Training of trainers on Basic Guidance for
TRANSITIONAL SHELTER ASSISTANCE I
(Shelter Improvement and Maintenance)
Table of Contents

Scope of this Training package ........................................................................................................ 5

PART 1: TRainers’ GUIDE FOR “SHELTER IMPROVEMENT AND MAINTENANCE .... 7

1. An overview of Key Messages (KM) ..................................................................................... 7
2. Guidelines for design and delivery of training sessions based on the Key Messages ....... 8

   KM 1: Site Improvement and Drainage ................................................................................. 9
   KM 2: Foundation ................................................................................................................. 11
   KM 3: Shelter structure ........................................................................................................ 14
   KM 4: Ties and Connections ............................................................................................... 16
   KM 5: Roofing and Tarpaulin ............................................................................................. 17
   KM 6: Walls, openings and ventilation ............................................................................... 21
   KM 7: Flooring and dampness barrier ............................................................................... 23
   KM 8: Cooking space .......................................................................................................... 25

3. Suggested ToT Course Schedule ....................................................................................... 27

PART 2: GUIDE FOR TRAINING DESIGN AND DELIVERY ............................................. 28

1. Adult Learning Principles and styles ............................................................................... 28
2. Training Cycle ................................................................................................................... 34
3. Training Design: ................................................................................................................ 36
4. Session Objectives (SOs) and Key Learning Points (KLPs): ............................................ 37
5. Training Methods ............................................................................................................... 40
6. Training Aids/tools ............................................................................................................ 49
7. Developing a Session plan/brief ....................................................................................... 51
8. Facilitation tips .................................................................................................................. 52
Scope of this Training package

PART 1: Trainers’ Guide for “Shelter Improvement and Maintenance”

This reference book is designed to serve as a guide for Trainers to design and deliver training sessions on Transitional Shelter Assistance I for “Shelter Improvement and maintenance” for key stakeholders. This is an essential part of Transitional Shelter Assistance I as endorsed by Shelter and NFI Sector, Cox’s Bazar, Bangladesh.

What you will find in this guide?

➢ An overview of the Key Messages (KM) for Transitional Shelter Assistance I brought out by Shelter and NFI sector promoting:
  o Key DRR principles
  o Ways of enhancing durability of shelter
  o Improvements in shelter and its surrounding for better thermal comfort (ventilation) and improved overall habitability
  o Features for enhanced security, privacy and dignity
➢ Training guideline, for each of the Key messages, comprising:
  o Session Objectives (SO)
  o Key Learning Points (KLPs),
  o Suggested Training methods
  o Indicative Session delivery plan
  o Training aids/tools required for session delivery based on indicative session plan

What you will not find in this guide?

➢ Standard shelter design or drawing
➢ Detailed technical specifications of materials
➢ Cost of materials and Shelter components
➢ Methods of Shelter construction
➢ Construction details based on Reinforced Cement Concrete posts/footings

How to use this guide?

1. This guide is organized in a simple format for easy and user-friendly reference. Training guidelines for delivering Key messages have uniform layout with same section headings throughout-for all 8 topics/Key messages.
2. Trainer should use the guide as a reference tool and adapt the training methods, training tool and session delivery plan according to the context. The context is characterized by:
   • Learning need of target learners
   • Time available for training session/training duration
   • Training space, infrastructure, equipment and training tools
   • Capacity of trainer team
PART 2: Guide for Design and delivery of training

This PART of the package has chapters pertaining to Adult learning principles, training cycle, training methods and tools. This PART serves as a general guide for all trainers, not specific for Shelter or any other sector, to enable them design and deliver training programmes more effectively.

This PART of the training package is intended as a tool for learning ‘design and delivery’ of training programmes in development and humanitarian contexts. Much of the material included in this PART has been drawn from open source knowledge material available on the world wide web and RedR India’s Participant Reference book for “Training of Trainers on Community Shelter Upgrade” conducted for IOM, Bangladesh as part of Cox’s Bazar Rohingya Crisis Response.
PART 1: Trainers guide for “Shelter Improvement and Maintenance”

1. An overview of Key Messages (KM)

The key messages for Phase III Shelter assistance for Cox’s bazar Rohingya Crisis Response, published by Shelter and NFI Sector, are:

1. Site improvements and drainage
2. Foundation (Have strong footings to raise bamboo poles above ground)
3. Shelter structure (Reinforce your shelter with rope or bamboo diagonal bracing)
4. Strong ties and connections (Have strong ties and connections in your shelter)
5. Walls, openings and ventilation (Have openings in walls for improved thermal comfort)
6. Roofing and tarpaulin (Secure your roof and tarpaulin)
7. Flooring (Have dampness barrier in floor)
8. Cooking space (Have a safe cooking space)

The purpose of the Key Messages is to disseminate among communities and other key stakeholders the ways to achieve enhanced Disaster Risk Reduction (DRR), Durability and Habitability in shelter construction or improvement. The main features covering these three aspects are given below.

DRR features incorporated in the Key Messages for Phase III Shelter Assistance:

1. Strong footing to ensure anchorage of bamboo column to resist uplift due to wind
2. Strong structure with diagonal bracing in rope or bamboo in corner bays
3. Strong ties and connections with bamboo or metal dowels for strong shelter
4. Protected ‘raised’ Plinth and stabilized slope in shelter plot
5. Dampness barrier in flooring to mitigate health risks due to dampness/humidity
6. Garenja (continuous opening at lintel/roof level of shelter) for allowing air flow thus protecting from building up of air pressure inside shelter
7. Improved drains
8. Shelter tie down to resist uplift of shelter due to strong wind

Durability aspects:
The durability of bamboo shelter can be enhanced by adopting:

- Strong and durable footing to keep the bamboo column off the ground
- Treated bamboo for shelter structure
- Measures to protect bamboo from direct exposure to water and sunlight
- Upkeep and periodic maintenance of shelter and its surroundings

These features are covered in the Key messages. They also serve as key DRR features, besides improving durability of shelter.

Habitability improvement:
Key messages have highlighted the importance of the following aspects that improve habitability enabling better living conditions.

1. Windows and Garenja for cross ventilation
2. Plinth protection to prevent water entry into shelter
3. Dampness barrier in flooring to minimise moisture on floor
4. Improved Cooking space for fire safety and minimizing health risks
2. Guidelines for design and delivery of training sessions based on the Key Messages

Guidelines for trainers for effective design and delivery of sessions are provided for each of the 8 Key messages. The guideline is presented in the form of Session plan which consists of the following sections.

1. Session code, title and time duration for the session
2. Session Objectives
3. Key Learning Points
4. Suggested training methods
5. Indicative session delivery plan
6. Training aids/tools required for session delivery

To ensure effective delivery of sessions, ‘demonstration’ and ‘practical’ as training methods have been suggested. These are recommended aligning with adult learning principles and the technicalities in shelter construction. Therefore, it is suggested to conduct practical training programme for field staff, community volunteers/focal points, carpenters, beneficiaries and other key stakeholders. Training venue, therefore, must have open space for organising demonstration and practice sessions. Seating arrangement must consider number of participants/learners and the available facilities at the venue. The seating or standing arrangement should enable a conducive learning environment to make the learning process effective. A 'U' type seating or group wise seating is recommended rather than a classroom type seating.

Session-wise guidelines for each of the 8 Key messages follows.
Session 1.1 Site improvements and drainage

**Session objectives:**

At the end of the session the participants will be able to:

1. State the key aspects and features related to shelter site preparation from disaster risk reduction considerations.
2. Describe how site improvement features can be implemented.

**Key learning points:**

1. Shelter should be in the middle of the plot. When building on the slope shelter should neither be too close to the edge nor to closer to the bottom of the hillslope.
2. Stabilize the slopes/backwall with sandbags, vetiver planting or bamboo sticks/mat.
3. Keep safe distance in between shelters. This will function as fire break. Empty space between shelters should be at least 6 feet.
4. Having a raised plinth/floor reduces risk of entry of rain or flood water into shelter.
5. Drainage is required around shelter to ensure that rainwater and wastewater from bathing and cooking space does not stagnate or flood the shelter.
6. Household drain around periphery of shelter must be connected to community drain ensuring adequate slope.
7. Cleaning of drains is essential to prevent choking of drain. Periodic maintenance of drain slopes increases the durability. In addition, avoiding water stagnation prevents formation of mosquito breeding sites.

**Additional learning points:**

1. Building shelter above the High Flood Level reduces flood risk.
2. Plinth (at least 6”) should be constructed using dug earth in two or more layers of soil and compacting it using rammer. Tarpaulin can be used to prevent water logging.
3. Plinth should be further stabilized by using sandbags or compacted mud finished with cement plaster.
4. The walls/sides of drain should be slant (not vertical) for better stability. The sides may be further stabilized by use of short bamboo sticks and/or by use of cement stabilized sandbags.

**Suggested training methods:**

- Presentation
- Question and Answer
Indicative Session Plan:

<table>
<thead>
<tr>
<th>Time slot</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 8 min</td>
<td>Welcome the participants to the session. Ask them how shelter site needs to be prepared before constructing a shelter. Visualise their responses on a flip chart. Encourage interaction leading to listing DRR aspects with regards to shelter site or plot.</td>
</tr>
<tr>
<td>9 to 16 (8 min)</td>
<td>Ask them to open their IEC booklets and help them go through various aspects of shelter site preparation viz. locating shelter on a plot, stabilizing slopes, having a raised plinth and drainage. Mention that drainage will be demonstrated as part of other sessions. Emphasize the maintenance of shelter site. Alternatively, PowerPoint presentation slides can also be used with supporting photos.</td>
</tr>
<tr>
<td>17 to 20 (4 min)</td>
<td>Quickly take them through the key learning points. Ask if there are any questions and clarify.</td>
</tr>
</tbody>
</table>

Training aids needed:
- IEC Poster
- Flip chart
- Permanent markers of assorted colours
- White board and markers (for explanation or illustration)
- Slide projector/PowerPoint slides (optional)
Session 1.2 Foundation: Have a strong footing to raise bamboo above ground

Time: 90 min

Session objectives:
At the end of the session the participants will be able to:
1. Explain the significance of keeping the bamboo off the ground.
2. Describe how bamboo column can be kept off the ground.
3. State how the durability of structural bamboo can be enhanced.
4. Demonstrate installation of metal footings and attaching bamboo columns.
5. List down the maintenance aspects of footing and bamboo column.

Key learning points:
1. Durability of structural bamboo can be enhanced by:
   - Keeping bamboo out of contact with ground
   - Use of treated bamboo at least in structural frame
   - Protecting bamboo from direct sunlight and rain
2. Metal or any other strong and durable footings enable keeping bamboo columns off the ground thus eliminating the risk of rotting and reducing termite attack.
3. Bamboo poles must not be directly exposed to sunlight and rain. Small pieces of split bamboo should be tied around the bottom 2 feet of bamboo column.
4. Footings need to be approximately 2 feet from Ground level (2’ 6” from floor level) deep to provide adequate anchorage and ensure resistance to uplift.
5. Bamboo column should have a node at the bottom end and should be bolted to the footing above the node to avoid splitting of bamboo.
6. After fixing footings in the pits, soil in the pits must be compacted.
7. Periodic maintenance (bi-monthly) of footings and bamboo enhances the durability. Maintenance may include one or more of the following:
   - Painting the metal parts with Red Oxide primer, if found rusting,
   - Tightening bolts and nuts, if found loose. However, over tightening may create cracks in bamboo.
   - Ensure that periodic floor finish (mud or cement plaster) does not touch the bamboo. The bottom of bamboo should be 2 inches above finished floor level to avoid contact with moisture.
   - Replace bamboo if found infested with pests; powdery dust is a sign of pest infestation.
   - If any termite tunnels found, they must be removed as soon as observed. If the bamboo is damaged due to termites, then bamboo needs to be replaced.

Additional learning points:
1. Mature and appropriately harvested bamboo is more durable.
2. Treated bamboo kept out of ground and protected from rain and sunlight has longer life as it is less likely to have pest attack.
3. Bamboo column with bamboo anchor has reasonable resistance to uplift. However, as bamboo below ground will rot, it is not durable.
4. Orientation of footings must be made such that alternate footings have bolts in the same direction. This will help in resisting sway of columns during strong wind.
5. Footings can be fixed to bamboo columns in existing shelter without having to dismantle the whole structure. Temporary bamboo support will however be needed.

Suggested training methods:
- Presentation
- Group discussion
- Demonstration
- Practical field work by participants
- Question and Answer

**Indicative Session Plan:**

<table>
<thead>
<tr>
<th>Time slot</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 10 min</td>
<td>Welcome the participants to the session while projecting on the screen or showing on a flip chart the session objectives and the scope. Ask them the need for a foundation in a shelter. Elicit the responses and guide the interaction to help them realise that foundation is an anchorage which should prevent shelter from sinking, sliding, overturning and getting uprooted or uplifted due to wind.</td>
</tr>
<tr>
<td>11 to 20 (10 min)</td>
<td>Get the participants to training demonstration area. Demonstrate how a bamboo column with a small bamboo anchor can resist uplift. Emphasise the need for having durability, besides strength. Then show them the bamboo kept above ground using a variety of footings.</td>
</tr>
<tr>
<td>21 to 30 (10 min)</td>
<td>Demonstrate how metal footings are fixed to bamboo column. Indicate the important points such as depth of foundation, bolted connection, node at the bottom end of bamboo etc. as per the Key Learning Points. Emphasize the need for columns to stay within the shelter layout after fixing footings.</td>
</tr>
<tr>
<td>31 to 75 (45 min)</td>
<td>Participants in their teams are to install metal footing. Divide the participants into 4 teams and assign them the task as follows: Team1: Replacing a corner bamboo column from existing shelter with treated bamboo and fix footing. Team2: Replacing a middle bamboo column from existing shelter with treated bamboo and fix footing. Team3: Installation of footing for a corner column in a new shelter. Team4: Installation of footing for a middle column in a new shelter. Provide facilitation support to their team work where needed. Ensure availability of materials and tools for each team. Get the teams present their practical exercise to other teams. Summarise the construction steps and conclude the practical.</td>
</tr>
<tr>
<td>76 to 85 (10 min)</td>
<td>Assign group task to list down maintenance aspects associated with foundation. In the plenary, obtain the responses and visualize on a flip chart.</td>
</tr>
<tr>
<td>85 to 90 (5 min)</td>
<td>Take them through the key learning points. Ask if there are any questions and clarify.</td>
</tr>
</tbody>
</table>

**Training aids needed:**

- IEC Poster
- Flip charts
- Permanent markers of assorted colours
- White board and markers
- Construction materials and tools (for demonstration and practical for each team)
  - Treated bamboo
  - Footings with bolts, nuts and washers
  - Rope 6 mm
  - Hand drills
- Chisels
- Rammer for compaction of soil
- Measuring tape (5 m)
- Strings for alignment check
- Plumb bob (for checking verticality of columns)
- Pliers
- Hand saw
Session 1.3 Shelter structure: Reinforce your shelter with rope or bamboo diagonal bracing

Session objectives:
At the end of the session the participants will be able to:
1. State what is bracing and its significance in shelter structure.
2. Describe various types of bracing and materials required for installing them.
3. Construct diagonal bracing using large bamboo and rope.
4. List down the key maintenance aspects of bracing.

Key learning points:
1. ‘Bracing’ refers to lateral support to column-beam frame which improves stability of structure. Shelter frame tends to sway or collapse during strong wind, if they are not braced.
2. Bracing can be done using a variety of materials like large or medium bamboo, ropes, GI wire.
3. Diagonal bracing from corner to corner is the best way to achieve maximum stability.
4. Bracing is more effective when the connections are strong, and bracing held tightly.
5. Bamboo bracing will be strong and effective only when the bracing bamboo is connected at or near nodes and are connected by bamboo (at least half an inch thick) or metal dowels and not relying on ropes or wires. Holes in bamboo should be made using hand drill while connecting dowels in bracing. If not possible, machette or chisel should be carefully employed to avoid over-sized holes.
6. Rope bracing will only be effective when tight. Bamboo tourniquets are used to tighten the rope periodically.

Additional learning points:
1. Wall bracing must be provided at least in all corner bays.
2. Though diagonal bracing is the most effective bracing, horizontal connections between columns also provides some benefit.

Suggested training methods:
- Presentation
- Demonstration
- Practical
- Question and Answer

Indicative Session Plan:

<table>
<thead>
<tr>
<th>Time slot</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 5 min</td>
<td>Welcome the participants to the session. Share the objectives of the session.</td>
</tr>
<tr>
<td>6 to 15 (10 min)</td>
<td>Demonstrate the advantage of bracing by asking participants to make shelter frame sway in two structures; one with brace and the other without brace. Help them realise how diagonal bracing works in resisting the lateral movement of frame.</td>
</tr>
<tr>
<td>16 to 25 (10 min)</td>
<td>Demonstrate rope bracing and bamboo bracing installed on training demo shelter. Indicate the key technical aspects in bamboo bracing as mentioned in Key Learning Points. Divide the participants into two teams and get them see</td>
</tr>
</tbody>
</table>
how rope bracing is done. You may need additional trainer or assistant to demonstrate rope bracing.

<table>
<thead>
<tr>
<th>26 to 40 (15 min)</th>
<th>Divide the participants into two teams for practical on installation of rope bracing. Encourage the teams to share their experience at the end of the practical. Get a participant to recapitulate the installation steps.</th>
</tr>
</thead>
<tbody>
<tr>
<td>41 to 45 minutes</td>
<td>Take them through the key learning points and maintenance aspects. Ask if there are any questions and clarify.</td>
</tr>
</tbody>
</table>

Training aids needed:

- IEC Poster
- Flip chart
- Permanent markers of assorted colours
- White board and markers (for explanation or illustration)
- Construction tools and materials (for preparation of demo and practical)
  - Rope
  - Tourniquets in bamboo
  - GI wire
  - Plier
**Session 1.4 Ties and Connection: Have strong ties and connections in your shelter**

**Session objectives:**
At the end of the session the participants will be able to:
1. Explain the significance of ties and connections in bamboo shelter structure.
2. State the key technical aspects to be considered while making ties and connections in large and small bamboo poles.
3. List down the key maintenance aspects of connections.

**Key learning points:**
1. Connections/joints should be made as close as possible to the node, as they are strong points. Connection should be made within one-third distance between two nodes.
2. It is essential to wind GI wire around bamboo to prevent splitting of bamboo near hole (for dowel or bolt) particularly if holes are driven on bamboo without a node at the end.
3. Fish-mouth joint should be well made to make snug fit between column and beam by scraping the fish mouth surface to have larger contact area.
4. Bamboo connections must be secured in position using bamboo or metal dowel (e.g. wall bracing, lengthwise connection of beams etc.). If bamboo dowel is used it needs to be at least ½” thick.
5. Shelter structure will be strong only if joints and connections are made strong. All connections in large bamboo need to be made strong using bamboo or metal dowels and ropes.
6. Periodic check on joints and maintenance help improve durability and strength of structure. Maintenance includes:
   - Checking if rope lashing is tight. Tighten them if found loose.
   - Look for broken bamboo dowels and replace
   - If splitting found in bamboo, reinforce the bamboo with spiral winding of GI wire
   - If bamboo is found cracked at or near joint, consider replacement

**Additional learning points:**
1. Ropes and wires are used for lashings. Diagonal and square are two commonly adopting lashings. A few rounds of lashing across the main bamboo will also make joint stronger.

**Suggested training methods:**
- Presentation
- Demonstration
- Question and Answer

**Indicative Session Plan:**

<table>
<thead>
<tr>
<th>Time/slot</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 10 min</td>
<td>Welcome the participants to the session. Share the objectives of the session. Ask them to show examples of ties, joints or connections in the training hall or demonstration area. Stress on the need to have strong ties and connections to build strong shelter with increased disaster resilience.</td>
</tr>
<tr>
<td>11 to 40 (30 min)</td>
<td>Demonstrate a range of pre-prepared ties and connections in small as well as large bamboo. Particularly focus on fish-mouth joint for column-beam connection, use of bamboo and metal dowels, small bamboo connection for roof structure. Subject to availability of time and participants’ willingness,</td>
</tr>
</tbody>
</table>
practice session may be included for 10 minutes to enable participants to try out any specific joint/connection.

| 41 to 45 minutes | Take them through the key learning points and maintenance aspects.
|                  | Ask if there are any questions and clarify. |

**Training aids needed:**

- IEC Poster
- Flip chart
- Permanent markers of assorted colours
- White board and markers (for explanation or illustration)
- Construction tools and materials (for preparation of demo ties and connections)
  - Bamboo - large and small
  - Rope - 6 mm and 3 mm
  - Metal dowels
  - GI wire
  - Plier
  - Machette
  - Chisel
  - Hand drill
Session 1.5  Roofing and tarpaulin: Secure your roof and tarpaulin  Time: 45 min

Session objectives:
At the end of the session the participants will be able to:
1. State key points to be considered in fixing tarpaulin on roof structure.
2. Demonstrate fixing of tarpaulin on roof structure and install tie down kit.
3. Suggest ways to have double layer tarpaulin roof for better thermal insulation.
4. Describe maintenance involved in tarpaulin and tie down system.

Key learning points:
1. Tarpaulin must be stretched tight while fixing on roof structure. The edges of tarpaulin must be rolled towards eaves and tied using GI wire or rope. Tying should be made at the overhang part of roof and not inside shelter area. This will avoid holes on tarp that is inside shelter.
2. Tying of shelter over the roof to the ground will improve resistance to wind uplift. Tie down ropes must be taken down to approximately 2 feet below ground and connected tightly. When using metal pegs, they must be placed at an angle as shown in Shelter improvement and maintenance booklet. Alternatively, shelter can be tied down to wall plates (beams).
3. Periodic maintenance of bamboo, ties and connections, tarpaulin and tie down ropes is essential to ensure durability. Ensure that ropes are firmly and tightly tied to anchor. If ropes are worn out, they need to be replaced.

Additional learning points:
1. Bamboo roof structure should be made strong to resist strong winds by ensuring strong ties and connections.
2. Rafters can be made from large/medium bamboo or small bamboo. If small bamboo is used for rafters, spacing should not be more than 1 foot. If large bamboo used, spacing shall be not more than 4 feet. Purlins can be made from small bamboo with 1 foot spacing.
3. While pitching tarpaulin, care should be taken to ensure that sharp projections of bamboo column or beam do not damage tarpaulin. Bamboo in overhang or bamboo lattice should have hole or slot to avoid collection of rainwater thus preventing mosquito breeding sites.
4. A double layer of tarpaulin separated by a gap (at least 3”) enhances thermal comfort. This could be achieved by placing large bamboo grid sandwiched between two layers of tarpaulin. The second layer may also cover any damage in the bottom layer.
5. Roof pitch should be 20-27° (1 in 2.75 to 1 in 2)

Suggested training methods:
• Presentation
• Demonstration
• Question and Answer
**Indicative Session Plan:**

<table>
<thead>
<tr>
<th>Time/slot</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 5 min</td>
<td>Welcome the participants to the session. Share the objectives of the session.</td>
</tr>
<tr>
<td>6 to 30 (25 min)</td>
<td>Divide the participants into two teams for practical on installation of tarpaulin on roof structure and tying down the shelter. Guide the teams in the exercise and ask them to refer the Key Learning Points for this topic. Ensure that tarpaulin, GI wire, small bamboo etc. are available for both the teams. Encourage the teams to share their experience at the end of the practical. Get a participant to recapitulate the installation steps.</td>
</tr>
<tr>
<td>31 to 40 (10 min)</td>
<td>Demonstrate fixing of double layer tarpaulin with bamboo lattice in between the layers. Ask participants, if there are other ways of making a double layer roof. Emphasize the merits of having double layer for thermal comfort.</td>
</tr>
<tr>
<td>41 to 45 minutes</td>
<td>Take them through the key learning points and maintenance aspects. Ask if there are any questions and clarify.</td>
</tr>
</tbody>
</table>

**Training aids needed:**

- IEC Poster
- Flip chart
- Permanent markers of assorted colours
- White board and markers (for explanation or illustration)
- Construction tools and materials (for preparation of demo and practical)
  - Tarpaulin
  - GI wire
  - Small (Multi) bamboo
  - Plier
  - Tie down kit
  - Bamboo lattice
Session 1.6  Walls, openings and Ventilation: Have wall openings for ventilation

Session objectives:
At the end of the session the participants will be able to:
1. Explain how walls can be improved to provide enhanced security, privacy and dignity.
2. Describe the significance of Garenja in contributing to DRR.
3. Describe how ventilation can be improved.

Key learning points: Protect the floor from dampness
1. Openings in the form of windows and garenja enable free air flow resisting shelter from being blown away during strong winds. They also provide ventilation improving the thermal comfort.
2. Use of woven bamboo in walls (and roof) improves thermal insulation and reduces heat.
3. When using tarpaulin for walls it is advisable to have bamboo mat (tiara) on the outer face of wall.
4. Shelter height: 6’ minimum internal height (floor to wall plate) can reduce overheating.

Additional learning points:
1. Walls provide the envelope to the shelter and define the boundaries of a shelter. They provide safety, security, privacy and dignity of families.
2. Creation of internal partitions provides privacy particularly for women, adolescent girls and boys thus enhancing dignity.
3. Windows provided on opposite walls improves cross ventilation for better thermal comfort. Garenja also provides this effect.

Suggested training methods:
- Presentation
- Demonstration
- Question and Answer

Indicative Session Plan:

<table>
<thead>
<tr>
<th>Time/ slot</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 10 min</td>
<td>Have the air conditioner in the training hall switched off and all windows closed prior to training session. Or, if there is a bamboo shelter at training site, like the one in Rohingya camp, with all openings closed, you may ask the participants to go inside to feel the thermal discomfort. Help them realise the need for windows and openings for ventilation.</td>
</tr>
<tr>
<td>11 to 25</td>
<td>Point out the Garenja in the training shelter and explain how airflow through Garenja can minimise the risk of shelter being blown away by preventing build-up of internal air pressure. Also, highlight “windows can provide better day lighting, besides ventilation”. You may also indicate having partitions provides privacy and dignity. Show the participants how the walls can be made to ensure security using closely woven bamboo mat and how tarpaulin or plastic sheet can be used to prevent entry or splash of rain/flood water. Indicate at demonstration shelter how tarpaulin is taken down to floor level and further taken up to drain. (worth including this part although it will be covered in flooring session)</td>
</tr>
</tbody>
</table>
Take them through the key learning points. Ask if there are any questions and clarify.

Training aids needed:

- IEC Poster
- Flip chart also can be used for presentation.
- Permanent markers of assorted colours
- White board and markers (for explanation or illustration)
- Construction tools and materials (for preparation of walls)

Tarpaulin on inner side of wall and bamboo mat on outer face.

Tarpaulin extends up to drain to prevent water entry into wall.
**Session 1.7  Flooring improvements/dampness barrier  Time: 30 min**

**Session objectives:**
At the end of the session the participants will be able to:
1. Explain how strong floor with a raised plinth be constructed.
2. State the significance of dampness barrier in flooring in mitigating health risks.
3. Demonstrate how floor and plinth can be made resistant to water and dampness.

**Key learning points:**
1. It is recommended that plinth is at least 6 inches high.
2. Floor can be made strong by compacting soil in layers (6 inches of loose mud sprinkled with water reduced to 3 inches thick layer. This may be done twice to get 6 inches thick compacted mud). Uncompacted mud floor becomes weak and wears easily.
3. Dampness or moisture (floor humidity) and water logging in flooring is a major health issue particularly for children and other vulnerable people. To prevent dampness/moisture on flooring, a cost-effective way is to have a polythene sheet or old tarpaulin as a dampness barrier beneath the top layer of compacted mud.
4. Cement floor finish becomes weak if it is done on uncompacted mud floor. And without dampness barrier, dampness may appear even on cement floor.
5. Water entry from outside can be prevented by extending tarpaulin and wall mat beneath the plinth and taken down to drain. Compacted earth needs to be placed outside the wall above tarpaulin to prevent damage of tarpaulin.

**Additional learning points:**
1. Floor top can be rendered with a smooth finish by cement stabilized mud plaster or application of a cement-sand plaster.
2. Cement plaster, after one day of drying, needs to be kept moist for a few days to make it strong.

**Suggested training methods:**
- Presentation
- Demonstration
- Question and Answer

**Indicative Session Plan:**

<table>
<thead>
<tr>
<th>Time/slot</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 5 min</td>
<td>Welcome the participants while projecting on the screen the opening slide of the presentation that shows the title of the session. Share the session objectives (PowerPoint slide). Alternately, share the session objectives on a flip chart.</td>
</tr>
<tr>
<td>6 to 10 minutes</td>
<td>Ask participants if they know the reason for providing a dampness barrier in floor. Emphasize the linkage between moisture/humidity/dampness and the health risks. Explain how dampness barrier can contribute to reducing health risks.</td>
</tr>
<tr>
<td>11 to 25 minutes</td>
<td>Demonstrate the pre-constructed flooring at “training shelter” and take the participants through the construction steps.</td>
</tr>
</tbody>
</table>
Show the dampness barrier (polythene sheet/tarpaulin) beneath the top layer of compacted mud floor and point out how the sheet is extended beyond wall into drain.

25 to 30 minutes

Take them through the key learning points. Ask if there are any questions and clarify.

**Training aids needed:**

- IEC Poster
- Flip chart also can be used for presentation.
- Permanent markers of assorted colours
- White board and markers
- Construction tools and materials (for preparation of floor)
KM 8: Cooking space

Session 1.8 Cooking space: Have a safe cooking space Time: 30 min

Session objectives:
At the end of the session the participants will be able to:
1. Explain fire safety and health risks associated with cooking space in a shelter.
2. Describe how various fire safety features can be incorporated in the design of cooking space.

Key learning points:
1. Creating cooking space outside shelter reduces risk of fire and health hazards.
2. If cooking inside shelter is inevitable, create a space/enclosure using mud wall or tin sheet to protect bamboo and walls. If tin sheet is used it should not touch the wall. There should be at least one palm length of empty space between tin sheet and wall.
3. It is recommended to cook next to the window or door.
4. In case of cooking using LPG gas stove, the gas cylinder must be kept at least 4 feet away from the stove. Cooking stove must be placed away from the wall.

Suggested training methods:
- Presentation
- Demonstration
- Question and Answer

Indicative Session Plan:

<table>
<thead>
<tr>
<th>Time/ slot</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 10 min</td>
<td>Welcome the participants to the session. Ask them if they can design a cooking space for Rohingya communities in camps. Acknowledging their response, further ask them what the key considerations are while designing a cooking space. Make a list of aspects on a flip chart. Alternatively, you may ask them to discuss in their groups and come up a list of factors to be considered in the design of cooking space.</td>
</tr>
<tr>
<td>11 to 25 minutes</td>
<td>Take the participants to the training demonstration area and show them cooking space design options. Emphasize how fire safety and smoke risks are addressed in each of the design options. Ask participants to comment on the options and specific features.</td>
</tr>
<tr>
<td>25 to 30 minutes</td>
<td>Take them through the key learning points. Ask if there are any questions and clarify.</td>
</tr>
</tbody>
</table>

Training aids needed:
- IEC Poster
- Flip chart also can be used for presentation.
- Permanent markers of assorted colours
- White board and markers (for explanation or illustration)
- Construction tools and materials (for preparation of cooking space)
## 3. Suggested ToT Course Schedule

<table>
<thead>
<tr>
<th>Session no.</th>
<th>Time in hours</th>
<th>Session Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.30-09.00</td>
<td>Registration</td>
<td></td>
</tr>
<tr>
<td>09.00-09.10</td>
<td>Welcome address</td>
<td></td>
</tr>
<tr>
<td>1.1</td>
<td>09.10-09.50</td>
<td>Introduction</td>
</tr>
<tr>
<td>1.2</td>
<td>09.50-10.30</td>
<td>Course Overview</td>
</tr>
<tr>
<td>10.45-11.00</td>
<td>Tea/Coffee Break</td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>11.00-11.30</td>
<td>Overview of TSA/Phase III</td>
</tr>
<tr>
<td>1.4</td>
<td>11.30-13.00</td>
<td>Adult learning principles and styles</td>
</tr>
<tr>
<td>13.00-14.00</td>
<td>Lunch Break</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>14.00-14.20</td>
<td>Site improvements (KM 1)</td>
</tr>
<tr>
<td>1.6</td>
<td>14.20-15.00</td>
<td>Stronger Shelter Structure (KM3)</td>
</tr>
<tr>
<td>1.7</td>
<td>15.00-16.30</td>
<td>Keep the bamboo column off the soil/ground. (KM2) (Including tea break)</td>
</tr>
<tr>
<td>1.8</td>
<td>16.30-17.00</td>
<td>Protection of floor from dampness and water (KM6)</td>
</tr>
<tr>
<td></td>
<td>17.00-17.10</td>
<td>Feedback on Day 1</td>
</tr>
<tr>
<td><strong>DAY 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.00-09.15</td>
<td>Recap of Day 1</td>
<td></td>
</tr>
<tr>
<td>09.15-10.00</td>
<td>Shelter structure/Bracing</td>
<td></td>
</tr>
<tr>
<td>1.7</td>
<td>10.00-10.45</td>
<td>Securing roof and tarpaulin (KM4)</td>
</tr>
<tr>
<td>10.45-11.00</td>
<td>Tea/Coffee Break</td>
<td></td>
</tr>
<tr>
<td>11.00-11.30</td>
<td>Wall improvements/ Ventilation (KM5)</td>
<td></td>
</tr>
<tr>
<td>11.30-12.00</td>
<td>Cooking space improvements (KM7)</td>
<td></td>
</tr>
<tr>
<td>12.00-13.00</td>
<td>Maintenance</td>
<td></td>
</tr>
<tr>
<td>13.00-14.00</td>
<td>Lunch Break</td>
<td></td>
</tr>
<tr>
<td>2.8</td>
<td>14.00-14.45</td>
<td>Training design</td>
</tr>
<tr>
<td>14.45-15.30</td>
<td>Facilitation tips</td>
<td></td>
</tr>
<tr>
<td>15.30-15.45</td>
<td>Tea/Coffee Break</td>
<td></td>
</tr>
<tr>
<td>2.9</td>
<td>15.45-16.00</td>
<td>Introduction to Mock training sessions</td>
</tr>
<tr>
<td>16.00-17.00</td>
<td>Session plan</td>
<td></td>
</tr>
<tr>
<td>2.10</td>
<td>17.00-17.10</td>
<td>Feedback on Day 2</td>
</tr>
<tr>
<td><strong>DAY 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>09.00-09.15</td>
<td>Recap of Day 2</td>
</tr>
<tr>
<td>3.2</td>
<td>09.15-10.45</td>
<td>Preparation for mock training sessions</td>
</tr>
<tr>
<td></td>
<td>Tea/Coffee Break</td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>10.45-13.15</td>
<td>Mock training delivery</td>
</tr>
<tr>
<td>13.15-14.15</td>
<td>Lunch Break</td>
<td></td>
</tr>
<tr>
<td>14.15-15.30</td>
<td>Feedback on training delivery</td>
<td></td>
</tr>
<tr>
<td>15.30-15.45</td>
<td>Tea/Coffee Break</td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>15.45-16.15</td>
<td>Way forward</td>
</tr>
<tr>
<td>3.5</td>
<td>16.15-16.45</td>
<td>Evaluation and closing</td>
</tr>
</tbody>
</table>
PART 2: GUIDE FOR TRAINING DESIGN AND DELIVERY

1. Adult Learning Principles and styles

Understanding the learning process in adults, in contrast to children, and knowing the characteristics of adult learners significantly help in developing appropriate training module for target learners. While designing a training or learning event, if facilitators and organizers do not take into cognizance these fundamental principles of learning, the effectiveness of intended learning will be compromised, thus resulting in reduced performance of those who get trained which leads to low impact of overall programme.

Before proceeding with adult learning principles, it is important to understand learning.

What does 'learning' mean?

A quick definition could be ‘a change in someone due to practice or experience’. As well as change, audience responses mentioned growth in knowledge, skills and personal attributes; empowerment; opening oneself up to new experiences and retention for later use. ‘Dewey and Kolb’ referred to learning as changes in behaviour, knowledge or skills through reacting to experiences. Past and current learning do influence future learning as well.

There are four basic steps in learning:
1. A person ‘experiences’ something.
2. He/she reviews the experience, relating it to some previous or existing baseline.
3. He/she draws conclusions, which may result in ‘unlearning’ or modifying previous behaviour.
4. He/she decides what to do next, which may involve doing things differently or continuing to do them the same way as before.

A. Adult Learning Principles

1. **Learners Need to Know:** Why, What, How
2. **Self-Concept of the Learner:** Autonomous, Self-directing
3. **Prior Experience of the Learner:** Life related, Developmental task
4. **Orientation to Learning:** Problem centered, Contextual
5. **Motivation to Learn:** Intrinsic value, Personal payoff

**Characteristics of adult learners**

- Adults need to know why they are learning something
- Adults are motivated when learning contributes to their quality of life, and self esteem
- Adults have greater knowledge and wider experience than younger learners
- Adults like to be able to evaluate, challenge and question
- Adults need to integrate new ideas with "old" ones if they are going to keep and use the new information
- Adults can find it more difficult to relate to, remember and recall if what they are learning is totally new
- Adults consider themselves independent
- Adults are concerned with immediate problems
- Adults enter learning situations with their own goals, motivations and needs
- Adults learn better by doing something rather than just reading or discussing
- Adults like clear “hands-on” instructions
- Adults prefer training programmes that deal with a single topic and focus on applying it to problems

**Adults learn better when...**

- They are involved
• The goals and objectives are realistic and important to them
• Materials are structured to meet their needs
• The subject matter is connected to their daily activities
• Learning is experience-based and results from doing and exploring something
• Learning is in informal but organised environments
• Materials are presented through a variety of methods with practical examples
• Subjects are explained and supported visually
• Activities and tasks are structured and clearly related to specific subjects
• Problem-solving
• Real, simulated or case study experiences are used
• There are opportunities to apply and practise what they have learnt
• Structured, helpful feedback is given
• Learning situations are co-operative and in groups
• Not pressured, tested or judged.
• There is time for reflection and short breaks between topics.

B. Adult Learning Styles

There are different ways of undertaking development. Understanding your own learning styles and the styles of those around you will ensure that you are able to retain information and get the most out of each development opportunity.

Understanding your individual learning style will help you choose the most effective learning activities for you. This does not mean that you cannot learn from activities that are not specifically suited to your own style, but your preferred style will maximise your opportunity to learn. It can be good to choose activities outside your preferred style to create a balance and help to hone your learning skills.

There are four distinct styles, although it is possible to have traits from more than one. If this is the case with you it means that you will be able to learn well in more than one way.

The four types are:
• Activist;
• Reflector;
• Theorist;
• Pragmatist.

If you are an Activist-

You will probably want to get involved in a project or specific assignment to develop the skills on the job. Tackling very practical open and flexible learning programmes, or activity-based training courses will be most suitable for you.

“Activists involve themselves fully and without bias in new experiences. They enjoy the ‘here and now’ and are happy to be dominated by immediate experiences. They are open-minded, not skeptical, and this tends to make them enthusiastic about anything new. Their philosophy is: "I’ll try anything once". They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming.

As soon as the excitement from one activity has died down, they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer-term consolidation. They are gregarious people constantly involving themselves with others but, in doing so, they seek to centre all activities around themselves.”
If you are a Reflector –

You will appreciate working closely with someone experienced in this area and learning through observation and discussing your reflections and plans with a mentor. You will also learn much from books, articles and case studies.

“Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both firsthand and from others, and prefer to think about it thoroughly before concluding. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious.

They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others’ observations as well as their own.”

If you are a Theorist –

You will mostly value theory-based courses with well-qualified and experienced trainers, well-written books and articles.

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesize. They are keen on basic assumptions, principles, theories models and systems thinking. Their philosophy prizes rationality and logic.

Questions they frequently ask are: "Does it make sense?", "How does this fit with that?", "What are the basic assumptions?"

They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their ‘mental set’ and they rigidly reject anything that doesn't fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant.

If you are a Pragmatist –

You will find that succinct, practical books and open and flexible learning are good ways of quickly putting new learning to practical use. You will be particularly attracted to working on real-life projects and appreciate the help of someone who can give you some valuable feedback and coaching.

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions.

They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities ‘as a challenge’. Their philosophy is “There is always a better way” and "If it works it's good".
C. Are you an activist, reflector, theorist or pragmatist?

Adults develop their own individual learning styles, so trainers need to assess and understand those styles and deliver training experiences in ways that suit them.

**What influences people's learning styles?**

Factors include:

- Everyone has their own 'natural' style of learning, which goes back to early childhood, and they tend to resist attempts to use other styles or systems;
- Personality characteristics;
- The learning environment - both physical conditions and interaction with others ('the dynamics');
- Past learning experiences - both good and bad;
- The organization culture - attitudes, values, and the use (if any) of coaching and mentoring;
- Training delivery methods – e.g.: whether there is 'training' or facilitation of learning;
- Motivation level and 'need to know'; 'What's in it for me';
- Readiness to learn; and
- Physical and intellectual ability.

**Summary of characteristics of learning styles:**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Preferred Learning methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enthusiastically seek new experiences - 'try anything once'</td>
<td>New experiences/problems opportunities</td>
</tr>
<tr>
<td>Open-minded, rather than skeptical</td>
<td>Short 'here-and-now' activities such as role-playing</td>
</tr>
<tr>
<td>Enjoy firefighting/short-term crises</td>
<td>Range of diverse activities</td>
</tr>
<tr>
<td>Like brainstorming</td>
<td>'Limelight' opportunities, such as presentations, chairing meetings, leading discussions</td>
</tr>
<tr>
<td>Short span of enthusiasm - bored by implementation and long-term planning</td>
<td>Can generate ideas without constraints of structure, policy or feasibility</td>
</tr>
<tr>
<td>Gregarious, self-centered and seek limelight</td>
<td>Difficult tasks and challenges - 'thrown in at deep end'</td>
</tr>
<tr>
<td></td>
<td>Team problem-solving, brainstorming</td>
</tr>
<tr>
<td></td>
<td>Risk-taking encouraged, not punished</td>
</tr>
</tbody>
</table>

*Passive, non-interactive, repetitive, detailed and precise activities would be unsuitable for this group.*
### REFLECTORS

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Preferred Learning methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Like to observe events from a distance and evaluate from different perspective</td>
<td>• Encouraged to observe, listen and evaluate</td>
</tr>
<tr>
<td>• Collect data and do thorough research before making decisions</td>
<td>• Background notes and prior reading</td>
</tr>
<tr>
<td>• Tend to 'put things off' - 'sleep on it'</td>
<td>• 'Time to think' - no pressure/deadlines</td>
</tr>
<tr>
<td>• Cautious and take all possible implications into account - 'the big picture'</td>
<td>• Research and review activities, e.g. producing reports</td>
</tr>
<tr>
<td>• Observe others and take back seat in meetings/discussions</td>
<td>• 'Structured' methods for exchanging views</td>
</tr>
<tr>
<td>• Good listeners</td>
<td>• This is the group best suited to e-learning and distance learning methods</td>
</tr>
</tbody>
</table>

'Timedlight' roles, action without planning, seeking instant reactions, time pressures, expediency and 'cut-and-dried' instructions are all likely to produce negative reactions among this group.

### THEORISTS

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Preferred Learning methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Adapt and integrate observations into theories</td>
<td>• Time to explore relationships between ideas/events/situations</td>
</tr>
<tr>
<td>• Use logical, step-by-step approaches, like to analyse</td>
<td>• Opportunities to question and probe assumptions/logic/method</td>
</tr>
<tr>
<td>• Perfectionists</td>
<td>• Activities that 'stretch' the learner intellectually</td>
</tr>
<tr>
<td>• Embrace systems thinking and theory models</td>
<td>• Structured exercises with clear purposes</td>
</tr>
<tr>
<td>• Value rationality and logic - 'Does it make sense?' 'How does this fit with that?'</td>
<td>• Analytical exercises</td>
</tr>
<tr>
<td>• Uncomfortable with subjective judgments, lateral thinking or trivia - prefer certainty</td>
<td>• Interesting and challenging ideas/concepts, even if relevance not clear at first</td>
</tr>
<tr>
<td></td>
<td>• Complex activities</td>
</tr>
</tbody>
</table>

'Touchy-feely' activities, those without structure or clear context, decision-making without reference criteria/information, and activities that lack depth and are 'gimmicky' or superficial are all likely to prove unsuitable for this group.
<table>
<thead>
<tr>
<th>PRAGMATISTS</th>
<th>Preferred Learning methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Characteristics</strong></td>
<td><strong>Preferred Learning methods</strong></td>
</tr>
<tr>
<td>• Like to experiment with new approaches to see if they work in practice</td>
<td>• Activities with clear link between subject matter and what happens on the job</td>
</tr>
<tr>
<td>• Often return from training courses keen to try new ideas out</td>
<td>• Project work</td>
</tr>
<tr>
<td>• Prefer to act quickly and get things done - impatient with discussions, etc.</td>
<td>• Shown techniques with practical benefits, for example how to save time, how to deal with difficult people</td>
</tr>
<tr>
<td>• Essentially practical</td>
<td>• Opportunities to try out/practice learning</td>
</tr>
<tr>
<td>• Treat problems and opportunities as a challenge</td>
<td>• Coaching/feedback from a credible expert in the job-related field</td>
</tr>
<tr>
<td></td>
<td>• Job-related examples/anecdotes</td>
</tr>
<tr>
<td></td>
<td>• Practical demonstrations</td>
</tr>
<tr>
<td></td>
<td>• Immediate opportunities to implement what is learned</td>
</tr>
<tr>
<td></td>
<td>• Simulations and role-plays</td>
</tr>
</tbody>
</table>

*If the learning is not related to current and practical needs, guidelines are not clear, there is a lot of ‘chalk and talk’, opportunities to practice learning are restricted, or the on-job benefits/rewards are not evident, the activities will not be effective for this group.*
2. Training Cycle

The training cycle describes the process that you go through to provide a training solution. There are five stages to the cycle, which can be summarised as:

- Identifying needs
- Writing training objectives
- Designing training
- Implementing training
- Evaluating training

It is a cycle because one stage leads to the next, and all five stages are necessary. Although each stage has its logical place in the process, one must keep them in mind throughout. Evaluation is a good example of this. It is important to evaluate the training at the end to see whether it has had an impact, but evaluation criteria need to be established at the outset. Some evaluation activities need to be built into the training design and carried out during the implementation stage. Similarly, one can gather additional information about training needs from trainees during the implementation stage.

It is therefore helpful to think of the five stages in the training cycle as forwards and backwards.
We are used to seeing the training cycle as a five-step model – identify training needs, set objectives, design training, implement and evaluate. This model expands the conventional training cycle to show training as part of a wider, strategic process. It also recognises the importance of getting the right people on the course and following-up with them after the training.

1. Strategic planning involves all stakeholders. Training and other forms of learning support are a means of achieving strategic goals.
2. Needs Assessment focuses on performance and gaps in knowledge, skill and attitude (KSA). Determine most appropriate and effective way of meeting these learning needs, including, but not limited to, training. Other needs, e.g. recruiting staff or changes to organisational structure, may also be identified.
3. Agree training purpose with client and/or key stakeholders and identify target group.
4. Set objectives to be achieved by the end of the training.
5. Design training to meet objectives. Use adult learning techniques and link training to actual work situations.
6. Select participants according to target group. Aim for people at different levels and a ‘critical mass’ of trainees to influence change.
7. Deliver training according to design and modify in response to feedback. Include action planning for participants.
8. Monitor progress on action plans and provide opportunities for further learning and support back at work.
9. Evaluate against objectives but also performance indicators arising from strategic plan. Evaluation results feed into further strategic planning.

3. Training Design:
Designing a training programme involves two major tasks viz. Developing the content/training module and training logistics. These two are closely related to each other. Training module would include deciding on contents/topics, setting objectives, listing key learning points, preparing training session plan which should incorporate training method, training aids and learning environment. Training logistics cover the whole range of activities from printing the training material, setting the training venue, food and snacks arrangement etc.

Training design should be in response to the learning needs assessment. In addition, while choosing the training method and training aid, adult learning principles, varied learning styles of trainees and trainer, learning environment, time availability etc. should be considered.
4. Session Objectives (SOs) and Key Learning Points (KLPs):

Session Objectives:
A training need is the gap between the current level of knowledge and skills, and the desired state – i.e. what someone needs to know or be able to do.

Identifying and assessing training needs involves:
- Clarifying the desired change
- Identifying the trainees or potential trainees
- Assessing their current knowledge, skill or attitudes
- Starting to determine the best training approach (if, indeed, the solution is training)

Clarify the purpose
Part of assessing the need is clarifying the purpose.

Why training? Clarifying the purpose will help you set aims and objectives for the training.

To get a purpose, ask WHY?
Note that when asking the question ‘why’, you will sometimes arrive at reasons. For example, asked why people need training in stress management, you may be told that it is because people work in a highly stressful environment – this is a good reason, but it doesn’t tell us why there should be training. A good purpose starts with words like ‘to’, ‘to’ or ‘so that’.

The purpose, in this example, may be ‘to help people remain effective in highly stressful situations.

State the aim
Having clarified why you are doing the training, state what you want the training to achieve. In the example above, the aim is likely to be something like ‘to help people take steps to minimise stress, and to recognize and deal with stress when it occurs’.

In many cases, the purpose and aim will be very similar. Now that you have an aim, you can set some objectives. How to do so is covered in a separate handout – ‘Writing training objectives.

Writing training objectives:
Training objectives tell us what the participants will be able to do by the end of training session or course. Having training objectives helps us to plan; we know what we must include in the training session and what we can afford to leave out.

SMART objectives
We need to be clear about what we need to achieve and be able to measure success. SMART objectives help with this.

SMART objectives are:
Specific – what, specifically, do we want the trainee to be able to do
Measurable – we will be able to judge whether we have succeeded
Achievable – it is possible given the time and resources available
Relevant – it fits with the aim of the training and relates to other objectives
Timebound – it is within a given timeframe, e.g. ‘By the end of the session…’

Writing a SMART objective, be careful about the words you use. Some words and phrases are vague, difficult to measure or open to interpretation.
Avoid using these words or phrases, which are vague and hard to measure

- Appreciate → Have a grasp of
- Be aware of → Have a working knowledge of
- Be familiar with → Have faith in
- Be interested in → Improve
- Believe → Know / Really know
- Enjoy → Realise
- Have a feeling for → Understand

Prefer these words, which are specific and easier to measure

- Compare → Identify
- Conduct → List
- Construct → Participate
- Demonstrate → Select
- Describe → Solve
- Design → Specify
- Differentiate → State
- Explain → Write

Key learning points

Key learning points describe what you want people to remember from the training session, and which you therefore need to cover and reinforce. They should contribute to achieving the stated objectives. A useful way to identify key learning points is to write down everything you want to get across in your training session, and then decide which of these participants must know, should know, and could know. The things that you feel participants must know are the key learning points. Stick to having about four to six key learning points and write them down. Make sure they are covered in the session and reinforced at the end. It can be worth including key learning points in a handout or course report so that participants have something to refer to later.
Example of Key Learning Points

Title of the session: Risk, Threat & Vulnerability

Aim of session
To improve participants ability to assess threats to agency personnel and property, and to understand which threats an individual is likely to face, and thereby provide insight into how to minimise risk.

Objectives
By the end of the session, participants will be able to:

- Explain the relationship between threat, vulnerability and risk
- List general approaches to conducting threat assessments.
- List factors affecting agency and staff vulnerability

Key learning points
1. A threat is an event that may result in harm or injury to staff, or loss or damage to agency property and reputation.
2. Risk is the likelihood and impact of encountering a threat.
3. Vulnerability is the extent to which an agency is exposed to a threat.
4. Vulnerability is influenced by factors controlled by the agency and its staff.
5. Some threats pose a greater risk than others.
5. Training Methods

Tips for selecting training techniques and methods

Appropriateness of the content
Choose an activity that is applicable to the audience. Your objective is to engage and involve all participants and not to exclude anyone because they do not understand jargon or situations.

Relevance to the topic
Ensure that the activity is relevant to the topic you are training. Participants are usually happy to do what you ask them to, but they need to see that it has a point, otherwise they may feel that time is being wasted. Use an activity if it helps to achieve your objectives, not simply because it is fun, or you have seen or tried it before.

Relevance to the group
The material must be relevant to the participants. Consider their experience, knowledge, roles, seniority, language ability and, importantly, culture.

Expectations of the participants
It may not always be possible to establish participants’ expectations prior to the training session, but the more you know about the intended audience the better you can select appropriate activities.

Familiarity of participants
Find out whether the participants in the group are acquainted with each other before the session. If they have not met before, select initial activities that will help them get to know one another.

Previous exposure to activities
Participants may have attended several training courses and already seen the activities you intend to use. Try to keep the training fresh by researching or developing new activities, rather than repeating ones used on other courses.

Confidence levels of trainees
Some participants may initially lack confidence in training programmes. They do not want to embarrass themselves and need time to build confidence and trust with colleagues and trainers. Do not put individuals on the spot but try to draw people in by recognising that they have something to contribute.

Willingness to participate
A willingness to participate is often tied to confidence. People are more likely to participate in a relaxed non-threatening environment. But you should also be aware of why trainees are attending the training. If they have been told to attend by their manager and do not see a benefit for themselves, this will obviously influence their willingness to participate.

Ability to complete
Participants must be able to complete activities during the time available. It is very frustrating to get involved in something only to be told you have run out of time to complete it. As part of your preparation, try out new activities with colleagues to have an accurate feeling for time and possible outcomes.
Ability to solve

Activities, especially case studies and role-plays, must be able to be resolved by the participants. If people are presented with problems which they are unable to resolve either individually or collectively then you will set them up to feel frustrated and the learning experience will be a negative one.

Briefing

All activities must be presented with clear, precise instructions. If an activity, such as role plays or simulations, requires participants to adopting a role, ensure it is clearly explained.

Debriefing

To maximise learning, allow enough time to debrief activities. It is often here, when people are relating what happened and what they did, that the lessons learnt emerge. Often the activity needs to be debriefed on several different levels: what happened, what did you learn, and how does this apply to your actual work situation?

Various training methods

Training methods are only as good as they contribute to the achievement of a learning objective. In fact, it is often helpful to think of methods as roads which lead to cities (objectives) and of training materials (visual aids, case study write-ups, role play descriptions) as the materials with which the roads are constructed.

Participants may need to travel several different highways to reach a given destination. Just as there are differences in training styles, there are also differences in learning styles. People usually fall into one of four categories for preferred learning styles:

- Doing
- Thinking
- Trying
- Watching

Certain people may progress most rapidly if they discuss (doers, thinkers). Others may learn more rapidly and more significantly via lectures (thinkers, watchers). For other goals, there may be several equally appealing and productive routes. When these issues arise, and at all phases of the design activity, the trainer faces the question, "What methods shall we use?"

The design is multidimensional. It involves the learning objectives, the learner needs, the availability of instructors and training materials, the urgency for training, the norms of the organization and the money available for training. But a fundamental criterion in selecting a learning method should be the appropriateness of that method to the learning objective.

Brainstorming

This is just the thing when you want to draw on the group's collective creative energy! It permits uninhibited participation by each person and often results in surprising ideas and new solutions to old problems.

Recommended to:

- Deal with problems relating to course content
- Deal with problems arising from the process occurring in the classroom
- Generate a multitude of ideas by drawing on every participant's creativity.

Lecture

The lecture is, by definition, words spoken by the instructor. It is thus a “verbal-symbol” medium, offering a relatively passive and un-stimulating experience for learners, unless the speaker has unusual vocal and rhetorical talent. The lecturer needs plenty of interesting
examples to illustrate theory, colourful and persuasive language to enhance a well-organized pattern of ideas, and a pleasant and stimulating voice.

**Readings**
Readings assignments do not do much to stimulate the senses. They merely require some concentrated seeing of words on pages. They can, of course, efficiently expose learners to large quantities of content. Reading assignments, like the lecture, should be accompanied with some feedback activities which measure and assist the retention of content.

**Demonstrations**
Demonstrations are merely illustrated lectures or presentations. We usually think of manipulative activities in a demonstration, though mere pictures of the process sometimes replace the "model" which the demonstrator manipulates. Such pictures are appropriate for processes which can be comprehended through schematics or drawings. Demonstrations are especially useful for psychomotor objectives (where participants are required to perform some manual task) but can of course be used (as in "modelling") to illustrate interpersonal skills, interviewing, communication, discipline, or counselling.

**Interactive Demonstrations**
Any good demonstration is interactive -- but unfortunately there are a lot of bad demonstrations!
The difference is that interactive demonstrations allow learner-watchers to do something instead of merely observe. They have things in their hands, and they move those things in purposeful ways; they start doing so at the earliest possible moment. They move around, they ask questions, they interact.

**Field Trips**
Field trips, excursions, observations, or tours may or may not be participative learning experiences. That depends on how well instructors set up expectations and objectives before the trip takes place, and upon the mechanisms developed to ensure that learning happens.

A major argument in favour of field trips is that they permit the learners to experience sensory impressions which could never occur in classrooms or conference rooms, but which are characteristic of the environment in which the new behaviour must persevere. The trip thus assists the "generalization" process, permitting behaviours acquired in an isolated or unnatural environment to persist in a less focused "real world".

**Panel Discussions**
Panel discussions are sometimes called colloquies; sometimes they are called symposiums (symposia). Panel symposiums tend to be short lectures by a variety of people rather than a long lecture by one individual. In effective panels, each speaker concentrates on a single subtopic, delivering a unique thesis (clearly different from any other panelist) and relating that thesis to the unifying objective. The problem with many panels is that they tend to be so structured that learner participation is very low. Thus, the control of the content (to say nothing of the control of the processes!) rests too heavily with the panelists.

**Group Discussion**
Group discussions are conversations and deliberations about a topic among two or more participants facilitated by a trainer or other discussion leader. Such discussions are most useful when certain conditions are present. For example, it always helps when there is someone in the group with some experience or knowledge about the topic being addressed. Discussions can also assist groups when they must create new ideas or actions, do a needs assessment, understand complex ideas and then make decisions about them. The purpose of the discussion in these situations is to assist the group in doing what it is supposed to do.
A trainer or leader serving in this function helps set the stage, keeps the discussion moving along, gets everyone involved, and assists the group in establishing a systematic approach to its task.

**Question-Answer Panels**

In more controlled question-answer sessions, instructors announce a topic and a reading assignment, plus the key requirement: a list of questions to be brought to the session itself. The session may be the next meeting of the class; it may also be "after an hour of research and analysis". When the time for the Q-A session arrives, the instructor calls on the learners for their questions. The answers may come from a panel of the participants in a "stump the sudden experts" activity. The answers may come from the instructor -- but that will only prove that the instructor is smart; it will not develop much learning on the part of the participants! The answers may come from invited guests, although that also causes minimal growth in the learners. Whenever the answers come from someone other than the instructor, the instructor will need to participate only when the data given as answers are inaccurate or incomplete. Of course, instructors may be chairpersons for the panel... but that robs a learner of an opportunity to participate!

**Case Studies**

Case studies have been a popular way to get involvement and to bring discussion down to a reasonable level of concreteness. In traditional case studies, participants receive a printed description of a problem situation. The description contains enough detail, so learners can recommend appropriate action. The printed description must therefore include enough detail to enable learners to make recommendations but not so much that they are distracted from the central issues.

**Control of the discussion comes through:**

- the amount of detail provided;
- time limits (frequently rather stringent);
- the way the task is defined (often a description of the desired output such as a recommendation, a decision, or the outline of an action plan); and sometimes
- a list of questions for the group to answer on their way to the final complete product.

**Small Group Tasks**

Small group tasks (small teams of participants) result in some product, decision, or recommendation to be shared with similar groups in the class. For example, case studies may be assigned to small teams rather than the entire class. Whatever the task, the small groups report their findings or present their "product" in a report to the larger group.

Typical products from these small groups are reports, decisions, a set of recommendations, or a Pro/Con analysis of some issue. The assigned task is only limited by its relevance to the announced objective and by the learner's perception of its usefulness in the learning process.

To increase the total participation, the trainer often divides the class into small teams. Because there are fewer people in each group, individual learners are more inclined to participate at higher levels than they would or could if only one large discussion were taking place.

**Role Playing**

Role playing is a training technique where, without a script, participants act out a situation in front of the rest of the group. To decide what they will say and do in the role play, participants are given a situation described in detail and assigned a role to play. Role players and observers are aware of the general situation, but individual role players may be the only ones aware of the intricacies of their respective roles. The intricacies are either told the role players...
individually or written on a slip of paper for each role player. After the role play is completed, it is discussed by the entire group.

Role playing can be used to examine delicate problems, or to explore solutions and to provide insights into attitudes differing from those of participants.

(Some of the material in this section is adapted from Dugan Laird, Approaches to Training and Development, Addison Wesley)

Tips for various training methods:

1. Training tips: Using role plays

Description
A role play is an enactment of a situation which allows participants to explore different behaviour and emotions in each set of circumstances. A key characteristic of this method is that people act out roles, and an assigned observer gives feedback after the role play.

Roles can be assigned, or participants can create their own roles. In either case, participants should understand that role plays are not about acting but simulating normal behaviour.

Role play is useful for attitudes and skills training.

Considerations
- Give clear instructions.
- Role play encourages empathy, imagination and observation in an environment and, as a result, can be a powerful learning tool.
- Role play is economical and can be creative and fun.
- Role play can be risky if it is not facilitated carefully, allow people privacy when carrying out the role play.
- Role play is only useful if participants receive valid constructive feedback at the end of the role play. This can be given and discussed on an individual basis, with a plenary discussion about learning points to reinforce learning.
- Role play can require considerable preparation and time to carry out.
- Role play requires a sensitive briefing and debriefing process - don’t forget to plan time for this when designing the session. De-role role players before debriefing.

2. Training tips: using case studies

Description
Case studies describe a real or imagined scenario. Scenarios can be provided in narrative or image form, by the trainer or produced from the group. They provide an opportunity for groups to analyse and problem solve, applying theory to hypothetical practice. Case studies can be used to develop understanding, skills and knowledge and can provide an invaluable relevant opportunity to reinforce learning.

Considerations
- Allow enough time for groups to work through the case studies
- Time must be factored for group presentations
- Vary the ways groups report back but ensure that every group has an opportunity to present at least part of their work
- Case studies that relate directly to a real situation can be valuable for their realism but can stop participants learning as they bring their own lens of experience to the case study rather than approaching it direct. Political sensitivities can also be a problem.
• Scenarios that are created can be useful to provide ‘distance’ for the participants but there can be a danger of oversimplifying issues.
• Don’t overload the scenario with too many details. Ensure that the information in the case study is accurate and relevant to the learning points - if it is not, there is a danger of losing credibility.

3. Training Tips: Brainstorming
The idea behind brainstorming is to produce as many ideas as possible in a short amount of time.

One barrier to the production of ideas is over-analysis, and many good ideas will be discarded if the participant is afraid of suggesting something that the other group members might consider stupid. There must be no fear of humiliation. In fact, silly ideas must be encouraged, as they will stimulate new ideas from other participants.

When introducing a brainstorming session, spend a little time discussing the value of suspending judgement. Agree the ground rules for brainstorming with everyone and make any modifications before starting.

Assign a ‘scribe’ who will facilitate the session and record all the ideas that are produced. Use a flipchart or whiteboard and place it so that everyone can see. Set a time limit.

Ground rules:
• Every contribution is worthwhile. Quantity is important, not quality.
• Weird, way out, confusing, silly ideas are all welcome. Practicality is not a criterion.
• Encourage active participation from everyone.
• Announce an idea as soon as it enters your head.
• Do not censor your own ideas.
• Do not criticize or evaluate other people’s ideas.
• Do not discuss any ideas during the brainstorming session.
• Build on ideas. Let ideas that have been presented stimulate new ideas.
• Write down ALL ideas and exactly as they are presented.

After the brainstorming session, go over the list to make sure that everyone understands the ideas. Remember that you are still only clarifying the ideas, not making judgments about them. If ideas are the same, they can be combined.

You can modify the process and add to or change the ground rules before the session starts or after it ends, but not while it is underway.

4. Training tips: Individual work
This method can be used independently or in combination with any of the methods explained below. Individual work is when participants work on their own, typically on short questions or self-tests which demand personal responses or reflection.

This method allows for:
• Individual input, encouraging everyone to participate
• Individual time for quiet reflection
• Feelings or behaviour which they don’t wish to reveal to others but which they do want to remember for themselves

5. Training tips: Round-the-table
The benefits of round-the-table input and discussion are that it:
• Takes less time than group work
• Allows participants to contribute personal examples
• Ensures wider sharing of experiences
• Allows the facilitator to control the process and therefore the time

How to do round-the-table:
1. Ask for responses around the table starting at one end and moving to the others one by one.
2. Ask for volunteers to respond.
3. Make it clear when the topic is sensitive that is up to them to choose the issues that they want to disclose.
4. Acknowledge everyone’s contribution, either by the raising of hands or a simple nodding of agreement. Sometimes when common responses are anticipated or occur, it may not be necessary to get a response from everyone. However, it is important to acknowledge responses. People will soon lose interest in activities if they feel their efforts are going unrecognized or un-rewarded.

6. Training tips: Pair work
Participants work with their immediate partner, working logically from one side of the table. A group of three may be necessary depending on numbers.
Benefits of pair work are:
• People feel less vulnerable discussing in pairs than in plenary session
• It helps to build up trust and understanding before organising group work
• Helps individuals to gain confidence

How to do pair work:
1. Ask people to “talk to their neighbour” or group participants in twos or threes
2. Invite the groups to share their ideas, views and opinions on a specific topic
3. Circulate around the groups

7. Training tips: Snowballing
Snowballing is simply a term that means that the discussion gets bigger as you involve more people (in the same way as a snowball gets bigger when it is rolled in snow).

The benefits of using the snowballing technique are that it:
• Demands everyone’s participation
• Allows everyone to contribute
• Generates ideas because of the sharing of ideas in the paired and group discussions
• Focuses responses because of the peer monitoring

How to do snowballing:
1. Pose a question and allow participants to consider the question individually
2. Have participants discuss the same question and their individual responses with a partner
3. Ask pairs to join and consolidate and present their responses as a group
4. You may or may not need a plenary discussion to allow for a full group summary
5. Give very clear instructions about what is expected as the outcome
6. Give very clear time limits and stick to them

8. Training tips: Buzz Groups
Buzz groups differ from syndicate group work in that they meet for a short time - about 5 minutes. The entire group is divided into small groups of three or four people who talk quickly about a topic. There is then a buzz of discussion around the room. If you plan to use buzz groups frequently, arrange the seating so that it facilitates this.

Benefits of buzz groups are:
• Results are quick
• Short discussion on a topic energises people
• They can be used spontaneously

**How to conduct buzz groups:**
1. Plan carefully the exact question or topic you want them to discuss
2. Give precise details of what you expect from the discussion
3. Limit responses to no more than three
4. Stick to time limits
5. Get responses from all groups

**9. Training tips: Small groups**

Experienced participants can often be allowed to form their own work groups. However, guard against homogeneous groups where more mixed groups are desirable. Simply 'count off' the participants into small groups, i.e. 1, 2, 3, (or 4, if 4 groups will be required) if the groups do not need to be balanced in any way.

**Considerations for small group work:**

• Number the groups and allocate them a working space. This may be in the same room, but in the case of lengthier, more complex tasks, it is advisable to have groups work in separate rooms if they are available.
• In general, it is preferable to re-assign groups to allow participants to work with different people, especially in a 3 to 5-day workshop, although you will want to keep the same group working through several related tasks.
• The optimum number for group work is five or six. The minimum is four (threes can work if you have no alternative, but people feel more exposed and less of "a group").
• The maximum is probably eight. Beyond eight, it becomes difficult for everyone to contribute effectively and timing becomes a problem.
• When language is an issue, more time may have to be allowed for tasks and the ensuing discussions to be translated - often into and from more than one language.
• Even where this is the case, it is important to allow and encourage everyone to contribute. Encourage everyone to contribute to the discussions.
• Insist that everyone takes on the roles of reporter and presenter. It is important for you to enforce this at the beginning as some groups will appoint the most outspoken person or most skilled in the working language as the presenter and this can result in only their opinion being expressed.
• Control the dominance of one group over another.

**Practical considerations:**

Most group work involves presentations using flipcharts to present the key points. Flipchart paper as well as large felt-tip marker pens must be available to all work groups. Flipcharts must be available in the main training room for the work-group presentations as well as short presentations by the facilitator or invited speakers. It can be useful to display the results of group work presentations as they allow participants to view them later and allow the facilitator to tie in points throughout the seminar. Use masking tape or 'blue tack'. The quality of a presentation can be improved by its readability. Instruct groups to produce large legible text. Perhaps the best way of doing this is by creating a flipchart with some basic hints.
How to do group work

- Give clear instructions about the composition of the groups
- Clearly allocate groups a workspace and materials
- Give clear instructions to the group about the task
- Prepare a handout if different groups will work on different tasks
- Use a flipchart or board if the groups work on the same task
- Include clear instructions about recording and reporting
- Insist that all participants are responsible for each role at some time
- Set clear time limits
- Assign a timekeeper
- Give instructions about the readability of the flipcharts

Training Tips: Icebreakers and energizers

Short activities which encourage participants to move around, relax, take a break from what they are doing or get to know one another better. Some may have relevance to a topic, some may develop skills and others are designed to change the pace or focus of the training.

Energisers and games can be particularly useful after a long presentation, or to start the first afternoon session of a workshop. As a rule, energisers should be chosen with sensitivity to the cultural, gender and religious norms of the group. People’s physical abilities should also be considered.

Examples

‘Move to the spot’
This energiser takes five minutes. Ask participants to spread around the room and to pick a ‘spot’ that is ‘theirs’. Then ask people to move around the room, doing something suggested by the facilitator, such as: “Say hello to anyone wearing red; Hop, skip or jump; Whistle or make a strange sound; Walk backwards”, and so on. When the facilitator says “Stop!” everyone has to get back to their ‘spot’ as soon as possible. This game can be fun if it is not done for too long - people will get bored quite quickly.

‘Ha!Ha!Ha!’
This energiser is useful for changing pace or if there is tension in the group. The facilitator explains that s/he is going to make them laugh. The facilitator starts by saying “Ha!” and getting the next person to repeat this, adding another “Ha!” Participants then repeat what their neighbour says, adding another “Ha!” each time. In this way, people are ‘made’ to laugh and very quickly everyone will be laughing. It really works!

‘Making rain’
This is similar to the ‘Ha!Ha!Ha!’ energiser. Everyone sits in a circle and the facilitator starts by drumming her/his fingers on a table or chair. The next person starts to drum their fingers, then the next, until everyone is drumming their fingers. The sound is like that of heavy rain or a thunderstorm. End the exercise when everyone is ‘making rain’.

‘A’s and B’s
This energiser can also be used to form random groups. Find an open space for this exercise. Participants should silently choose one person in the group to be their ‘A’ and one person to be their ‘B’ (there are no criteria for selecting As and Bs). Once everyone has made their choice, the Facilitator explains that people should now try to get as close to their ‘A’s” as possible and as far away from their ‘B’s. People should be encouraged to move quickly - the only rule is that they are not allowed to touch anyone. After a few minutes, participants are
asked to reverse the process (getting close to the ‘B’s and far away from the ‘A’s’). This exercise will make people move about in unusual ways and should generate a lot of laughter.

**Considerations**
- Energisers can be as simple as allowing the group to go outside for five minutes.
- Can be used as a quick skills development exercise.
- They can be flexibly used, when you see participants ‘snoozing’ make them leap up to do an exercise.
- The relevance of the exercise can be lost on participants, and they can be silly or a waste of time.
- Some energisers involve a lot of physical activity, which needs to be carefully controlled.

**Top tips**
Always try to use an energiser in the post lunch session to avoid the ‘graveyard’ syndrome. Only use ice breakers that you personally are comfortable with, otherwise they can be unconvincing for participants!

6. **Training Aids/tools**

Training aids or tools refer to the hardware support required to effectively deliver the training session adopting chosen training method. It is important to recognise the difference between methods and tools. Method refers to approach and tool refers to the material support required to use the method. For example, Presentation is a method of training, whereas projector, computer, flip charts etc. are the tools.

A range of materials are used as training aids and the choice depends on training method and the level of training. If ‘practical’ is chosen as training method for conducting training of carpenters on shelter construction, then construction materials, equipment etc. would be training tools.

All the training stationery, reference books, markers, charts, white board, visualisation cards etc. are examples of training aids.

Some useful tips for use of Flip charts and Slide projector are given below.

1. **Using flipcharts**

**Overview**
Flipcharts are the staple communication method for training. Whether for reporting back from groups, brainstorming, noting key points or for filling in for the PowerPoint presentation after a power failure, no training event is complete without them.

**Advantages**
- Cheap and Easy to use.
- Can be used to keep a record of trainees’ objectives or other important points and fixed to the walls of the room.
- Excellent for reporting back from small groups.
- Versatile
- Instant visuals
- Very flexible
- Does not rely on electricity
Disadvantages
- Difficult to write on quickly.
- Not suitable for groups over 30 as too difficult to read.
- Awkward to flip back and forth
- You must face away from the trainees while writing, making it difficult for them to hear what you say.

Tips on preparing flipcharts
- Plan your presentation in advance. Plan what you are going to say on each flipchart page.
- Use corner cribs in pencil to remind you of what to write.
- Mark in headings lightly in pencil.
- Prepare key charts in advance.
- Pencil in graphics (or just place dots) by tracing from prepared drawings and impress the participants with your drawing skill.
- Put tabs on key charts so that you can locate them quickly.
- Check if you have a problem with markers bleeding through to the next sheet. If you do, try different markers or flipchart paper.

Tips on using flipcharts
- Write in outline format. Use only bullet points in capitals, not whole sentences.
- Liven up your flips with coloured graphics or even with prepared graphics that you stick on.
- Use dark colours for text. Black and blue are best. Light colours are difficult to read from the back.
- Use thick markers (bring your own as training venues often only supply the thin ones).
- Write, turn and talk, write, turn and talk and so on, writing only a few words at a time as it is very difficult to hear a presenter who is talking away from you.

2. Using slide and data projectors

Overview
Slide and data projectors are grouped together here because of their similarities. They are increasingly used in presentations, but they are not without their difficulties.

Advantages
- The best way of showing photographs to more than a few people.
- Looks professional.
- Slides are very portable.
- High quality images with stunning colours are possible.

Disadvantages
- Needs a darkened room for bright projection.
- Less interactive as it is harder to see the audience in the dark.
- The order is fixed (although computer presentations can have ‘hidden’ slides) it is messy to have to re-show something you showed 5 or 6 slides back.

Tips on preparing your presentation
- Limit the number of slides. As an absolute minimum you need one minute per slide.
- Use only relevant photographic slides that illustrate the lessons you want to get across.
- Go for straight forward computer slides. Most inexperienced presenters overdo the fades and dissolves between slides. Use a consistent layout, colours and typefaces throughout the slide set.
- Incorporate graphic images in every computer slide.
Tips on preparing your projector

- Where power-cuts are common, and you don’t have stand-by power, have at least your main points prepared on flipcharts.
- Check the focus. Check the screen. Check the remote if you are going to use it.
- Check the connection to your computer for computer projection.
- For 35mm slides, load them up and check the orientation (back-to-front and upside down- the matt surface of slides faces towards the screen.)
- Experiment with the controls so that you will know how to use them, including any controls for improving focus. Also learn where the light switches are and how to control them.
- Make sure that leads are taped out of the way so that you won’t trip.
- Check on the availability of a spare bulb or an alternative means of projection.

Tips on using slides and projected computer presentations

- Review your material, so that you remember what comes in what order.
- Do not use 35mm slides other than for photographic images. A data projector can project the same information and let you see how the audience is reacting.
- Briefly check the image before turning your attention to the audience.
- Do not speak for the first fifteen seconds after presenting a new image. The audience will be concentrating on the image and what you say will go in one ear and out the other.

7. Developing a Session plan/brief

One needs to understand that in the training and learning process every trainer is essentially a facilitator. Helping participants to reflect and express is an important aspect of session delivery. In this regard, though a trainer has enough practice of delivering sessions he/she needs to prepare every time. Here are few tips for step by step session preparation

Step – 1: Understand and internalise the session objectives. This helps in deciding the scope of content as well as the boundaries of the session especially in terms of facilitating discussion with participants.

Step – 2: Understand and internalise the key learning points. Each session objective gives us key messages to be delivered during the session delivery. You can formulate key learning points in the form of Statements. You also need to observe yourself during session whether you are delivering the Key Learning Points.

Step – 3: Understand methodology for the session. As per the participants’ profile you need to select the methodology. Try to adopt training methods in line with adult learning principles so that it can provide opportunities for participatory learning. Always make it sure that you are well acquainted with the methodology and you will be able to keep the control over learning process in terms of delivering Key Learning Points.

Step – 4: Organise media material and presentation. Before initiating the session delivery please makes it sure that all the media material, stationery and presentation are in place. This step will help you in more organised session delivery.

Step – 5: Make a Session Delivery Plan. Minute by minute planning of the session helps in managing session delivery. This helps in completing the entire session in the prescribed time. Keep in mind that the learning process is adversely affected if the facilitator drags the session beyond the stipulated time. Session planning also involves planning for the beginning of the session, navigation and conclusion of the
session. It is also important plan for sharp and specific questions to facilitate participants’ reflection on specific topic.

**Step – 6: Reading.** Keeping in mind the process of session delivery and key learning points please read available reference material. This helps in responding the specific questions raised by participants as well as helps in bringing in value addition to the content of the session.

**Step – 7: Practice.** If you are delivering a session first time OR you are experimenting with new methodology, please take out some time to practice the session. This will give you ideas about various dimensions of learning process.

### 8. Facilitation tips

**The power of suggestion** – always ensure that you do not ‘suggest’ to participants that ‘time is short’, ‘the next bit will be boring’ etc. or you will see your comments come straight back in the evaluation form! Mention only what you are about to do without mentioning whether you think there is enough time, for example.

**Leave silences** – it is easy to imagine that you should fill the silence, however, remember the old journalist tip of leaving a silence which inevitably the interviewee will want to fill. Silences seem longer then they really are, but they may give the space for a participant to come up with a suggestion or answer.

**Beg, borrow and steal** – it is necessary for trainers to have inquisitive minds. It is not enough to always accept the standard way of training a subject, always try and think of innovative ways of getting subject matter across. This will mean that you are constantly reading books, watching how other trainers deliver sessions, asking questions and looking out for suitable material. Of course, you must remember copyright rules, but a lot of material out there can be adapted and is free for anyone looking for it.

**Creativity** – never be afraid to make something your own. Always try to think of new ways of doing things and unusual angles for looking at things. For example, trainers tend not use video clips fully enough; they provide diverting material and can often illustrate a point much quicker than can be done through talking.

**Comfort levels** – always be sure that you are comfortable with your material – any level of discomfort reveals itself very quickly to the participants. Do not accept that you must run things as given. Remember that you can always adapt materials to suit your own training style.

**Set clear objectives** – there have been many times that I thought there was not enough time, or there was too much time to achieve what I had set out in the training objectives. The most important lesson I have learnt over the years is to always listen to my gut reaction to the achievability of objectives. Allow a little more time than you would imagine you need, (no participant minds an early or longer break) and ensure that you have built in measures to assess learning, so you know whether you have achieved your objectives. Set them at the beginning – don’t plan your session and fill in the objectives later – they really do inform your training session plan!

**A workshop has a life** – The purpose of including this tip is that it is easy to be despondent, for example, at the end of the first day when participants seem to be not as amazed with your training prowess as you might like. However, remember so long as you have enough practical exercises to back up the often over informative first day, they will recognise the build-up over the days. Participants are often impatient for everything immediately so when you do an end
of day evaluation, they will comment on the fact that nothing has been done on ‘x’ yet, just
smile sagely and let the course of the workshop reveal itself!

Include ‘hooks’ or ‘bangs’ – think of ways to start sessions off which will catch the interest of
the participants. These must be your own as you will only be comfortable with your own
material – examples may be starting with a personal anecdote that relates to the session –
this is particularly effective when dealing with personal skills or attitudes. Another example
would be to provide a prop or that illustrates something that is going to be talked about later –
whatever you use should be a link to the subject, should last no more than a minute or two
and should be designed to catch interest. Always give the context of the session you are about
to give in the overall training programme.

Say it, say it again and then say what you said – it is easy to overestimate the effect of the
sound of your own voice. Always recognise that participants need to hear main messages
repeated in many ways, this may mean that you present some information, back it up with a
practical exercise and then recap the key points at the end of the session.

Communicate with learners, always – Obviously you will have every opportunity to
communicate with the participants during the training session, the message that I am giving
here is that learning through sociability does not stop at the end of the session. A good trainer
should be talking to participants during the breaks and even in the evenings, leaving some
time, of course, to themselves. Build in structured devices for participants to talk to you if you
feel the group is too big, like focus groups or ‘clinics. (See later).

Clear instructions – think of ways to ensure that instructions are clear. More time is wasted
getting groups to form and complete a task than on anything else. Give written instructions
where possible, this can be a task brief given out as a hand out or instructions written on a flip
chart. If groups are about to do an exercise which entails a lot of paper work, ensure groups
are formed and settled before distributing the exercise. Always ensure that you are not giving
out instructions while groups are moving about or forming as you will find yourself repeating
the instructions repeatedly. It is also worthwhile to visit each group once they have started an
exercise to check they are on the right track.

Models for seating – there are many ways to seat a group to maximise interaction, and it
obviously depends on the size of the group, the room and the activities that are to be
undertaken. The important thing to remember is that as the trainer you take control of the room
and change the lay out to suit the training session, even if this means moving grumbling
participants who are happily seated in a back row! Don’t start training until you are happy with
the lay out.

Be prepared to throw the plan out of the window! – It is difficult sometimes to completely
change direction if you are an ‘occasional’ trainer or are not completely confident with the
training materials. However, I have learnt from bitter experience that it is more important to
satisfy participants than religiously follow your plan, this means being flexible, listening to the
feedback you are getting from participants and responding when appropriate.

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