Train
the Trainer

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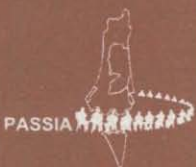
PASSIA

Train
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Based on a PASSIA Training Course

Prepared by

Khalid Nabris

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50 NIS

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PASSIA, the Palestinian Academic Society for the Study of International Affairs, is an Arab, non-profit Palestinian institution, with a financially and legally independent status. It is not affiliated with any government, political party or organization. PASSIA seeks to present the Question of Palestine in its national, Arab and international contexts through academic research, dialogue and publication.

PASSIA endeavors that its seminars, symposia and workshops, whether international or intra-Palestinian, be open, self-critical and conducted in a spirit of harmony and cooperation.

PASSIA's *Civil Society Empowerment through Training and Skills Development* program has been designed to provide training seminars for Palestinian NGO professionals, practitioners and university graduates, with the aim to improve their operational abilities. It is hoped that this will enable them to deal more efficiently with the tasks ahead in their civil society.

This publication contains the proceedings of the Training Program on *Train the Trainer*, which was conducted in September 2002 by development consultant Khalid Nabris.

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Appendices:

PASSIA's *Civil Society Empowerment through Training and Skills Development* program arose as a response to the need in Palestinian society for the establishment and running of effective organs of civil society. Aimed at imparting a solid theoretical background as well as fostering essential practical skills, the program was designed to play an important part in the development of a variety of skills vital in the achievement of both individual and organizational goals.

Believing that it is the human resources that make up the fundamental pillar of Palestinian society PASSIA established a series of seminar and workshop based training courses, which incorporate theoretical and practical training in areas relevant to the present and future role of Palestinian civil society organizations.

Each of the seminars PASSIA runs as a part of this training program includes three interrelated activities:

1. *Preparation.* Approximately three weeks before the actual training program begins, participants are provided with preparatory reading material gathered by the PASSIA Project Team in coordination with the trainers and lecturers. The participants are also required to write a short paper on an issue related to the course subject.

2. *Intensive Training Seminar.* Trainees attend a five-day lecture program conducted by local and international experts. The lectures range from theoretical concepts to functional skills, exercises and case studies, whereby the participants are continuously encouraged to apply what they have learned to the institutions with which they are involved.

3. *Follow-up Program.* The intensive seminar is followed by two workshop days, concentrating on skill enhancement. The major goal is to link and apply the skills learned to actual issues of concern in the participants' working environment. Participants prepare for the workshops by completing practice-oriented writing assignments.

CIVIL SOCIETY EMPOWERMENT:
TRAIN THE TRAINER

This publication presents the proceedings of the course on *Train the Trainer*, which took place in September 2002. The book presented here is hoped to serve both as a brief and multifaceted guide to the issues addressed during this course, as well as a record of the event. By giving the reader an insight into the techniques, styles and methods of training, it is hoped that a broad introduction into the field of learning and training activities can be achieved.

The rationale for the *Train the Trainer* program was the lack of professional indigenous trainers and the need to create local capacity for training resources on a permanent basis. The course was thus designed to equip a cadre of Palestinian practitioners with the necessary teaching practices involved in presenting and delivering training sessions in order to increase Palestinian sustainability by reducing the dependency on external trainers.

THIS PUBLICATION

The following report is meant to be used as a handbook and, as such, PASSIA hopes it will allow for the widest possible dissemination of the course material and instructions amongst the Palestinian civil society community. The aim is to provide a practical tool that will empower a large number of NGO and other practitioners with knowledge and skills from which they can clearly benefit.

The PASSIA Project Team
January 2003

This report represents a resource document for a Training of Trainers (TOT) course, organized by PASSIA in September 2002, to develop the skills of a group of trainers working in Palestinian NGOs. The report presents a review of basic concepts, principles, tools and methods of training and provides guidance for planning, implementing and evaluating effective activities. This report complements the handouts given to the trainees.

Training and Capacity Building Within the Palestinian Development Context

Within the context of an unclear political solution to the Arab-Israeli conflict, an escalating violence and a deteriorating economic situation, Palestinian civil society organizations are required to effectively and efficiently deliver more services to more needy people; lift the suffering of Palestinians families influenced by the Israeli aggression; provide relief under very difficult and sometimes risky situations; contribute to the establishment of a diverse and democratic civil society; build transparent and democratic governance structures; contribute to the establishment of a political culture that respects and defends human rights and diversity; contribute to policy development; defend the rights of underprivileged and marginalized groups; empower poor communities, etc. In addition, Palestinian NGOs are required to generate needed resources, coordinate with donors, send reports on time and plan and implement projects and programs in a complex and changing environment.

Achieving the above tasks requires strong and effective organizations and points to the need for strengthening the capacity of Palestinian NGOs to carry out their tasks in an effective manner. This in turn highlights the need for developing effective capacity building approaches and strategies at both the individual staff member and at the organizational level.

Unfortunately, the issue of NGO capacity building and training as important project functions has started to be discussed in a serious manner only recently. The influx of external funds during the 1970s and 1980s, mainly for political reasons, and the need to respond to the basic and urgent needs of the Palestinian people have masked the lack of adequate organizational capacity of many NGOs.

During the1990s, Palestine has witnessed a significant increase in NGO training activities. Most of the training activities were (and still are) dependent on the support of external donors. The appreciation of training varied from one NGO to another. Some of the established NGOs that have human resource development strategies and internal capacity building plans appreciate training. Others see training as a waste of time and resources and agree to training because it is the condition of the donor, i.e., NGOs would get the project grant if they agree to the training.

As more and more was, and is, expected of Palestinian NGOs and as a result of the significant reduction of funds available to NGOs following the signing of the Oslo Agreements and the shift of funding to the Palestinian Authority, it soon became apparent that the commitment of NGOs to their missions need to be matched by an effective and efficient capacity to deliver. Many local NGOs and donors realized that the intentions to have good results are not sufficient. They have to be accompanied by good programs, good policies, good internal systems and good staff.

Provided the wide diversity of Palestinian NGOs (in terms of their vision, types of projects, number of staff, budgets, etc.) capacity building cannot and should not be viewed in simple terms, nor can it be reduced to some training activities here and there or come as a packaged recipe... or one size T-shirt, which fits all.

Each organization has a unique vision, spirit, system and priorities; each has its own power relationships, patterns and forces that contribute to its good and bad performance. Furthermore, each has its own sense of purpose and meaning, however explicit or implicit, well or poorly defined.

Global and local experiences have shown that organizational change and development is a complex and demanding process. Training courses to staff may raise the knowledge and awareness level of individuals; but the obstacles to excellence and improvement go beyond technical skills and capacities. Real capacity building and effective training begin with the recognition and respect for this complexity.

REVIEW OF TRAINING ACTIVITIES WITHIN THE PALESTINIAN CONTEXT

During the last decade, hundreds of millions of dollars were spent on various training activities carried out by Palestinian NGOs and international organizations. The decade witnessed an explosive increase in the number of training courses and workshops organized. In the following a general overview of training activities is provided.

Strengths

1. In the absence of effective human resource development strategies in most NGOs, activities such as collective planning, internal workshops, reviews, and discussions, participation in training courses, seminars and workshops represent important tools for staff professional development.

2. Participation in training activities is often the only available tool for the development of knowledge and skills of NGO staff.

3. When the training courses utilize participatory training methods, they provide useful opportunities for effective learning, exchange of skills and experiences among trainees who come from different NGOs.

4. Expanding knowledge and awareness can stimulate and encourage trainees to start a self-education process.

5. Large numbers of staff of Palestinian NGOs are provided with opportunities to develop their knowledge and skills.

Weaknesses and gaps

Some of the common criticisms of training activities include:

1. Impact of staff training on the organizational overall development
The role of training in strengthening the capacity of the organizations, assisting the organization to achieve its strategic objectives and implementing its projects in an effective manner is often not clear.

To maximize the benefit of training, it is useful for NGOs leaders to ask themselves certain key questions, such as: How will the organization benefit from the participation of its staff in training activities? How will the work of the trained staff differ after they have developed new skills and experience? What development is expected to take place after the training is completed? How can the knowledge of the

trained staff be transmitted to others? What needs to be put into practice based on what is learned in training (new systems, structures, policies and procedures, styles)?

If an organization is not willing to ask and answer these questions, then training will most likely have limited impact. Unfortunately, experience shows that the vast majority of leaders of NGOs do not think of such questions. When trainees go back to their organizations they find themselves doing the same work, surrounded by the "old way" of doing things, their acquired skills were not appreciated, when they try to change the organizational style of work, they face resistance at all levels. They become frustrated, think of quitting their jobs, become demoralized, etc.

2. *Strategic and systematic investment in training and capacity building*
Training is perceived, or used, by many NGOs as an end or an isolated event that target some staff members. Strengthening NGOs normally will not result from the training of one or two staff members. In order for an organization to change, build its capacity, gain the commitment of its staff and decision-makers, develop momentum, and create an effective and meaningful development it has to undergo a collective learning process at all levels (board members, executive body and staff). Capacity building should focus on improving the competence, professional performance and programmatic, managerial and technical capabilities of Palestinian NGOs.

Global and local experiences show that conventional and *ad hoc* training activities have seldom caused more than a superficial impact on the organizational level if they are not planned within the context of organizational policies, procedures, structures, systems, adaptations and reform. In addition, participation in occasional and isolated training activities alone is not enough to assure that staff members are growing personally and professionally.

3. *Training approaches and methods*
While there are many ways through which training can contribute to capacity building of NGOs - such as institutional collective training and on-the-job training - the vast majority of training activities are limited to tailored training at best and blue print training at worst. While such training approaches might contribute to increasing the knowledge of individual trainees or developing their skills in specific fields, their contribution to building the capacity of NGOs is usually limited.

In many cases training is seen as the transmission of knowledge and information, and not as the generation and creation of knowledge and understanding. It is often reduced to packaged workshops for individual staff in technical areas. Some of the training courses are highly theoretical. The utilization of participatory training methods varies greatly from one course to another. Individual coaching and practical exercises are usually absent from some of the training programs. Prevailing methodologies do not always take into account the

experience and findings of adult education, popular education or non-formal education. For instance, adults learn and remember 5-10% of what they hear, 10-30% of what they hear and see, 40-60% of what they hear, see and do. They learn and remember 80-100% of what they discover for themselves.

> Knowing the subject is not the same as knowing now to teach the subject.
>
> What matters is not what the trainer has taught (input) but rather what the trainee has learned (output)

4. Trainers

There is a shortage of professional training experts in the country. Most of the trainers who lead training activities are professionals specialized in certain fields, who became trainers without sufficient preparation in facilitation skills; design of training programs; training concepts, tools, and approaches; methods of non-formal education and adult learning; etc. In such a situation it is not uncommon to find many training courses depend on blue print courses, i.e., copying training courses that have been implemented in other countries with minimal modifications, or training courses that utilize rote learning methodologies, etc. In addition, few of the local trainers have the professional knowledge and skills that qualify them to design original training exercises that address the specific needs of trainees.

Advanced training opportunities and training of trainers programs are extremely limited, as are technical training resources.

5. Support to training activities

The overwhelming majority of Palestinian NGOs (providers and beneficiaries of training) depend on external funding to cover the cost of the training activities that they organize. In fact, most of the NGOs that became training institutions have done so to generate some income for their organization. In such a situation, it is hard for training institutions to follow up the training courses or to provide long-term commitments towards the trainees or their organizations unless they receive additional funds. In such a situation, training becomes a one-time event, not a process of capacity building with follow-up.

6. Commitment to training and capacity building

In many cases, training agenda is often determined and induced by donors, and is sometimes perceived as a reward or punishment, or as a condition for funding. In fact, the whole issue of capacity building might have more relevance to donors and development organizations than to grassroots or traditional organizations. As a result, much of the content of training/capacity building focuses on managing the "inputs" from donors, and less on generating outputs and processes with communities. While accountability to donors, increased management and financial training, and improved capacity to write proposals or reports are

vital, the other side of the capacity building equation lacks support: how do we become more accountable to the population for whom we exist?

7. Design of training programs

In general, there is a weak culture of carrying out professional training activities. The specific needs of trainees are generally not thoroughly and carefully assessed. As a result, most of the training programs follow blue print training courses. It is assumed that deficiencies exist because of a lack of knowledge or skills, hence a training course to enhance knowledge and skills should be organized. While this is indeed the cause for some types of performance deficiencies, there are often other causes for gaps. Some may be easier to resolve, others more complex or structural. The later should seldom be reduced to a "training problem." As a result, training is in general input-oriented. More attention is often given to training themes, schedule, logistics, etc. Analysis of the specific needs of trainees, development of specific and measurable objectives, indicators, outcomes, long-term impact and ways for following up trainees are rarely addressed.

> Training should start where people are, build on what they know, be relevant to what they need, and utilize terms that they can understand.

8. Implementation of training activities

The selection of trainees, trainers and methods is often not the most appropriate or cost-effective. A staff member is sometimes nominated to training activities because it was his/her turn for a course. In addition, it is not uncommon that some trainees join the program after one or two days of the beginning or attend parts of the training and skip others. In such situations, it is questionable how much those persons gain from the training. This is especially problematic in training courses, which depend on a sequence of activities that build on each other.

The unsuccessful selection of trainees is usually one of the most important barriers that negatively affect the process and outcome of training. Many NGOs nominate their participants without following any cogent criteria. Trainees in many courses are not homogenous. Often irrelevant persons are selected. The gap between the knowledge and skills of trainees often cause frustration to trainees, trainers, and reduce the effect of the training event.

9. Monitoring and evaluation

No assessment of the outcome of the training is usually carried out and when it is, the results are not used. Most training programs are not followed up. In addition, monitoring and evaluation become difficult to assess when training objectives, indicators and outcomes are not articulated in specific and measurable terms. As a result, nobody usually knows what the trainees were able to achieve or implement in their organizations. Again, training is perceived as an event, not as a process integrated into staff, organizational, and sector development.

1   LEARNING PRINCIPLES

1.1   LEARNING

Learning focuses on increasing and developing the knowledge, skills, or attitudes through formal or informal means. For learning to happen, the person must be motivated to learn. It is impossible to teach knowledge or skills to someone who is not interested and motivated to learn. Therefore, in order for trainees to learn, they should feel the need to learn what is taught, take training seriously and be motivated. Trainees should feel that they would benefit from what they learn (e.g., to perform their jobs better, to improve their job satisfaction, to gain financial benefits, etc.).

Training content and approaches are very important in motivating trainees. The participation of trainees in the learning process, through their active involvement, enhances their thinking and increases their interest. Practicing the skills taught, participation in discussions and analysis of training exercises increases training benefits (see chapters 8 and 9). The role of the trainer is to support the creation of "enabling environments" that would facilitate learning.

In order for training to be effective, methods of training should draw ideas out of trainee's minds and stimulate them to link the ideas to what they are doing and enhance their problem solving abilities.

> Good teaching is the art,
> not of ***putting ideas into*** people's heads,
> but of ***drawing ideas out.***[1]

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[1] David Werner and Bill Bower, *Helping Health Workers Learn*, The Hesperian Foundation, Palo Alto, California, 1984, p. 16.

1.2 PRINCIPLES OF ADULT LEARNING

In traditional training, trainers exert enormous control over the learning process. They design the content and methods of training, how the material is to be learned, control the pace, decide who speaks, for how long, etc. Theories of adult learning and non-formal education as well as field experiences have shown that such training has limited effects on adult trainees and provided us with principles about how adults learn best. The following section reviews those principles.

Adult learning occurs best when:

- *Trainees are given responsibility for their training*
  Adults come to the training voluntarily. They are mature and can share responsibility for their own learning because they know their own needs better than others. Therefore, trainers should give them the opportunity to have some control over how they are learning.

- *Training addresses an immediate need*
  Motivation to learn is highest when it meets the immediate needs of adult learners and when learning relates to a problem they are experiencing or a goal they wish to achieve. In such situations, trainees would see the relevance and value of what they are learning and become more interested in the training.

- *Training is participative*
  Adults learn best when training is participative and then the learning process is active. Learning is enhanced when they are actively involved with others in the learning process and when they can express themselves without fear of censure.

- *Training is experiential*
  The most effective leaning happens when it comes as a result of a shared experience. Adult learners learn from each other as they learn from the trainer. In experiential learning the trainers often learn from the learners.

- *Training is reflective*
  Adults learn best from a learning experience when they have the time and opportunity to analyze it, to reflect back upon it, draw conclusions and derive principles for application to similar experiences in the future.

- *Training allows for providing feedback*
  Adults learn when they are provided with feedback that is corrective but supportive. Effective training allows trainees to gain feedback on their mistakes without being judged or punished.

- *The trainee feels respected*
  Mutual respect and trust between trainer and learner help the learning process. Adults learn best when they and their experience and views are valued.

- *Training takes place in a safe and comfortable environment*
  A relaxed adult learns more easily than one who is fearful, embarrassed, angry, hungry, tired, cold, or physically uncomfortable, and therefore cannot learn with maximum effectiveness. A safe and comfortable training atmosphere reduces stress and anxiety and enhances the participation of trainees.

1.3   COMPARING PEDAGOGY TO ANDRAGOGY

The following table compares pedagogy (classroom/traditional training) with andragogy (adult/non-formal participatory training):

	Pedagogy (Classroom)	Andragogy (Adult/non-formal)
Learner's Role	♦ Follow instructions of the trainer/ teacher ♦ Passive recipient of information ♦ Given little responsibility for learning process	♦ Offer ideas based on his/ her experience ♦ Interdependent ♦ Active participant ♦ Shares the responsibility for learning process
Motivation for Learning	♦ Based on external factors (e.g. social forces such as family, religion, tradition, etc.). A child goes to school because parents and society wants him/ her to. ♦ Trainee does not see immediate benefits of the learning.	♦ Based on self-motivation. ♦ Learner sees immediate benefits and application of what is learned
Choice of Content	♦ Controlled by the trainer or the teacher. ♦ Learners have little or no choice	♦ Based on life or workplace problems. Learner participates in identifying those problems.
Method Focus	♦ Giving the learner facts, information or skills	♦ Sharing and building on the learners' past knowledge and experience

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NOTES

2   EXPERIENTIAL LEARNING

Experiential learning is one of the most effective training approaches. It is inductive, learner-centered, participative and activity-oriented. Effective experiential learning gives trainees the opportunity to provide and receive personalized reflection about the learning experience and to formulate plans for applying what has been learned to other contexts and real life situations.

The emphasis in experiential learning is not only on the product but also on the process of learning. A trainer can use experiential learning as a training strategy both in and outside the training room. It greatly increases understanding and retention of the learning in comparison to methods that solely involve listening, reading, or even viewing. Trainees are usually more motivated when they actively participate and train one another by describing what they are doing.

It should be noted that limitations such as shortage of financial resources and lack of available time are some of the reasons that might limit the use of such a strategy in all situations. However, the high benefits to trainees, justify the extra efforts this strategy may require.

Experiential Learning Cycle

People often undergo through an experience without learning from it. In order for learning to take place the person should think of and analyze the learning experience and try to draw lessons and plans on how to apply them. One of the definitions of 'experiential learning' is that it is: *"The learning by reflecting and then drawing conclusions from ones own experience in order to apply them to similar situations in future".*

Experiential learning can be viewed as a cycle consisting of four phases - *Experience, Reflection, Generalization and Application* – through which learners are required to progress as follows:

- *Experience:* Trainees participate in an activity/experience.

- *Reflection:* During this phase, trainees share, process and analyze the experience/activity. Reactions, thoughts and observations of trainees are shared, patterns and dynamics are identified. Trainees critically look back on the activity to clarify their feelings and what has been learned.

- *Generalization:* During this phase, conclusions are derived and lessons learned are identified.

- *Application:* During this phase, plans are made to use what has been learned in new situations. Trainees decide how they will apply their new learning when they return to their work.

Experience

Application

Reflection

Generalization
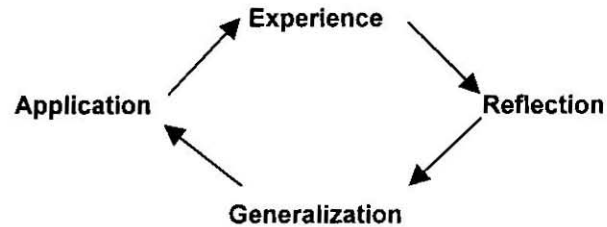
Following is a list of some guidelines on how to use experiential learning:

1. Design training activity/exercise (experience), explain it and invite trainees to participate. The exercise could be a role-play, a practical exercise, a case study, a field visit, a group problem solving, etc. Clarify the exercise, rules and time limits.

2. Help trainees through the other three phases of experiential learning.

Possible questions to ask during the exercise are:

Experience: Is the exercise clear? Are there any questions regarding how to apply the experience? Is there anything you need to know?

Reflection: What happened? How did you feel during the exercise? What did you feel? Did anyone feel differently? What did you notice about ...?

Generalization: What did you learn from the exercise? What are the lessons that can be drawn? What does this mean to you? Is there an operating principle here? How does all what we are talking about fit together? What are some of the major themes we have seen?

Application: What have you liked most about this? What do you find most difficult? How can you apply this in your work situation? Can you imagine yourself doing this in two weeks? What do you think will be most difficult when you use this? If you were to do this in your own project, how would you do it differently? Do you anticipate any resistance when you return? What can you do to overcome resistance from others?

3   EFFECTIVE COMMUNICATION

Many of the difficulties that occur in training activities are the direct result of failure of communication among people. Communication is the exchange and flow of information and ideas from one person to another. It involves a sender sending an idea to a receiver. Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit.

Training, coaching, coordination and supervision are dependent on good communication. Therefore, trainers should study the communication process and give special attention to develop their communication skills.

What Does the Communication Process Involve?

Ideas: Information exists in the mind of the sender. This can be a concept, idea, information, or feelings.

Encodes: A message is sent to a receiver in words or other symbols.

Decoding: The receiver translates the words or symbols into a concept or information.

When a message is sent, two processes are received by the receiver: content and context. *Content* is the actual words or symbols of the message *(language)* - spoken and written words. We all use and interpret the meanings of words differently. Even simple messages can be misunderstood. In addition, many words have different meanings to confuse the issue even more.

Context is the way the message is sent - tone of voice, the look in the sender's eye's, body language, hand gestures, etc. Nonverbal communication can sometimes cause messages to be misunderstood as we believe what we see more than what we hear; we trust the accuracy of nonverbal behaviors more than verbal behaviors.

Many trainers think they have communicated once they send a message. However, the message should be considered as not been communicated unless it is understood by the receiver. We can only know if the message has been properly received by two-way communication or feedback. This feedback will tell the sender if the receiver understood

the message. In summary, communication is an exchange of information and ideas, not just a give.

Barriers to Communication

Anything that prevents understanding of the message is a barrier to communication. There are many barriers to communication: physical, psychological, etc. Examples of such barriers include: peoples' backgrounds, noise, pre-perception and assumptions about people, complication of the message, environmental distractions, stress, etc.

These barriers can be thought of as filters. When a message leaves the sender, it goes through many filters, and is then heard by the receiver. These filters might affect the way the receiver receives the message. Feedback and active listening overcome such filters.

Active Listening

Hearing is different that listening. *Hearing* is the act of perceiving sound. It is involuntary. *Listening* is a selective activity, which involves the reception *and* the interpretation of a sound. It involves decoding the sound into meaning.

Listening is divided into two main categories: passive and active. Passive listening is a little more than hearing. Active listening involves focusing on what others say, not interrupting the speaker, not answering questions with questions, being aware of and control, giving others the chance to express themselves, planning responses after the other persons finish their talk, asking open-ended clarification questions, keep the conversation on what the speaker says, take brief notes, etc.

> Listening can be our most powerful communication tool!
> Be sure to use it!

People speak at 100 to 175 words per minute, but they can listen intelligently at 600 to 800 words per minute (WPM). Since only a part of our mind is paying attention, it is easy to go into *mind drift* - thinking about other things while listening to someone. The cure for this is *active listening* - which involves listening with a *purpose*. It may be to gain information, obtain directions, understand others, solve problems, share interest, see how another person feels, show support, etc. It requires that the listener attends to the words and the feelings of the sender for understanding. It takes the same amount or more energy than speaking. It requires the receiver to hear the various messages, understand the meaning, and then verify the meaning by offering feedback.

TEAMBUILDING

4.1   TEAMS AND TEAM LEADERS

Good trainers think of themselves as team leaders and not as managers or supervisors. Taking the role of the manager places the trainer in a position of traditional authority that is based on respect for the position and power. By understanding the personal needs and motivations of your team members (trainees), you as an individual - and not your position - can earn their real respect and trust.

A team is a group of people coming together to collaborate, share a goal or a task for which they hold themselves mutually accountable. A group of people is not a team. A team is a group of people with a high degree of interdependence geared towards the achievement of a goal or completion of a task. Trainers should give special attention to building team spirit among trainees. Trainees should be deeply committed to each other's personal growth and success. Trainees not only cooperate in all aspects of their tasks and goals, they share in what are traditionally thought of as management functions, such as planning, organizing, setting performance goals, assessing the team's performance, and developing their own strategies to manage change.

Developing a Productive Team

Teambuilding is an effort in which a team studies its own process of working together and acts to create a climate that encourages and values the contributions of team members. Their energies are directed toward problem solving, task effectiveness, and maximizing the use of all members' resources to achieve the team's purpose.

In training, teambuilding works best when the following conditions are met:

1.   There is a high level of interdependence among trainees. Trainees are working to achieve shared objectives and tasks.

2.   The trainer (team leader) is committed to developing a team approach, and allocates time to teambuilding activities. Team management is seen as a shared function, and team members are given the opportunity to exercise leadership when their experiences and skills are appropriate to the needs of the team.

3. Each trainee is capable and willing to contribute information, skills, and experiences that provide an appropriate mix for achieving the team's purpose.

4. The team develops a climate in which people feel relaxed and are able to be direct and open in their communications.

5. Trainees develop mutual trust for each other and believe that other team members have skills and capabilities to contribute to the team.

6. Both the team and individual members are prepared to take risks and are allowed to develop their abilities and skills.

7. The team is clear about its important goals and establishes performance targets.

8. Roles of team members are defined and effective ways to solve problems and communicate are developed and supported by all team members.

9. Trainees know how to examine team and individual errors and weaknesses without making personal attacks, which enables the group to learn from its experiences.

10. Team efforts are devoted to the achievement of results, and team performance is frequently evaluated to see where improvements can be made.

11. The team has the capacity to create new ideas through group interaction. Good ideas are followed up and people are rewarded for such innovative ideas.

12. Each trainee knows that he or she can influence the team agenda. There is a feeling of trust and equal influence among team members that facilitates open and honest communication.

The Trainer as a Team Leader

The trainer should be the facilitator of building team solidarity and commitment. As a team leader, the trainer should encourage the personal and group growth of trainees, be fair, supportive, and give direction to the team as needed.

As trainees build commitment, trust, and support for one another, it will allow them to develop and accomplish the desired training results. Such commitment, trust, and self-motivation by each trainee are critical in achieving a sustained high level of performance throughout the training process. Trainees will learn to appreciate and enjoy one another for who they are and will help keep one another on track. Trainees will develop working methods so that they become an informal set of guidelines.

There are several ways in which the trainer can contribute to creating a positive climate within the team. One of the most powerful forces is to put forward, in cooperation with trainees, clear objectives and outputs for the training and continuously mobilize team members to achieve those objectives and outputs.

> *Managers are people who do things right, while leaders are people who do the right thing.*
>
> Warren Bennis

As leaders, trainers must work hard to improve their leadership skills. There are many things they can do to achieve such an objective, through continual work and study. Leadership is a complex process by which a person influences others to accomplish a mission, task, or objective and directs a group in a way that makes it more cohesive and coherent. Leaders carry out this process by applying their leadership attributes (belief, values, ethics, character, knowledge, and skills).

People follow and like to be guided by leaders whom they respect and who have a clear sense of direction. Leaders gain respect when they are honorable, ethical, productive and trustful. A sense of direction is achieved by conveying a strong vision of the future.

> *Ah well! I am their leader, I really ought to follow them!*
>
> Alexandre Auguste Ledru-Rollin
>
> *I used to think that running an organization was equivalent to conducting a symphony orchestra. But I don't think that's quite it; it's more like jazz. There is more improvisation.*
>
> Warren Bennis
>
> *I start with the premise that the function of leadership is to produce more leaders, not more followers.*
>
> Ralph Nader
>
> *A competent leader can get efficient service from poor troops, while on the contrary an incapable leader can demoralize the best of troops.*
>
> General of the Armies John J. Pershing

> *Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity.*
>
> George Patton
>
> *Leadership should be born out of the understanding of the needs of those who would be affected by it.*
>
> Marian Anderson
>
> *No man will make a great leader who wants to do it all himself, or to get all the credit for doing it.*
>
> Andrew Carnegie
>
> *Not everything that is faced can be changed. But nothing can be changed until it is faced.*
>
> James Baldwin

4.2 PHASES OF TEAMBUILDING

Trainers should be aware that while building a team is critical in making training a successful story, it is a difficult task. Trainees are different in terms of their interests, backgrounds, education, values, etc. Studies have shown that there are four main stages that teams go through: forming, storming, norming and performing.

1. Forming

During the forming stage, team members are introduced to each other for the first time. Members cautiously explore the boundaries of acceptable group behavior. This is a stage of transition. It includes these feelings and behaviors:

- Individuals are trying to form impressions about the group.
- Individuals are looking for an identity within the group.
- Trainees might have feelings of excitement, anticipation and optimism.
- Trainees might have feelings of suspicion and anxiety.
- The group is trying to determine acceptable group behavior.

2. Storming

This is the most difficult stage for the team. During this phase, differences and contradictions among trainees start to emerge. It includes these feelings and behaviors:

- Trainees have their own ideas as to how the process should look and personal agendas start to appear.
- Some might become impatient about the lack of progress.
- Trainees try to rely solely on their personal and professional experience and resist collaborating with other team members.
- Rules are not followed.
- Trainees become competitive, jealous, tense and defensive.
- Individuals try to create (expand) their own space/ power within the group.
- Friction might increase.
- Arguing among members even when they agree on the real issues.

The above pressures mean that team members have little energy to spend on progressing towards the team's goal. But they are beginning to understand one another.

If this stage is completed in a healthy manner, relationships within members of the group become stronger, group objectives are formulated, rules start to be implemented, etc. The role of the trainer is very important.

3. Norming

During this phase, the team reaches a consensus on group objectives and agenda. Everyone wants to share the newly found focus. It includes these feelings and behaviors:

- Enthusiasm is high; group norms are established.
- Trainees reconcile competing loyalties and responsibilities.
- They accept the team, team ground rules, their roles in the team, and the individuality of fellow members.
- Emotional conflict is reduced and competitive relationships become more cooperative.
- Trainees are able to express criticism constructively.
- Trainees try to establish harmony by avoiding conflict. Individuals start to accept each other or find compromises.
- Trainees become friendlier towards each other and try to establish a sense of team cohesion, spirit, and goals.

- Ground rules and boundaries are followed. Team members start to work out their differences; they now have more time and energy to spend on the training itself.

4. Performing

During this stage, trainees have settled its relationships and expectations. They can now begin performing. At last they have discovered and accepted each other's strengths and weakness, and learned what their roles are. Performing includes these feelings and behaviors:

- The team is mature; harmony increases.
- The team is productive and expectations are clarified.
- Individuals start to play their roles and carry their responsibilities within the team.
- Better utilization of time and group energy.
- Trainees have insights into personal and group processes, and better understanding of each other's strengths and weakness.
- Constructive self-change.
- Trainees are able to prevent or work through group problems.
- Close attachment to the team is established.

The team is now effective and cohesive. Trainers can tell when the team has reached this stage because it starts getting a lot of work done.

5   PLANNING TRAINING PROGRAMS

5.1   NEEDS ASSESSMENT/ANALYSIS OF TRAINING NEEDS

Effective planning for training undergoes a series of phases, the first of which is undertaking a needs assessment. A needs assessment is a systematic gathering and analyzing of information to determine the need for training and provide details to help trainers decide training goals and objectives, methods, trainees, duration, resources, etc. Needs Assessment helps to determine if training is the answer.

To improve the performance of employees in an organization, a task analysis might be carried out, utilizing the following steps:

1. Prepare a list of skills attitudes and knowledge needed to carry out the activities.

2. Prepare a list of level of knowledge, attitudes and skills of the staff responsible for carrying out those activities.

3. Identify gaps and decide if training will contribute to solving the problem. Those gaps are the *training needs*.

4. Identify other weaknesses/difficulties that prevent employees from carrying out their duties in an optimal manner.

5. Set specific objectives of the training that would enable the employee to carry out his/her job well.

A needs assessment provides trainers and managers with a complete understanding of the shortcomings of the system. While a task analysis looks strictly at the tasks performed on the job. A needs analysis looks not only at the tasks being performed, but also at other parts of the system that might yield clues at what might be done to improve it.

A training need exists when an employee lacks the knowledge or skill to perform an assigned task satisfactorily. It arises when there is a variation between what the employee is expected to do on the job and what the actual job performance is.

To decide if training is the answer, one basic question needs to be asked: "Does the employee know how to meet the required performance standards for an accountable task?" If the answer is "No," then training is needed. If the answer is "Yes" then another action, besides

training, might be needed. Such actions might include counseling, job redesign, or organizational development.

Methods for carrying out a needs assessment include:

- Asking trainees about their training needs, strengths and weaknesses.
- Observation during work.
- Questionnaires.
- Listening to staff describing their work and their abilities to carry out their responsibilities.
- Reports of the employees' supervisors.

5.2   DESIGNING TRAINING PROGRAMS

Design is the phase where structure and sequence of the training program are determined. This phase includes setting the learning objectives and evaluation criteria and tools.

Effective planning of training programs begins with the end in mind, i.e., what the outcomes and results of the training are. To ensure that training is delivered effectively and efficiently, a detailed plan that builds on the results of the needs assessment should be developed. The design should include training objectives and expected outputs, implementation strategies, methods, timeframe and evaluation methods.

The design of the training should include analyses of the characteristics of the learners, the setting in which the work will be performed, and the tasks and duties which the trainees will be expected to perform.

When we train a task, we are teaching a person to perform a new *skill (psychomotor)*, learn a new body of *knowledge (cognitive)*, and display a new *attitude (affective)*.

Attitudes have been defined in a variety of ways. Attitudes encompass, or are closely related to, our opinions and beliefs and are based upon our experiences. Training that produces tangible results starts by changing behavior, which ultimately changes attitudes. Since our attitudes are deeply rooted, they are very hard to change.

The training developer must identify some sort of behavior that would seem to be representative of the display of the attitude in question. This behavior can then be measured as an index of the attitude construct.

Learning Objectives

A learning objective is a statement of what the learners will be expected to do once they have completed a training program. Objectives are phrased to reflect what trainees will achieve by the end of the training. They describe the conditions, behavior (action), and standard of task performance for the training setting.

About Objectives

Objectives describe what the trainees will be able to do in terms of concrete actions (results) that can be measured through observation and measurements.

Objectives do not describe content, activities or methods of training.

Objectives focus on trainees not trainers.

Objectives should identify a learning outcome,

Objectives should be consistent with training goals,

Objectives should be precise,

We cannot be sure that the objective is achieved unless we see *evidence* of it. Therefore the objective must specify a behavior - something the participant can do after the training, i.e., objectives specify observable, measurable behaviors. This is why objectives are often referred to as "behavioral objectives."

Good objectives are:

S	simple
M	measurable
A	attainable
R	realistic
T	trackable

Terminology and Measures

Knowledge
Objectives for learning/ information/ facts use words like

List	Tell	Describe	Name	Explain

Skills
There are many kinds of skills, including manual skills, communication, cognitive, problem solving/decision-making, and leadership skills. Objectives for learning new skills use words like:

Apply	Compare	Construct	Create	Plan
Use	Evaluate	Develop	Generate	Examine
Differentiate	Analyze	Do	Decide	Implement

Attitudes
Attitude changes are the hardest to reach and evaluate, learning is measured indirectly by observing behavior.

Objectives for learning new attitudes us phrases like:

The nurse demonstrates respect for patients by greeting them by their name, listening closely to their questions.

Attitudes taught and evaluated often include:

- confidence in apply new knowledge and skills,
- respect for patients' sensibilities and fears,
- patience,
- accuracy,
- gentleness in performing exams,
- thoroughness,
- curiosity,
- tolerance for opposing views,
- belief in the truth of importance or usefulness of something,
- dedication,
- enthusiasm and satisfaction.

Outline of a Training Plan

Following is an outline for a good training plan:

Components of a Training Plan

1. Introduction
The introduction provides background information about the training context. Background information about the trainees (number, level of education, work, gender, etc.)? Why is the training? What are the specific needs of the trainees that the training will address? Analysis of the knowledge, skills and attitudes that the training will address.

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2. Training objectives
- Formulate the goal of training.
- Formulate the specific objectives to be achieved by the end of the training.
- Focus of knowledge, skills and attitudes to be developed.

3. Training methods and approaches
Training overall philosophy and approaches

4. Training duration
Training days, hours per day, etc.

5. Detailed Activities
For each session specify the following:

- *Training needs* (knowledge/skills/attitudes to address the needs)
- *Behavioral learner objectives for each session*
- *Activities and process:* detailed description of activities and training techniques (based of experiential learning principles)
- *Duration of the session:*
- *Training materials*

6. Evaluation of the training
Process evaluation- daily evaluation methods and approaches
End of training evaluation methods and approaches

7. Logistics plan
Training logistical needs (tools, equipment, etc.) and other re-sources needed.

8. Follow-up activities

9. Time frame

- Needs assessment
- Preparation
- Implementation
- Evaluation
- Follow-up

10. Other considerations
Any other considerations that should be taken into account to facilitate the successful implementation of the training.

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6   PRESENTATION SKILLS

Presentations are a way of communicating ideas and information to a group. A good presentation has[1]:

- *Content:* Information that people need. Unlike reports, presentations must pay special attention to how much information the audience can absorb in one sitting.

- *Structure:* Presentations have a logical beginning, middle, and end. It must be sequenced and paced so that the audience can understand it. Where as reports have appendices and footnotes, the presenter must be careful not to loose the audience when wandering from the main point of the presentation.

- *Packaging:* It must be well prepared. A report can be reread and portions skipped over, but the audience is at the mercy of a presenter.

- *Human Element:* A good presentation will be remembered much more than a good report because it has a person attached to it.

The Voice

The voice is probably the most valuable tool of the presenter. It carries most of the content that the audience takes away. One of the oddities of speech is that we can easily tell others what is wrong with their voice, e.g., too fast, too high, too soft, etc., but we have trouble listening to and changing our own voices.

The Body

Your body communicates different impressions to the audience. People not only listen to you, they also watch you. Displaying good posture tells your audience that you know what you are doing and you care deeply about it. Also, a good posture helps you to speak more clearly and effective.

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[1] This chapter is based on information provided by www.nwlink.com/leader/

Throughout you presentation, display:

- *Eye contact:* This helps to regulate the flow of communication. It signals interest in others and increases the speaker's credibility.

- *Facial Expressions:* Smiling is a powerful cue that transmits happiness, friendliness, warmth, and liking. So, if you smile frequently you will be perceived as more likable, friendly, warm, and approachable. Smiling is often contagious and others will react favorably. They will be more comfortable around you and will want to listen to you more.

- *Gestures:* If you fail to gesture while speaking, you may be perceived as boring and stiff. A lively speaking style captures attention, makes the material more interesting, and facilitates understanding.

- *Posture and body orientation:* You communicate numerous messages by the way you talk and move. Standing erect and leaning forward communicates that you are approachable, receptive, and friendly. Interpersonal closeness results when you and your audience face each other. Speaking with your back turned or looking at the floor or ceiling should be avoided as it communicates disinterest.

Active Listening

Good speakers not only inform their audience, they also listen to them. By listening, you know if they understand the information and if the information is important to them.

Nerves

The main enemy of a presenter is tension, which ruins the voice, posture, and spontaneity.

The following box provides some guidelines for successful presentations.

Tips and Techniques for Good Presentations

1. If you have handouts, do not read straight from them. The audience does not know if they should read along with you or listen to you read.

2. Do not put both hands in your pockets for long periods of time. This tends to make you look unprofessional.

3. Do not wave a pointer around in the air. Use the pointer for what it is intended and then put it down.

4. Do not lean on the podium for long periods.

5. Speak to the audience... NOT to the visual aids, such as flip charts or overheads. Also, do not stand between the visual aid and the audience.

6. Speak clearly and loudly enough for all to hear. Do not speak in a monotone voice. Use inflection to emphasize your main points.

7. One of the most important disadvantages of presentations is that people cannot see the punctuation and this can lead to misunderstandings. An effective way of overcoming this problem is to pause at the time when there would normally be punctuation marks.

8. Use colored backgrounds on overhead transparencies and slides (such as yellow) as the bright white light can be harsh on the eyes. This will quickly cause your audience to tire.

9. Learn the name of each participant as quickly as possible. Based upon the atmosphere you want to create, call them by their first names.

10. Listen intently to comments and opinions.

11. Circulate around the room as you speak. This movement creates a physical closeness to the audience.

12. List and discuss your objectives at the beginning of the presentation. Let the audience know how your presentation fits in with their goals. Discuss some of the fears and apprehensions that both you and the audience might have. Tell them what they should expect of you and how you will contribute to their goals.

13. Vary your techniques (lecture, discussion, debate, films, slides, reading, etc.).

14. Get to the presentation before your audience arrives; be the last one to leave.

15. When writing on flip charts use no more than 7 lines of text per page and no more than 7 word per line (the 7-7-rule). Also, use bright and bold colors, and pictures as well as text.

16. Consider the time of day and how long you have got for your talk. Time of day can affect the audience. After lunch is known as the graveyard section in training circles as audiences will feel more like a nap than listening to a talk.

17. Most people find that if they practice in their head, the actual talk will take about 25 per cent longer. Using a flip chart or other visual aids also adds to the time. Remember - it is better to finish slightly early than to overrun.

7 TRAINING STYLES AND TECHNIQUES

Training cannot and should not be viewed in isolation of the prevailing broader context in which trainees work. It should not be defined through the instruments used, but through its goal to enhance the capability of people and institutions to improve their competence, problem-solving skills, the efficient and effective use of existing potential and capacities, and the creation of new potential. It requires an enabling environment and nurturing conditions. To develop effective and realistic training aimed at improving the performance of staff and NGOs, training will take into account the following principles:

1. Training is about complex learning, adaptation and attitudinal change at the individual, group and organizational levels. People at these levels have to assume new responsibilities and slowly devise new collective solutions to common problems. Individuals, groups and organizations should enhance their abilities to identify and meet development challenges on a sustainable basis.

2. Training should be process-oriented and context sensitive. Some strategies and approaches might be appropriate in one setting but not in other settings.

3. Training should not be seen as an end in itself. It must be part of other processes of community and organizational development and organizational learning and practice.

Banking Education and Training[1]	Liberating Education and Training
Training is seen as the solution to all or most organizational performance issues. Training is seen as an event.	Capacity building and transformation are seen holistically, are individual and collective, and have technical, social, political (non-partisan) and organizational dimensions. Training is an on-going process.
People are brought into a training center that is centrally located.	The program goes out to the people. Capacity building is focused on and generated where people are working.

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[1] Khalid Nabris and Tom Lent, *Capacity Building of Palestinian NGOs*, The Welfare Consortium for the Palestinian NGO Project, Dahiet Al-Barid, 2000, p. 19.

Packaged and prescribed modules and materials. The "recipe" approach to training.	Tailor made training. Learner generated materials. Priority themes and materials come out of a process.
Transmission of knowledge ... learn what is done elsewhere or by someone else, and we imitate or adapt that.	Creation of knowledge... we learn from our own experiences as well as from others. We put together many perspectives and jointly create something that has meaning to our work and reality, and the future we want.
Domestication and conforming to a pattern or generally acceptable behavior, authoritarian relationships based on control and domination.	Liberation and the creation of relationships that are based on equity and horizontality. Partnerships are based on mutual respect, equality, mutual support and appreciation.
Banking education... those who know deposit knowledge into the heads of those who do not know. Education is done by experts and instructors, the process is teaching and teacher centered.	Expertise is in the group, everyone is teacher and learner... We are facilitators of a collective learning process which is participant centered.
Training comes from a needs assessment and a list of our weaknesses. Attention is given predominately to the preparations for the training session and the "delivery" of the training session.	Training comes from a vision of what we want to create or build, and an analysis of vulnerabilities and capacities. Attention to adequate preparations and training is important, but we identify and pay attention to what is needed to follow-up on the training and put into practice what is learned (systems, policies, decisions) from the beginning.
Focuses on symptoms, appearances, deficiencies - "what is wrong?"	Focuses on how things are, and why. How we want things to be, and what are our capabilities and vulnerabilities in getting there? Builds on what people have and know.
The motivation for training comes because of donor requirements. It is a reward or punishment. Donors decide what is to be taught based on what they need to satisfy the system "upwards." Accountability is to the next levels of hierarchy.	Motivation for Capacity Building comes from a vision and ethic of betterness... the world expects and needs more of us technically, ethically and programmatically. We are accountable to people all along the "aid chain," but principally to the people for whom our organizations exist, the marginal popu-

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	lation and the extreme poor.
People are seen and referred to as beneficiaries, target groups, recipients of training, students, trainees… objects of programs. People serve the needs of the program and organizational interests.	People are authentic partners in search for a better tomorrow and change… subjects with rights, actors and authors of their own development and transformation. Programs and organizations serve the needs of people.
The challenge is principally to build up individual skills, knowledge and attitudes. People return alone to the same work reality with little sources of support to put into practice what was learned. Sources of support and follow-up, if they exist at all, come from technical expertise far from the work place.	The challenge is building up individual and collective skills, knowledge, attitudes and approaches…we seek to change mental models, systems and structures. Groups of people participate and share what was learned. We want to form a community of learning and practice across organizations. Sources of support come from fellow participants as well as other expertise.
What do people remember? 10% of what they hear, 20% of what they hear and see, 40-60% of what they hear, see and do. So, trainer talks, shows, while participants listen and do.	What do people remember? 80-100% of what they discover on their own, so facilitator sets up conditions for individual and group discovery.
Experts are the primary source of knowledge.	Expertise is found among many.

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8   TRAINING METHODS AND TOOLS AND THEIR EFFECTIVE USE

The attention of trainees cannot be kept with a long lecture. Normally, people pay attention for a short time - less than 30 minutes. They need to use what is being taught or their minds will wander. If you lecture for an hour, very little will be remembered. Instead, give a brief lecture (10-15 minutes), demonstrate, and then have them practice. Provide feedback throughout the practice period until they can do it on their own. If it is a large complicated task, then break it down into short learning steps.

8.1   TRAINING METHODS

The following section provides a summary of main training:

Lecture
As a method to communicate facts and knowledge, the lecture should be no longer than 10-15 minutes in length and should be followed by questions or an activity. If the lecture is long, it is advisable to use visual aids, demonstrations, and discussion in order to involve the audience actively (see chapter 6 on presentation skills). The lecturer should encourage interaction among the audience.

Case studies
The use of case studies is an important training method. Case studies refer to assigned scenarios based on real-life situations that trainees would observe, analyze, record, implement, or upon which they would form conclusions, provide summaries, and make recommendations.

A case study is used as an example to illustrate how an activity can take place or has taken place and what are the results or could the results be. Case studies should be well prepared to stimulate discussions and help trainees analyze a situation.

Field Observation, Field Trips
Field observations and field trips are powerful training tools that assist trainees to interact with real life situations and with people. They help trainees to visualize the results and implications on implementing an activity. Field visits should be prearranged and the purpose of the visit made clear to trainees.

Before field observation and interaction with the community is used, trainers must make arrangements with the host organization(s) or community groups to accommodate trainees. Trainees, with the help of the trainer should prepare a list of activities to be carried out during the visit, including: what is to be observed, type of information to be gathered, persons to be interviewed, etc. Notes should be recorded during or immediately after the visit.

Role- playing
Role-playing involves participants and observers in a real problem situation. The process allows trainees to gain insight into their own values, attitudes and perceptions; to develop problem-solving skills and attitudes; and to explore subject matter in another way. The method de-emphasizes the traditional role of the teacher and encourages the learning and listening of the trainees.

In preparation for role-playing, the problem must be clearly defined and the roles must be assigned. Following the enactment, discussion and evaluation take place.

Trainees should be given a real problem situation but they must have the desire to find opportunities to solve that need or problem.

Trainers should prepare a list of questions to help trainees analyze the role play, link it to their real situation, identify principles and values presented through the role play and identify possibilities for their implementation.

Brainstorming
Brainstorming is defined as an interactive method used with large or small groups to generate ideas or to identify possible solutions to problems. Although brainstorming is most often used in groups, it can also be used by a single individual. This method can be a way to encourage creative thinking and problem solving with no threat of judgment or evaluation. A variety of solutions can be generated. After a brainstorming activity is completed, linkages of the ideas may be demonstrated.

The trainer may act as a facilitator in the brainstorming process. In brainstorming all ideas are accepted and no assessment or debate of any idea is allowed. All of the ideas might be listed together and later are validated against specific criteria. The best ideas or opportunities can be determined based on their ability to meet the criteria. This process can allow students to gain self-confidence and to become more innovative.

Small Group
Small groups run most efficiently with three to five people. The trainer should "shape the scene" before trainees move into groups. A recorder and reporter may be appointed in each group. Tasks for group discussions and timeframe should be clearly defined. Trainees may be asked

to focus on asking questions, expressing feelings, expressing support or non-support, or brainstorming to solve a problem. Each person in the group should be encouraged to respond to questions provided by the trainer. Members of the small group then report back to a large group. When all responses are reported the trainers and trainees may discuss and analyze the answers and identify the implications of the ideas expressed.

Demonstrating
Much learning occurs through observing others. A demonstration provides the link between "knowing about" and "being able to do." Research has revealed that demonstrations are most effective when they are accurate, when learners are able to see clearly and understand what is going on, and when brief explanations and discussion occur during the demonstration. It is very helpful to follow the demonstration with a practical application. Trainees would then make sure that they are able to apply skills being demonstrated.

8.2   CHOOSING APPROPRIATE TRAINING TECHNIQUES

Before trainers select the appropriate training methods it is useful that they know that:

1) People get 75% of what they know through seeing, 13% through hearing and 12% through smelling, touching and tasting.

2) Picture is 3 times more effective than words alone.

3) Pictures and words are 6 times more effective than words alone.

4) On average, a person speaks 110-160 words per minute but thinks in an average of 400-500 words per minute. Audio-visuals bridge the gap.

The following table suggests useful methods to utilize:

Kinds of Learning	Training Activities	Evaluation Activities
Facts/ information	• Readings, Lectures • Brainstorming, TV, songs, Videos, etc.	♦ Written exams ♦ Oral exams
Skills (manual, thinking, planning, etc.)	• Demonstrations or instructions followed by practice • Feedback to correct mistakes	♦ Observation on the job ♦ Role play *(Observation check list might be useful)*
Attitudes/ values	Discussion, role play, role modeling,	Indirectly, by observing behaviors, especially on the job

The following graph summarizes training methods in terms of their promotion of participation of trainees. As can be seen the lecture is the least participative and the simulation is the most participative:

Trainer Centered

Learner Centered

Lecture	Guided Discus- sions	Demon- stration and prac- tice	Struc- tured exer- cises	Role plays	Case studies	Small group discus- sions	Simu- lation
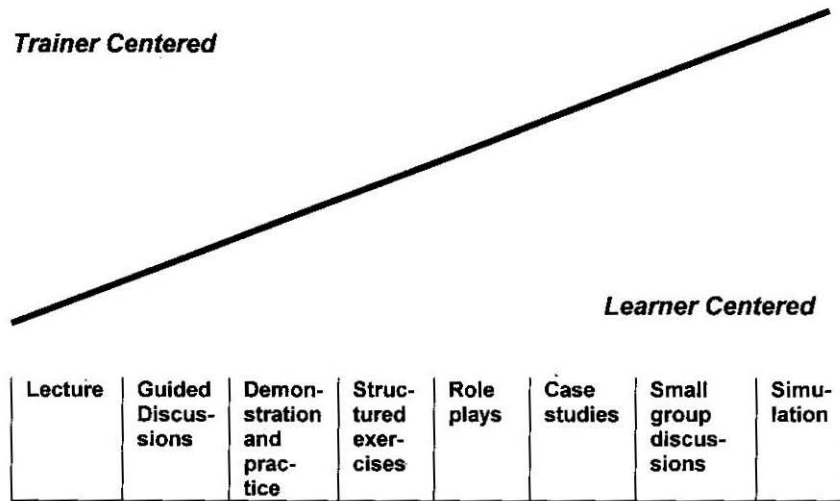
MONITORING AND EVALUATING TRAINING PROGRAMS

In order to prove that our training is effective, we must be able to evaluate it. We have no way of knowing if the learning objectives were met if we cannot measure the indicators that prove that the learning took place. Poorly designed projects that lack clear and specific objectives and indicators are hard to evaluate.

Many organizations treat the evaluation of training as a minor activity. At best, it is carried out as an added and routine task with little analysis and usefulness. Some organizations gather data for evaluation but do not analyze those data for trends or use them to improve existing training programs.

The terms *formative* and *summative evaluation* stand for two important evaluation approaches:

Formative evaluation is intended to provide information for both trainer and trainee about the progress of training and corrective action that might be used to improve the training and help to achieve the desired learning outcome.

The main purpose of formative evaluation is to improve the implementation of the training program and the trainees' learning. It provides trainers with valuable information upon which modifications in the training style and methodology can be made. This type of evaluation helps trainers understand the degree to which trainees are learning the course material and the extent to which their knowledge, understandings, skills, and attitudes are developing. Formative evaluation is usually carried out during the training.

Summative evaluation is intended to provide information to be used in making judgments about trainees' achievement. Summative evaluation is usually carried out at the end of the training. Its primary purpose is to determine what has been learned over a period of time, to summarize trainee progress, and to report on progress relative to training objectives to trainees and their organizations.

> Evaluation is to put value on something to make a decision.
> If no decision is made, the evaluation is a waste of everyone's time.

Planning of Training Evaluations

Reasons *why* we should evaluate include:

- To revise or refine training design for future use.
- To judge success or failure of the training.
- To persuade funding agencies to contribute or replicate the training.

Who should evaluate? Among the stakeholders are (the decision-makers mentioned above):

- Trainers.
- Participants.
- An unbiased outsider.
- The funding agency.
- The training institution.

What should be evaluated?

- The *Training System,* i.e., Inputs-Process-Outputs-Impact.
- *Inputs,* including trainers, participants, training materials, funding and location.
- *Processes,* including training methods, facilitation skills, participation, etc.
- *Outputs,* including trained participants, objectives met, reports/ publications, etc.
- *Impact,* i.e., the final result, such as changed behavior, improved quality of services by the trained persons, etc.

When to evaluate?

Before, during, immediately after the training and after some period of time has elapsed.

Why should we evaluate *after sometime*?

- Because trainees forget a lot of what they have learned.
- Because trainees might fail to transfer their learning to the workplace.
- Because the change happened immediately after the training might be temporary.

How to evaluate?

Daily participant evaluations can be done through:

- Forms.
- Discussions.
- Pros and cons lists.
- Suggestion boxes.
- Written pre and post-tests.

End of training evaluation may, among others, involve:

- Surveys.
- Interviews.
- Questionnaires.
- On-site observations using a checklist.
- Supervisors' performance appraisal forms.
- FGDs.
- Informal conversations.

Results of the Evaluation

One of the most widely used models for evaluating training programs is one that was proposed in 1959 by Donald L. Kirkpatrick. The model maintains that there are four levels to measure the quality or effectiveness of a training course. Results desired from training can be classified into the following four categories:

1. *Reaction* - evaluates the training program itself (are the trainees satisfied?).

2. *Learning* - focuses on changes in the participants as a result of the training (have skills, knowledge, or attitudes changed as a result of the training?).

3. *Behavior or performance* - deals with the transfer of the learning to the job or organization (are the results of the training being applied?).

4. *Outcomes or results* - is the impact of the training on the productivity and profitability of the organization. While education tends to focus on the first two of these, training should be evaluated by the last two -- on the transfer of learning to the success of the organization.

The following is a description of Kirkpatrick's four levels of evaluating training:

Donald Kirkpatrick's Four Levels of Evaluating Training

Levels		Description	Comments
Level 1	Reaction	Trainee reaction to the course, i.e., does the trainee like the course? Usually in the form of evaluation forms or discussions on weaknesses and strengths.	This is the most primitive and widely-used method of evaluation. It is easy, quick, and inexpensive to administer. It mainly reflects feelings of trainees.
Level 2	Learning	Did trainees learn what was based on the course objectives?	Learning can be measured by pre- and post-tests, either through written or performance tests.
Level 3	Behavior	Trainee behavior changes on the job - are the learners applying what they learned?	Difficult to do. Follow-up questionnaire or observations after training has occurred. Telephone interviews can also be conducted.
Level 4	Results	Measures the impact of the training on the productivity or profitability of the organization.	Generally applies to training that seeks to overcome an organizational problem caused by lack of knowledge or skill. Examples include reductions in costs, turnover, absenteeism and grievances. May be difficult to tie directly to training.

Design and Implementation

The following is a summary of various evaluation instruments and which evaluation levels they can be administered to:

Evaluation Level:	Evaluation Instrument(s):
Level 1:	Questionnaire, survey, interview
Level 2:	Questionnaire, survey, interview, observations, written/performance tests
Level 3:	Questionnaire, survey, interview, observations
Level 4:	Performance Records

Useful References

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APPENDIX 1

STEPS FOR A TRAINING SESSION
BASED ON THE EXPERIENTIAL LEARNING CYCLE

☐ *Set the Learning Climate*

- ◆ Gain the trainees attention and interest.

- ◆ Create an informal rapport with trainees.

- ◆ Recall relevant previous experience.

☐ *Present the Objectives*

- ◆ Provide a link between previous session (s) and this one.

- ◆ Present behavioral objectives to the learners and check understanding.

- ◆ Let trainees know what they will do during the session in order to attain the objectives.

☐ *Initiate the Learning Experience*

- ◆ Introduce an activity in which the trainees "experience" a situation relevant to the goals of the training session. *The experience might be a role-play, case study, simulation, field visit or group exercise.*

- ◆ The trainees will use this experience to draw data for discussion during the next step.

- ◆ If you begin this session with a presentation, follow it with a more participatory activity.

3) Trainer(s)

	Excellent	Good	Acceptable	Poor	Very Poor
Knowledge of training subject					
Ability to communicate ideas					
Use of diverse methods of training					
Encouragement of participation of trainees					
Attitude and relationship with participants					

4) Trainees

	Excellent	Good	Acceptable	Poor
Selection of the right candidates				
Punctuality				
Cooperation / enthusiasm				
Participation				

5) Duration of training

	Long	Suitable	Short
Duration (6 days)			
Hours of training per day (9:00 a.m. to 4:30 p.m.)			

Comments on duration of the training: _____

_____

_____

6) Facilities

	Excellent	Good	Acceptable	Poor	Very Poor
Training hall					
Food					
Accommodation (for trainees who stayed in the hotel only)					
Seating					

Comments on facilities: _____

_____

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7) To what extent has the training met your expectations?

_____

_____

8) To what extent do you think that you will be able to apply learned information in your job?

_____

_____

_____

9) If a similar training course were given, would you apply?   Yes   No

Why: _____

_____

_____

10) Suggestions for improving the course:

a) Training content:

_____

_____

_____

b) Training Materials:

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_____

c) Trainer(s):

_____

_____

_____

d) Duration:

_____

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e) Logistics:

_____

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APPENDIX 3

SELECTED INTERNET RESOURCES

GENERAL SOURCES ON (NGO) MANAGEMENT

http://www.clearinghouse.net/
(Links to guides on Fundraising, Grants, Non-Profit Organizations, Public Services; click sub-category Business & Employment).

http://www.fundsnetservices.com/main.htm
(Resources on Funding, Grant Writing, Non-Profit, Research and Educational Resources).

http://www.not-for-profit.org/
(Nonprofit Resource Center with a comprehensive directory of links and information on issues such as Fundraising & Philanthropy; Volunteers & Human Resources; Advocacy & Public Relations; Board & Organizational Support; Management Consultants; Publications; and Research & Policy Studies).

http://comnet.org/net/
(Gateway to sites for the nonprofit community, organized by resource topics such as Education, Government, Grants & Funding, Health Care Services, Human Services, and Political Activism).

http://www.boardsource.org/main.htm
(Dedicated to building stronger NGO boards and NGOs; focus on NGO Governance).

http://www.escape.ca/~rbacal/articles.htm
(Online articles on Nonprofit Management Problems, Solutions & Issues; Training, Development, Learning & Human Resources; Defusing Hostility & Cooperative Communication; Change Management: Teams & Team Development, etc.).

http://www.mapnp.org/
(The Nonprofit Managers' Library: information, materials and links on topics such as Administrative Skills; Boards; Chief Executive; Communication Skills; Ethics for Managers; Finances; Fundraising/Grant Writing; Marketing/Public Relations; Management & Leadership; Training & Development; Personnel & Policies; Program Evaluation; Strategic Planning; Quality Management; and Volunteer Management).

http://shortguides.com/nonprofit
(Information and resources about Nonprofit Organizations, including Funding, Management, Technology, Philanthropy, Volunteer Activity, Programs and Activities).

http://www.fundraising.co.uk/
(Everything on Fundraising: information, links, strategies, agencies).

http://www.idealist.org/
*(Huge database on NGOs worldwide, including publications, materials, programs and links. See **http://www.idealist.org/tools/tools.htm** for a list of useful resources for starting and managing a nonprofit organization. Categories include Financial Management, Foundations, Fundraising, Government Relations, Lobbying, Management, Personnel Management, and Public Relations).*

http://www.tmcenter.org/library/links.html
(Extensive list of links and resources for Nonprofit Organizations).

http://fdncenter.org/
*(Includes an online library – see **http://fdncenter.org/onlib/onlib.html** - with links to nonprofit resources, including: Material on Grant Seeking; a Guide to Funding Research and Resources; a Proposal Writing Course; Literature on the Nonprofit Sector; and Common Grant Application Forms).*

http://www.jsi.com/idr/
(Links, information and reports from the Institute of Development Research, an independent nonprofit research and education center).

http://www.worldlearning.org/
(Educational services NGO working in International Development, Training and Capacity Building, NGO Management, and Democratic Participation).

http://www.innonet.org/
(Free resources for Nonprofit and Public Agencies).

HUMAN RESOURCES

http://www.nwlink.com/~donclark/hrd.html
(Website for Human Development Resources, including articles, online Training Guides, links to Training, Human Resource Development, and Learning Information).

http://www.tcm.com/trdev/
(Training & Development Resource Center for Human Resources).

http://www.astd.org/
(Website of the American Society for Training and Development with information, tools, articles and links to training, performance, evaluation, etc.).

TRAIN THE TRAINER

http://tregistry.com/home.htm
(Directory of trainers, training seminars & workshops, consulting services & consultants, computer labs & classrooms and keynote speakers.)

http://www.mapnp.org/library/trng_dev/design/design.htm
(Links and tools for designing training methods, incl. learning objectives, methods, etc.)

http://www.mapnp.org/library/trng_dev/develop/develop.htm
(Links and tools for developing training methods and materials, incl. facilities, documents, graphics, etc.)

http://www.mapnp.org/library/trng_dev/evaluate/evaluate.htm
(Links and tools for evaluating training and results.)

http://www.mapnp.org/library/trng_dev/implment/implment.htm
(Links and tools for implementing training/conducting training sessions.)

http://www.nwlink.com/~donclark/hrd/hrdlink.html
(Contains a large online compilation of training and learning subjects.)

http://www2.edc.org/NTP/trainingdesign.htm
(Eight Steps to Planning an Effective Training Event.)

http://www.osti.gov/html/techstds/standard/hdbk1074/hdb1074b.html# ZZ36
(Training design handbook, outlining training purpose, techniques, etc.)

http://carbon.cudenver.edu/~bwilson/ID/index.html
(Establishes the foundations in learning and instructions and provides Instructional-Design Models, etc.)

http://www.mser.gov.bc.ca/foi_pop/TT_Manual/toc.htm
(Online Train-the-Trainer Manual.)

http://iti.acns.nwu.edu/slatran/train.html
(Tips and information on training and developing the trainer, incl. presentation, communication and facilitation skills, and adult learning.)

http://www.nonprofit-info.org/npofaq/keywords/2z.html
(A FAQ listing scores of items of information and advice about nonprofits, incl. training issues.)

http://ctb.lsi.ukans.edu/tools/EN/section_1105.htm
(Community toolbox with how-to articles on developing training programs for staff.)

http://ctb.lsi.ukans.edu/tools/EN/chapter_1012.htm
(Community toolbox with how-to articles on providing training, including designing and delivering training sessions, conducting a workshop, etc.)

http://www.trainersdirect.com/
(Includes online resources such as assessment instruments, slef-study modules, templates, articles, etc.)

http://www.reproline.jhu.edu/english/5tools/5tools.htm
(Materials and learning tools for free use or downloads, including ice-breakers, activities, role-plays, checklists, etc.)

http://www.enewall.worldonline.co.uk/html/education___training.htm
(Lots of links for websites related to implementing training, adult learning etc.)

http://fcis.oise.utoronto.ca/~smceachren/ctl1605/index.html
(Resource collection with an annotated list of links divided by the following training tasks: training needs analysis, instructional design, instruction, evaluation and coaching.)

http://www.businessballs.com/
(Free training and team building ideas and materials.)

http://www.abctrainingsolutions.biz/
(Hundred free resources in ten subject areas, incl. administration and management of training, training needs analysis, training evaluation, communication skills, and presentation skills).

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