



ENTRI

EUROPE'S NEW TRAINING INITIATIVE FOR CIVILIAN CRISIS MANAGEMENT

Course Concept*
for the
SPECIALIZATION COURSE ON:

Training of Trainers

* This Course Concept is based on a proposal drafted by CEP – Centre for European Perspective and has been approved by the ENTRi partners in December 2018

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

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For details, see www.entriforccm.eu.

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I. INTRODUCTION

The training approach of the ENTRi consortium is building on more than ten years of European training partnership and networking in the context of civilian crisis management. Training concepts and methods have been put to the test both at the national and the international level. The combined training knowledge of more than 13 partner institutions is reflected in the developed training standards for a large number of different training courses and packages.

All ENTRi-certified training courses follow well-established adult learning principles that correspond to the learning needs of participants. All courses seek to actively involve participants in the learning process through diverse methods like case studies, group work, simulations, reflection exercises, discussions and practice-oriented scenarios.

The use of participant-centred training methods encourages the learning of new knowledge and skills as well as development of new competencies. Peer-learning and interaction between participants with diverse experience in crisis management, with different professional competencies and various cultural backgrounds is highly encouraged.

This Training of Trainers (ToT) programme aims to prepare and equip current and future trainers to use the above-mentioned methods and to specifically address experts who act in the challenging working environments of field missions.

II. GENERAL BACKGROUND

One of the ways in which crisis management missions and peace operations seek to develop local capacities is through training. Missions and operations recruit subject matter experts to deliver training activities, who are generally selected on the basis of their specific expert knowledge. However, these experts acting in a trainer capacity often have varying levels of knowledge about adult learning and sometimes little training experience. This gap between subject matter expertise and training skills can have a negative impact on the effectiveness of the activity and, thus, the overall mission. Consequently, a training programme on adult learning, training design, didactical standards and training skills for this group increases the impact of capacity-building activities in the mission environment and enhances the transfer of knowledge.

III. TARGET GROUP

The primary target group of the ENTRi ToT programme is:

- Training personnel in crisis management missions and peace operations (OSCE, EU, UN, AU and other)
- Professionals involved in designing, planning and organising training programmes for experts working or planning to work in crisis management missions and peace operations

The course is relevant for first-time trainers and those with more experience. Both groups are given the chance to practice, acquire and develop new competencies and/or build upon existing knowledge, skills and experience.

IV. DURATION

The ToT course is planned for three and a half days with up to 24 participants. It can be shortened for smaller groups of participants to a two and a half day course.

V. METHODOLOGY

The ToT course is a classroom based activity that adheres to commonly used standards¹ on adult learning. This includes an approach that is participant-centred, i.e. that the programme fits the needs and professional background of participants and that uses participants' experience and expertise as a resource.

Moreover, the training should be interactive. An interactive teaching style is based on a simple principle: without practical application, course participants will fail to understand the depth of the learning material. An interactive training approach applied during the ToT is also beneficial for resource persons and trainers. First, the use of interactive teaching styles will help them to assess how well participants master a given subject material. Second, the application of training methods that involve two-way communication enables a participatory learning experience as facilitators react with more flexibility to participants' needs with quick adjustments of training processes and approaches. Furthermore, interactivity should encourage experience sharing and hence peer-learning.

Lastly, one distinctive methodological feature of the ToT course is that enough time and space should be provided for reflection of the methodological choices made for the programme. This is important because the course itself should present a good example of what participants can use in *their own* trainings.

VI. OVERALL OBJECTIVES

The ToT course aims to strengthen training skills of members of international crisis management missions and peace operations to either support them in designing and delivering the ToT courses

¹ See Knowles, Kolb in Section 2 „Teaching and learning theories“ in the Participant's Manual of the ENTRi Training of Trainers Programme

or to equip the subject matter experts with skills, knowledge and attitudes to be more effective trainers.

After completion of the ENTRi ToT course, participants will be able to:

- I. describe and know how learning theories can be applied to design high-impact training sessions in the context of field missions,
- II. identify course design methods relevant to the training needs of the target audience,
- III. apply advanced training design skills matching the training needs of the target audience,
- IV. reflect on their own training style, biases towards different training methods and their role as a trainer,
- V. enhance facilitation skills in a range of participatory training activities,
- VI. refine the delivery of interactive training activities and presentations in their respective area of expertise,
- VII. choosing and using appropriate methods of evaluation.

VII. MODULES

Module I: Being a trainer

This module introduces the idea of adult learning and ‘training’ as opposed to ‘teaching’, and looks at the design of training as a cyclical process. It discusses the professional responsibilities that a trainer has with a particular focus on working in a mission environment.

Learning objectives:

- distinguishing between pedagogical and andragogical models of teaching,
- explaining the significance of the teaching cycle,
- defining acceptable and less acceptable modes of professional behaviour as a trainer in a mission context / in fragile environments,
- setting professional relationships and boundaries.

Subjects

- Experiences of good and bad training
- The teaching cycle
- Difference between pedagogy and andragogy, trainer-centred and learner-centred approach to training

Module 2: Teaching and learning theories

This module outlines how everyone learns differently and promotes the understanding that life experiences and cultural as well as professional background often influence how and to what extent individuals learn and retain information. It introduces a number of theories concerning learning and reflective practice. It highlights how taking into account the way people learn is essential in the planning, design and delivery of inclusive training sessions and motivating training participants.

Learning objectives:

- applying the theory of experiential learning,
- explaining why social interaction is an essential component of learning,
- knowing how to take the principles of adult learning into consideration when designing training sessions specifically in mission/fragile environments,
- explaining the use and limitations of theories of learning styles,
- knowing how to ensure that training is inclusive,
- explaining why psychological processes of remembering and forgetting must be considered in learning design.
- explaining the difference between knowledge, skills and attitudes.

Subjects:

- Principles of adult learning
- Experiential learning
- Social learning
- Remembering and forgetting
- Learning styles

Module 3: Techniques to use in a training session

This module looks at how training needs are identified and different techniques that can be used and applied within a training session. It also explores the issues of making learning inclusive and gives a brief introduction on specific learning difficulties that may arise in a training event. Additionally, participants will learn strategies to motivate learners and look at how to improve their quality of communication with participants.

Learning objectives:

- identifying trainings needs,
- explaining how to ensure that training is inclusive,
- knowing how to use methods and activity for introduction and icebreakers,
- knowing how to establish ground rules for a training session together with participants,

- selecting and using appropriate techniques / methods to apply in a training session,
- selecting appropriate techniques to use when it is necessary to increase energy and motivation in a group.

Subjects:

- Identification of training needs and inclusivity of training programmes
- Good practices in lectures and presentations
- Icebreakers and energizers and when to use them
- Different techniques to be used in a training session

Module 4: Managing the training environment and effective communication

This module looks at how to effectively manage the training environment and includes the room layout as well as health and safety considerations. A very important element is also cultural sensitive, effective and efficient communication with participants to support their active participation.

Learning objectives:

- developing a plan for creating a supportive learning environment (and a safe space),
- demonstrating how to communicate effectively with participants and facilitate their learning process,
- know how to deal with spoilers,
- taking into consideration matters of safety and security,
- assuring proper room layout.

Subjects:

- Good training environment
- Good practice in verbal and non-verbal communication
- Effective and less effective language to use in the training room
- Strategies for dealing with difficult participants/spoilers
- Strategies to deal with difficult / sensitive topics

Module 5: Planning, preparation of a training session

This module looks at how to plan and prepare an effective presentation and a training session using participatory and interactive methods, thus ensuring that what a trainer does is efficient and takes into account the needs of all learners. It describes the distinction between aims, objectives

and learning outcomes of the presentation/training session and how to properly and effectively define the learning objectives.

Learning objectives:

- formulating aims, objectives and learning outcomes for a training session,
- analysing resources and training techniques (simulations, role plays, buzz-groups, etc.) that can be applied in a training session,
- selecting appropriate action verbs using Bloom's Taxonomy,
- knowing how to develop schemes of work and lesson plans.

Subjects:

- Aims, objectives and learning outcomes
- Bloom's Taxonomy
- Development of a lesson plan and a scheme of work

Module 6: Delivery of a training session

This module focuses on the actual delivery of a training session by the participants. In a sense, this is the point in the training where all previous modules come together and participants have to apply all the knowledge and skills they have acquired in previous modules.

Learning objectives:

- knowing how to select appropriate methods when delivering a training session using participatory and interactive methods
- knowing how to use an appropriate strategy when dealing with a difficult participant

Subjects:

- Presenting a topic with different training techniques
- Using several training techniques in a training session
- Constructing a debate and asking questions
- Providing feedback

Module 7: Assessing learning and evaluating a training event

This module looks at different ways to assess how well people have learned and practiced new knowledge, skills and attitudes. Additionally it provides a framework for evaluating the quality and effectiveness of a training event.

Learning objectives:

- applying the assessment cycle to a training event,
- selecting assessment methods appropriate to the training situation,
- delivering effective feedback,
- designing a tool for gathering feedback on the quality of training you have delivered,
- be able to conduct evaluations at different stages,
- being aware of the challenges of evaluating changes in behaviour and impact.

Subjects:

- Presenting the assessment cycle
- Using different types and method of assessment
- Knowing different feedback techniques
- Kirkpatrick's levels of evaluation
- Evaluation techniques for different stages according to Kirkpatrick.