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وزارت احیاء و انکشاف دہات

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Islamic Republic of Afghanistan,

Ministry of Rural Rehabilitation and Development
(MRRD)

Training of Trainers (ToT) Manual

Social Protection Directorate (SPD)

Word for manual

The Social Protection Directorate (SPD) of MRRD is mandated to respond to natural, environmental and other calamities/disasters and to mobilize and facilitate resources for the affected people. It works in coordination with national programme of MRRD as well external stakeholders, working for disaster management in the country. It is also mandated to help in facilitation of resources for livelihood of the returnees and displaced people of Afghanistan and to make sure that aid reached to those individuals who deserve it.

Disaster management is much dependent upon the capacity of the people and officials engaged in the process. It is required to build the cadre of officials and the community with professional knowledge and skills. Capacity Development is the continuous process of skill transfer from one person to other person. Skill transfer is also an organized process and it is carried out in the professional way for effective learning. It is a greater challenge for the country and the institution to develop the capacity among the local officials on sustainable basis. Capacity Development processes could only sustain, if it is carried out by the local officials and community. Therefore, It is important to develop the cadre of trainer at government and community level.

This training manual is focusing on the skill transfer process in the local officials for providing the further training to other counterparts in their respective department. This is designed for trainer development. It has ten chapters, which is describing the conceptual framework of training or capacity development, types and methods of training, how to communicate in training, how to develop training modules. It is a handbook for providing the training. TOT manual is prepared for the development of the training. It will help in carrying out the capacity development process on sustainable basis due to availability of local trainer in the directorate as well as ministry itself. Once, the officials have the thorough experience in different processes of training, they will able to deliver the subject matter training due to the familiarity with the basic concept and practices of the training.

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Scope and utility of the training manual

This training manual on training of trainers is designed to develop the capacity of different stakeholders in SPD and MRRD in Afghanistan as trainer to provide the training and work towards the skill transfer for effective disaster management. It is prepared to develop the trainers to provide training. This module will prepare the participants to conduct the Training Need Assessment (TNA), develop the detailed plans for training, develop the pilot test a training curriculum, conducting training using different training techniques, conduct training, follow up and evaluate training programmes. It will also provide the flexibility in planning, conducting and evaluating the training courses and will allow the trainers to formulate their own training schedule based on the result from the training need assessment.

1. Capacity Development: Concept and Practices

Effective disaster management requires trained human resource power to deal with complex situation effectively and speedily to reduce the impact of disaster on human life and property. It is necessary to continuously undertake measures to develop the capacity amongst those who are handling disaster prevention, mitigation, preparedness, response, reconstruction and also creating awareness amongst people. Therefore, capacity development needs to encompass all resources available within a community, society and organization to reduce the level of risk or the effects of a disaster.

Capacity Development is described as the creation of enabling environment with appropriate policy and legal frameworks, institutional development, including community participation, human resource development and strengthening of managerial system. It is a long term continuing process, in which all stakeholders participate for development of collective and mutual capacity to handle the programmatic and institutional affairs.

Following are considered as vital components of the capacity development

(i) Training: Training has always been viewed as a learning process- learning new skills, concepts and behaviors. As such, it is an educational activity. However, it is usually viewed as distinct from the formal education, like schooling. In general, training implies non-formal education of adult. The meaning of training has been the transfer of expertise from trainer to learner.

(ii) Education: Amidst changes of the past decades, school education sector, the most discussed topic of national importance, is planning for more contextual, practical and application oriented curriculum for students at different levels of schooling.

(iii) Research: Research is an organized and systematic way of finding answers to questions. Systematic because there are certain things in the research process which are always done in order to get most accurate result.

(iv) Awareness: Awareness is generally defined as knowledge created through interaction between an agent and its environment. It cannot be simply referred to as “knowing what is going on.” This concept of awareness involves states of knowledge as well as dynamic processes of perception and action.

2. Conceptual framework of training and its components

2.1 Meaning of training

It is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, change in attitude, behavior and functional capacity of an individual and institution towards the achievement of institutional goal.

2.2 why training

- Training helps in optimizing the utilization of human resources that further helps the employee to achieve the organizational as well as individual goal.
- Training helps to provide an opportunity and broad structure for the development of human resources. It is also important for development of technical and behavior skills in the organization. It helps the employee in attending the personal growth.
- Training helps in creating the job knowledge and skills of employee at each level. It helps to expand the horizon of human intellect and an overall personality of the employee.
- It helps in increasing the productivity of the employees that helps the organization further to achieve the long term goal.
- It inculcates the sense of team work, team spirit, and collaboration within team members.
- It develops and improves the organizational health, culture and effectiveness. It also creates the learning culture in the organization.
- It improves the quality of work and work-life. It improves the morale and confidence of employees.
- Training adds in organizational development. It improves the decision making and problem solving system in the organization. It also helps in understanding and carrying out the organizational policies and strategies.

2.3 Key elements in training

- **Trainee:** Trainee is a major stakeholder in training programme. The whole training programme is development for trainees only. Each candidate plays an important role in the transfer of skill because one participant's attitude regarding the training can influence the other participant and also each participant can assist by advancing the learning process to realize the training objective. Trainee is a key stakeholder for developing the learning environment for these stakeholders.
- **Trainer:** The trainer is an individual or group of individuals, who is exclusively responsible for creating the learning environment and transfers the knowledge and skills among the trainees. The effective transfer of knowledge and learning depends a lot on the trainer because it is trainer only who can remove the mental block of trainee, motivate the trainee to learn, delete the negative perception of the trainee regarding subject matters. Besides all that a lot depends upon the personality of trainer also. The major competencies that are required to be a trainer are presentation skill, Leadership, communication skills, content development. He/She should have also the skills of designing training, conducting training session, evaluating training, training need analysis and exercise designing. The role of the trainer is consisted of
 - Assessing training needs of Individual/institution
 - Designing training programme
 - Planning and coordinating the resources required for the training
 - Evaluating the training programme and
 - Administrative arrangements and reporting of the training programme.
- **Logistics arrangements in training:** Logistics arrangement is most important pillar in success of any training programme. It is helpful for creating the conducive environment for learning. Logistics arrangements are including the arrangement for proper venue for training programmes, organizing the venue as per the need of training programme, stay and transportation facilities for the trainees. The success of the training depends upon the systematic arrangements of the logistics.

2.4 Training Need Assessment (TNA)

The Training Need Assessment (TNA) is a critical activity for the training. It involves a sequence of steps for establishment of training need for enhancement of organizational effectiveness. It helps the trainer in setting up the learning or training objectives for employees in furtherance of the goal and it reduces the performance gap. This need assessment is conducted at three levels, organizational, task and at individual level.

- Organizational assessment looks at the effectiveness of the organization and determines whether the training is needed and under what condition it would be conducted.

It will identify the following things

- Organizational Goal vis-a vis- Staff roles and responsibilities.
- Infrastructural and institutional mechanism to support the goal
- Resources and positioning of resources.
- Working culture and equipments

This assessment may be conducted by studying the following documents and organizational systems.

- Organizational goal and objectives, strategy paper, vision and mission statement and programmatic thrust area.
- Staffing inventory and staffing pattern and reporting line.
- Skill analysis
- Availability of documents of resources and infrastructure.
- Annual reports, any past assessment, if conducted to understand the organizational set up.
- Task or job assessment provides the data about the job or a group of jobs and the knowledge, skills, attitude and abilities needed to achieve optimum performance. This could be conducted through variety of action.
 - Job description: A narrative statement of the major activities involved in performing the job and the condition under which these activities are performed. If an accurate job description is not available or is out of date, one should prepare it by using the job analysis techniques.
 - Knowledge, Skill and Attitude (KSA) assessment: A more detailed list of specified task for each job including knowledge, skills, attitude and abilities could be gathered

- Performance Standard: Objectives of the tasks of the job and the standard by which they will be judged. This is needed to identify performance discrepancies.
- Observation of work: Sometimes, it would be feasible to understand the work by observing the work.
- Job Inventory questionnaire: Evaluate the task in term of importance to the organizational goal.
- Assessment of operating problem.
- **Individual assessment:** It is the assessment of the function that how well the individual employee is doing the job and determines which employees need training and what kind.
 - This may be conducted in following way.
 - Performance assessment: Identifies weakness and area of improvement.
 - Observation: Observe both the behavior and result of behavior.
 - Work sample: Observe the result generated from the act or performance.
 - Interview: Talk to supervisor about employees, ask the employees that what he or she believe and what he and she need to learn.
 - Questionnaire: It is written form of interview and test, must measure the job related qualities such as job knowledge and skills
 - Attitude Survey: Measures Morales, motivation and satisfaction.
 - Check list about the post training skills and training attended in the past.

The purpose of a Training Need Assessment is to identify performance requirement needs within an organization in order to help in directing the resources in the area of greatest need, that closely relate to fulfilling the organizational goals & objectives and improving the working environment and skill towards that.

3. Type of training

Learning is now part of our life. Whether at home, work or in the field, learning is what makes us excel. The more we learn, the better, we are. Learning takes place through application of different organized system and approach and it could be categorized as types of training. Some of the important types of trainings are listed below.

3.1 Classroom training: It is a traditional type of leaning system. Training takes place through the lecture method. Trainer comes with the certain pre conceived notion that what has to be taught. Trainer decides about the learning contents and duration for leaning. Trainees do not have much space to interact with the teacher.

3.2 On Job training: Real time training where a person learns from following the instructions on trail & error. With on job training, employees receive training whilst remaining in the work place. It includes the demonstration and instructions.

3.3 Coaching: It is more intense method of training that involves a clear working relationship between experienced employee and the trainee.

3.4 Mentoring: It is an in house coaching method where no trainer is employed but a successful and competent employee is appointed as a mentor to the mentee, who coaches the mentee over a period of time to become successful. Mentoring is an informal relationship between two people who are not related as boss and subordinate.

3.5 Job rotation: Where the trainees is given several jobs in succession to gain experience of wide range of activities. This is most widely used technique and it put the worker on the job under close supervision of trained instructor and of training aid and technologies for comprehensive knowledge.

3.6 Participatory Training: Participatory training is most efficient type of training for adult learner. It is based on the principles of adult learning. It creates the conducive environment for adult to learn. Adults learn, 20% of what they hear, 40% what they hear and see and 80% of what they discover for themselves. Participatory training process is an important process of Adult learning. Subsequent para will deal with various methods of training.

3.7 Methods of participatory training:

Participatory training process is comprised of several training methods. A useful framework to understand this wide variety would be to see which one are best suited for increasing knowledge, which one are for awareness and which are for skill development.

- 3.7.1 **Methods useful for increasing knowledge:** The method has the methods like lecture either purely verbal or accompanied by visual aid such as posters, slides show and power point presentation. Field visit and demonstration could be used for more clearer understanding as a supplementary method, self study of given resource material is also very important.
- 3.7.2 **Method useful for increasing skills:** The best way to learn how to something is to try it oneself. Thus, practice session is important for skill development.
- 3.7.3 **Method useful for generation of awareness:** There are number of methods by which learners are engaged in learning at emotional level and most these are based on experiences, past or present experiences. Among these methods are role play, small group discussion simulation and structured exercises generates the greater awareness and knowledge among the participants. Case Study written, oral, and pictorial or through songs are another important method for learning. Games are also supplementary for learning process.

3.8 Experiential Learning:

It is important process of adult learning, which says that adult learns from the thoughts and experiences. It is based on the understanding that adult learn from their own experience of past and present. They also learn from the experiences of other's. It forms the fundamental source of learning and it is known as experiential learning. But merely undergoing through an experience, feeling some emotions and getting some vague impression do not lead to a productive learning impact. We need to reflect on the experience, analyze it, its structures, its dynamics, our reactions and gain insight for consolidating the learning, Based on these, we prepare to through similar experience in life with a transformed vision that expresses itself through change behavior.

Often during the continuous learning of our lies, we go through all these steps. E.g when faced with some unpleasant experiences we automatically withdraw, we decide to try something else next time. The entire experiential learning cycle is deliberately used to equip learners with the strength to confront experiences and derive conscious learning from them.

3.9. How to select the Methods for the training:

When we are selecting the methods, it is important to select the appropriate method from the long list of methods of training. There are following key consideration for selection of training method.

3.9.1 What has to be learnt: It is an important consideration for selection of the training method. It training has to take place at intellectual level, subject matters are as collection of facts to be known or it is important that skill in using these facts must be development etc. We need to assess our content area critically and select the method of training as per the requirement of contents. Thus the on the focus of learning like, knowledge building, skill development and awareness generation, the training method has to be selected.

3.9.2 Who are the trainees: We have to analyze the trainees group on the parameters of homogeneity and heterogeneity of group members, age group, education level, gender. These are the important consideration of selection of training methods.

3.9.3 Recognize the learner's knowledge and experience: Participatory training acknowledges and validate the rich knowledge of adult. It is based on the practical and real time knowledge. The training programme should provide constant opportunity for learner to share their experience to validate what they have achieved in the past to discuss common problem and synthesize in new learning. Learning should take place in such a way, where learner should feel that the knowledge has been utilized.

3.9.4 Assessment about the conducive environment for learning: Participatory training entails total involvement and interest of the learner. Methods have to be chosen that are highly interactive, preferably, hands on (learning by doing) and challenge the creativity of learner. The choice of methods and subsequent designing of activity are crucial element in creating the good learning atmosphere.

3.9.5 It should cater the individual and collective learning: The choice of method should be helpful in individual and collective learning. It has to promote mutual learning, in which individual learn from each other and it develop the collective learning process.

3.9.6 Assessment of trainer's competency: It is also important to analyze the trainer's competency for using the methods. Lack of experience or confidence may reduce the learning impact of method.

3.10 Different methods of training:

3.10.1 Lecture: Thus while beginning a lecture, it is essential to site the lecture at learner's level. It is used for conveying new information and concept to learners. The lecture method is an effective way to introduce new information and concepts to a group of learners. A concise, stimulating and well delivered lecture is always appreciated by learners. The lecture method is primarily used to build upon the learner existing base of knowledge

How to organize a lecture:

- Prepare for lecture, become very familiar with subject matter.
- Identify and prepare the supporting aid to illustrate the point made.
- Keep chalk and black board or flip chart and marker pen ready for noting the key points.
- Provide examples to link the subject matter to the lines of the learners.
- Sequence the contents logically, sequentially and systematically, building up on previous context areas.
- Ask the question to check whether the learners are following
- Provoke the learners to ask the questions.
- Maintain eye contact with learner to assess whether they are following or not, whether they are interested or bored.
- Maintain time stipulations, don't get carried away, but the same time don't sacrifice essential material for the sake of time.
- Have a seating arrangement in which all can see the aids equally well and hear the lecture.
- Be aware of your own body movements and facial expression.
- Speak clearly, loudly and sue the simple language.
- It there is more than one trainer, then the others can supplement, as well as monitor the process of learning.

ADVANTAGE

- It allows presentation of facts, information and concepts in a relatively short span of time.
- It can be used with illiterate learners.
- A diverse range of supportive materials can be used to support the content areas, e.g. slides, charts, posters and Power Point Presentation (PPT)

DISADVANTAGE

- Speaker dominates all the time with his knowledge.
- Trainees' knowledge is disregarded.
- It does not promote the interaction in most of the cases
- The training is trainer controlled.

3.10.2 Practice/Apprenticeship: Practice and apprenticeship are methods which are of paramount importance for skill development. The difference between two lies in that practice is done for controlled situation, while apprenticeship is done in real time situation and is usually for longer duration. It is essential in both the methods that the learners be supervised by the trainer and given the feedback. These two methods can be used for skill development.

3.10.3 Small Group Discussion: This is most commonly used method because it uses the learners own past experiences in a very deliberate manner. In this the learners are divided into groups of 5- 13 and given a real time or relevant subject matter or question to discuss. This discussion is carried out by the learners on the basis of their past experiences, attitudes and value, on the basis of which they arrive at new knowledge and insights. It is important to realize that the discussion is not an end in itself and the entire cycle needs to be completed. Each small group should present its discussions to the larger group on the basis of their presentation, working principles should be evolved.

Steps in group work:

- Instruct the group clearly about the task, especially time and the form of presentation.
- Divide the large group into small groups.
- Different groups may be given same or different tasks for better analysis and more clarity in the issue.
- Let the group discuss (through sharing and analysis)
- Specific time duration may be given to each group

- Let one or two member from group to present the final findings and discussion point of their group.
- Group members may be asked to add or delete the points if not discussed or left out during discussion.

USES

- This method can be used for sharing of experiences and information in lively manner.
- It could be used for any training programmes.
- It is used in participatory training programmes.

ADVANTAGE

- It always keeps the learners in control in respect of pace, contents and focus of subject matters.
- It provides opportunities for learners to express themselves.
- It allows the learner to validate their knowledge and skills.
- It allows the learners to clarify, reflect and recognize their experience.
- It promotes the sense of belongingness in a group.
- It empowers the trainees to analyze better for effective learning.

DISADVANTAGE

- It is time consuming
- It requires facilitation, if facilitation is poor, process of learning may be deviated.
- Member can dominate or process could be hijacked by few members.
- Member might not be serious and it can affect the result of group discussion
- Requires more space than lecture method.
- In a mixed gender, women's views may be ignored.
- Trainer needs special skills to facilitate, debrief and summarize the discussion.

3.10.4 CASE STUDY: In this method, other's experiences are provided to the group in the form of case study. These experiences are reflected upon and analyzed by the learners to extract or arrive upon new principles. The learners own experiences, values, feelings forms the basis for analyzing other's experiences. Case Studies (are stories) may be presented in written, verbal or pictorial forms or even through the medium of film or songs, depending upon the cultural and political appropriateness.

STEPS in organizing the case study method

- Present the case study
- Divide the group in smaller groups
- Give them the task or question that what has to be find from the case
- Allow all the individual to reflect
- Let them discuss
- Debrief and consolidate

USES

- The Can be used to convey complex theoretical concepts in simple way.
- Allow the group to reflect on its appropriateness in their life
- Allow discussions/sharing on potential threatening situations in appropriate way.
- Sharpen learners analytical and diagnostic skills
- Exposes learner to situations they might not originally experience in their own life.
- Exposes learner to similar experiences elsewhere to enable them feel a sense of solidarity and validation.
- Help in creating new knowledge through a collective reflection, analysis and synthesis.

ADVANTAGE

- It is simple to use and understand.
- Low cost and culturally appropriate.
- More learning and sharing in less time duration.
- It helps in collective learning

DISADVANTAGE

- May be difficult to find an appropriate case study.
- The Case Study may be too general to focus on specific issues.
- Case Study written by someone else may bring his own perspective, feeling and ideology, which may lead to hampering of the learning objective.
- Hypothetically or prepared items may be too realistic.
- It may not reach to general consensus due to the different opinion of participants.
- It may invite the conflict due to local dynamics in case study.

3.10.5 ROLE PLAY: one of the most common training method in use it called the Role Play. It provides the opportunity to learn by watching the small story through role play.

USES

- A small group executes role play about a situation, where other learners observe the role play. A discussion is organized to develop the learning framework after execution of role play.
- It stimulates discussion on complex issues. A brief enactment by trainer or learners or both can be used to stimulate further group discussion on similar issues and experiences that learner shares.
- It is also used to practice certain skills.

ADVANTAGE

- It is energizing
- It helps to illiterate to express or discover their feelings.
- It is simple and low cost.
- It may focus on the problem, which are very real in nature.
- It presents complex issues in simple way.
- It does not require much resources and equipments.

DISADVANTAGE

- There is a possibility of being only an entertainment act rather it promotes the learning.
- Participants can get too involved in their roles and later loses objectivity during analysis.
- Participant may overact and it may loss the learning objective.
- It may invite the complexity or conflict due to local political and social issues attached to role plays.
- It may be time consuming due to different behavior of participants
- Sometime adult do not want to perform any role due to their introvert nature.

3.10.6 SIMULATION

When learners need to become aware of something that they have not been very conscious of, when the situation involves complex interacting dynamics, it can only be understood through immediate hands on experience. Simulation is a method based on here and now and experience shared by all learners. It is done by assigning very definite roles to each participants and having them act out a situation according to the role given to them.

STEPS

Pre-simulation:

- Decide upon the objectives and design.
- Select the appropriate simulation.
- Plan the debriefing in detail manner and have conceptual framework ready.
- Assign the role carefully and prepare role briefs and a list of rules/instruction. Decide who will assume which roles, try to include all learners as simulation should not have any observer.
- Define the situation and events in which the characters will interact. There may be more than one situation/event.
- Decide upon where to have the simulation and it should parallel to real situation.

Conducting Simulation:

- Assess roles, give each person the appropriate role brief. This role brief should include what type of person he/she is including some details of personal history. Ask the participants to study their roles and try to become the role.
- Do not let different roles study each other's brief.
- Have some appropriate means of identifying the different roles like name tags.
- Brief the participant about the situation and let them start acting according to the interpretation of roles.
- Stop the simulation, when appropriate and essential part over, or if it is getting out of hand.

After Simulation:

- Give the participants to get out of their role.
- Ask the participants to share their feelings, keep your question directed and not vague.
- Note their responses on a chart
- Try to draw parallels with real life while analyzing the pattern of data.
- Collate these feelings, give necessary inputs and draw up the summary.

ADVANTAGE

- Allows for and exploration of very real life situation, social process and behavior in a relatively in non threatening way.
- It allows for the study of very complex processes.
- It is entirely controlled by learning pace
- It involves activity and universal participation.

DISADVANTAGES

- It is difficult for the participant to coordinate and internalize the role.
- It is a difficult method and requires an experienced and skilled trainer to conduct it.
- It may invite come conflict and ambiguity in the analysis for learning.

3.11 Training and learning Aid:

Teaching and learning aid is an additional support in different training methods. It supports and reinforces the learning through the contents management as well as smooth facilitation of the training methods. It provides the additional value to the training methods as well as training programme.

Some of the Teaching and learning aids are mentioned below:

3.11.1 Reading materials: Reading material is very commonly used in the course of training in the form of books, printed materials and handouts. Reading materials can be broadly classified as essential and additional. Reading material, which is considered essential, should be distributed at the appropriate point in the training. i.e when the subject matter is being dealt. Reading material, which is considered to be additional, can be given at the end. If it is given together with the essential matter then the learner might waste

valuable time trying to find out the logics of the materials. Always allocate time for reading it. Language should be clear, understanding and matter should be precise and logical for the subject matter.

3.11.2 Demonstration: It is an aid, where the learners are provided with an opportunity to observe themselves about the processes and objects. It is good tool to strengthen the learning process. It can be demonstrated through the real life or through make model. This is good supplement in conveying the complex information in simple way.

3.11.3 Field Visit: Field visit refer to demonstration in real life situation, where the subject matter actually occurs or happen in real life. The trainer must remember to prepare the field adequately before taking the learner in the field. It should be organized in proper way to have the proper visualization and interaction at field level. It should be reconfirmed and briefed by the trainer about the learning.

3.11.4 Creating presentation: Presentation is essential supplement for the group discussion. It promotes the collective learning and opinion building. It is best tool for reconfirmation of learning.

3.11.5 Posters and Pamphlets: It is another tool for training methods. It could be fitted with any of the learning method. It confirms the learning and provides the additional support in the training programme.

3.11.6 Power Point Presentation (PPT): It is widely used supplementary tool for the lecture method. It is considered to be most effective means for supplementing the information in the training programme. Trainer is preparing any presentation, they should understand the basic logic and presentation techniques. The contents should be simple and concise and it should convey the meaning effectively. Font size of heading and sub heading should be in appropriate proportion, color combination should not disturb the participants, avoid too many jargons as well as animation in the presentation. It is a strong tool to keep the attention of the learner intact.

4. Logistics arrangements for training:

In any training situation, beside being aware and taking care of the contents, methods to be used, process, trainer needs to be involved in looking in to the logistics aspect of training. This is one of the important roles of trainer need to play during organizing of any training. It may create a conducive learning environment due to good logistics arrangements. If someone from outside the training team takes the responsibility of arrangements then it is very important that proper coordination has to be established with trainer team and person is from logistic side. This linkages need to be established throughout of the training programme. Although the logistic aspect of training is not the primary objective of training, yet it is a very important and crucial part of any training programme.

Logistic arrangements at different stages of training

4.1 Before the training programme

- To arrange for financial, material and human resources for training.
- Appropriate venue for training programme, such as the place where there is not too much noise and other destructions which could affect the learning. In deciding the venue, another factor that needs to be considered is what are the other facilities and support systems that are available and make the arrangement accordingly.
- The timing of the training needs to be decided, keeping in mind the suitability of the participants in terms of seasonality of work, culture and religious events.
- Participants need to know well in advance the dates, venue of training and need to be informed at regular interval about the programme.
- Participants also need to know how exactly to reach the training venue, what mode of transportation use, if arrangements of travel are being made by the training team then participants should be informed accordingly.
- Sometimes it may be necessary to distribute the learning material prior to training. This would help participants to prepare themselves for the training. This situation occurs mainly when the training is organized in phases.
- While planning for training, it is necessary to plan exactly when resource person are to be called. This will help in ensuring his presence for lecture on time.

4.2 Preparation of logistics during the training:

Logistic arrangements are also very important during the training programme. If, it is handled properly, it creates a positive learning environment. Once the basic needs of the trainers are taken care of, these help them to be involved fully in the learning.

Some of the aspects that needs to be considered during training programme

- Accommodation of the trainer and trainees should be kept separately so that trainer can have some free time for his/her preparation of sessions. It should be separate room and little away from trainees. It is important to have the consideration for gender, while distributing the accommodations for participants.
- The training room should be large enough to have trainees sit comfortably. It is a part of trainer responsibilities to see that room is clean and has enough stock of stationery and other required material for the training. Posters could be put up in the training room for creating learning environment.
- While planning the sessions, advance planning is required, when the resource person is called.
- It may be necessary to plan time and space and boundaries i.e people joining the training session according to the plan at a time when they can contribute to maximum.
- Arrangements about foods, water, snacks could be done for the training and it should be spaced appropriately in the time schedule of training.

5. Importance of communication in training:

Communication is the activity of conveying information through exchange of the thoughts, messages, or information, as by speech, usual signal, writing behavior. Communication requires sender, a message, a medium and a recipient.

There are two types of communications. Oral and Written

5.1 Oral communication: Oral communication, while primarily referring to spoken verbal communication, can also employ visual aids and non-verbal elements to support the conveyance of meaning. Oral communication includes speeches, presentations, discussions and aspects of interpersonal communication. As a face to face communication, body language plays a significant role.

5.2 Written communication: It is presented in a written form to convey the message. It could be conveyed through questions & answers, paraphrasing etc.

5.3 Effective Communication: All communications, intentional or unintentional, have some effect. Thus effect may not be always in communicator's favour or as desired by him or her. Communication that produces the desired effect or result is effective communication. Effective communication generates the desired effect, maintain effect and increase effect. Effective communication serves its purpose for which it was planned or designated. The purpose could be to generate action, inform, create understanding or effective communication also ensures that messages distortion does not take place during the communication process.

5.4 Barrier to Communication: Communication is the key factor in success of transferring of knowledge and skills during any training programme. When it comes to effective communication, there is certain barrier in communication. People often feel that communication is an easy and simple as it sounds. No doubts, what makes it complex, difficult and frustrating are the barriers that come in its way some of these barriers are mentioned below.

Barrier	Explanation
Language	The communication message might not use vocabulary that is understood by the receiver – e.g. too much use of technical or financial jargon
Noise	Various things stop a message from getting through or being heard – e.g. poor connection, background noise, distractions, too many people speaking
Overload	Too much information can cause problems e.g. slow down decision making
Emotion	The relationship between the sender and receiver of communication might adversely affect the message – which could be ignored or misinterpreted

Gaps	Too many intermediaries (e.g. too many layers in hierarchy through which message has to be passed) might prevent or distort the message
Inconsistency	If people receive conflicting or inconsistent messages, then they may ignore or block them

5.5 How to strengthen your communication as a trainer:

Trainers in training positions are expected to be highly competent at presenting ideas, giving directions and explaining procedure. In fact, the quality of being the effective communicator is generally considered to be an essential element on the effective trainer's skill. Following tips could be used for being effective communicator during training

- Use simple language: Avoid technical jargon unless you are sure that everyone understands it.
- Keep your explanation short so that you do not bore the participants with your unrealistic stories. Don't over load them unnecessarily.
- Choose reasoning that is natural and familiar to your listener and your topic.
- Make your presentation colorful by using the illustrations and examples.
- Use visual aid, where possible, to illustrate your point.
- Check with the participant that your message have transmitted well
- Summarize you main point at the end of the session.

5.6 Communication Hazards:

- **Nervousness, forgetfulness and losing track:** At one time or another all trainers experience these problems. You can prevent it by using the notes and rehearsing the presentations before actual training.
- **Becoming defensive:** Don't get defensive, when trainees ask a question or makes a statement that is or appear to be criticism or an attack on you. As a trainer, you must retain your objectivity. Your defensive step can create confusion among the participants and they will understand that you are yourself not clear of fact and you will lose your credibility as a trainer.
- **Criticism of your presentation:** Look upon critical statements or questions as a form of feedback. However it difficult may be, handle it pleasantly and diplomatically by using the responses like
 - I am glad that you brought that up, it is a interesting question, let's have the opinion of other participants on it and thus create collective opinion on the issue.
 - I will address your concern in due course of time.

- It is a matter of great concern for you, let's discuss during the coffee break.
- Park the question intelligently or discussion at later stage and take the reference of other trainer or resource materials on it and discover the right answer on it.

Thus, the communication is an important for any training. One should explore for effective means of communication to deliver the right message during the training session.

6. Evaluation of training programme:

It is most important element in designing and conducting the training programme. It measures the effectiveness level of training in the area of content of training, methodology, duration of training programme and logistics support etc. It is all important components in any training programme. Therefore, it needs to be evaluated either in the mid of training (if training session are of longer duration) or at end of the training programme.

Evaluation in training programme means the systematic eliciting and analysis of feedback information about the relevance and impact of the training in order to assess whether learning or change has been brought about. It is not aimed at being judgmental, it brings out strength and weaknesses. It helps to reflect on and consolidate present learning for participants. It also helps to reflect on the consolidate present learning for participants. It also helps the trainer modify and revise the programme and strengthen the future programme.

6.1 What needs to be evaluated?

In evaluation of training, we assess changes in the learners and overall effectiveness of the programme, including the trainer. The evaluation is not only within the programme but also after the programme is over.

Following are the important areas for evaluation in any training programme.

6.1.1 in the learner

- **Attitudinal Changes:** Has the training brought about any changes in the attitudes and value of the learner.
- **Behavioural Changes:** Have the learners shown any behavioural changes during the training programme.
- **Conceptual Development:** Has knowledge about the relevant topic increased. Has that been useful during transaction at their work place?
- **Performance change:** Has the training contributed to any improved performance.

6.1.2 Training Programme

- **Training objectives:** Are the objectives realizes, simple and relevant. Have they been achieved? If so, to what extent.

- Contents and training methods: Is the contents covered adequate and meaningful. Are the training methods appropriate?
- Group Work: Are the group functioning effectively? Is the group process contributing to learning?
- Trainers: Are the trainers keeping pace with the learners?
- Learning material: Are they organized? Are the learners finding them relevant?
- Physical equipment and logistics support: Is the training facility comfortable? Are the living arrangements all right? Are the food arrangements satisfactory? Does the physical environment facilitate learning.

6.1.3 How to evaluate: It is important to obtain valid and authentic information for evaluation. Individual learners have their own indicators and standards for evaluating.

Therefore, for evaluation, feedback can be sought from the different sources. These may be primary or secondary sources.

- Primary Sources: There are three primary sources of gathering the information for evaluation of training programme. These are
 - The learner himself or herself (first and major sources)
 - Colleague (People around the learner at work place and elsewhere)
 - Trainer (Has seen the learner closely)
- Secondary sources:
 - Diary (maintained by learner and others during training)
 - Records (of training and other related activity)
 - Report of organization (Performance of organization)

6.1.4 When to evaluate:

Evaluation can be daily, mid-term and immediately after the training programme and after the specific interval of training.

- Daily evaluation: For identifying and resolving problems as they arise, daily evaluations are more helpful.
- Mid-term evaluation: In middle of a training programme, a quick evaluation can be organized. This is the vital stage for consolidating the present learning. In a group, individual learners can share their feelings, what they feel and concerned about anything that they have learnt, their reactions to the contents and process of training, anything how they would like to learn etc. Mid-term evaluation can be

done orally, through questionnaire and or individual interviews. The result of this evaluation can be used both at the individual and group level.

- Immediate after the training: As soon as the training is completed, an evaluation is held to assess the impact of the training, when the experiences are fresh in the minds of learners and this information must be elicited or else it will get lost.
- After specific interval: Back home, after the training programme, the learner through his/her practice can draw some additional insights into the training programme to strengthen future training programme, such insights are essential.

6.1.5 Techniques of evaluation of training programme:

- Oral sharing: This is a method where participants evaluate the training in pairs, threes or groups. They may have a set of parameters or a questionnaire given to them. Each pair or small group can have reporters or they can present one another's reactions. In large group trainer may take notes.
- Questionnaire: A questionnaire is a series of written question on a given topic. These questions are either open ended or close ended. Cross checking is possible, by the use of multiple questions on the same topic in different forms. They can be easily analyzed at one time as well as at several point of time.
- Interview: Since interview is face to face method of collecting information, specific and concrete. Data can be generated through this process. This technique can also be used in the field setting to cross validate the information obtained through other sources.
- Observation: Observation techniques are useful methods for collecting data. Data about individual performance, group interactions and organizational culture can be collected by observation. Trainers observe and record the note, which is needed.
- Records: Organization maintains numerous records that reflect various stages of their performance and growth. Records are valuable source of information of any evaluators.

7. Report writing in training programme:

Any processes and events are required to be documented for the benefits of the larger audience, developing collective learning, keeping the records of the events and develop the follow up action.

Training is conducted with all the preparation and zeal and it also needs to be recorded or documented. The process of writing a report takes primary into account, who is audience or reader and to what extent audience will able to use the information from the reports in their own work. It decides the style, design, contents, presentation and language of the report.

7.1 Type of Reports for training purpose

- **Data base Report:** Essentially the report presents an overview of the entire event. What the objectives are, what the contents covered, what the methods were used for the training, how many learner from which organization attended, information about the trainer and follow up plan made etc. Written in a brief form is useful for donor, government officials, interested readers and administrative purposes. It is also useful for participant.
- **Process based Report:** The report is in a narrative form and elaborate the principles on which the training has been based, the sequence of contents held on each particular day, the issue arising out of each session, the detail processes, trainer's response and change made in training design, it may be documented. The report is mainly useful for learners for reflection and learning process and also for trainer who do similar training in the field.
- **Analytical Report:** Essentially this report highlights the why and how of training, it is evaluative in nature and pools together analyzed data to make links, focus on issues and trends and highlights what worked well, what did not work and what could be the possible reason for that. This presentation of report is in action- reflection mode. It is useful for trainer to find out what they learnt, action- researchers in the field of training as well as for other trainers to learn about innovative thinking and experiment and use it in their own work.

7.2 Format of training report

Every report should contain information on the context of the training, the objectives, the participant's profiles, information about trainer and resource persons, the approach, main themes and subject materials and method used elements of the process and evaluation.

7.3 Points to be kept in mind, while writing a report:

- **Note-taking/Recoding:** Detail note taking is essential during the session. It could be recorded for process and contents. Any major discussion, innovation and output is perceived, it may be recorded for reporting purpose.
- **Organizing the materials:** The flip charts, power point presentation and other discussed materials need to be preserved and used during the preparation of the report. All the group presentations should be noted down during the training itself. Similarly transcriptions of audio and video tape need to be kept for using it during the reporting.

7.4 Outlining a format: The purpose of report, the style of the report, the language needs to be prepared and should be discussed with co trainer and institutional head for his comments and suggestion.

7.5 Analyzing the data: The next step is to analyze the key data based on the kind of report we are preparing relating to issues to learners, trainers, methodology, and finding if any new links are emerging in the process. Collating the finding of evaluation and feedback for training report.

7.6 Writing the report: It is important to start writing a report soon after the training session is over. Memories are fresh and momentum is still on. The language used in the report needs to be clear, concise and simple. One needs to be very careful about the use of word and formation of sentences. Report should cover all segments of training and it should have less space for ambiguity.

Since the report is for wider dissemination, an accuracy and openness in data is very essential. On completion of the report, a thorough reading ensures there is smooth flow in reading. Proof reading of the report is essential to eliminate errors and report is ready for sharing and circulation.

8. Do's and Don'ts in organizing the training programme

The following “dos and don'ts” should ALWAYS be kept in mind by the trainer during any learning session.

- **DOS**

- Do maintain good eye contact.
- Do prepare in advance.
- Do involve participants.
- Do use visual aids.
- Do speak clearly.
- Do speak loud enough.
- Do encourage questions.
- Do recap at the end of each session.
- Do bridge one topic to the next.
- Do encourage participation.
- Do write clearly and boldly.
- Do summarize.
- Do use logical sequencing of topics.
- Do use good time management.
- Do K.I.S. (Keep It Simple).
- Do give feedback.
- Do position visuals so everyone can see them.
- Do avoid distracting mannerisms and distractions in the room.
- Do be aware of the participants' body language.
- Do keep the group focused on the task.
- Do provide clear instructions.
- Do check to see if your instructions are understood.
- Do evaluate as you go.
- Do be patient.

- **DON'TS**

- Don't talk to the flip chart.
- Don't block the visual aids.
- Don't stand in one spot—move around the room.
- Don't ignore the participants' comments and feedback (verbal and non-verbal).
- Don't read from the curriculum.
- Don't shout at the participants.

9. Essential qualities in trainer:

- Strong in communicating the knowledge and skills
- Good listener
- Opinion builder
- Facilitator
- Analytical
- Time management
- Coordination
- Problem solver
- Good in participatory processes
- Able to manage the group processes
- Leadership
- Organizer of contents and sessions
- Good in session plans etc.

10. Sample of training schedule:

Two days training schedule on Disaster Management for the SPD team member at MRRD

Venue of the training programme: MRRD campus

Date of Training: 23rd and 24th September 2012

Total Number of Participants: 20 (SPD, Programmes of MRRD, ANDMA AND Line Ministry)

Details of schedule

Date	Time	Content / subject to be dealt	Training Methodology	Name of Resource person
11/09/12	0800 to 0810hrs	Recitation of Quran	Collective	Collective
	0810 to 0830hrs	Disclosure and overview of training programme	Lecture	Mr. Popal, Director, SPD
	0830 to 0850 hrs	Welcome on participants and Introduction by participants	Lecture	Collective
	0850 to 0910 hrs	Expectation of participants	Group facilitation	Facilitator

	0910 to 0920 hrs	Setting up of ground Rule		
	0920 to 0950 hrs	Overview of ANDS, MRRD and SPD – Strategy in context of Disaster management	Lecture and presentation	Mr. Popal
	0950 to 1020hrs	Tea- break	Collective	Collective
	1020 to 1120 hrs	Disaster Management- Systems, approaches and global strategies	Lecture and Power Point Presentation	Arvind Kumar Sinha, Emergency and Social Protection Advisor, SPD
	1120 to 1200 hrs	Disaster Management Scenario in Afghanistan	Lecture and power point presentation	ANDMA Representative
	1200 to 13hrs	Lunch break	Collective	Collective
	1300 to 1400hrs	Overview of different disasters in the country	Lecture and Presentation	ANDMA Representative
	1400 to 1430 hrs	Tea break	Collective	Collective
	1430 to 1515 hrs	Earthquake- General understanding, Vulnerability to earthquake, Response, Recovery, Preparedness and mitigation strategy	Brainstorming, Storytelling, group work and demonstration	Jamila
	1515 to 1600 hrs	Flood/Flash flood and Cloudburst- General understanding, Vulnerability to earthquake, Response, Recovery, Preparedness and mitigation strategy	Brainstorming, Storytelling, group work and demonstration	Mr. Kamkai
	1600 to 1615 hrs	Wrap of the Day		Mr. Popal, Director, SPD
2 ND DAY	0800 to 0810hrs	Recitation of Holi Quaran	Collective	Collective
	0810 to 0830 hrs	Recap of the previous day's proceedings	By lecture	One of the participant
	0830 to 0915 hrs	Drought- General understanding, Vulnerability to earthquake, Response, Recovery, Preparedness and mitigation strategy	Brainstorming, Storytelling, group work and demonstration	Jamila
	0915 to 1000 hrs	Landslide- General understanding, Vulnerability	Brainstorming, Storytelling, group work	Mr. Kamkai

		to earthquake, Response, Recovery, Preparedness and mitigation strategy	and demonstration	
	1000 to 1030 hrs	Tea- break	Collective	Collective
	1030 to 1115hrs	Fire- General understanding, Vulnerability to earthquake, Response, Recovery, Preparedness and mitigation strategy	Brainstorming, Storytelling, group work and demonstration	Jamila
	1115 to 1200hrs	Avalanches- General understanding, Vulnerability to earthquake, Response, Recovery, Preparedness and mitigation strategy	Brainstorming, Storytelling, group work and demonstration	Kamkai
	1200 to 1300 hrs	Lunch break	All	All
	1300 to 14hrs	Community based Disaster Management and Disaster Management Team	Brainstorming, Group discussion and group work	Mr. Nahakul, NABDP
	1400 to 1430 hrs	Tea break	Collective	Collective
	1430 to 1500 hrs	Question and Answer	Participatory	Participant
	1500 to 1530hrs	Closing remarks and vote of thanks		Mr. Popal, Director SPD

Note: Training schedule could be prepared in several ways. Above depicted training schedule is one the example in that. The contents in the training schedule largely ensures the date, time, topic of training, resource persons, Methodology and training aid could be used for the training. We can develop our own training schedule as per the need and focus of the training but we should not miss the basic elements of schedule as mentioned in this paragraph.

11. Glossary

- 11.1 Buzz Group: Very few members, who have been given the tasks of discussion in short span of time.
- 11.2 Fish-Ball: A small group, which being observed by other group from outside and it may be reversed after some duration.
- 11.3 Ice Breaking: It is kind of fun activity. Physical moments are used to create some appropriate learning environment. It helps individuals to interact with each other and create the group feeling.
- 11.4 Participation: Participation is a process through which all members of organization are involved in and have influence on decision related to their development that will affect them.
- 11.5 Facilitation: Facilitation can be described as conscious process of assisting a group to successfully achieve its task, while functioning as a group.
- 11.6 Empowerment: When individuals in a community have access to and can manage their own development resources such as information and skill, they develop a sense of control over their lives, which can ultimately lead toward overall development.