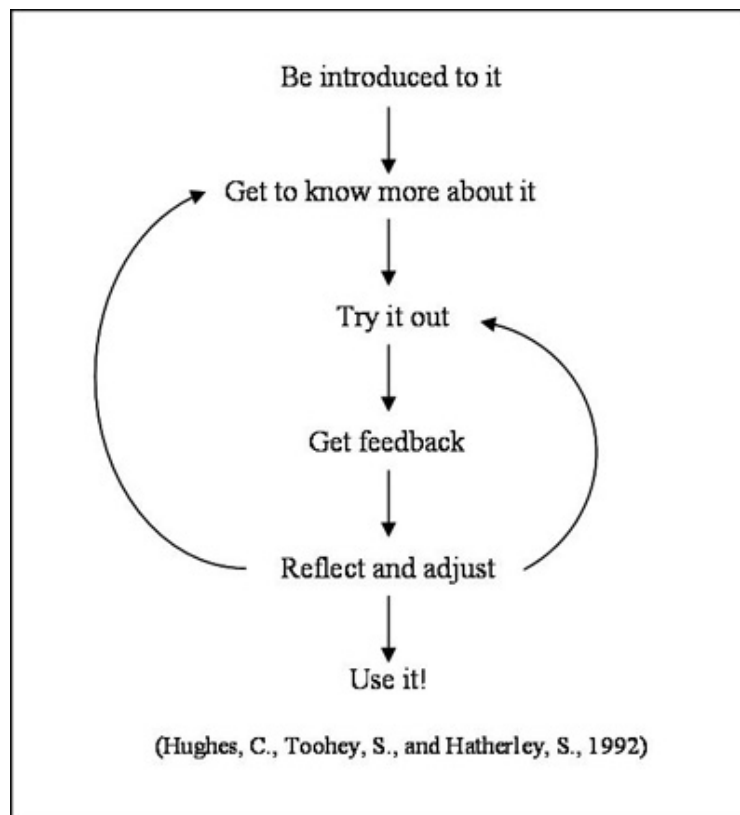
> *Case Study*
> **Father, Son and Bicycle**
>
> Father is teaching his son to ride a bicycle. Father sits on the bicycle. He demonstrates how to pedal, how to change the gears and how to break. His son watches while he demonstrates.
>
> **Father:** Did you see what I did? Now do you understand how to ride a bike, son?
>
> **Son:** Yes
>
> **Father:** Okay, now you can ride the bicycle.
>
> Father leaves his son and goes inside the house. Son gets on the bicycle begins to ride, but he cannot keep his balance and crashes into the neighbor's house. The bike is broken. Father comes out. He is very angry and begins scolding his son.
>
> _____
>
> - *Why do you think Son crashed the bike?*
> - *Considering how we learn, what could father have done differently while teaching to help his son learn better?*

Remember…

- ✓ When someone tells us how to do something, it does not mean we automatically know how to do it. When someone tells us new information, it does not mean we automatically understand it.

- ✓ The best way to learn something is to PRACTICE it!

So, when planning a training…

- ✓ Plan activities that will allow the participants to PRACTICE the skills and knowledge of the learning objectives during the training.

- ✓ Build in activities that allow the trainer to observe, give feedback and provide additional support while the participants are practicing.

Chapter 4: Planning Learning Activities

There are many types of learning activities. For example:

- ✓ Presentations
- ✓ Lectures
- ✓ Large group discussions
- ✓ Small group discussions
- ✓ Pair work
- ✓ Role plays
- ✓ Work sheets/problem sets
- ✓ Demonstrations
- ✓ Case studies
- ✓ Practice
- ✓ Brainstorming
- ✓ Reading handouts
- ✓ Games

When planning learning activities, think about the **Process of Learning** (p. 20)
For each learning objective, plan a variety of activities that will address different stages of the learning process:

Learning Process	What the trainer does	Possible Learning Activities
Be introduced to it	Introduces topic/learning objective	Presentation, lecture, discussion, brainstorm, large group discussions, small group discussions
Get to know more about it	Explanation/Demonstration	Presentation, lecture, demonstration, case study, reading hand outs, role-plays
Try it out (Practice)	Facilitate practice	Practice in pairs, practice in small groups, practice with actual tools, worksheets or problem sets, role-plays

★ **Learning activities should always connect to learning objectives.** ★

Chapter 5: Creating Pre and Post Tests

Pre and Post Tests are one way to assess learning. They measure participants' progress from the beginning to the end of the training.
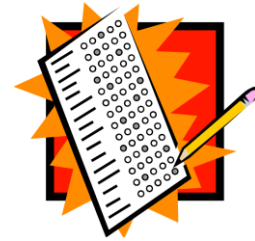
Pre/Post Tests
- Should have the **same questions** in the **same order** on both tests
- Should **measure the learning objectives**
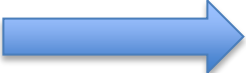
Types of Pre/Post Test Questions
- **True or False** (easy to grade and document)
- **Multiple Choice** (easy to grade and document)
- **Fill in the Blank** (somewhat difficult to grade and document)
- **Short Answer** (difficult to grade and document)
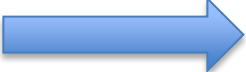
Using learning objectives to write pre/post test questions
- SMART objectives are easier to measure.
- SMART objectives allow us to write good test questions.

Example: Financial Literacy Training

✗ **NOT SMART** **learning objective:**		**Test Question**
Know about wants and needs	→	?

✓ **SMART** **learning objective:**		**Test Question**
By the end of the session, participants will be able to differentiate between wants and needs.	→	**True or False:** "Wants" are things that we absolutely need to survive.

Chapter 6: Analyzing Pre and Post Tests

Why do we analyze pre and post tests?
- So organizations know how successful the training is
- For trainers to reflect and make changes to improve
- To identify participant's needs for follow-up trainings

How do we analyze pre and post tests?
We analyze pre and post tests by comparing the results from each. We look for answers to the following questions:
- What do you notice?
- Did every participant improve? By how much?
- Did every participant pass the post-test?
- Which questions were the most difficult? (Which questions did most people get wrong on the post-test?) Why do you think that was?
  - Did the trainer forget to teach this information?
  - Is the question confusing?
  - Was the information not achievable within the timeframe of the training?
- What changes do you need to make as a result?
  - Does the trainer need to spend more time on a certain topic that is more difficult? Change the learning activity?
  - Do you need to make the training longer?
  - Do you need to plan a follow-up training? If so, what content should be included in the training?

Healthy and Happy NGO Mobile Phone Training Pre and Post Test Score Results

Trainees	Trainees names	Organization	Pre-test score (%) Eg. 5/10	Post-test score (%) Eg. 9/10	a. Passed post-test Yes = 1 No = 2	b. Person trained and completed at least 50% of the course Yes = 1 No = 2	Organization strengthened Yes = True No = False
T1	Trainee	A	86%	86%	1	1	TRUE
T2	Trainee	B	43%	100%	1	1	TRUE
T3	Trainee	C	100%	100%	1	1	TRUE
T4	Trainee	A	100%	100%	1	1	TRUE
T5	Trainee	D	100%	100%	1	1	TRUE
T6	Trainee	B	100%	100%	1	1	TRUE
T7	Trainee	C	100%	100%	1	1	TRUE
T8	Trainee	A	71%	100%	1	1	TRUE
T9	Trainee	B	100%	100%	1	1	TRUE
T10	Trainee	D	86%	100%	1	1	TRUE

Healthy and Happy NGO Mobile Phone Training Pre and Post Test Bar Graph

Score for pre/post-test, per trainee
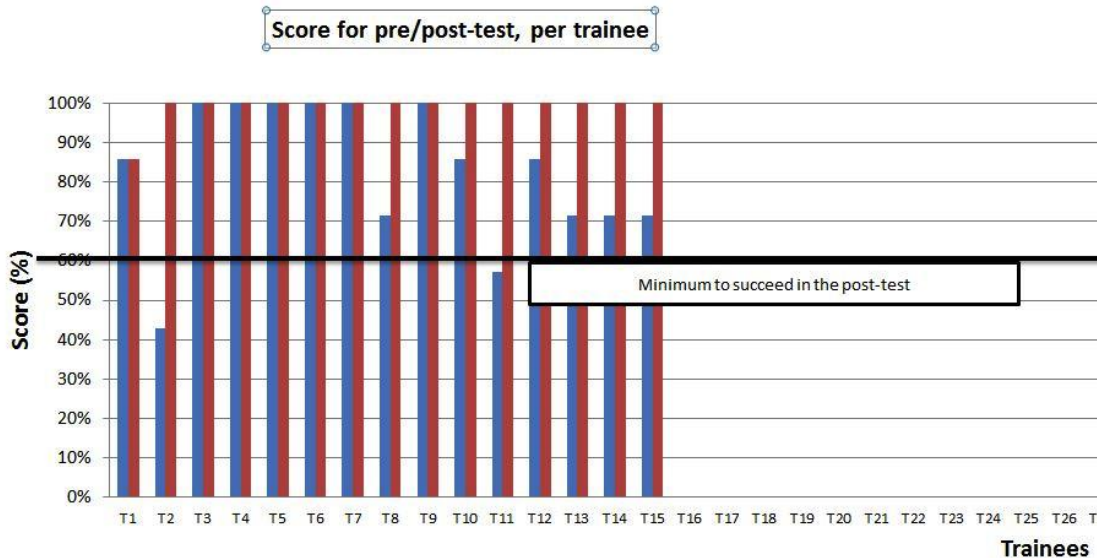
Case Study
Healthy and Happy NGO analyzes pre and post tests (see chart and graph above)

After giving their mobile phone trainings, the Happy and Healthy trainers enter the pre and post test scores into a chart in Excel. They use Excel to create a bar graph to show each participant's results. While looking at the chart and graph, they notice that:

- 13 out of 15 (87%) participants passed the pre-test
- 6 out of 15 (40%) participants got 100% on the pre-test
- 15 out of 15 (100%) participants passed the post-test.
- 14 out of 15 (93%) participants got 100% on the post test

Overall they notice that everyone did very well, and many people even scored very high on the pre-test. This means that the participants *already knew a lot of the information included in the training*. They know from this data that they do not need to give a follow-up training on mobile phone use. They think back to their original needs assessment. They know that Village Health Volunteers were not calling the district and provincial health centers very often because they didn't know how. Now that they have trained all the VHVs in mobile phone use and everyone scored very high, they know they probably do not need to do a follow-up training on the same topic. They decide they want to track the calls to see if the VHV calls to the Health Centers increase after the training. This will help them know if their training helped to change the behaviors of the participants, and whether or not the training helped them to reach the program goal of increasing access to health care in remote areas.

Chapter 7: Writing a Trainer's Terms of Reference (ToR)

What is a Trainer's Terms of Reference?

A Trainer's Terms of Reference (ToR) is a written agreement so that the trainer knows exactly what his or her responsibilities are.

A ToR needs to be a **written document** to avoid any confusion or misunderstanding about the trainer's responsibilities.

Who writes a ToR?

The project staff should work together to create the ToR before hiring the trainer.

What is the ToR used for?

- To find a consultant who has the right knowledge, skills and attitudes to effectively implement and document the training
- To let the trainer know exactly what the training should be about, and the desired outcomes of the training
- To indicate to the trainer what types of documentation he or she needs to provide or create in addition to facilitating the training

Terms of Reference Template

Trainer Consultancy
(Training Topic)
(Dates and Duration of Consultancy)

Background
- *When did your organization start?*
- *What type of work does your organization do?*
- *What is your organization's mission statement?*

Rationale
- *What is your organization's TEAM project?*
- *How does this training connect to the project?*

Purpose of consultancy
- *Why are you hiring this trainer?*
- *What is he/she responsible for doing?*

Training Goals and Objectives
- *Who is the training for?*
- *What is the Training Goal? (see Chapter 2 Step 2)*
- *What are the learning objectives?*

Expected deliverables:
- *What documents is the trainer expected to create?*
  - *Training schedule?*
  - *Pre/post test?*
  - *Trainer notes?*
  - *Training report? Including…*
    - *Pre/post test analysis?*
    - *Recommendations for improvements to the curriculum and training?*
    - *Recommendations for follow-up trainings?*

Timeframe
- *When is the trainer expected to work?*
- *When are the training dates?*

Example Terms of Reference #1

Terms of Reference
Curriculum Development Consultancy
1 May 2015 – 30 September 2015

Background

World Education has been operational in the Lao PDR since 1992. WE has worked in a number of sectors (agriculture, education, health, drug addiction, and repatriation) over the past 22 years, however projects are currently focused on: Education, Health, Mine Action and Economic development with disability and gender as cross cutting issues.

1. Addressing the needs of unexploded ordnance (UXO) accident survivors and their families;
2. Coordinating a UXO education and awareness program in primary schools in the 49 districts of eleven provinces which are most heavily impacted by UXO;
3. Implementing an integrated disability inclusion project with multiple partners;
4. Improving emergency and trauma care training for doctors and nurses; and,
5. Implementing a rural livelihoods project in southern Laos.

World Education staff work hand in hand with the Lao PDR government staff in the Ministry of Health, the Ministry of Education, and the Ministry of Labour and Social Welfare, and the National Regulatory Authority (NRA) in implementing these programs.

Rationale

The World Education Laos TEAM project is a USAID-funded project that intends to develop and strengthen the disability and physical and rehabilitation medicine sectors in Laos. The goal of the TEAM project is to enable people with disabilities, especially women and girls to attain and maintain maximum independence to fully and equally participate in all aspects of life. The four components of the TEAM project are (i) Training, (ii) Economic Empowerment, (iii) Assistive Technology and (iv) Medical & Physical Rehabilitation.

Through delivering sub-grants to several national or international organizations, World Education Laos manages the overall grant from USAID and coordinates the achievement of different targets in each of the four components. World Education Laos ensures capacity-building in grant management and technical support to sub-grantees.

According to USAID's requirements in term of indicators, training will be counted in indicators as far there is a written curriculum.

Purpose of consultancy

At this stage of the TEAM project no sub grantee will be creating long, in-depth curriculums that need to be validated by a ministry. They will rather organize short trainings on things like disability rights, financial literacy, screening for early detection of impairments, etc.

More comprehensive curriculum development may come with the second and third round of application particularly if the Center for Medical Rehabilitation applies for a sub-grant. (June 2015).

The consultant will therefore provide 2.5 days training on the principles of curriculum development and basic methodology for training. She will also organize coaching (direct or distance) to accompany each sub-grantee in the process of developing their own curriculum.

The objectives of this consultancy

By the end of September 2015, the TEAM Sub-grantees working on training provision will be able to:

1. Understand the principles and methodology of curriculum development.
    a. What is the content and structure of a training curriculum document?
    b. How to define and formulate SMART learning objectives for training that reflect the knowledge, skills and attitudes expected by the trainer?
    c. What are the different methods of teaching/learning with some tips for good learning?
    d. What is "trainer notes" and how to prepare and use them?
    e. How to develop, use and analyze pre/post-test so they effectively measure the progress and achievements of the learners?
2. Develop term of reference (TOR) for hiring a trainer consultant for a specific training topic.
3. Receive direct or distance coaching for developing and finalizing their own curriculum document related to the training activity of their TEAM project.

Expected deliverables:

- A brief, practical guideline/handbook on how to develop training curriculum from A to Z adapted to the TEAM Laos project context will be developed and delivered to sub-grantees.
- If requested by sub-grantees, each TEAM Sub-Grantee's curriculum and TOR drafting process will be accompanied (directly or through distance coaching) by the consultant with advice, recommendations and corrections.
- A final report on lessons learnt and recommendations for building capacity of TEAM Sub Grantees staff in Laos on developing training materials will be prepared.

Timeframe

- Monday May 18th:
    - Arriving in Vientiane, documents review and discussion with TEAM team.
    - Basic ToT training for TEAM staff
- Wednesday-Friday May 20th-22nd (2.5 days)
    - Training session on curriculum development with case studies related to Sub-Grantees' training subjects.
- 2 first weeks of June;
    - Distance coaching and questions & answers upon request from sub-grantees.
- August - September:
    - Distance coaching and question & answers upon request from sub-grantees.
- End of September
    - Final report with lessons learnt on capacity building in curriculum training development.

Example Terms of Reference #2

Association for Persons with Disabilities (APD)
Terms of Reference
Trainer: Disability Rights and Equality Training
1 June 2015 – 31 August 2015

Background
The Association for Persons with Disabilities (APD) has been working in Laos to promote equal opportunity, equal access to services, economic power and independent living for individuals with disabilities since 2005. Throughout the past ten years, APD has worked with government agencies, international non-profit and community based organizations to provide capacity building opportunities for persons with disabilities, as well as to create awareness on disability rights and the social model of disability for all citizens of Laos. Our vision is to create a Lao society in which all individuals are included in all aspects of work and life.

Rationale
The World Education Laos TEAM project is a USAID-funded project that intends to develop and strengthen the disability and physical and rehabilitation medicine sectors in Laos. The goal of the TEAM project is to enable people with disabilities, especially women and girls to attain and maintain maximum independence to fully and equally participate in all aspects of life. The four components of the TEAM project are (i) Training, (ii) Economic Empowerment, (iii) Assistive Technology and (iv) Medical & Physical Rehabilitation.

APD has received a TEAM grant to provide Disability Rights and Equality Training for business managers in the private sector in Vientiane Capital.

According to USAID's requirements in term of indicators, training will be counted in indicators as far there is a written curriculum.

Purpose of consultancy
The consultant will organize and facilitate a one-day training on Disability Rights and Equality for business managers in Vientiane Capital. The consultant will also be responsible for ongoing documentation for monitoring and evaluation purposes, including participant registration forms and pre and post tests, and will work with the APD M&E officer to design appropriate M&E tools. The consultant will also work with the Program Coordinator to identify potential participants within the target group and organize training logistics.

Objectives of this Consultancy

By the end of August 2015, at least 100 for-profit business managers in Vientiane Capital will be able to identify ways to create an enabling work environment that gives each employee or potential employee an opportunity to fulfill his or her job responsibilities. They will be able to:

- Identify common stereotypes and prejudices that persons with disabilities face on a daily basis.
- Summarize the United Nations Convention on the Rights of Persons with Disabilities.
- Identify barriers to inclusion and equal access of employment in their respective companies.
- Identify ways to address inclusion and equal access of employment in their respective companies.

Expected Deliverables

- A training plan that follows the APD's Disability Rights and Equality Training Curriculum Outline.
- A participant profile form to be completed at the beginning of the training.
- A pre and post test that is aligned with the training goal and objectives.
- A final report that includes basic demographic information on all participants, an analysis of pre and post test scores, an evaluation of the training, lessons learned and recommendations for future trainings based on data analysis.

Timeframe

- June 1 – 30, 2015
  - Working in APD office in collaboration with Program Coordinator to identify potential participants and organize training logistics.
  - Collecting, creating and piloting all training materials, including training plan, pre and post test and participant profile form
  - Collaborating with M&E officer to identify the most appropriate M&E tools
- July 1 – 31, 2015
  - Facilitating trainings for at least 100 business managers at various locations in Vientiane Capital
  - Documenting information on participants and pre and post test scores on a regular and ongoing basis
- August 1 – 31, 2015
  - Working in APD office to write the final training report that includes basic demographic information on all participants, an analysis of pre and post test scores, an evaluation of the training, lessons learned and recommendations for future trainings based on data analysis.

Chapter 8: Writing a Training Plan

What is a Training Plan?
Training plans…
- are detailed plans that document exactly how a trainer will facilitate a training
- can also be called "lesson plans" or "trainer's notes"
- are written before the training
- are used and followed during the training

Why do we write them?
Training plans…
- help trainers to be well-prepared
- guide trainers on what to do and when to do it during the training
- keep trainers and participants on time and on task
- ensure that there is a learning activity for every learning objective

Components of Training Plans
There is no "right" way to write Training Plans. However, good training plans should include a description of the following:

- ✓ Learning objectives
- ✓ Content (what information are you teaching?)
- ✓ Assessments
- ✓ Learning Activities (what is the activity? How do you facilitate it step by step?)
- ✓ Duration of each activity
- ✓ Materials Needed

Case Study:
Healthy and Happy NGO – training plan

A Happy and Healthy trainer plans to give the Mobile Phone Training. She has reviewed the curriculum outline, so she knows the training goal and learning objectives. She decides that she does not need to write a training plan since the content is very basic.

During the training, she explains to participants how to save the health center numbers into the phone. However, she has not prepared any activities that allow participants to practice this skill, so she continues on the next objective. At the end of the training, she asks participants to show her how to save a number into their phone. They cannot remember.

How would a training plan help to solve this issue?

How to Write Training Plans

1. Divide the training content into smaller sessions. Often we use the learning objectives to determine the sessions.

2. Determine the sequence and length of each session?
   - What will you teach first? Next? Last?
   - Make a prediction about how long each session will take
   - Usually we begin with the more basic content and move to more complex content so participants can build knowledge and skills little by little

Beginning of training   Middle   End of training
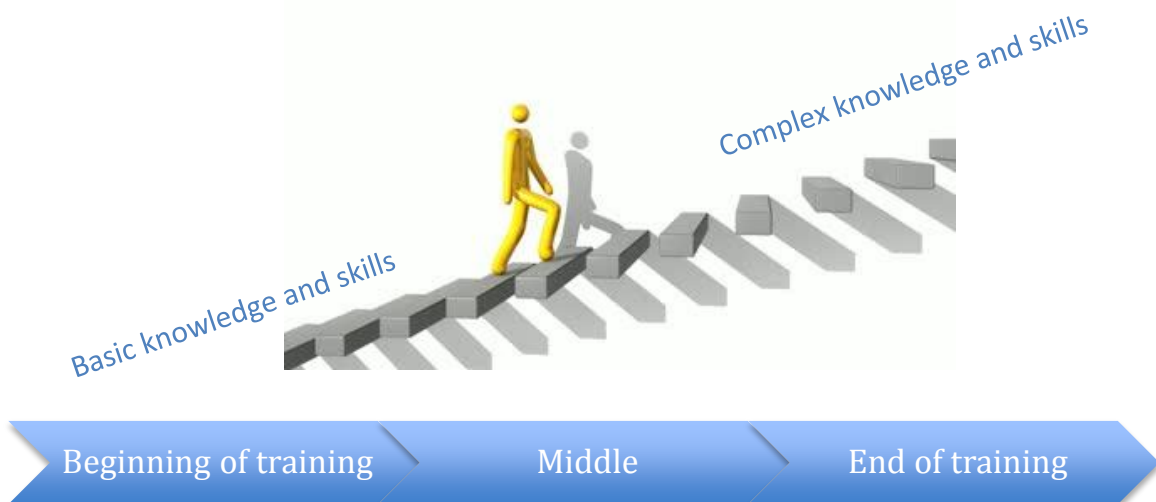
3. Include the important content in the training plan
   - What exact information does the trainer need to share in each session?

4. Create learning activities for each learning objective.
   - Plan specific activities that connect to each objective to make sure that nothing is forgotten, and that the training goal is met.

5. Plan for practice time within the training
   - One of the most common training mistakes is to explain content but not give participants a chance to practice it.

6. Write the procedures for each learning activity
   - Include step-by-step instructions on how you will facilitate each activity. What should the participants do? What should the trainer do?

7. Include assessments
   - How will you assess participants at the beginning, middle and end of the training?

Sample Training Plan, Page 1
Healthy and Happy Mobile Phone Training

Time	Learning Objectives	Method/ Learning Activity	Procedure	Resources and Materials	Assessment
8 :30 am	Registration and Opening Ceremony			Sign-in sheet	
9:00	Identify the training goal, learning objectives and schedule for the day	Presentation	1. Introduce the training goals, learning objectives and schedule.	- Chart paper w/ schedule	
9:30	Share prior knowledge and skills on using mobile phones	Written Pre-Test Completed individually	1. Hand out pre-tests 2. Answer any questions about the meaning of the questions, but do not provide answers	- Pre-tests - Pens/pencils	
10:00	- Identify the contact numbers of the nearest district and provincial health centers - Save the health center contact numbers into the phone	Presentation Individual Practice	1. Present health center numbers 2. Hand out phones 3. Present and demonstrate steps to enter and save numbers 4. Have participants follow along step by step to enter and save	- Health Center contact numbers - Chart paper with steps to save numbers including pictures - Phones (1 per participant) - Phone instruction manuals	Visit each participant check that he/she has saved each number correctly

Time	Learning Objectives	Method/ Learning Activity	Procedure	Resources and Materials	Assessment
11:00	Call the health center and provide the appropriate information	- Presentation - Role-play - Pair Practice	1. Presentation - Explain protocol for calling the health center 2. Role-play - one trainer is the VHV calling and one is the doctor. 3. Participant role-play - invite one volunteer to be the VHV and one to be the doctor 4. Practice – participants do the role-play in groups. One is VHV and one is participant. Then switch roles	-Chart with protocol and pictures - Phones	Visit each pair to observe and give additional support as needed
Lunch					
1:00	Send a text message with the appropriate information to the health center	- Presentation - Demonstration - Practice	1. Presentation - Explain what information must be included in the text message. Explain how to write and send a text message. 2. Demonstrate how to write the text message while participants follow along and write text messages on their phones 3. Practice - Participants send the message to another participant in the training	- Chart with sample text message	Check to make sure each text message includes the correct information. Provide additional support as needed.

Sample Training Plan, Page 3
Healthy and Happy Mobile Phone Training

Time	Learning Objectives	Method/ Learning Activity	Procedure	Resources and Materials	Assessment
2:00	Top up phones when they run out of money	-Presentation -Demonstration -Practice	1. Presentation - Explain the steps for topping up a phone 2. Demonstrate how to top up a phone 3. Practice – have participants do each step while you do it.	- chart with steps for topping up including pictures -codes for topping up	Visit each participant to confirm that the phone is topped up
3:00	Review of all learning objectives	Team Game	1. Divide into 2 teams 2. Ask each team a question from the pre/post test one by one. Give the team a point if they are correct. Provide the correct answer if necessary	- Pre/Post Test questions and answers - Prize for winning team	
3:30	Share knowledge and skills learned during the training	Written Pre-Test completed individually	1. Hand out pre-tests 2. Answer any questions about the meaning of the questions, but do not provide answers Answer any final questions participants may have about using cell phones	- Post-tests - Pens/pencils	

Appendix

Useful Templates

Curriculum Outline

Training Topic:

Target Group:	
Duration:	
Location:	
Dates and Times:	

Training Goal

Resources and Materials

Learning Objectives

Assessment

ToR
Trainer Consultancy
(Training Topic)
(Dates and Duration of Consultancy)

Background

Rationale

Purpose of consultancy

Training Goals and Objectives

Expected deliverables:

Timeframe

Training Plan Sample Template #1

Time	Learning Objectives	Method/ Learning Activity	Procedure	Resources and Materials	Assessment

Training Plan Sample Template #2

Lesson 1:	
Time:	

Learning Objectives for this lesson:

Resources and Materials for this lesson:

Learning Activity/Time	Process (Steps):
Learning Activity 1: Time:	
Learning Activity 2: Time:	
Learning Activity 3: Time:	

Assessment

Summary

10 Quick Steps to Planning a Training

1
- Identify the Training Needs

2
- Identify Who, What, Where, When, Why, How

3
- Write the training SMART goal

4
- Collect and review the content available. Brainstorm training topics

5
- Write SMART learning objectives

6
- Determine how you will assess

7
- Complete a curriculum outline

8
- Write a ToR for the trainer

9
- Create a pre/post test that measures the learning objectives

10
- Write a training plan