



# Learning for Living Together Project

## Train the Trainer Handbook

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# Contents

	<b>Title</b>	<b>Page</b>
<b>Part 1</b>	<b>The Learning for Living Together Project</b>	<b>3</b>
<b>Part 2</b>	<b>About Train the Trainers</b>	<b>7</b>
<b>Part 3</b>	<b>Adult Learning Principles</b>	<b>9</b>
<b>Part 4</b>	<b>Preparing for your Training for Trainers Programme</b>	<b>16</b>
<b>Part 5</b>	<b>Introducing Yourself to Your Learners</b>	<b>20</b>
<b>Part 6</b>	<b>Ice-breakers</b>	<b>21</b>
<b>Part 7</b>	<b>Managing your Training Workshop</b>	<b>22</b>
<b>Appendix 1</b>	<b>Trainers Guide For Getting Started</b>	<b>28</b>
<b>Appendix 2</b>	<b>Sample Ice breakers</b>	<b>30</b>
<b>Appendix 3</b>	<b>Evaluation Sheet for Training of Trainer Sessions</b>	<b>33</b>
<b>Appendix 4</b>	<b>Additional Roles and Responsibilities of Trainers</b>	<b>35</b>
<b>Appendix 5</b>	<b>Supportive Learning Environments</b>	<b>36</b>
<b>Appendix 6</b>	<b>Boundaries</b>	<b>37</b>
<b>Appendix 7</b>	<b>Assessing Your Learners</b>	<b>38</b>

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# Part 1: The Learning for Living Together Project

## 1.0 Funding

Southern Regional College (SRC) received funding from the EU to deliver an ‘*Innovation and Exchange of Good Practice for Adult Learning*’ project with partners in Ireland, UK, Latvia, Italy and Sweden. The project developed an on-line equality and diversity programme supporting migrant, refugee and asylum seeker communities.

The project is based on the ERASMUS + Adult Education objective *"to develop innovative outputs and undertake intensive dissemination and exploitation of results in supporting, extending and developing educators' competencies"*.

## 1.1 Project Objectives

The objectives of the project were:

- To work collaboratively with 6 transnational partner organisations based in the UK, Ireland, Italy, Latvia & Sweden who have particular expertise in delivery to adult education migrant/refugee/asylum seeker/ communities by developing, testing, adapting and supporting the embedding of innovative materials and practices;
- To develop innovative materials for adult tutors/practitioners which will be initially delivered to 25 adult tutors through a transnational training course based on Social Inclusion and Diversity.
- Following this, the 25 tutors will pilot the materials with 100 adults learners during the life of the project, giving on-going feedback on the benefits of the materials and any changes necessary;
- To ultimately develop an online blended 16 hour social inclusion and diversity course which includes a pedagogical handbook, associated materials including film documentaries, podcasts and real life case studies (with refugees, economic migrants, asylum seekers) for adult learners and their tutors.
- To build new networks of support for each partner organisation and their tutors developing their outreach, capacity and skills base for future joint collaboration as well as internationalisation.
- To share results with wider networks within each partner country growing their capacity to tackle racism within their own country

The impact on the target group - adult learners have:

- increased knowledge of the needs of new migrants, refugees and asylum seekers
- new approaches to learning about integration of new communities
- increased sense of initiative
- increased level of digital competence
- increased levels of confidence, skills and cultural awareness

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The impact on the Adult Education tutoring staff:

- increased level of confidence and competence in their approaches with adult learners
- new networks of support with other staff in a European context for future joint working great insights into European Citizenship for their Learners and their roles in supporting local as well as diverse groups of learners to become European citizens
- increased bank of approaches, materials and case studies for use in the classroom/community
- increased knowledge of the needs of new migrants, refugees and asylum seekers
- new approaches to learning about integration of new communities

This long term impact of this project will be to prevent and tackle marginalisation, intolerance and racism within a framework of equal opportunities for all but offering a range of innovative resources suitable for adult education across Europe.

### 1.3 Partners

The six project partners are from the UK, Ireland, Latvia, Sweden and Italy including:

- **Southern Regional College (SRC)**

Southern Regional College provides training and education to over 30,000 full and part-time students each year in Northern Ireland. The College has a dedicated External Funding and International Affairs team and since 2007, have secured over €2.5 million in EU funding through lifelong learning and Erasmus+ projects. This has enabled over 1000 students and staff to undertake work placements, study visits and job shadowing across Europe.

In September 2015, SRC was awarded the Erasmus+ VET Charter in recognition of the operational capacity of SRC to manage high quality mobility projects and its efforts to achieve greater internationalisation the Erasmus+ programmes. They have also won awards for their work with Ethnic Minority and migrant students.

- **Radosas Iniciativas Centrs, Latvia**

Radošās iniciatīvas centrs (Creative Initiative Centre) was founded in 2007 in Riga to promote social integration and personal development through creativity. RIC helps to improve the standard and quality of life within the local community. The organisation has charity status and works with civic society, welfare and education and disadvantaged communities. Their main target groups include the migrant community and educational activities for low-income families, families at risk, youth, and people with disabilities.

RIC offers multilingual adult education to promote participation and break down barriers through artistic expression. They encourage creativity as a powerful tool for successful integration. The organisation actively promotes social inclusion and provides

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a variety of activities to strengthen self-awareness and self-reliance of individuals, as well as providing practical skills to enhance their employability. RIC has also been educating social workers on use of art therapy methods for empowering clients.

- **CONFORM S.C.A.R.L, Italy**

CONFORM-Consulenza, Formazione e Management S.c.a.r.l. has been working for 20 years nationally and internationally, promoting and developing research projects and training plans, with innovative formats and solutions for classroom, experiential and e-learning courses. It provides consultancy and technical assistance to businesses with experienced staff and a consolidated team of trainers, consultants, professionals, managers and entrepreneurs.

CONFORM has significant experience in the design and implementation of competence-based vocational training initiatives, research, work experience and work placements and the design, development and implementation of multidisciplinary, multimedia training products available on a dedicated e-learning platform virtual.

CONFORM has many years' experience working on EU projects and has developed social and e-learning platforms to facilitate information, debate, dialogue and interaction with other social channels, informal learning, access to multimedia packages with visual thinking logics and the use of 2D/3D interactive animations and business games, video tutorials, texts and e-books

- **Dundalk Institute of Technology, Ireland**

Dundalk Institute of Technology (DKIT) is amongst the leading Institutes of Technology in Ireland with almost 5,000 students and hosts a full range of Bachelors, Masters and PhD programmes. Among the many programmes offered by the college is the Social Care Programme hosted under the Department of Humanities. This department is responsible for the training of Social Care Students who when qualified work with the most disadvantaged in our society including asylum seekers and refugees. The training involves placements in the community where students learn about developing integration programmes for migrants and refugees alike. The teaching methods used on the course are designed to enable students develop skills to work within a multicultural context and be able to facilitate work with people from all ethnic minority backgrounds.

The social care programme promotes and teaches cultural diversity and integration work in the classroom and students then go on to design well researched projects in the community to facilitate integration of new communities.

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- **Mottagningsenheten Adjunkten, Sweden**

Mottagningsenheten Adjunkten is the Resource and Support section of the Department of Education in the municipality of Linköping and delivers programmes in adult learning, parenting and active citizenship for native Swedes and immigrants. Adjunkten has extensive experience working with newly arrived children and adults.

They register all newly arrived pupils in Linköping Municipality in the school system and conduct an analysis of their health and education needs. The pupils attend classes and activities that introduce them into the Swedish language, society and school. The numbers of pupils vary from between 25 and 120 at a time and remain in Adjunkten for 2-8 weeks. During this time, they also work very closely with the parents/legal guardians and arrange meetings and courses to enable early integration.

- **Kettle of Fish, Northern Ireland**

Kettle of Fish are an award winning film Production Company based in Portadown, Co. Armagh. They are a Community Interest Company which means they are a Social Enterprise business and profits are reinvested in the business or in the community. They specialize in making unique films on 'difficult' or challenging topics such as racism, sectarianism, social exclusion and poverty and have significant experience working with migrants and newcomer children and young people.

In their own words 'With Kettle of Fish films you get something different. New perspectives on common themes. A different angle. A new way in. A more challenging approach that unlocks unexpected aspects of a story, uncovers new narratives and finds deeper resonance. We freshen up the familiar. We make new or complicated issues easy to understand. Much more than filmmakers, we are knowledge makers and conversation makers'.

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## Part 2 About Train the Trainer

### 2.0 Purpose of this document

The purpose of this handbook is to provide basic training skills to ‘non-trainers’ i.e. people who as part of their work or in their community, train on an occasional basis.

At the end of the Training for Trainers Workshop, you should be able to:

- 1) Develop a training lesson geared to the learning needs of adults
- 2) Make your training more energetic and involving
- 3) Conduct your training in a professional manner
- 4) Learn how to measure the effectiveness of the training delivered

This document and the training course it supports will prepare you to successfully deliver the OCN Level 2 Social Inclusion and Diversity Course or any other adult education training. Use this handbook to plan and prepare for successful training events in your community, school or workplace.

### 2.1 What is Train the Trainer?

Train-the-Trainer is a model used to describe, much as the name would imply, training potential instructors or less experienced instructors, on the best ways to deliver training materials to others. It can be used in a variety of ways.

When we think “trainer” our minds may automatically go to the concept of classroom training, but this is a relevant model to the world of e-Learning as well. An e-Learning trainer could be someone who works to create e-Learning training materials for a broader audience, someone who guides online interactive training elements such as webinars and discussions, or someone who is part of a blended learning model. A blending learning model is one in which a variety of training techniques are used for maximum effectiveness.

Regarding e-Learning, this could mean a trainer is taught how to take the knowledge learned through online training and then bring that to hands-on, on-the-job training or in a community or Church setting.

Within companies and civic organisations, the idea of train-the-trainer is essential to a strong overall training program, and the goal is to have a strong talent pool of trainers from which to pull, rather than to have only one instructor who manages everything trainer-related within a company or organisation.

### 2.2 Why is it important to train the Trainer?

You may already be an expert on your subject matter but that does not necessarily mean you can facilitate learning either with learners in a physical classroom, e-learning or blended learning or create a great training experience.

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If you are going to deliver training, you need to know not just the “what” but also the “how” to maximize effectiveness and ensure learning actually takes place.

### **2.3 Advantages of a Train the Trainer Programme**

It will make trainers more authoritative. If you want learners to pay attention, be engaged and retain the information they’re being taught, it’s important they feel like it’s coming from an authority figure. If learners don’t take trainers serious or simply are unwilling to be trained, it makes the job a lot harder.

No matter your training delivery method – online, in-person or a combination of both, there are going to be questions. If your trainees aren’t asking questions that signifies a whole other problem in and of itself. For training leaders to be prepared, they have to understand the most effective ways to engage with their audience and not just supply the right answers to questions, but really get everyone processing and thinking on a deeper level.

Most types of training, including e-Learning, incorporate some form of interactivity and discussion. By training the trainer, you’ll be better prepared to facilitate this interactivity and make the most of it. This can include not just answering questions, but also asking the right questions, generating thought-provoking conversations and getting everyone to participate.

Train-the-trainer programmes can be an excellent way to introduce not just the importance of the subject, but also elements of learning theory and human psychology. Your trainers will have a better understanding of how to appeal to a diverse learning audience and ensure they learn what you set out to teach them. This can be important for not just the actual delivery of training, but also if your trainees will be part of developing content as well.

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## Part 3 Adult Learning Principles

### 3.1 Overview

Remember before you start, you are teaching adults, not children! The role of the trainer is to create and maintain a supportive climate that promotes the conditions necessary for learning to take place. It is useful to remember:

1. Adults are autonomous and self-directed – this means it is essential that you involve them in the learning process and show how their learning will help them achieve their personal goals
2. Adults have a wide variety of experience – they are quick to grasp things which have some relevance in their personal or work lives
3. Adults like to work with objectives and goals clearly defined – this means you need to clearly state what they will learn in your training
4. Adults are practical and will often focus on aspects of training that is useful to them in their work

### 3.2 Defining Terms: Teaching Vs Training

Teaching is typically defined as imparting knowledge, guiding the study of a content area, or demonstrating how something works. Training seeks to inform by step-by-step instruction, repetitive drills and supervised practice of skills. Training is usually a one-time or short-term event, as with job training. Typically, training usually has a more specific focus than teaching, which seeks to instil a deeper knowledge over a longer period of time. People seeking to master hands on skills benefit such as using a cash register in a grocery store require training. Studying the history of a cash register is not relevant to running one.

### 3.3 Difference between Teaching and Training

Teaching is usually broader in focus than training. Theory is taught, whereas training is the practical application of theoretical knowledge. Also, teaching seeks to impart new knowledge while training equips the already knowledgeable with tools and techniques to develop a specific skill set. One of teaching's goals is to enrich the mind while training's end is to mould habits or performance. Teaching is usually within the context of the academic world while training is generally associated with the commercial realm. Another difference is found between thought and action. Generally, teaching deals with a subject or topic, while training deals with a duty or function. Further, teachers give students feedback on the quality of their work, while trainers receive feedback from their trainees on the quality of instruction.

### 3.4 Relationship between Teaching and Training

Teaching and training must work in tandem. For example, an excellent singer may be wonderfully trained but not necessarily taught about the theory of her craft. She may

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not know how a certain muscle moves when she sings. More importantly, she must have strong training in order to perform the physical tasks that make up a great performance. However, learning is involved here as well. A singer will inevitably will be required to sing in a specific style; therefore, learning various styles will allow her to apply her training appropriately. For this reason, teaching should precede training. However, the process of training can be of greater benefit to the singer. In other words, teaching and training can be complementary as opposed to question of teaching vs training.

### 3.5 Models of Teaching

Understanding the differences between adult learners and traditional students is critical to successful training and learning.

**Pedagogy** - In the traditional sense of the word, pedagogy is authority-focused, "top-down," in that a teacher has complete or nearly complete control over a child's learning experience. The teaching methods employed in pedagogy are very much about transferring foundational knowledge, not about critical discourse. It is a formal process, and usually grades are involved as a means of documenting children's progress.

**Andragogy** - is focused on the learning experience of adults and which methods work best in adult education. It is much more self-directed, in that adults must often set their own schedules for learning and be motivated to commit to study or practice. Adult education is also often cooperative, in that adults tend to work together and review each other's work and understanding of a subject. In many adult education courses — for example, a cooking or art class — learning is somewhat informal, and grades may not be important or may be absent altogether.

The term 'Andragogy' was originally used by Alexander Kapp (a German Educator) in 1833 to mean 'man-leading' and was developed into a theory of adult learning by the American educator Malcom Knowles adopted the word 'Andragogy' to illustrate the different ways some students learn, in particular adults:

“That we got hemmed in from the beginning of the development of our educational system by the assumptions about learning that were made when the education of children became organised in the Middle Ages. Pedagogy became a millstone around education's neck.... 'Pedagogy' comes from the same stem as 'pediatrics...so to speak of 'the pedagogy of adult education' is a contradiction in terms. Yet, haven't most adults, including people in professional training, been taught as if they were children". (Malcolm S Knowles, *The Adult Learner: A Neglected Species* (Houston: Gulf Pub. Co., 1973).

Pedagogy and andragogy are very different teaching models. Pedagogy is considered a *content* model, whereas andragogy is a *process* model. A content model focuses on presenting information to students. In contrast, the process model strives to provide the skills and resources to acquire information. As a result, pedagogy focuses on conveying content. Andragogy encourages the teacher as facilitator, where the emphasis is on enabling the student to learn. These differences occur because pedagogy and andragogy

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are based on different assumptions about learners. The model is important as it ensures trainers can deliver the most effective and appropriate training to learners. In turn, adult learners are seen as active learners. In this teaching model, the learner actively participates in his/her learning. Active learning implies that:

- Learners are involved in more than listening
- Less emphasis is placed on transmitting information and more on developing a student's skills
- Learners are involved in higher order thinking (analysis, synthesis and evaluation)
- Students are engaged in activities (e.g., reading, discussion and writing)
- Greater emphasis is placed on the student's exploration of his/her own values and attitudes.

Strategies promoting active learning include questions and debates, reflective activities and small group discussions, case studies, role-playing and more

### Pedagogy vs. Andragogy

	<b>Pedagogical</b>	<b>Andragogical</b>
<b>The Learner</b>	<ul style="list-style-type: none"> <li>• The learner is dependent upon the instructor for all learning</li> <li>• The teacher/instructor assumes full responsibility for what is taught and how it is learned</li> <li>• The teacher/instructor evaluates learning</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is self-directed</li> <li>• The learner is responsible for his/her own learning</li> <li>• Self-evaluation is characteristic of this approach</li> </ul>
<b>Role of the Learner's Experience</b>	<ul style="list-style-type: none"> <li>• The learner comes to the activity with little experience that could be tapped as a resource for learning</li> <li>• The experience of the instructor is most influential</li> </ul>	<ul style="list-style-type: none"> <li>• The learner brings a greater volume and quality of experience</li> <li>• Adults are a rich resource for one another</li> <li>• Different experiences assure diversity in groups of adults</li> <li>• Experience becomes the source of self-identify</li> </ul>
<b>Readiness to Learn</b>	<ul style="list-style-type: none"> <li>• Students are told what they have to learn in order to advance to the next level of mastery</li> </ul>	<ul style="list-style-type: none"> <li>• Any change is likely to trigger a readiness to learn</li> <li>• The need to know in order to perform more effectively in some aspect of one's life is important</li> <li>• Ability to assess gaps between where one is now and where one wants and needs to be</li> </ul>
<b>Orientation to Learning</b>	<ul style="list-style-type: none"> <li>• Learning is a process of acquiring prescribed subject matter</li> <li>• Content units are sequenced according to the logic of the subject matter</li> </ul>	<ul style="list-style-type: none"> <li>• Learners want to perform a task, solve a problem, live in a more satisfying way</li> <li>• Learning must have relevance to real-life tasks</li> <li>• Learning is organized around life/work situations rather than subject matter units</li> </ul>
<b>Motivation for Learning</b>	<ul style="list-style-type: none"> <li>• Primarily motivated by external pressures, competition for grades, and the consequences of failure</li> </ul>	<ul style="list-style-type: none"> <li>• Internal motivators: self-esteem, recognition, better quality of life, self-confidence, self-actualization</li> </ul>

[https://www.educatorstechnology.com/2013/05/awesome-chart-on-pedagogy-vs-andragogy.html?utm\\_source=feedburner&utm\\_medium=feed&utm\\_campaign=Feed:+educatorstechnology/pDkK+\(Educational+Technology+and+Mobile+Learning\)](https://www.educatorstechnology.com/2013/05/awesome-chart-on-pedagogy-vs-andragogy.html?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed:+educatorstechnology/pDkK+(Educational+Technology+and+Mobile+Learning))

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### 3.6 Having Learning Outcomes

Learning outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. In other words, learning outcomes identify what the learner will know and be able to do by the end of a course or program. **With this in mind, before you start your training, you should have a very clear set of learning objectives which are linked directly to your training materials and also to your method of assessment.**

An effective set of learning outcomes statements informs and guides both you and your learners:

*For trainers:* It informs:

- the content and delivery plan for your course
- the training and learning strategies you will use
- the sorts of learning activities/tasks you set for your learners
- appropriate assessment tasks
- course evaluation.

*For learners:* The set of learning outcomes provides them with:

- helps decide if the course is useful/ applicable to them
- provides a solid framework to guide their studies and assist them to prepare for their assessment
- an understanding of the assessment value of the course and the commitment needed to complete it

From this, effective learning outcomes statements should:

- identify important learning requirements (the ‘content’ of learning – the range and type of knowledge, skills and values required)
- use clear language, understandable by students and other potential clients
- link to the generic and/or course graduate attributes
- be achievable and assessable, and
- relate to explicit statements of achievement (e.g. level of understanding required).

**HINT: Look at the Learning Objectives for the Social Inclusion and Diversity Course to help you develop your own.**

### 3.7 Delivering Effective Training

Effective training requires knowledge of adult learning principles, subject matter content, practice and planning. So it is important to understand that people learn better when they know why they have to learn; when new ideas are explained to them in terms of the knowledge they already have; if they are told they have successfully learned something; if they understand the problem as it leads to more effective learning; if the trainer is good at his/her job and when the learning environment is pleasant.

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This section offers tips on advance preparation activities.

- **Advance Preparation and Instructional Delivery** - The most effective training courses are not accidental – they are the result of the trainer spending hours familiarising her/himself with anti-racism education content knowledge, adult learning principles, and instructional materials such as this handbook
- **Take the time** - The recommended preparation time is three hours for every hour of training.
- **Learn the material** - Be well acquainted with the material, and make your own notes, highlight portions that you want to focus on and stress. This will demonstrate that you are a competent and confident trainer. It will also facilitate effective instructional delivery, and will increase your ability to answer questions correctly that the adult learner might pose.
- **Use your own words** - The training will be better received and more interesting for adult learners and you will be more confident if you know the important points well enough to be able to express them in your own unique style.
- **Incorporate experiential learning** - Make connections between your own experiences and some of the main points. Personalising information with your own anecdotes (stories) will assist in both stressing and expanding points. Remember, for the adult learner life experiences add enrichment to the learning process. And, it will enhance any handouts and/or power point presentations that you use.
- **Reference Lesson Overview and Objectives** - Be sure to incorporate a unit overview and course objectives for each section in your presentation(s) as they establish the framework and context for subject matter (e.g. legislation, definitions and reasons for migration).
- **Model and demonstrate at least two lesson plans from the training pack.**- Be sure to provide enough materials so that adult learners can experience age – appropriate curriculum instruction and delivery (e.g., hands-on learning, discovery learning, directs teaching).

### 3.8 Establishing Confidence

Much of what is communicated during training is through the professional behaviour of the trainer. A trainer is confident in both her/his words and her/his body language will be more effective in persuading the adult learner to trust and adopt the instructional materials (i.e. The Social Inclusion and Diversity Course), and suggested learning applications and approaches. This section covers two important ways to enhance your performance as a confident trainer.

- Demonstrating your Credibility
- Minimizing Your Anxieties

### 3.9 Demonstrating Your Credibility

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There are seven common steps you can take to ensure your adult students view you as a credible trainer of Social Inclusion and Diversity. The steps are:

- Always be honest. If you do not know the answer to a question, don't make up one. Make a note of it and find the answer at the break and respond as quickly as possible.
- Make your presentation balanced and as free from bias as possible. Deliver the facts, the information as printed in the training pack.
- Raise questions about the information. For example, is the information cross-cultural? Does it apply to your culture, the culture of your trainees?
- Support the information with your own facts and experiences, tell them relevant stories of your own. Be sure to utilise your adult learners as a resource – ask them if they have had any similar or relevant experiences; it will help to facilitate the process of learning and keep them engaged.
- Cite authorities that are accepted by your audience, the adult learner. Be sure to cite well-respected theorists and organisations e.g. Eurostat for migration figures and not a newspaper article.
- Invite and encourage questions and discussion from the audience.

**HINT: Remember, for all of these steps, it's not just what you say, it is how you say it: stand up straight, speak with a big voice, and resist preaching.**

### 3.10 Minimize Your Anxieties

If you are afraid of public speaking or speaking in a group, you are not alone. Public speaking is often one of the worst fears of many people. The following tips can help you overcome your stage fright.

- **Remember, you know the materials.** Remind yourself that you are well prepared, that you are familiar with the training materials. Read through the materials, discuss with other trainers, and try some of the suggested activities if you are unfamiliar with them.
- **Release the tension.** Take deep breaths. Breathe from your diaphragm and remember to exhale all the way. It also helps to exercise regularly, as unused energy may come out as anxiety.
- **Rehearse.** Practice, practice, practice some of the lesson, until you feel comfortable.
- **Know the training room and your equipment.** Test your audio and visual equipment in advance. Make sure that instructional aides such as paper, pencils, flip charts, tape, etc. are on hand and sufficient in number.
- **Know the participants.** Check the region(s) trainees are from, their native language, and learn key words and phrases. Greet and talk with them as they arrive for the session(s).

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- **Reassure yourself.** The trainees are not there to see you perform; they are there to learn the material. Trainees are not there to scrutinize you or waiting for you to make a mistake. Most likely, they want you to succeed because that means an interesting training for them, and as adult learners they will receive information that is applicable.

**HINT: Don't, apologise for your nervousness or mistakes; just keep moving through the material. Apologising can call the audience's attention to something they didn't even notice.**

- **Re-frame.** Harness your nervous energy and turn it into enthusiasm.
- **Resist imitating another's style.** Be natural and relaxed. Use your own style.
- **Know your first line and the transition to the main point.** Memorizing the introduction to the training manuals can lower anxiety and help you begin with confidence.
- **Concentrate on the message, not yourself.** Focus on what you are there to do. Engage the learners in the material, not on you.
- **Rest up and eat well.** Being on your feet for several hours can be mentally and emotionally exhausting, so you will need to get plenty of rest. You will need to eat well so that you are physically and psychologically alert.

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# Part 4 Preparing for your Training for Trainers Programme

## 4.1 Planning Ahead

The course will need to be organised (advertise, receive registrations, find and book venue, refreshments etc.) and course materials will need to be prepared. This may or may not be the responsibility of the trainer. The following is a useful overview of the administration involved in delivering your training.

- **Co-facilitator** - It is recommended, although not essential, that two facilitators conduct the two-day course (if the days are held consecutively), if it is a large group. One facilitator may be adequate if the course is run in a modular format. Up to twenty participants is workable for this workshop).
- **Venue** - You will require a room to hold up to 20 participants, with participants sitting in groups (preferably in groups of 4) around tables or in a U-shaped layout. Organise payment for the venue (if required). Familiarise yourself with the facilities of the venue and computer room (air-conditioning, lighting, projector, tea and coffee facilities, toilets, parking, etc)
- **Costing** - Determine whether you need to pay for venue hire (especially computer facilities), catering, and printing.
- **Publicity** -You may need to produce and disseminate posters, fliers or use social media, email etc. to promote your course
- **Registration** - You will need email or postal addresses of all participants in order to send course information. Additionally, you may collect such information such as job title, contact details, and prior experience (and food preferences).
- **Catering** - It is recommended that morning tea, lunch, and afternoon tea are provided, in addition to coffee, tea, and water. You should check food preferences prior to ordering the catering.
- **Teaching aids** - If you choose to use the power point slides to deliver the training you will require a computer and projector facilities. Butcher's paper and pens are also required to write down the 4 G's (and refer back to during the course).
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## 4.2 Know your Learners

If possible, find out as much as you can about your group so you can plan your lessons and materials around them. It helps to speak to the person organising the training (if it is not you). You need to understand why they have asked for the training and what they hope they will get from it. You will also need to find out if anyone has any disabilities or challenges that will make it more difficult for them to actively participate in your training. It is also an opportunity for you to adapt your training methods and resources as necessary:

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For example, you may need to re-think any ice-breakers if you planned to get your participants up dancing and you learn that some of them are wheelchair users. Or you may want to use a bigger font on your handouts. You might find out that they are working with particular groups or communities e.g. Roma families so it is an opportunity to tailor your training and resources to meet the needs of your learners. You want to provide local case studies or statistics from your own country.

Make sure there are no more than 20 participants – the bigger the group, the less time they have to engage personally with you and vice versa. This is big enough to ensure a variety of opinions and attitudes, but small enough to give space for each trainee to actively participate.

**HINT: You could get them to complete a short questionnaire before the training or have a quick meeting before to understand their motivations and goals. That way you can tailor or adapt your materials to make them more relevant.**

### 4.3 Plan your Space Requirements

The training room should be booked well in advance and should have the following:

- A table arrangement to facilitate discussion with enough seating and desk space for every learner (we can recommend a U-shape design or round tables)
- A flipchart and paper at the front of the room
- An Overhead Projector
- A table at the side for additional materials and supplies

### 4.4 Workshop Materials

Printing course materials: You will have received a pdf file for each unit of the course manual – both outline and power-point slides. Each unit pdf file should be printed double-sided and then combined to be bound together. There should be copies for every learner and it is useful to have a few extra.

Please note: If you make any changes to the course outline or slides you will need to redo the materials for the units you change.

Simply place a coloured piece of paper/divider at the end of each unit to distinguish between units (and before the first unit).

You will also need to print out the evaluation sheets (which are provided in the Appendices at the end of this handbook) and any course certificates.

There should be two binders if you are delivering the Level 2 Social Inclusion and Diversity Course– a Student Assessment Booklet and a Tutor Handbook.

Your Tutor Handbook should include the following:

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<b>Schedule of Training</b> – detailing what you will deliver, the title, date and venue of training	<b>Your Learner Materials</b> – the list and copies of all the materials you will be handing out to your students
<b>The Lesson / Module Objectives</b> – detailing an overview of each lesson and what the learners should know by the end of it	<b>Details of all your Training Aids</b> – the list and copies of all the materials you will need to deliver the course e.g. links to films and web pages
<b>The Estimated Timeframe</b> – detailing how long each lesson will take	<b>List of Equipment and Supplies Needed</b> – a list that you can check off as soon as you are certain you have it, it works and you have a backup plan if it fails.
<b>Your Method of Instruction</b> – details of how you will deliver the lesson	<b>Notes to the Trainer</b> – your detailed notes to allow you to progress through each lesson / module

You may also need additional equipment and supplies such as wipe board markers, pens, flip chart paper and it is useful to have name card for each learner – you probably don't know them and they might not know each other or you.

You should also have course evaluation forms printed and prepared and ready to be completed and returned before the trainees leave.

#### 4.5 Preparing to Conduct the Training

- Familiarise yourself with the Tutors Handbook format and content
- Review any teaching notes at the beginning of each lesson and double-check if there are any special requirements for that lesson
- Review the course book, pay close attention to the information, especially if it has been emphasised in some way e.g. underlined or highlighted
- Consider any additional examples drawn from your own experience, that you can use to illustrate and clarify information during group discussions

#### 4.6 Pre-course Communication with Participants

Confirmations: Email participants to confirm their registration has been received and that they will receive some pre-reading material at least 1 week (preferably 2 weeks) prior to the course. (If you cannot do this, ask the person who is organising the training to make the contact). Organise name tags.

An email should be sent to all participants (either by you or the organisation hosting and recruiting trainees) at least two days in advance with details including:

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- Location of venue including room number with map if necessary
- Local public transport arrangements / car parking
- Contact details for venue / host / point of contact or you
- Brief overview of course
- Start / Finish time for each day/s
- Requirements for lunch e.g. provided or bring your own

#### 4.7 Know your point of Contact

- Have full name and mobile number of your point of contact at your venue and your host organisation if they are different people
- Know where they are located within the building
- Do not rely on e.g. a security guard to know details relating to e.g. IT if you have a problem with your pen drive in the overhead projector
- Always arrive early and meet your point of contact before you start setting up your room

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## Part 5 Introducing Yourself to Your Learners

As the trainer, you need to set the tone for the training session – establishing a climate conducive to learning is one of the key principles of adult learning. It is really important to start off well, so a good introduction is essential! A person's first impression of the training can shape his or her own experience. This is why it is important to complete setting up before participants arrive, so you can greet them as they enter the room.

*A useful guide is included in Appendix 1 will help you get started.*

This is what you need to cover:

**Interest** – Right at the start you need to grab the attention of the crowd. This can be done by playing music or having sweets on the table as they sign in.

**Greeting and Introduction** – Always greet the participants as they enter the room. Be enthusiastic and your learners will follow the tone you are setting. Introduce yourself first and if the crowd doesn't know each other, get them to introduce themselves. Also ask them to write their names on the name cards and place them in front of them.

**Housekeeping** – Let them know where toilets, canteen, water, emergency exits etc. are.

**Objectives** – Tell your learners briefly what will be covered during the course and how they might benefit from it.

**Outline your Expectations** – Let the group know when you would want them to participate for example should they ask questions in the beginning of each section, at the end or as-and-when they need to.

**Communication** – Make sure you communicate with the trainees, not at them. Look at them and not the wall behind them!

**Positive Body Language and Tone of Voice** – Make first impressions count. Remember, a customer makes up his / her mind in the first five seconds and the last ten seconds.

You should communicate the following messages to learners from the start:

1. I know who you are (audience awareness)
2. I know what we have to accomplish and how (learning outcomes)
3. I will present you with choices in getting there (fairness and support)
4. I will provide manageable and engaging information (clarity and interest)
5. Involvement is low-risk and high-reward (participation)
6. All ideas are important and valued (respect)
7. I will use our time productively (relevance)
8. I will help you to succeed (support)

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## Part 6 Ice-breakers

Ice breakers are short activities that are often used with adults as they help them to feel energized and develop a feeling of comfort among each other.

Ice breakers can make you a better teacher because they help your adult students get to know each other better, and when adults are more comfortable in their surroundings, it's easier for them to learn.

Ice breakers also establish an enthusiastic tone for the training and can help ensure that everyone is actively engaged.

A well-chosen icebreaker game can relax the mood, but a poorly chosen icebreaker can have the opposite effect, making people feel nervous and uncomfortable. When choosing your icebreaker, be conscious of your group dynamic.

It is important that your activity does not make anyone feel unnecessarily uncomfortable. No one should be forced to reveal extremely personal information or participate in an uncomfortable environment.

The following are suggested tips for consideration:

- Know your audience. Remember that they are adult learners so make the ice breaker appropriate. Before deciding which activities to use, assess the group for the following: age, familiarity with one another, purpose of the group gathering, and potential considerations for physical abilities.
- You also need to participate enthusiastically.
- Everyone must participate. If a participant is uncomfortable with the exercise, decide on another way she or he can share something with the group. One idea is to ask the trainees to complete the sentence, “My name is.... I am from ..... And my proudest achievement to date is.....’ This is a simple and safe way to introduce oneself.

When students know who they are sharing the classroom with, they engage more quickly and learn faster. People may laugh when you mention using an icebreaker in the classroom, but they can make you a better tutor by helping your adult learners get to know each other better. When adults are more comfortable in their surroundings, it's easier for them to learn—and for you to teach.

See Appendix 2 for suggested Ice-breakers.

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## Part 7 Managing your Training Workshop

### 7.0 Overview

Sound management makes for an effective training session. The best training and most prepared trainers will fail without sound management strategies and rules. Set rules at the start of the training; they establish the way participants interact with you and each other during the training. Setting rules before the training can serve as a model for future trainers as they return to their districts with the training materials in hand. During the training you can also use them to defuse or redirect difficult participants and/or situations. Just as in the classroom a few simple, straightforward and clearly state rules are sufficient. Some sample rules are:

- **Be a good listener.**
- **Respect the opinions of others.**
- **Listen to and think about what others are attempting to say.**
- **Be honest and open. It is okay to disagree, but not to be disagreeable.**

You can either set up management and rules in advance or allow adults to establish their own rules. If you create the rules in advance, be sure to ask if there is anything they would like to add. This allows them to feel as though their voices are heard (key principle in facilitating adult learning - see Introduction section of this manual). Be sure to post rules around the training room for easy view and reference. Posting rules during the training session can serve as a learning model as participants think out their own future trainings. Remember that adult learners have a need for immediacy of application.

### 7.1 Teaching Strategies

Strategies for promoting effective learning outcomes in a mentoring relationship are consistent with those used to facilitate learning in young children:

- **Ask questions.** Questions can open a learning conversation or shut it down completely.
- **Review statements.** By rephrasing what you have heard, you clarify your own understanding and encourage the adult learner to hear what it is she or he has stated.
- **Foster discussion.** Discussion extends learning and introduces other perspectives. It allows for reciprocity between learner and learner, and learner and trainer.
- **Listen reflectively.** This provides an opportunity to process information introduced by the future trainer. Active listening skills are essential for effective discussion facilitation. It builds understanding and consensus in a group. Active listening skills include: encouraging, paraphrasing, clarifying, reflecting, summarizing, and validating.

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- **Provide consistent feedback.** Candid and compassionate feedback can be a powerful stimulus for learning. It addresses the adult learners need for immediate application. Never be rude, insulting or condescending in your feedback.

## 7.2 Training Methods

When delivering training, you should always use a variety of training methods and resources including but not limited to:

- demonstrations,
- group discussions,
- reading,
- structured exercises,
- short films and
- trainer presentations

This will allow for more interesting sessions (long presentations are often boring) where learners can get involved and are more motivated by the variety of methods and materials used.

## 7.3 Facilitating Discussion

Training that is interactive tends to be more effective than lectures because the trainees' involvement and experiences are actually a part of the learning process. Actively engaged participants are more likely to retain, recall, and remember information about the content of the training materials. The likelihood of the information being transferred outside the training session is great. And, this is the ultimate goal/outcome of the Train-the-Trainer sessions.

However, leading an active training can be challenging; it requires the development of four key facilitation skills: Facilitating vs. Directing, Asking questions, Answering Questions, Facilitating Discussion.

## 7.4 Facilitating vs Directing

The key to facilitating effectively is to remember that your roles are to lead the discussion, not direct it. As a leader, you should focus on drawing ideas out of the trainees, rather than dominating with your ideas and experiences. The following are tips to help you remember to facilitate rather than direct:

- Be respectful of the participants
- Be enthusiastic about the topic and the training program
- Ask and encourage questions and idea sharing.
- Be clear and direct.

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- Keep your own contributions during group discussions brief. Use “Wait Time” - time to think about an answer or response to a question before providing answers. Count to 10. If you fail to get responses, rephrase the question.
- Invitation – encourage the participation of those who have been quiet. State the participant’s name and ask an open-ended question. For example, “What do you think about the materials?”

## 7.5 Asking Questions

Questioning is an invaluable technique for training and involving participants. Your questions should be under the following three categories:

**Feedback Questions** – Whether or not knowledge has been acquired and understood

**Teaching Questions** – Enables a lesson to be built up whilst involving the full attention of participants through maximum activity

**Activity Questions** – To regain the lost attention of a trainee, ask him / her a question

It is the trainers’ responsibility to pose stimulating and intriguing questions or topics for discussion. Discussion is a teaching strategy that helps learners to think deeply about information, to make answer queries, and to assimilate information into already existing knowledge. Below are some tips for asking questions that yield powerful responses.

- Use open-ended questions that encourage answers beyond yes or no. Close-ended question: Do you like the training manuals? Open-ended question: Which of the training manuals is the most useful?
- Use “think back” questions. Ask the trainees to remember their previous experiences/past instead of imagining a hypothetical situation.
- Ask clear and concise questions. Make sure your questions only cover one topic or issue at a time.
- Responding to Incorrect answers. Do not shut down a person who gave an incorrect answer. This may freeze the discussion. To reduce the possibility of embarrassment, acknowledge the effort and then redirect the question to the whole group. For example, you might respond, “Interesting. I can see how you might come up with that idea.”

### Questions to avoid:

- The 50/50 question – the answer to which could be yes and/or no
- Vague questions – you need to know the answer to the question before you ask it so think carefully about how you phrase a question or it will go unanswered!
- Tricky questions – questions that don’t have a definite answer

## 7.6 Answering Questions

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As a trainer, one of the most common questions you will ask of adult learners is, “*Does anyone have any questions?*” If, in response, you think the group can answer, redirect them to the group to encourage active learning for as we know one of the key principles of andragogy (adult learning) is that adults learn best when they are involved in diagnosing, planning, implementing, and evaluating their own learning.

- You’re asked a question that you can’t answer. Don’t be defensive or fake it, just say you don’t know, but ask if others in the group might have an answer. If no one does, simply say you’ll research it and get back to them later.
- You’re asked a difficult question. Break the question down into manageable parts and keep your answer precise without omitting key details.
- You’re asked a question you don’t want to answer. Be honest and say so. Offer to meet with the person after the session to provide your response.
- You’re asked an irrelevant question. If it indicates a thirst for more information, it could be answered there or later. If not, you should point out the irrelevance to the learner.

## 7.7 Facilitating Discussion

Adult learners have a need to have their voice heard; they have a reservoir of experiences that serve as a primary learning resource which enables them to contribute to and join in rich discussions on topics presented. The skilled trainer recognizes this fact and builds on contributions made by the adult learners in her workshop. There are various types of discussion types the trainer should keep in mind”.

- **Discussion dominators.** If someone is doing most of the talking it may prevent others from contributing their thought. Although it may seem intimidating, it can be very easy to reduce the amount of sharing coming from one participant.
  - Wait for a pause in her speaking, respectfully acknowledge her contributions, and thank her. You can say something like, “I appreciate your comments and ideas.”
  - Then make direct contact with other participants and ask something like, “I know someone else has good ideas too, I’m very interested in hearing how other people are feeling about this issue” or “It’s very interesting to get a variety of perspectives especially since we are from different regions, I would think we can all benefit from the variety in this room.”
- **No Response.** Many group facilitators have stood before a group that simply stares. Groups vary in responses. Even questions that stimulated the most interesting discussions with one can fall completely flat with another. It could be that people are tired of talking about the topics, or they might be bored with the questions and need more stimulating activities to help them think.

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- **Interpersonal Conflict.** If two or more people begin arguing you must confront the situation before it spirals out of control. You can try to defuse it with humour, or give the participants an easy way out by reframing what they are saying and move on.

## 7.8 Dealing with Difficult Trainees

### Who are they?

One who doubts everything you say	Likes the sound of their own voice
Not sure of himself	Digresses continuously
Workaholics	Silent spectator
Lecturing types	Power Seeker
Doesn't understand the training	Non-thinker
Negative person	Out of touch

### How to handle them:

<b>Negative Thinker:</b> -This person is a pessimistic person who feels he cannot improve. He should be asked to solve and overcome the problem raised, explaining to him what is going on and quoting examples.	<b>Power Seeker:</b> A dominating person! Give them extra duties that arise like distribution / collection of papers, writing on flip chart etc. Remember you are in control of the training session!
<b>Liker of his own voice:</b> This person always wants to be heard and disturbs others. He can be tackled by picking up on a point made by him and asking the others to answer. After the comment is over, thank him for his contribution and let him know that others need the chance to contribute.	<b>Non-Thinker:</b> A bland person who is unconcerned about what is going on around them. Ask them specific questions and advise him to look at specific examples and case studies.
<b>Digressing person:</b> This person tries to divert attention to issues not relevant to the topic. Tell them you can discuss the issue separately as time is constrained.	<b>Not in Touch:</b> This person has no idea of the topic and seems uninterested in the training. Give them some reference material, ask them to follow up and report back the next day to the group.
<b>The Silent Spectator:</b> This person may be shy or lack concentration. Involve him by asking questions relating to the topic and encouraging him to ask and answer questions.	<b>Talking to the Side:</b> This person is talking to those next to him whilst the training is being conducted. Ask them to raise any questions directly to you and the group. Keep them involved and focused by asking questions to him throughout the session.

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## 7.9 Evaluation

It is important to provide closure in order to ensure participants leave feeling positive. Information provided can be used to guide and inform future trainings.

Evaluating the training session is essential to getting feedback from participants on the effectiveness of the training. It is not only beneficial for the trainer, who can use the feedback to improve subsequent trainings; it is a good chance for future trainers to express their thoughts so that they feel their voice is heard. Some guidelines for a successful assessment include:

Review key ideas covered during session. This approach aids in clarifying key ideas discussed during the session.

Written feedback. This can be accomplished through the completion of a written evaluation form which should include a section on constructive feedback related to the current training session.

See Appendix 3 of this handbook for an evaluation form.

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## APPENDIX 1

### TRAINERS GUIDE FOR GETTING STARTED

**Time required:** Approximately 30 minutes

**Instructions to Trainer:**

- 1) Distribute course materials and name tags to participants. Ask them to sign the class list
  
- 2) Trainer introduction: Introduce yourself (and other facilitators if appropriate) and detail your background and experience. Alternatively, you may participate in the group introduction/icebreaker.
  
- 3) Participant introductions/Icebreakers: There are many choices when it comes to icebreakers. You may have your own preferences.
  
- 4) Participants' expectations: Ask the group to openly feedback the four 'G's'. You should write these down on butcher's paper or on a whiteboard (or transparency) so you can regularly refer to them during the 2-day course and assess if the workshop is meeting their needs.
  - **Gives** (what participants can give to the workshop)
  - **Gains** (what they hope to gain from the workshop)
  - **Ghastlies** (what they hope does not happen in the workshop (e.g. too simple, too advanced, not relevant, etc.) –
  - **Ground rules** (what rules can the group agree on (e.g. one person talk at a time, no single person to dominate discussion, etc.)).
  
- 5) Discuss course objectives and outline of the two-day workshop.
  
- 6) Address housekeeping issues – toilets, breaks, coffee/tea/water, any Health & Safety issues, etc.

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## Overview of two-day workshop

**DAY ONE:** Bullet points of themes for the day

**DAY TWO:** Bullet points of themes for the day

## SAMPLE OUTLINE OF TWO-DAY WORKSHOP

Time	Day 1	Exercise	Day 2	Exercise
9.30am	Introductions Overview of workshop	Icebreaker	Re-cap of Day 1	Warm Up Task
10.00am	Unit1	Group Discussion Unit 1 Assessment	Unit 6	Group Discussion Unit 6 Assessment
11am	Coffee Break		Coffee Break	
11.15am	Unit 2	Quiz Unit 2 Assessment	Unit 7	Pictorial Game Unit 7 Assessment
12.15pm	Unit 3	Film Unit 3 Assessment	Unit 8	Film Unit 8 Assessment
1.15pm	Lunch Break		Lunch Break	
2pm	Unit 4	Pictorial Game Unit 4 Assessment	Unit 9	Quiz Unit 9 Assessment
3pm	Unit 5	Film Unit 5 Assessment	Unit 10	Group Discussion Unit 10 Assessment
4pm	Review of Day	Group Feedback	Review & Evaluation	Summary & Completion of Evaluation Forms
4.30pm	Close		Close	

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## APPENDIX 2

### Sample Ice breakers

#### 1 If you had a Magic Wand

If you had a magic wand and could change anything, what would you change? This is an icebreaker that opens minds, considers possibilities, and energizes your group when the discussion is dead. It's perfect for a classroom full of adults!

**Ideal Size:** Up to 20, divided into larger groups.

**Time Needed:** 15 to 20 minutes, depending on the size of the group.

**Materials Needed:** A flip chart or whiteboard, and markers if you want to record the results, but this will depend on your topic and reason for playing. It isn't necessary. A fun wand of some kind to pass around would add to the fun. You can usually find one at a hobby shop or toy store. Look for Harry Potter or fairy princess merchandise.

**Instructions for Use during Introductions:** Give the magic wand to the first student with instructions to give his or her name, say a little something about why they chose your class, and what they would wish for regarding the topic if they had a magic wand.

Example introduction: Hi, my name is Caroline. I wanted to take this course because I really struggle with myths about migration. If I had a magic wand, I'd know how to challenge them!

**Instructions for Use When Discussion Dries Up:** When you're having trouble getting your class to participate in discussion, get the magic wand out and pass it around. Ask students to share what they would do with a magic wand.

If you think your topic should be eliciting creative responses from your students, but isn't, keep the magic on the topic. If you're open to a little fun and craziness to liven things up, open the magic to anything at all. You might produce some laughter, and laughter heals almost everything. It definitely energizes.

**Debriefing:** Debrief after introductions, especially if you have a whiteboard or flip chart to refer to, by reviewing which magic wishes will be touched on in your agenda.

If used as an energizer, debrief by asking the group to discuss how their magic wishes can be applied to your topic. Encourage wide open thinking. The sky is the limit. Sometimes two seemingly different ideas can be combined to create a great new thought.

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## 2) The Power of Storytelling Icebreaker

**Ideal Size:** Up to 20. Divide larger groups.

**Use For:** Introductions in the classroom where the topic would be enriched by the sharing of personal stories. This exercise gives everyone a chance to share their story and helps you manage storytelling later.

**Time Needed:** 3 minutes per person

**Materials Needed:** Nothing, but you must communicate with participants beforehand. They will need to bring a personal item related to your topic.

**Instructions:** Send your students an email or letter prior to their arrival at your class or meeting and ask them to bring a personal item that is somehow related to the topic you will be discussing.

When it's time for students to introduce themselves, explain that you want to recognize the life experiences and wisdom they bring to your classroom. Ask them to give their name, present the item they brought, and, in a minute or two, tell the group the story behind that item.

- Why did they choose it?
- What special memory does it elicit for them?
- What is its significance given your topic?

**Debrief:** Ask for a few volunteers to share any surprises they experienced as people shared their stories. Did anyone's item and story cause them to think differently about your topic?

## 3) Meeting Expectations

Expectations are powerful, especially when you're teaching adults. Understanding your students' expectations of the course you're teaching is key to your success. Make sure you know what your students expect with this ice breaker game for adults.

**Time Needed:** 15 Minutes, depending on the size of the group.

**Materials Needed:** A flip chart or white board & markers

**Instructions:** Write Expectations at the top of a flip chart or white board.

When it's time for students to introduce themselves, explain that expectations are powerful and that understanding them is key to the success of any class. Tell the group that you would like them to:

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- Introduce themselves
- Share their expectations of the class
- Add a wild prediction of the best possible outcome should their expectations be met. Ask them to be as specific as possible, and encourage silliness or fun if you want.

**Example:** Hi, my name is Caroline, and I'm expecting to learn how to handle trainees who are bored. I expect to be able to re-engage them.

**Debrief:** State your objectives of the course, review the list of expectations the group made, and explain whether or not, and why, if not, their expectations will or won't be covered in the course.

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## Appendix 3

### Evaluation Sheet for Training of Trainer Sessions

Date \_\_\_\_\_

#### Participant Evaluation

We hope our Training for Trainers course met your expectations and that you found it a worthwhile experience. Please complete the following evaluation form to enable us to further improve the educational opportunities for students.

Please evaluate the following aspects of the training:

(A = Very Good; B = Good; C = Satisfactory; D = Poor; N/A = Not Applicable)

	A	B	C	D	N/A
Workshop objectives were clearly defined from the start.					
I discovered new content and resources related to training for trainers.					
I was encouraged to participate in the group discussions in the classroom					
The trainer was knowledgeable about training topics.					
The content was organised and easy to follow					
The information provided by the trainer was useful.					
The trainer was well prepared					
The information and training I received will help me plan and deliver my own teaching sessions in the future					
The information provided is relevant to me					
The time allotted to the course was sufficient					
The venue and location of the training met my needs					

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Please complete the following statements.

My favourite part of the training was

.....  
.....  
.....

My least favourite part of the training was

.....  
.....  
.....

What aspects of the training could be improved?

.....  
.....  
.....

How do you hope to change your practice as a result of this training?

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.....  
.....

Please share any comments/feedback/suggestions on the content, format or logistics of the training.

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Thank you for your time!

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## Appendix 4

### Additional Roles and Responsibilities of Trainers

Whatever other duties are incorporated into our role as a trainer, or main role is to be...

#### ...a facilitator of learning

We help trainees to successfully achieve their learning aims and objectives. Our trainees tend to be adult and training often takes place in workplaces, community groups, Churches etc.

However, we must also:

- Act professionally and with integrity and respect professional boundaries
- Attend meetings in preparation for training and in some cases, after training has taken place with the organisation who hosted, funded or facilitated the training to provide feedback on the content and success of trainees
- Carry out a range of administrative duties before, during and after training including developing and preparing materials and fulfilling the requirements of any assessment and funding bodies, registering learners etc.
- Communicate appropriately and effectively with learners and others
- Comply with relevant regulatory requirements, policies and procedures and codes of practice in relation to a range of areas such as Health and Safety, working with young people and vulnerable adults, anti-discriminatory practice etc.
- Differentiating teaching, learning and assessment approaches and materials to avoid discrimination and promote equality in learning
- Ensuring assessment decisions are fair, valid, reliable and honest
- Give responsible, appropriate information, advice and guidance to learners
- Helping learners with literacy, communication and technology skills in order for them to learn and achieve
- Maintain a safe, positive and accessible learning environment for all learners
- Maintain records securely, appropriately and confidentially
- Promote appropriate behaviour and respect for others
- Refer learners to other people as appropriate
- Reflect on own ability and practice and undertake development as needed
- Be engaging, inclusive and motivating

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## Appendix 5

### Supportive Learning Environments

All aspects of your learning environment should be supportive, appropriate, accessible, and safe for your learners.

They need to know it is safe (physical) and that your equipment and resources will not cause them any harm.

They need to know you will make their time with you will be productive and supportive and that each session has clear objectives and outcomes.

You should also lead by example – your behaviour and respect for your learners should be a model of good practice. This includes:

- Agreeing ground rules to avoid or address any conflict
- Being reliable, honest and trustworthy
- Challenging and managing inappropriate behaviour
- Using appropriate language and actions
- Showing consideration for others
- Ensuring the learning environment is safe (equipment is functioning properly, aisles are free from clutter etc.)
- Listening to others points of view
- Not overstepping the boundaries of your role
- Planning and preparing adequately
- Treating all learners as individuals and training in an inclusive way
- Using a variety of teaching, learning and assessment approaches to meet all types of abilities and needs
- Valuing others opinions and not imposing your own

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## Appendix 6

### Boundaries

Boundaries involve knowing where your role as a trainer ends. You should be able to work within the limits of that role and follow all relevant policies and procedures.

For example:

Never blur your training role with your supportive role i.e. it is never a good idea to become too friendly with your learners and some organisations do not allow it. You might think it a good idea to call a learner who has been absent from your training session but making regular calls would be inappropriate.

Giving your personal number to students could be seen as encouraging informal contact and you may get calls that are inappropriate or irrelevant.

When you are with learners, you need to remain in control, be fair and ethical and not show any favouritism towards any particular person e.g. giving one more support than another. It is unprofessional and leaves you exposed.

Follow all correct procedures and do not do something which is part of someone else's role

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## Appendix 7

### Assessing your Learners

There are many ways to ensure your learners have achieved their learning outcomes, as they do not always have to take a formal test or submit coursework.

They may have an assessment booklet to complete or you can use any of the tips and strategies below.

#### 1. An open-ended question that gets them writing/discussing

Avoid yes/no questions and phrases like “Does this make sense?” In response to these questions, learners usually answer ‘yes.’ So, of course, it’s surprising when several students later admit that they’re lost.

To help learners grasp ideas in class, ask open-ended questions that require them to get writing/talking. They will undoubtedly reveal more than you would’ve thought to ask directly.

#### 2. Ask learners to reflect back on the lesson

During the last five minutes of class ask students to reflect on the lesson and write down what they’ve learned. Then, ask them to consider how they would apply this concept or skill in a practical setting.

#### 3. Use quizzes

Give a short quiz at the end of class to check they have understood what was learned. This can be a paper based quiz or learners call out the answers and the group discusses.

#### 4. Ask students to summarize what you have just talked about

Have students summarise or paraphrase important concepts and lessons. This can be done orally, visually, or otherwise.

#### 5. Think-pair-share

Learners take a few minutes to think about the question or prompt. Next, they pair with a designated partner to compare thoughts before sharing with the whole class.

#### 6. One question quiz

Ask a single focused question with a specific goal that can be answered within a minute or two. You can quickly scan the written responses to assess student understanding.

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### 7. 3-2-1

Learners consider what they have learned by responding to the following prompt at the end of the lesson: 3) things they learned from your lesson; 2) things they want to know more about; and 1) questions they have. The prompt stimulates student reflection on the lesson and helps to process the learning.

### 8. Journal reflections

Learners write their reflections on a lesson, such as what they learned, what caused them difficulty, strategies they found helpful, or other lesson-related topics. They can reflect on and process lessons. By reading student work—especially —types of learning journals that help students’ think—teachers and trainers can identify class and individual misconceptions and successes.

### 9. Formative pencil–paper assessment

Learners complete short, paper formative assessments of skills and knowledge taught in the lesson. The teacher collects assessment results to monitor individual progress, inform future instruction and determine whether or not the learner has passed the course.

### 10. Misconception check

Present students with common or predictable misconceptions about a concept you’re covering. Ask them whether they agree or disagree and to explain why.

### 11. Practice frequency

Check for understanding at least three times a lesson, minimum.

### 12. Use variety

Teachers should use enough different individual and whole group techniques to check understanding that they accurately know what all students know. More than likely, this means during a single class the same technique should not be repeated.

### 13. Make it useful

The true test is whether or not you can adjust your course or continue as planned based on the information received in each check. Do you need to stop and start over? Pull a few learners aside for three minutes to re-teach? Or move on?

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