Curriculum

To be reviewed by February 2025	Activity number 02	Training of Trainers (ToT)	ECTS 1.5

CORRELATION WITH CTG / MTG TRAs	EQUIVALENCES
	N/A

Target audience	Aim
Participants can be experienced and unexperienced trainers from the civilian, police and military component, involved in learning related events in a national as well as international context. Priority is given to participants from EU Member States. However non-EU citizens as well as NATO staff are welcome. Open to: • EU member States / Institutions • Third countries • Candidate countries	Training is change and improvement. Well executed, it has a long-term impact that last beyond the training itself. The main idea of this course is to enable participants to convey, respectively, transfer this expertise and knowledge to their specific target group. It focuses rather on the "how" than on the "what" to teach or to train. Once methodology skills are adopted, they can be used for interchangeable contents. The course contains basics in methodology and didactics, while adopting a very practical approach. It offers a comprehensive "toolbox" to use in training.

Learning Outcomes	
Knowledge	LO1. Define training and the "Training Cycle"
	LO2. Define methodology and didactics
	LO3. Explain how learning occurs and different styles of learning and types of learners
	LO4. Describe how learning and teaching are related
	LO5. Describe the communication processes in training
	LO6. Explain the outcome-based learning approach
	LO7. Describe the principle of constructive alignment
	LO8. Explain adult learning principles
	LO9. Differentiate between a trainer-centred and a trainee-centred approach to train
	LO10. Describe passive and participatory teaching methods and explain the difference
	LO11. Explain how to give, respectively, how to receive a structured and constructive feedback
	LO12. Explain the JOHARI- window in regard of self-awareness and external perception
	LO13. Explain how culture and challenging environments might influence training
	LO14. Describe mechanisms influencing the evaluation of training
Skills	LO15. Develop learning objectives
	LO16. Develop topic specific participatory teaching and learning methods
	LO17. Draft a lesson plan
	LO18. Apply feedback principles
	LO19. Use of media reflecting general rules in how to visualize
Responsibility and autonomy	LO20. Demonstrate delivery competencies
	LO21. Assess independently available resources for use in training

Evaluation and verification of learning outcomes

The course is evaluated according to the Kirkpatrick model, using *level 1 evaluation* (*based on participants' satisfaction with the course*).

In order to complete the course, participants have to accomplish all learning objectives, which are evaluated based on their active contribution in the residential module, including their syndicate session/practical activities, as well as on their completion of the eLearning phases: course participants must finish the autonomous knowledge units (AKUs) and pass the tests (*mandatory*), scoring at least 80% in the incorporated test/quiz. The course director/lead instructor actively observes the process and participants fill in a feedback questionnaire at the end of the course.

There is no formal verification of the learning outcomes; proposed ECTS credits are based on participants' workload only.

Course structure		
Main Topics	**Suggested Working Hours**	**Suggested Contents**

	(required for individual learning)	
1. Key players in EEAS/CSDP and United Nations training environment	1 (1)	• Main actors, concepts and used terminology in civil crisis management respectively UN peacekeeping training • Sharing of open sources and resources to enable participants to obtain necessary training material by themselves and attain independence as a trainer
2. Impact of Training	2	• Definition of "what does training mean: chances, challenges and limits" • KSA- approach in training (Knowledge-Skills-Attitude) and the training cycle • The role of the trainer and why it matters (Hattie)
3. Learning how to learn	4 (4)	• Learning theories like experimental learning (Kolb) and different types of learners (VAK/VARK model, Fleming) • Identify influencing soft factors in the learning process (i.e. importance of a safe learning environment, stress, classroom setting, group dynamics etc.) • Basics on how memory functions (Atkinson/Shiffrin etc.) • Connections between emotions and learning • Impact of motivation (intrinsic and extrinsic) on learning
4. Relation between learning and teaching	2	• Transfer acquired knowledge on how we learn best for use in training and education
5. Methodology and didactics in Use	2	• Background, definitions and difference of methodology and didactics • Differences between method and media • Introduction to different learner- and teacher-directed methods
6. Adult learning principles (andragogy)	2	• Aspects and principles in adults' education (Knowles) for use in training
7. Learning objectives in training and education	2	• Background and benefit of outcome- based education • Blooms Taxonomy – theory, practice and SMART (**s**pecific, **m**easurable, **a**chievable, **r**elevant, **t**ime-bound) learning objectives • Basics of the cognitive load theory (Sweller/Chandler) and its impact in formulating learning objectives (i.e. to avoid a cognitive overload) • The principles of constructive alignment (Biggs)
8. Presentation techniques and alternate media	2	• Personal characteristics like body language (nonverbal aspects), use of the voice respectively intonation etc. • Self- perception vs external perception, introduction of the JOHARI- window (Joseph Luft and Harry Ingham) • Advantages, disadvantages and difficulties in using media, considering the most common ones (i.e. flip chart, pin-board, PowerPoint etc.)
9. Preparation of a theoretical and practical teaching unit by using the BOPPPS Model	10 (5)	• Introduction to the BOPPPS-model for planning and conduction lessons and training sessions: B: **B**ridge- in; O: Learning **O**bjectives; P: **P**re- Assessment; P: **P**articipatory Learning; P: **P**ost Assessment; S: **S**ummary • "Out of the box"- ideas (i.e. training in- and outside the classroom, audience- response- systems, game-based learning etc.)

		• Alternation of theoretical input and practical coaching phases
10. Feedback and self-reflection	2	• Ways to improve as a trainer using rules for applying effective feedback and self-reflection methods as introduced by the Korthagen Reflection Cycle • Apply effective feedback and relate to self-reflection methods in order to improve their teaching/training skills
11. Practical delivery of a Teaching Unit	8	• After the above mentioned preparation phase, participants put theory into practice. A 45 minutes training session will be simulated and held by all trainer teams (team-teaching) • Taken the "Learning by doing" approach, participants will be given the opportunity to demonstrate their delivery competencies. • After each lesson, participants receive a structured feedback from the group as well as from the trainers. Taken this approach, feedback rules will be applied. All sessions will be recorded and made available for the respective team.
12. Training in challenging environments	2 (2)	• Working in multi-cultural environments • Adapting to different organisational cultures (i.e. military, civilian and police) • How these diverse cultural and institutional specifics are influencing training • Technical issues (i.e. lack of electricity and climate) and their influence on the training process
13. Evaluation	2	• The evaluation process as part of Korthagen's reflection-cycle • The four levels of evaluation according to Kirkpatrick will be addressed
TOTAL	**41 (12)**	

Materials	Additional information
Essential e-Learning: AKU 11A : gender AKU 21: intercultural communication *Additional Learning Material:* ESDC Handbooks UN Core Pre-deployment Training Materials (CPTM) 2017 How the EU works - The European Union explained The EU - What it is and what it does Gender balancing in CSDP missions CivOpsCdr Operational Guidelines for Monitoring, Mentoring and Advising in Civilian CSDP missions UN - A Practical Guide to Peacekeeping Training Evaluation Good Practice Guide on Writing Aims and Learning Outcomes, Queen Mary University/London EU Policy on Training for CSDP Implementing Guidelines for the EU Policy on Training for CSDP	In order to facilitate discussion between course participants and senior EU personnel, the **Chatham House Rule** is used during all residential Modules: "*participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed*". Pre-course questionnaire learning expectations and possible briefing topic from the specific area of expertise could be planned.