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T raining

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M edical
Rehabilitation

Training of Trainers (ToT)

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

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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 2-day Training of Trainers Workshop held at the Learning Center in Vientiane on June 22nd – 23rd, 2016. The goal of the training was for participants to enhance their training skills and apply basic adult training principles and methodologies to the planning and delivering of TEAM project trainings. Following the 2-day training, participants planned and delivered a mock lesson that was recorded. They then received personalized feedback on training skills and techniques from WE TEAM project staff. Participants were also asked to set personal SMART training goals and work with WE TEAM staff to develop an “action plan” for improving future training practices at their respective organizations.

In addition, the Handbook was intended to be used as a take-home resource for participants and their respective organizations as they design and deliver future trainings, meetings and workshops. Participants are encouraged to share this tool with other members of their organizations, and to reference it as they plan and deliver their own trainings.

** 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: Adult Learning Theory

Adults typically have certain traits that make their learning process slightly different from that of children. Considering these traits while planning and delivering workshops and trainings can help us ensure that our adult learners stay engaged.



In your experience, how are adult learners different from children?

Adult Learners	Child Learners

6 Important Traits of Adult Learners

1. Self-directed learners

Adults feel the need to take responsibility for their lives and decisions and this is why it's important for them to have control over their learning. Therefore, self-assessment, a peer relationship with the instructor, multiple options, and initial, yet subtle support are imperative.

2. Practical and results-oriented

Adult learners are usually practical, dislike theory, need information that can be immediately applicable to their professional needs, and generally prefer practical knowledge that will improve their skills, facilitate their work and boost their confidence. This is why it's important to create a training that will cover their individual needs and have useful content.

3. Less open-minded and therefore more resistant to change than children.

Adults develop beliefs about the world through their many years of life experience. This can lead to rigidity and being less open to new ideas and new or different ways of doing things. Thus trainers and facilitators need to provide the "why" behind the change, new concepts that can be linked to already established ones, and promote the need to explore.

4. Use personal experience as a resource

Adults have lived longer, seen and done more, have the tendency to link their past experiences to anything new and validate new concepts based on prior learning. This is why it's crucial to encourage discussion and sharing and create a learning environment that allows participants to interact in a meaningful way.

5. Many responsibilities

Adult learners have a lot to juggle between family and work. This is why it's more difficult for adults to make time for learning. If his life is already demanding, then the learning outcome will be compromised. It is helpful to keep this in mind when planning trainings and design flexible programs, accommodate busy schedules, and accept the fact that other responsibilities might interfere with the learning process.

6. High expectations

Because their time is so precious, adult learners have high expectations. They want to be taught about things that will be immediately useful to their work. They don't want to waste time. This is why it's important to create a course that will maximize their advantages, meet their individual needs and address all the learning challenges.

Adapted from <https://elearningindustry.com/8-important-characteristics-of-adult-learner>

Chapter 2: Defining the Terms – Facilitation vs. Training



In your experience, what are the similarities and differences between a facilitator and a trainer?

We often hear the terms **facilitation** and **training** used interchangeably to describe the process of leading a workshop. Yet, are they really the same? How are they different? Should we call ourselves facilitators or trainers? Do we need different skills for each? Let's start with definitions:

To facilitate : to make an action or process easier .	To train : to teach a skill through instruction and practice .
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Here are some major differences between facilitator and trainer roles:

A Facilitator...	A Trainer...
<ul style="list-style-type: none"> • Is <i>not</i> necessarily a content expert. • Is an expert in getting groups to work together to solve a problem or achieve a common goal. • Usually helps an organization or group as a whole achieve their goals. • Often helps the group to define and verbalize its own goals and/or helps a group develop and implement their own "action plan" to achieve the goals. 	<ul style="list-style-type: none"> • <i>Is</i> a content expert. • Is not necessarily an expert in knowing how groups do or don't work well together. Instead, knows the most effective ways to teach specific knowledge or skills. • Usually helps individuals develop or improve knowledge and skills to achieve professional goals or improve work performance. • Usually does not help groups establish their own learning goals -- these have already been determined prior to the training. Knows how to adapt the content in order to make sure that each individual reaches the desired learning goals.

Table adapted from <http://www.guilamuir.com/what-is-a-trainer-what-is-a-facilitator/>



Practice

Trainer or Facilitator?

1. Nang leads workshops on “Inclusion in the Workplace”. She meets with leaders and staff from various NGOs and Community Based Organizations to help them:

- analyze how inclusive their organization currently is
- create specific goals for making their organizations more inclusive
- create a strategic plan for reaching their inclusion goal

Nang is a _____
because _____.

2. Bounmi’s leads workshops on “Monitoring and Evaluation”. He meets with Monitoring and Evaluation Coordinators from various NGOs and Community Based Organizations to help them:

- learn how to create data collection forms
- learn how to input data into a database
- learn how to analyze data

Bounmi is a _____
because _____.

However, there are many similarities between facilitating and training, and many of the same skills are required to do both.

Both great facilitators and great trainers...

- Help people achieve specific goals through the use of active, participatory, participant-centered methods.
- regularly evaluate the process in real time, and can measure how well the participants achieved the goals at the end of the process.
- Create dialogue and interaction between participants, not just between themselves and the participants.

In reality, many workshops require a blend of both training and facilitation, especially when working with adult learners. We know that adult learners have extensive prior experience, knowledge and skills. When giving trainings, we often need to “facilitate” the application of this knowledge, skills and experience to new situations or goals. Yet, adults can also have gaps in knowledge and skills they need to do their jobs. When facilitating workshops, sometimes we need to “teach” background information in order to help a group reach its desired outcome.



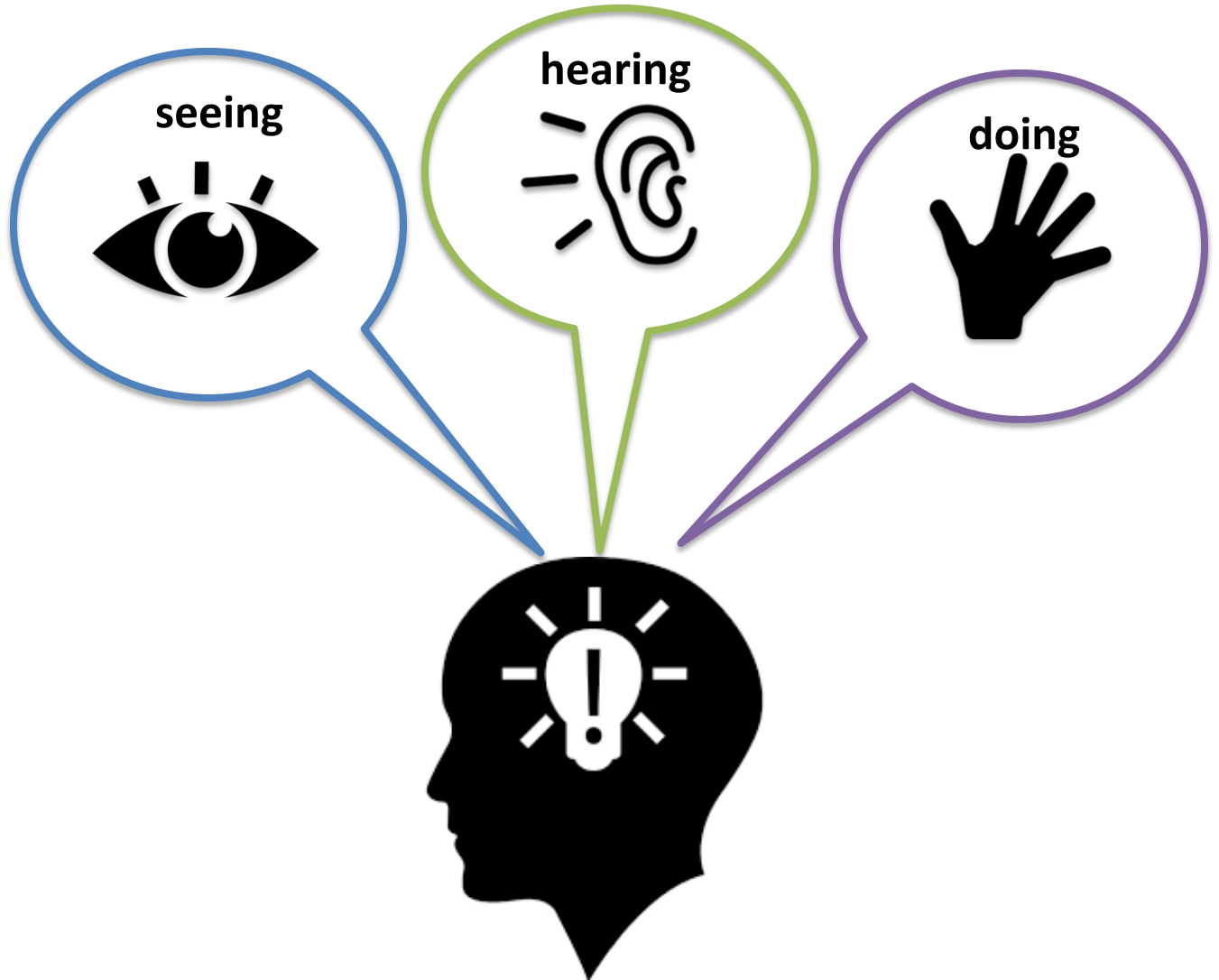
Reflect & Apply




1. Describe a time during a workshop when you were in the **“facilitator”** role. What were you facilitating? What specific skills did you need to do it?

2. Describe a time during a workshop when you were in the **“trainer”** role. What were you training people to do? What specific skills did you need to make sure the participants reached the training goal?





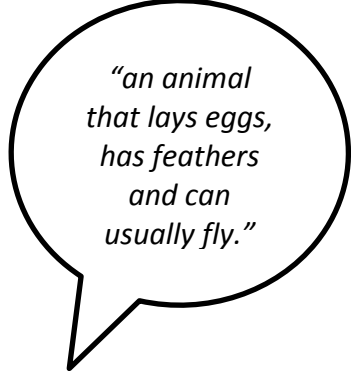

Chapter 3: Multi-sensory Teaching and Learning

We use our senses to learn. The most common ways we learn are by:






		
Learning by reading and writing text or by seeing and drawing images.	Learning by listening to a lecture or an explanation, or by explaining verbally to someone else.	Learning by engaging in physical activities that require us to use our bodies.





As learners, we may prefer to learn new information one way more than another. As trainers and facilitators, we use the senses to teach new information. For example, in an English class, the teacher is introducing a new set of vocabulary. She can:

		
Show the written word with a picture.	Say the word and explain its meaning.	Demonstrate an action to represent the word.
 <p>bird</p>	 <p>bird</p>	 <p>bird</p>

Sometimes the best way to teach something depends on the content and the desired learning outcome. This means that the more specific the outcome, the easier it is to know how to teach it. For example:

Learning Outcome	Best way to learn/teach it	
Be able to recognize and identify different types of birds based on how they look.		Look at pictures of birds and see them in real life.
Be able to recognize different types of birds based on how they sound.		Listen to recordings of different birds singing and listening to them in real life.
Be able to recognize different types of flowers based on how they smell		Smell different types of flowers.

However, many things can and should be taught using multiple senses. For example, playing football is a complex skill. Finding ways to incorporate all the senses in football training is beneficial to the learner:

Learning Outcome	Ways to teach/learn it	
<p>Be able to play football.</p> 	 doing	Playing, practicing, doing drills.
	 seeing	Watching a match live or on TV, watching others do the skills.
	 hearing	Getting verbal feedback from a coach while playing.






Practice

Read the learning outcome. Determine which is the best way to learn/teach it. Record your ideas in the table below.

Learning Outcome	Best way to learn/teach it	
Be able to pronounce the letter sounds in a new language.		
Be able to drive a motorbike.		
Be able to recognize what a diseased plant looks like.		




Read the learning outcome. How can you teach this outcome using different senses?
Record your ideas in the table below.

Learning Outcome	Ways to teach/learn it	
Be able to write a training report.	 doing	
	 seeing	
	 hearing	

Reflect & Apply

1. Think about your own training style and techniques, and the types of activities you do when leading trainings. Do you tend to use one sense more than the others? For example, do you usually give lectures or explanations? Do you usually hand out documents or use Power Points so that participants can read/see new information? If so, why?

2. Write down a specific learning outcome from a training you lead. Write down different ways to teach that same learning objective using the senses shown below. (Note: the Learning outcome should be SMART!)

Learning Outcome	Ways to learn/teach it	
		
		
		



Video lesson challenge: Start thinking about what you want to teach for your video lesson. What topic will you teach and what activities will you do? How will you make sure that participants can learning by **seeing, hearing and doing**?

Chapter 4: Training to Engage – Presenting New Information

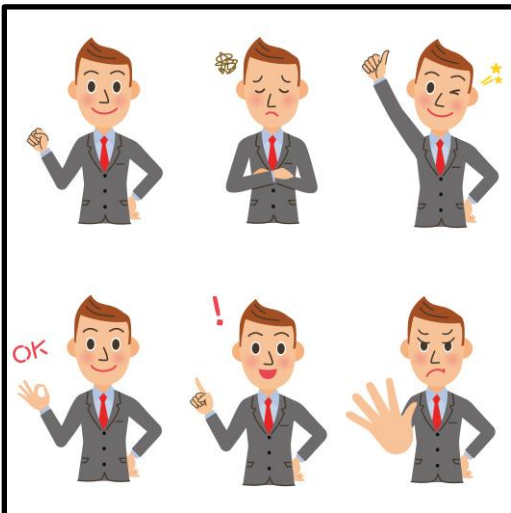
As trainers and facilitators, we often find ourselves sharing new information with participants in the form of a lecture, presentation or demonstration. Unfortunately, long and uninspiring presentations can lead to disengaged participants.

Any time we are “leading” a meeting, training or workshop, be aware of:

1. Body Language 2. Voice 3. Visual Aids

It can help us feel and look more confident, and make our participants more engaged.

Body Language and Voice

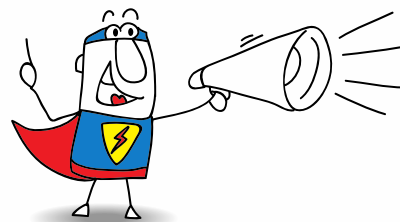


As we know, we communicate **nonverbally** with our bodies through

- facial expressions
- body posture
- gestures
- eye movement
- touch
- the use of space

This is known as **body language**.

Our **voice** can be just as powerful as the words we speak. Consider your **volume, speed & pitch** whenever presenting in front of a group.



Visual Aids

Often we use PowerPoint or written information on chart paper as visual aids to support our presentations and trainings. When giving PowerPoint presentations, one of the most common mistakes is reading word for word from slides. However, we know from research that this actually has the opposite effect than we hope – it makes it **harder** instead of easier for the brain to process the information. This is known as the Redundancy Effect.

“Redundancy Effect”

"It is effective to speak to a diagram, because it presents information in a different form.

But it is not effective to speak the same words that are written, because it is putting too much load on the mind and decreases your ability to understand what is being presented."

— John Swelle

To avoid Redundancy Effect , remember the following:

**Use
fewer words**

**Use
more images**

**One idea
per slide**

**Practice, Practice,
Practice!**

General Tips for Presenting

- **Introduce yourself.** Make sure everyone knows who you are and why you're there.
- **Smile!** It makes participants feel more comfortable to share ideas and ask questions. Overall it creates a more friendly and open atmosphere.
- **Speak Politely, Dress Appropriately.** First impressions go a long way.
- **Use "Open" Body Language.** Keep your shoulders back and arms open to exude confidence. Always face the participants. Crossing your arms, hunching your back, and turning away from participants can either indicate a lack of confidence or a lack of interest.
- **Use Some Gestures.** Moving your hands while you speak can help to reinforce your message. However, too many can be distracting.
- **Maintain Eye Contact.** Make sure the training space is set up so you can see and maintain eye contact with everyone. Scanning the room with your eyes throughout the training/presentation ensures that everyone feels included.
- **Avoid a Monotonous Voice.** Speaking in the same volume, pitch or speed can lull the audience to sleep. Vary your voice by speaking faster, slower, louder, softer, or changing the pitch throughout your presentation.
- **Keep it Short!** Our brains can only take in new information for so long.
- **Break Longer presentations up with Discussions and Activities.** Even stopping and allowing for a 1-2 minute partner discussion about a specific question relating to the presentation can help keep participants engaged.
- **Consider the Senses.** Allow participants to hear the new information *and* see it through diagrams, pictures, real objects, etc.
- **Consider the Culture.** We know that some tones, gestures and actions might be appropriate in one context but not another. Find out about the culture of the participants and be respectful of local customs.
- **Practice, Practice, Practice.** The more comfortable you are with the material, the less nervous you may be, and the more you can engage and connect with the participants.



Video lesson challenge: Will you be responsible for presenting any new information during your video lesson? How will you do it? How will you keep the participants engaged during your presentation?

Chapter 5: Training to Engage – Facilitating Practice & Application

One way to keep participants engaged is to facilitate opportunities for practice during training sessions.



What are some examples of learning activities that you've seen or used that allow students to practice new skills and/or apply new knowledge? What learning outcomes were they addressing? What senses were they appealing to?

Case Study: Ms. Benoi's English Lesson

Ms. Benoi is teaching a new English vocabulary list. She writes the list of vocabulary words on the board with the Lao translation next to each word. She tells the students to study the words and leaves the room. The students copy down the words. Some recite the words again and again, and some get bored and begin to chat and play. The next day she gives them a test on the words. Most students pass so she is happy with the lesson. Many months later, the animal vocabulary appears in a reading passage, but none of the students recognized the words and they can't understand the passage.

What went wrong?

Not only did Ms. Benoi fail to use the senses to present the new information, she also didn't facilitate any special activities to ensure that the students practiced. Without practice, we can't make things "stick" in our brains.




Some common training mistakes:

- Assuming that presenting the information and asking participants to memorize it will lead to long-term learning and understanding
- Failing to observe and give individual feedback while participants are practicing
- Not adequately explaining or facilitating an activity that allows ***all*** participants to practice and make the new information meaningful to them.



Practice




Brainstorm learning activities that will allow students to practice the learning outcome. Think of at least one activity that appeals to each sense.




Learning Outcome	Ways to practice it.	
Students will know the meanings of English animal vocabulary and be able to recognize and use the words in sentences.		
		
		



Adapt & Apply

Now think of one or two learning outcomes from a training you lead for your organization. Record them in the boxes below. Can you adapt and apply any of the practice activities from the English lesson to your learning outcomes? Discuss and record your ideas below.

Learning Outcome	Ways to practice it.	
		
		
		

Learning Outcome	Ways to practice it.	
		
		
		







Video lesson challenge: What practice activities will you use during your video lesson? Do they connect to the learning outcome? How will you ensure that *everyone* has a chance to practice?

Chapter 6: Assessing Learning

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 can we assess learning?

Beginning of a training	During a training	End of a training	Beyond (well after) a training
			 <small>© Can Stock Photo</small>
Purpose	Purpose	Purpose	Purpose
<ul style="list-style-type: none"> ✓ Measure participants' prior knowledge and skills. ✓ 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 	<ul style="list-style-type: none"> ✓ Trainers know what additional feedback and support to give participants. ✓ Participants know what they still need to learn in order to meet the training goal. 	<ul style="list-style-type: none"> ✓ Organizations and trainers know if they were successful. (Did participants meet the training goal?) ✓ Participants know if they were successful. 	<ul style="list-style-type: none"> ✓ Organizations and trainers know if participants have applied knowledge and skills to their real lives and changed any behaviors ✓ Organizations know if the training has contributed to project or program goals

□ Assessments should always measure the learning objectives. □

The **SMARTer** the learning objective,
the easier it is to measure.

(For more information on writing SMART goals and objectives, refer the TEAM Curriculum and Training Design.)

Assessments given **during** a training are often called **Ongoing Assessments**. Ongoing Assessments are the most valuable thing a trainer can do in order to determine where the participants are at in the learning process, and how much or little support they need in order to meet the learning objectives before the training ends.

Many “practice” activities can also be used as Ongoing Assessments. Any activity that allows participants to practice the newly learned skill or apply the newly learned knowledge can be used as an Ongoing Assessment. Of course, trainers need to observe participants doing the activities and provide feedback in order for these activities to be considered Assessments.



Video lesson challenge: During your video lesson, what learning activity could you use that could also be used as an **Ongoing Assessment**?

Chapter 7: Giving Feedback & Ongoing Support (during and after a training)

Feedback is information about a process, performance or product that can inform future improvements on the process, performance or product.

Giving participants feedback and support is essential to ensuring that participants meet the learning outcomes. The best time to give feedback is while or after participants are practicing what they have learned, so they have time to apply suggestions to improve their outcome. Ideally, feedback is ongoing and continuous throughout the learning process, until the objectives are met.

There are many different types of feedback:

- Feedback in **verbal** and **written** form
- Feedback that is in **“real time”** (during practice) and **delayed** (immediately after practice)
- Feedback given **by trainers/supervisors** and given **by peers/other participants**



In your experience, in what situations are each of these types of feedback most useful and meaningful?

verbal feedback	written feedback

“real time” feedback	delayed feedback

given by trainers/supervisors	given by peers/other participants

Strategies for Giving Effective and Meaningful Feedback

- ✓ **Use positive reinforcement.** People don't just need to know what they are doing *wrong*, they need to know what they are doing *right*, so they can keep doing it. Knowing what you don't need to fix is just as helpful as knowing what you do need to fix. When you see a participant doing something right, tell them! And don't just say "good job" – be specific! This makes it more authentic. Plus, when you recognize someone for a job well done in front of other participants, you can use their work as an example to guide others who might be struggling in a similar direction.

Example: *A sewing trainer says to a participant: "Wow! I can tell you pulled the material nice and tight while sewing this hem, because I don't see any bulges in the material. Nice work!"*

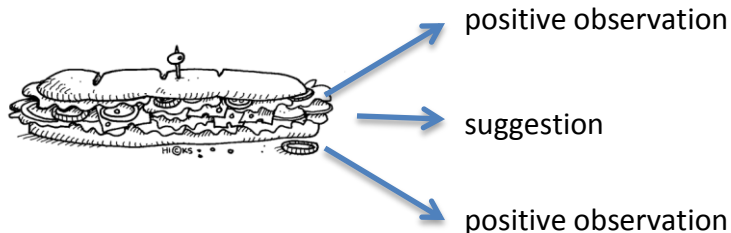
- ✓ **When something isn't right, try pairing a suggestion with praise.** This strategy helps people feel more comfortable, more confident, less defensive, and more receptive to suggestions. Here are 2 techniques:

1. Kiss + Kick

Kiss = positive observation (something specific the trainee is doing well)

Kick= something specific the trainee can improve (suggestion)

2. Feedback Sandwich



- ✓ **Be specific.** If something is not right, say exactly (but politely) which part or component is wrong. It can't *all* be bad, can it? ! Then offer a suggestion or

solution for how to fix it if he/she isn't sure. If you just say, "It's not right, try again", you may leave the participant feeling confused, frustrated, and wondering, "But WHICH PART isn't right, WHY, and HOW CAN I FIX IT?"

Example: A teacher trainer says to a teacher participant: "I noticed how clearly you presented the new information and incorporated visual aids. You know the content really well. I think it would help if the participants had more time to practice during the lesson. Perhaps cutting the time on the presentation will allow for more practice time?"

- ✓ **Empathize.** Put yourself in the participant's shoes. Verbalize how you can see it from their perspective. Then, offer a suggestion, solution, or support if appropriate.

Example: A proposal writing trainer says to a participant writing a practice proposal: "I noticed that you have the exact same information in both the 'Activities' and 'Lessons Learned' sections. I can see why that happened, because some of the information can overlap, but what you have written here seems more appropriate for the Activities Section. So let's think about how to rewrite the Lessons Learned section. How can I help?"

- ✓ **Focus on one or two suggestions at a time.** We can't fix everything at once. It's too overwhelming!
- ✓ **Focus on the future (not the past).** Don't dwell on "should haves" and "would haves".

Example: A Financial Literacy Trainer says to a participant who didn't fully complete her weekly budget: "**The next time** you balance your budget, try recording your expenses at the end of the day instead of waiting until the end of the week. It might be easier to keep track of everything that way at first, until you feel more comfortable doing it.

- ✓ **Focus on things that will make the participant's job easier.** Remember Adult Learning Theory – adults want practical support that leads to positive results in their jobs and professions.

Example: A Monitoring and Evaluation Trainer says to a participant working on creating an excel spreadsheet: "It might **take less time** if you select the entire column and then copy and paste the formula in. Then you only have to do it once."

✓ **Relate it to your own experience doing the task**

Example:

- “In my experience, it was helpful to _____ because _____.”
- “When I do this, sometimes it helps me if I”

✓ **Ask the trainee to share their input (ideas)**

Example: “I was thinking you could ____, what do you think?”

F



Feedback Don'ts

- **Don't embarrass the trainee**. Think about **where** and **when** you are giving the feedback
- **Don't be judgmental**. Avoid “*You are lazy*” or “*You are forgetful*”
- **Don't exaggerate**. Avoid “*You always...*” or “*You never...*”
- **Don't wait too long**. The sooner, the easier it will be for the trainee to remember.



Practice

1. In small groups, create a role-play demonstrating on how NOT to give feedback.
2. Then give a short explanation of what the trainer can do next time so that the participant has a more positive feedback experience.



Video lesson challenge: During the video lessons you will be observing your peers using an observation checklist and then providing both verbal and written feedback. Which of the strategies above will you use?

Chapter 8: Putting it all Together – Writing a Training Plan



Have you or do you currently write a training plan or trainer’s notes? If so, how do you do it? What information do you include? What do you find easy/difficult about it?

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

Case Study:

Healthy and Happy NGO – training plan



A trainer from Healthy and Happy NGO plans to give a training to Village Health Volunteers on how to use mobile phones to report health emergencies. 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 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?

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

How to Write a Training Plan

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
 - 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?

Reflect & Apply

1. What sections or components does your training plan include? How is it similar/different to the example included in this handbook?



Video lesson challenge: Write a training plan for your mock video lesson. You can use one of the templates included here, or use your own. Make sure your lesson includes: *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 and Materials Needed. Submit your written plan prior to or on the day of your video lesson.*

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

Sample Training Plan, Page 2
Healthy and Happy Mobile Phone Training



Time	Learning Objectives	Method/ Learning Activity	Procedure	Resources and Materials	Assessment
11:00	Call the health center and provide the appropriate information	<ul style="list-style-type: none"> - Presentation - Role-play - Pair Practice 	<ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> - Presentation - Demonstration - Practice 	<ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> - 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	<ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> - 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	<ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> - 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	<ol style="list-style-type: none"> 1. Hand out pre-tests 2. Answer any questions about the meaning of the questions, but do not provide answers <p>Answer any final questions participants may have about using cell phones</p>	<ul style="list-style-type: none"> - Post-tests - Pens/pencils 	

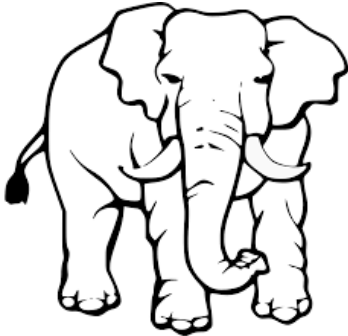
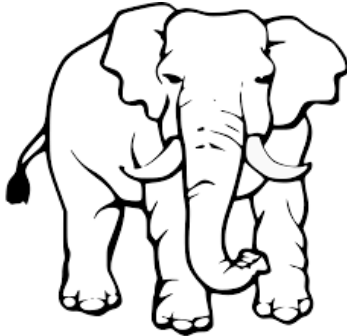
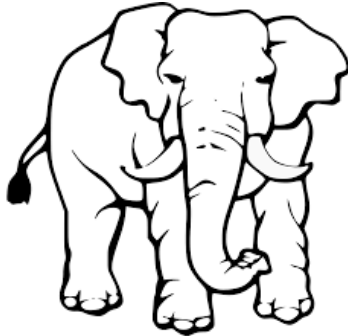
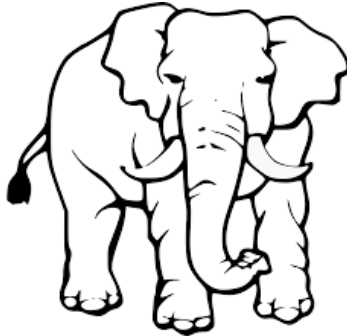
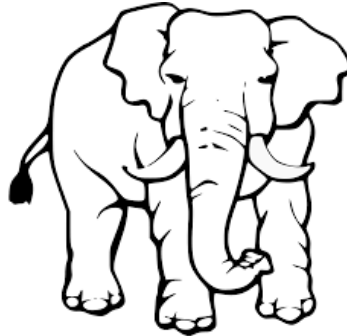




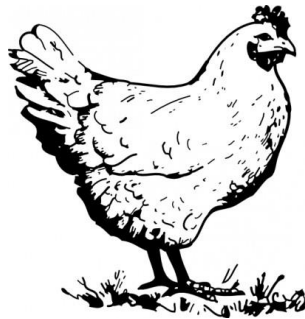
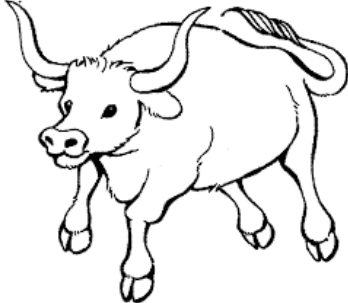
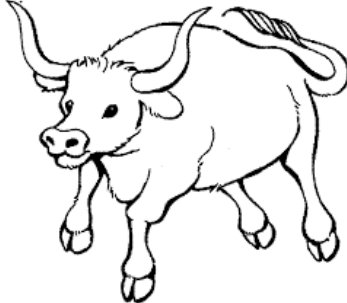
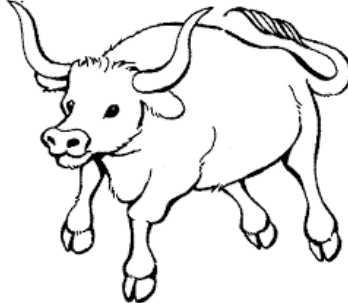
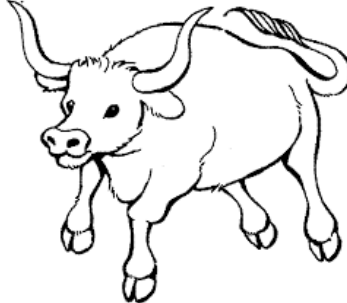
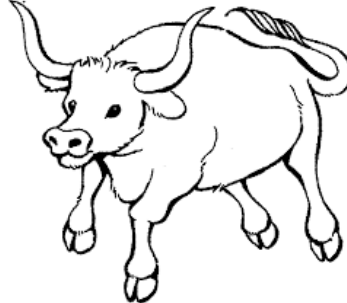
Appendix

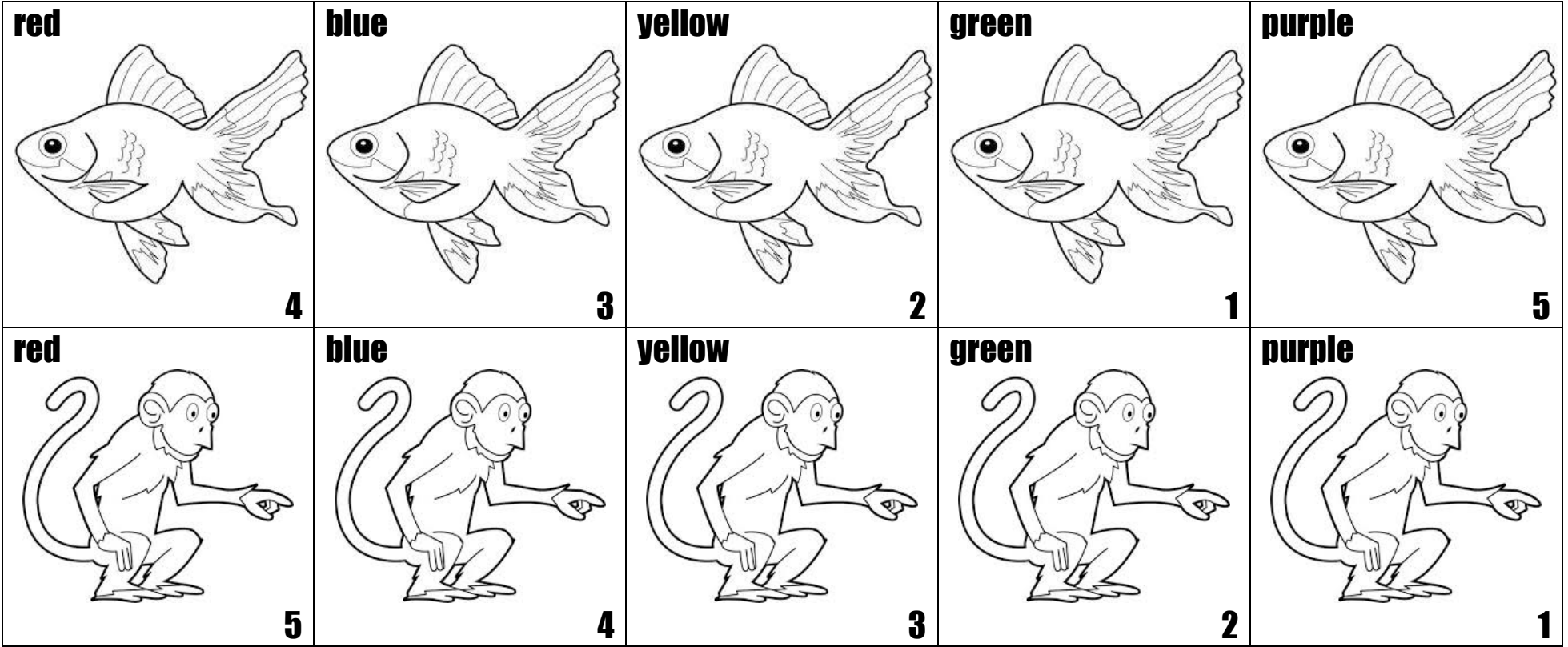
Find someone who...

B	I	N	G	O
loves to sing karaoke	can swim	has more than 4 siblings	Is wearing yellow	can fix computers
has been fishing	traveled more than 5 hours to come to this training	likes to dance	has been to Cambodia	can tell a good joke
can drive a motorbike	wears glasses	FREE!	has children	was born on the same day of the week as you
has met a famous person	likes to drink Beer Lao	can sew	traveled less than 30 minutes to come to this training	can speak 2 languages
has a garden	has been to Thailand	was born in the same month as you	took a bath or shower today	can whistle

List of Learning Activities

Learning Activity	Pros	Cons	When could you use this activity? How could you adapt it for another purpose or lesson?

<p>red</p>  <p>1</p>	<p>blue</p>  <p>5</p>	<p>yellow</p>  <p>4</p>	<p>green</p>  <p>3</p>	<p>purple</p>  <p>2</p>
<p>red</p>  <p>2</p>	<p>blue</p>  <p>1</p>	<p>yellow</p>  <p>5</p>	<p>green</p>  <p>4</p>	<p>purple</p>  <p>3</p>
<p>red</p>  <p>3</p>	<p>blue</p>  <p>2</p>	<p>yellow</p>  <p>1</p>	<p>green</p>  <p>5</p>	<p>purple</p>  <p>4</p>



Training Plan Sample Template #1

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

Training Plan Sample Template #2

Lesson :	
Time:	

Learning Objectives for this lesson:

--

Resources and Materials for this lesson:

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

Learning Activity 3: Time:	
Learning Activity 4: Time:	

Assessment(s)

Resources

- <http://www.guilamuir.com/what-is-a-trainer-what-is-a-facilitator/>
- <https://trainlikeachampion.wordpress.com>
- Learning Styles and the importance of critical self reflection:
<https://www.youtube.com/watch?v=855Now8h5Rs>
- Amy Cuddy: Your body language shapes who you are
[https://www.ted.com/playlists/171/the most popular talks of all](https://www.ted.com/playlists/171/the_most_popular_talks_of_all)

Presentations, PowerPoints and Body Language

- <http://www.forbes.com/sites/carminegallo/2015/03/26/how-steve-jobs-made-presentations-look-effortless/#3a422331458a>
- [http://www.ted.com/talks/jill bolte taylor s powerful stroke of insight?language=en#t-402577](http://www.ted.com/talks/jill_bolte_taylor_s_powerful_stroke_of_insight?language=en#t-402577)
- [http://www.presentationzen.com/presentationzen/2007/04/is it finally t.html](http://www.presentationzen.com/presentationzen/2007/04/is_it_finally_t.html)
- <http://www.slideshare.net/jessedee/you-suck-at-powerpoint>
- <http://www.slideshare.net/jessedee/steal-this-presentation-5038209>
- <http://www.slideshare.net/itseugene/7-tips-to-beautiful-powerpoint-by-itseugenec>
- <http://www.scienceofpeople.com/2014/05/5-body-language-tips-teachers/>
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