



ENTRI

EUROPE'S NEW TRAINING INITIATIVE FOR CIVILIAN CRISIS MANAGEMENT

Course Concept*
for the

SPECIALIZATION COURSE ON:

Training of Trainers

*This Course Concept is based on a proposal drafted by CEP – Centre for European Perspective and

has been approved by the ENTRi partners in December 2018

Course is planned for three and a half days and every course organiser or trainer will benefit from using it simultaneously with the ENTRi ToT package available at <https://www.entriforccm.eu/re-sources/packages.html>

ENTRi is an initiative funded by the European Commission - European Union's Instrument for Stability (90%) - and co-funded by its 12 implementing partners. Each implementing partner is from a different Member State of the European Union.

For details, see www.entriforccm.eu

Day one

Time	Subject	Module	Session	Learning objectives
9:00-9:45	Welcome and introduction	INTRODUCTION & ICEBREAKER	<ul style="list-style-type: none"> • Organizer's introduction and participants' introductions (ice-breaker) • Workshop rules and housekeeping • Details of the training venue etc. 	<p>At the end of this session the participants will be able to:</p> <ul style="list-style-type: none"> - State organizer's aim of the training - Name other participants in the group and the course team - Summarise housekeeping issues for the workshop.
09:45-10:00	Introduce the workshop		<ul style="list-style-type: none"> • Agenda and course content • Importance of the introduction session in the training 	<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 the workshop - Explain the importance of introductory activities in terms of meeting motivational needs
10:00-10:30			Break	

10:30 12:30	Being a trainer	BEING A TRAINER	<ul style="list-style-type: none"> • Experiences of good and bad training • 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	Principles of adult learning	TEACHING AND LEARNING 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 	<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 specifically in mission/fragile environments - Explain the use and limitations of theories of learning styles

				<ul style="list-style-type: none"> - 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).
15:00-15:30			Break	
15.30 – 17.30	Organising a training event	TECHNIQUES TO USE IN A TRAINING SESSION	<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 - Select appropriate techniques to use when it is necessary to increase energy and motivation in a group.

Day two

Time	Subject	Module	Session	Learning Objectives
9:00-10:45	Creating an effective learning environment	MANAGING THE TRAINING 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 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	Training needs and training techniques	PLANNING AND PREPARATION	<ul style="list-style-type: none"> • Aims, objectives and learning outcomes • Bloom's Taxonomy • Learning programmes and schemes of work • 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 work and lesson plans.
12:30-13:30			Lunch	
13:30-15:00	Presentation techniques	PLANNING A PRESENTATION	<ul style="list-style-type: none"> • Presentation roadmap • Resources in 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

			<ul style="list-style-type: none"> • Lesson plan • Explaining the presentation exercise • Participants prepare presentations • Preparations for delivering presentations 	<ul style="list-style-type: none"> - 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.
15:00-15:30			Break	
15:30-17:00	Presentation techniques	DELIVERING A PRESENTATION	<ul style="list-style-type: none"> • Participants prepare to deliver presentations (practical exercise) • Review of the day • Reminder for the 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 strategy when dealing with a difficult participant.

Day three

Time	Subject	Module	Session	Learning objectives
9:00-10:30	Training sessions	PLANNING AND PREPARATION OF 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 <ul style="list-style-type: none"> Planning of the training session in groups (practical exercise) 	At the end of this session, the participants will be able to: <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.
10:30-11:00			Break	
11:00-12:30	Training sessions	DELIVERING A PRESENTATION (practical work)	<ul style="list-style-type: none"> Delivering presentations with power point or different techniques (practical exercise for all participants) 	At the end of this session, the participants will be able to: <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	
13:30-15:00	Training activity	DELIVERING A TRAINING SESSION (practical work), cont.	<ul style="list-style-type: none"> Preparing and delivering a group training session combining different techniques (practical exercise for all participants) 	At the end of this session, the participants will be able to: <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.
15:00-15:30			Break	

15:30-17:00	Training activity (cont.)	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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Day four

Time	Subject	Module	Session	Learning objectives
9:00-11:30	Assessing and evaluating learning and training event	ASSESSING LEARNING EVALUATING A TRAINING EVENT	<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 	At the end of this session the participants will be able to: <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	Workshop close	CLOSING OF THE TRAINING	<ul style="list-style-type: none"> • Review expectations and objectives for the workshop • Summary of the event 	At the end of this session the participants will be able to: <ul style="list-style-type: none"> - Reflect upon fulfilment of their expectations and own learning progress - Summarize the training.