

Training of trainers –Course Programme

26 February

Time	Module	Module	Session	Learning objectives
9:00-9:45	Welcome and introductions		<ul style="list-style-type: none"> • Introduction Clingendael and participants' introductions • Course rules housekeeping, admin and logistics 	
09:45-10:00	Introduction to the course & the importance of introductions to training		<ul style="list-style-type: none"> • Agenda • Learning goals • Course materials • Introductory activities to a course 	<p>At the end of this session the participants will be able to:</p> <ul style="list-style-type: none"> • State the aim and key learning objectives of this course • Explain the importance of introductory activities in trainings, in terms of meeting motivational needs
10:00-10:15	Break			

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10:15 12:30	Teaching and Learning; approaches and theories		<ul style="list-style-type: none"> • The teaching cycle • Theories about learning (experiential learning, social learning, learning styles, adult learning) • Difference between pedagogy and andragogy, trainer-centred and learner-centred approach 	<p>At the end of this session the participants will be able to:</p> <ul style="list-style-type: none"> • List characteristics of good and bad training • Describe the process of experiential learning • Describe the theories about learning • Explain the significance of the teaching cycle • Distinguish between pedagogical and andragogical models of teaching • Explain the difference between trainer-centred and learner-centred approach.
12:30- 13:30	Lunch			
13:30- 15:00	Teaching and Learning; approaches and theories		<ul style="list-style-type: none"> • Experiential learning • Activity: learning by doing • Social learning • Remembering and forgetting • Knowledge, skills, attitudes (KSAs), dimensions of learning • Adult learning 	<p>At the end of this session the participants will be able to:</p> <ul style="list-style-type: none"> • Apply the theory of experiential learning • Explain why social interaction is an essential component of learning • Describe the process of remembering • Know how to take the principles of adult learning into consideration when designing training sessions

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				<p>specifically in mission/fragile environments</p> <ul style="list-style-type: none"> • Explain the use and limitations of theories of learning styles • Know how to ensure that training is inclusive • Explain why psychological processes of remembering and forgetting must be considered in learning design • Explain the difference between knowledge, skills and attitudes (KSAs).
15:00-15:15	Break			
15.15-17.30	Organising a training session; elements and techniques		<ul style="list-style-type: none"> • Lectures and presentations • Energisers • Different training activities and techniques • Brainstorming sessions • KSAs and training methods 	<p>At the end of this session the participants will be able to:</p> <ul style="list-style-type: none"> • Identify trainings needs • Explain how to ensure that training is inclusive • Know how to use methods and activity for introduction and icebreakers • Know how to establish ground rules for a training session together with participants • Select and using appropriate techniques / methods to apply in a training session

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				<ul style="list-style-type: none">• Select appropriate techniques to use when it is necessary to increase energy and motivation in a group.
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Time	Subject	Module	Session	Learning Objectives
9:00-10:45	Effective learning environment & effective communication		<ul style="list-style-type: none"> • Review of yesterday and introduction to today • Effective communication in the training room • Using positive and negative language • Dealing with resistance and difficult participants 	<p>At the end of this session the participants will be able to:</p> <ul style="list-style-type: none"> • Develop a plan for creating a supportive learning environment (and a safe space) • Demonstrate how to communicate effectively with participants and facilitate their learning process • Know how to deal with spoilers • Take into consideration matters of safety and security • Assure proper room layout.
10:45 – 11:00	Break			
11:00-12:30	Planning and preparation for a training session: Training needs and training.		<ul style="list-style-type: none"> • Aims, objectives and learning outcomes • Bloom's Taxonomy • Learning programmes and work schemes • Lesson planning 	<p>At the end of this session the participants will be able to:</p> <ul style="list-style-type: none"> • Formulate aims, objectives and learning outcomes for a training session • Analyse resources and training techniques (simulations, role plays, buzz-groups, etc.) that can be applied in a training session • Select appropriate action verbs using Bloom's Taxonomy • Know how to develop schemes of

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				work and lesson plans.
12:30-13:30	Lunch			
13:30-15:00	Presentation planning and techniques		<ul style="list-style-type: none"> • Presentation roadmap • Resources in presentations • Lesson plan • Explaining the presentation exercise • Participants prepare presentations • Preparations for delivering presentations 	<p>At the end of this session the participants will be able to:</p> <ul style="list-style-type: none"> • Explain the characteristics of the presentation roadmap. • Use PowerPoint, flipcharts, whiteboards and hand-outs when delivering presentations. • Know how Bloom's Taxonomy can be used to plan a training session. • Deconstruct an overall objective into an enabling task. • Explain the presentation exercise.
15:00-15:15	Break			
15:15-17:00	Presentation techniques		<ul style="list-style-type: none"> • Participants prepare to deliver presentations (practical exercise) • Review of the day • preparation for the next day 	<p>At the end of this session the participants will be able to:</p> <ul style="list-style-type: none"> • Deliver a presentation using effective verbal and non-verbal communication skills. • Know how to select appropriate methods when delivering a training session using participatory and interactive methods. • Know how to use an appropriate

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				strategy when dealing with a difficult participant.
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28 February

Time	Subject	Module	Session	Learning objectives
9:00-10:30	Planning and preparing a training session		<ul style="list-style-type: none"> • Review of yesterday and introduction to today • Different activities to be included in designing a training session • Techniques to be used in a training session • Planning of the training session in groups (practical exercise) 	<p>At the end of this session, the participants will be able to:</p> <ul style="list-style-type: none"> • Use different training techniques (simulations, role plays, buzz-groups, etc.) • Demonstrate the facilitation of a learning activity • Produce a lesson plan for a training session in their area of expertise • Use small groups in a training event.
10:30-10:45	Break			
10:45-12:30	Delivering a presentation		<ul style="list-style-type: none"> • Delivering presentations with power point or different techniques (practical exercise for all participants) 	<p>At the end of this session, the participants will be able to:</p> <ul style="list-style-type: none"> • Use in practice knowledge on training techniques • Demonstrate the facilitation of a learning activity.
12:30-13:30	Lunch			

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13:30-15:00	Delivering a training session		<ul style="list-style-type: none"> • Preparing and delivering a group training session combining different techniques (practical exercise for all participants) 	<p>At the end of this session, the participants will be able to:</p> <ul style="list-style-type: none"> • Use in practice knowledge on training techniques in group facilitation • Demonstrate the facilitation of a learning activity in groups.
15:00-15:15	Break			
15.15-17:00	Delivering a training session		<ul style="list-style-type: none"> • Delivering a group training session combining different techniques (practical exercise for all participants) • Providing feedback • Review of the day 	<p>At the end of this session, the participants will be able to:</p> <ul style="list-style-type: none"> • Use in practice knowledge on training techniques in group facilitation • Demonstrate the facilitation of a learning activity in groups.

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1 March

Time	Subject	Module	Session	Learning objectives
9:00-11:30	Assessing and evaluating a learning and training session		<ul style="list-style-type: none"> • Review of yesterday and introduction to today • Assessing participants' learning • Principles and methods of assessment and evaluation • Kirkpatrick's levels of evaluation • Feedback techniques 	<p>At the end of this session the participants will be able to:</p> <ul style="list-style-type: none"> • Apply the assessment cycle to a training event • Select assessment methods appropriate to the training situation • Deliver effective feedback • Design a tool for gathering feedback on the quality of training you have delivered • Be able to conduct evaluations at different stages • Be aware of the challenges of evaluating changes in behaviour and impact.
11:30-12:30	Lunch			
12:00-12:30	Training closing		<ul style="list-style-type: none"> • Review expectations and objectives for the training • Summary of the training 	<p>At the end of this session the participants will be able to:</p> <ul style="list-style-type: none"> • Reflect upon fulfilment of their expectations and own learning progress • Summarize the training.