"Development of Training Process Manual"

Frontline Global Services - Charitable Trust

Acknowledgment

Preface and Purpose of the Guide

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There are 4 key overarching principles to any design process – the 4Cs:

1. *Clarity:* Working groups and design teams need to take their time at the onset of any course design process to achieve and agree clarity on several issues including: Purpose of the course, target group, aims and objectives, learning outcomes, process plan, responsibilities, piloting and testing, evaluation, etc. The more this is given time and attention the better and smoother the process that follows will run. If there is any disagreement on the fundamentals, it is going to affect almost every aspect of the design and development process and will be a constant in-surmountable obstacle. It's also important not to leave anything to assumptions of any kind.

2. *Capacity:* Assessing the required capacity of the design and development team, those who will be involved in the administration and logistics of piloting and running the courses and the overall management team is also fundamental. Training courses are different and each requires a set of skills and expertise unique from another depending on the context it runs in. Making sure that the right team is put together and given adequate resources is another fundamental principle in training design and development. Time should also be taken in assembling the appropriate capacity package whether human resources and expertise or material and non-tangible.

3. *Consistency:* Consistency of approach once agreed upon main-tains the quality of the design process. Once there is clarity on aims and objectives and the design team moves into the details of methods and training approach and techniques, it's important to stay consistent with what the training is trying to achieve and stay focused on the main purpose. Losing focus or trying to follow fads and gimmicks in training that might not be suitable to the purpose of the course derails design and development processes. It's also important that the design team sticks with the process from beginning to end. If team members have to be substituted, it's important that there is enough overlap/hand over period so new members can join in, bringing in fresh and new ideas without disrupting an on-going process especially when it's farther down the line.

4. *Commitment:* This is largely what makes or breaks any design and development process. Commitment not just of the design team but of all stakeholders involved in terms of supporting the design team efforts financially, administratively, logistically, etc. The best design efforts falter and cannot be sustained when there is lack of commitment.

1. Coordination

Coordinating a training course requires a variety of steps, tasks, and skills. Although a lot of training coordination takes place during the design phase, coordination is very important during all phases of the training process. Coordination begins at the time training is proposed and continues even after it is delivered and participants leave.

The various "hats" a training coordinator wears include communication manager, materials producer, problem-solver, and even entertainment director. In short, coordinating training requires endless management of many details and people. This section covers pre-training planning and checklists to be taken into account early on in the process.

1.1 Pre-Training Planning

One of the first and most important steps in pre-training planning is to identify and agree on roles and responsibilities before posts are even filled. Terms of reference should also be drawn for the following set of roles:

Management

Material Development

Training

Program Manager

Curriculum Developer

Training Facilitators

Training Coordinator

Content Specialist

Training Co-facilitators

Administrative Assistant

Curriculum Writer

Curriculum Editor

Graphic Designer

For clarity of responsibilities the Program Manager is usually the person who can execute the laid out program. The Training Coordinator, on the other hand, could be someone in the counter-part agency or the organization targeted by the training and/or based in the country. Where the training is planned. These two are different from Curriculum Developer, who in some cases could be a hired consultant. The Administrative Assistant is a self-explanatory term and someone who reports to the Training Coordinator and is responsible for the details of training admin and logistics.

1.2 Training Logistics Checklist

The following checklist will be referred to time and time again throughout the design and development process. It's important to consider it as early as possible since some of the decisions made at this stage will have fundamental implications on the material design and content. Reflecting back on the iterative nature of the design process some of the information in the following checklist should come from the training needs assessment, which is covered in the following section.

What you need to know

Where to find the Answer

How to find the Answer

Training Schedule

Optimal Number of Days

Spread of training over one or more weeks

Length of each session

2. Needs Assessment

The following four central questions must be answered before you begin designing a training course.

Audience: Who is the target audience for a proposed training?

Current roles: What do members of this target audience presently do in their roles?

Knowledge gaps: What gaps exist between what these providers know how to do, and what they need to know to carry out their roles successfully?

Outcome: Will training help fill this gap?

These questions form the foundation of a training needs assessment.

For example, a curriculum developer or trainer must first under-stand what job oriented skill development courses; presently do in their jobs and how training

could change the nature of their work. As a result, they will be better able to determine what knowledge and skills needed. However, it is important to keep in mind that training is only part of a solution to meet professional needs identified in needs assessment. Other changes

2.1 Assessing Needs

The first step in building a training course is identifying the needs of target participants. There is a variety of methods for conducting a needs assessment. An in-depth Key Informant Survey can also be used to provide further details and insights into needs and overall course design approach and material focus.

A Need: A "need" refers to the gap between what is and what could or should be within a particular context, leading to strategies aimed at eliminating the gap between what is and should or could be.

Needs Assessment: Program-based needs assessment is

a.   A systematic inquiry for the purposes of identifying priorities and making decisions, and

b.   Allocating finite resources in a manner consistent with identify program goals and objectives. Needs assessment includes:

c.   Identifying and analyzing expressed and unexpressed needs.

d.   Plan to develop strategies that address such needs.

Determine the target population

Identify what type of professionals the course is designed for.

Determine the participants' needs

Draw from your past experience with similar groups

Gather information from informal discussions among professionals in the network

Conduct surveys

Conduct focus groups

Work with an advisory panel

Observe participants

Interview participants

Learn about critical incidents

Determine what emerging data should be distributed

Understand the participants' characteristics

Experience

Cultural background

Education

Location

Mind set/Motivation

Constraints (location, job demands, etc.)

3. Design

Designing a training course is like mapping out a road trip or creating a journey. A training design is basically an outline of all the "what, where, who, when and how" details of the training for use by coordinators, curriculum developers, and trainers. There are five primary components of a training design:

Learning Outcomes: What will participants be able to do as a result of completing the training?

Training Materials: What materials need to be developed and what will the materials include?

Trainers and Content Experts: Who will facilitate the training and act as content experts to review materials?

Training Methods: What methods will be used so that partici-pants meet the learning objectives and learn the content most effectively?

Logistics: Where and when will the training take place? Who will be invited and how will they be notified.

Optimally, the results of a needs assessment inform these five training design components. For example, if we know the gap between what a target audience knows and what it needs to know, we can write learning outcome statements that precisely meet their job-related needs. Needs assessment will also help determine who will be needed as content experts for the training, and whether a course should be one, three, or five days long.

3.1 Course Design Process

Course design refers to the planning and structuring of a course to achieve specific Instructional goals. The course design process includes the following activities:

- Identifying appropriate goals

- Choosing content that's consistent with the goals

- Selecting ways to achieve the goals

- Assessing participant learning in relation to the goal

    As part of the design process, instructors should also consider:

- Their own teaching style

- The learning styles of the participants

- The role of the course in the overall training effort

Before training begins

Most design decisions must be made before the first session of the course. These decisions relate to these basic areas:

•The content to include

•The delivery methods to use

•The time allocated for each of the goals

•The tools for assessing participant learning

During the training session

As you conduct the training, we will learn more about the par-ticipants and their needs. This information may require adjust-ments in the course design. For example, after working with the group, we may decide to:

- Change the time allocation for a particular topic

- Change the type of activity associated with a particular topic, for instance, from an individual to a group activity or vice versa

At the conclusion of the session

The information we gather at the conclusion of a training session will help us assess the effectiveness of the current training and help improve future training sessions. To evaluate the course:

- Use appropriate evaluation tools and our own perceptions

Going into further detail of curriculum design the following checklist and questions are used as guidance:

Complete this training worksheet to help you begin designing your training.

1.General theme or topic: In general, what knowledge and skill areas will be the focus of the training?

2.Goals and objectives: What do we want participants to learn during the training? (What will they leave knowing more about or what new skills will they have acquired?)

3.Essential questions: What central questions do we want par-ticipants answering as the training unfolds?

4.Summary of participant activities: How will participants accomplish curriculum objectives and answer the questions in numbers 2 and 3 above? (e.g. small group discussions and projects, lectures, role-playing.)

5.Resources: What resources might the trainer use to help participants accomplish curriculum objectives? (e.g. current research, guest speakers, discussions, encouragement)

6.Assessment activities: How will we determine if participants a) have reached curriculum objectives identified in number 2 above; and b) can answer the questions in number 3.

7.Evaluation of the training and the training process: How will we evaluate the quality and usefulness of the training as well as its implementation?

3.2   Learning Outcomes

Learning objectives are central to designing a training course. They must reflect the needs assessment results and work in harmony with training methods and design. A learning outcome is a statement of what a learner is expected to know, understand, or be able to do as a result of a learning process. There are several ways of developing appropriate learning outcomes/objectives. Beginning a learning objective with a strong verb can help guide the development of training because it focuses attention on what participants are supposed to be able to DO after they complete training.

4. Development

If the design phase of training is like creating a blueprint for a house, the development phase is the actual hammer-and-nails construction. We know what we want to build and how we want to build it. Now we must take the right materials and build a solid structure. Just as with a house, we should consider how occupants would use and navigate through training structure.

Developing training involves writing materials, creating learning exercises, and working with content experts and trainers. It is the most time-consuming phase of training; draft materials may go through multiple revisions, involving several people, before they are ready for training use.

As we progress through this development phase, we need to make sure the training materials and exercises match the learning outcomes we identified in the design phase, which are based on the needs assessment. All subsequent training phases should reflect these outcomes.

4.1 Developing Material

When good content is matched with an appropriate design, even the most complex documents become appealing, credible, and easy to read. In fact, studies have shown that using the right design elements can have a positive impact on how well readers understand the material.

Curriculum and material development usually include the fol-lowing:

A.   Background and descriptive information.

1.   Basis of the curricula (why it was developed)

2.   Target audience

3.   Other relevant information explaining the material and sup-porting its use in a different setting

4.   Resources supporting the content, (e.g. citations, web links, prototype materials, tools, and guidelines)

5.   Copyright and contact information

B.   Directions on how to use the curricula.

1.   Guidance on using adult learning principles

2.   Specific tips to improve learning

3.   Outcome and competency statements

4.   Suggestions on adapting the curricula and supporting materials for a different target audience or for a different context

C.   Course planning forms and checklists.

1.   Materials, equipment, and facility specifications

2.   Unit or module overviews with key messages

3.   Scope and sequence guidelines, (e.g. sample course outline or agenda with timeframe)

D.   Guidance on tailoring each particular workshop so it matches the needs or wants of participants, or fits a program's needs.

1.   Topic-specific materials and questions to help trainers gather needs assessment data that helps determine what participants want or need to learn; and what skills they wish or need to develop

2.   Materials may include:

•   Questionnaires or discussion questions for gathering information from potential participants and/or their supervisors before the training

•   Questionnaires to be collected at the beginning of a train-ing session

•   Suggested questions that trainers can ask at the begin-ning of the training

•   Exercises that help participants think about their own learning objectives

•   Pre-tests or activities to determine what participants already know; or what they want to learn

3.   Suggestions for revising the training so it better addresses the needs of the group

4.   Optional sessions, when relevant

E.   Specific, measurable, and realistic learning objectives.

1.   Learning objectives explaining what participants should know or be able to do as a result of the training or learning activity.

2.   Objectives should be specific. They should state specific knowledge, attitudes, or skills that a participant should be able to demonstrate.

3.   Objectives should be measurable. It should be possible by ob-servation, testing, problem-solving exercises, or some other means of evaluation to determine whether participants have achieved the anticipated learning objective.

4.   Objectives should be achievable and realistic. Learning objectives describe expectations of knowledge, attitude, or behavior change that are realistic given the instruction con-ditions (e.g. training time and size of the group).

F.   Clear and complete course content.

1.   Course outline including content, learning activities, direc-tions, and timeframes

2.   Easily understandable presentation notes with support mate-rials for each session (e.g. PowerPoint, overheads, participant worksheets, and handouts)

3.   Include important teaching points for the trainer to intro-duce, discuss, or address

4.   Active learning exercises (e.g. role plays, group discussions, case studies, brainstorming, and skills practice) providing opportunities for participants to clarify, question, apply, and consolidate new knowledge

5.   Participant handouts and other course material easily under-stood by participants

6.   Accurate and appropriate technical content

7.   Ordered content with information moving from basic to specialized, and from simple to complex

8.   Suggestions for presenting the material

9.   Participant opportunities for building on what they've pre-viously learned

G. Integrated evaluation plan/tools.

1.   Methodology and tools for assessing participants' learning and progress, (i.e. evaluation)

2.   Evaluation instrument(s) should measure:

•   **Process** - to get immediate feedback about the workshop experience, (e.g. content usefulness and quality; trainer/ facilitator's helpfulness and applicable experience; adequacy of the handouts or other materials, facilities, workshop registration/preparation, etc.)

•   **Outcome** - to measure participants' immediate changes in knowledge, attitude, or behavior based upon exposure to the training session or course, (e.g., pre- and post-training questionnaires or tests, open-ended questions, interviews, exercises)

•   **Impact** - to measure longer-term training outcomes, (e.g. guidelines for conducting follow-up interviews, site-visit procedures, and suggestions of markers for measuring longer-term outcomes)

3.   Evaluation questions linked to specific learning objectives.

4.   Participants' suggestions on improving future workshops of this type

5.   Trainer/facilitator self-evaluation form.

6.   Observer form for giving feedback to trainer/facilitator.

4.2 Developing Presentations

Developing presentations is an extremely individual activity and each trainer/facilitator will have their own style and preference. But in designing coherent courses, it's important to adhere to a common style and format. Personal style and approach shows more in delivery. It is disorienting for participants to view presentations with different format and style every time a new trainer comes on. There are guidelines for developing presentations which trainers can adhere to without compromising their individuality.

1.   Begin with a greeting and a few friendly words.

"Good afternoon and it's a pleasure taking part in this course. I would like to begin by asking you a question."

2.   State a question that grabs their imagination.

"Like me, you have all seen your share of disasters. Do you ever wonder what we could do to reduce risk and the occurrence of disasters and not just develop better response?"

3.   Give your name and a brief credential.

"As many of you know, my name is _____, and I'm a_____ at _____. I have spent a number of years working on_____." (Write it out for people to see.

4.   Follow with a promise of rewards for listening

"This afternoon I would like to explain what I have recently learned about how we can each do more to develop adequate risk reduction mechanisms in_____. I will take about 30 minutes to tell you about the national guidelines for _____. I will then ask you to share with me your own concerns about implementing these guidelines at _____."

5.   Let people know when you will take questions and comments.

"Please feel free to interrupt me at any time with questions or comments." Or "I would like to go through the presentation first in full and then have a following Q&A time, so please note down any questions or comments as we go along".

**6.	Explain topic by answering three questions: What? How? Why?** (or you could structure the body of the presentation around Past, Present, and Future)

**7.	Describe the benefits of audience concern.**

"We are the people who can make a difference for our population. In order to make an even bigger difference than we do now, I have a favor to ask you. Would you please … (for example, read this handout, talk to your colleagues, participate in a working group, tell me what else you need to know in order to improve our practice, implement a new policy, etc.)."

**8.	Conclude with a positive, hopeful note of encouragement.**

"Life is short and precious. It's not often that we get a chance to implement a program that will improve the lives of others and make our own community a better and safer place to live. By fully implementing the procedures for mitigation and risk reduction, we take an important step in making our communities safer. Thank you."

**9.	Conduct Training**

To equip students with the necessary skills for effective performance at the workplace, it is important that the curriculum must provide sufficient hands on practice in the ratio of 30:70 and 40:60 for Majority courses.

In the workshops and laboratories, students sharpen their skill development through individual and group projects. The training environment is designed to be close to workshop standards in industry. Actual industrial machines, tools and equipment are used.

5. Delivery

The delivery phase of training is when the coordination, assessment of l earning needs, design, and development phases come together. Successful t raining delivery depends on:

- Accurate identification of participants' training needs

- A carefully crafted training plan

- Well-managed training details

- Thorough and relevant materials

- Prepared trainers, ready to present a compelling learning experience

While the other steps of the training process focus heavily on creating the content of the training, the delivery or implementation phase is concerned with teaching the

content and participant learning. Now that you have built your house, you want to invite people in to experience what you have created.

5.1 Training Methods

There is a huge array and variety of training methods each with its advantages and disadvantages. In designing a course, a healthy mix of a few methods provides variety, overcomes monotony and boredom and energizes participants. But the mix is not an end in itself. Training methods need to be carefully selected to match the purpose and learning outcomes of each session. The following is a summary to guide such selection:

5.2 Effective Communication Skills

Good communication skills are essential when training adults. There is an abundance of resources available to provide helpful information on how to communicate most effectively with participants. These tools help develop training messages, provide facilitation tips, and offer ways to improve presentation skills for personal growth as a trainer.

The following are generic effective communication guidelines that run through the whole course and are not limited to one type of training method or another. There are three important things a facilitator can do to help create an effective learning atmosphere for course participants.

1.Support the group of participants by building an atmosphere of trust and modeling a positive attitude.

One of the most important tasks of a good facilitator is to build an atmosphere of trust. An accepting and non-threatening atmosphere encourages the expression of ideas, questions, beliefs, and attitudes by all participants. Below are some ways to build trust among the group.

•Assure that confidentiality will be maintained, Establish a group rule on the first day that everyone's confidentiality must and will be protected so that people can talk freely without fear that their comments will be shared outside the course.

•Provide constructive and supportive feedback, Let participants know when they've contributed something useful and interesting to the group. For example, you might say, "That's a very good example of the concept we are discussing."

•Model a positive attitude, Participants will probably get tired as the course progresses and need some encouragement. Call upon the person appointed as the energizer and maintain your own positive attitude. Address any difficult moments during the course with honesty and constructive comments. For example, "This topic brings up difficult feelings for many; by exploring our own feelings, we can better help our clients to do the same."

2.   Ensure that the entire course content is covered.

It is important to stay on schedule and help participants see how each session follows logically from the one before.

- If participants deviate from the topic, offer to address their comments during a break.

- Write additional topics identified by participants on flip chart paper as a reminder of topics to cover if there is time remaining at the end of the session. Keep this list visible to participants throughout the workshop.

- Each session's lesson plan includes key summary points. Referring to these key points, and reviewing them at the end of a session, will help you know if you have covered all of the main content of your lesson plan.

3.Model effective facilitation skills.

Try to remember these basic facilitation strategies throughout the course:

- Ask open-ended questions. For example, you might say, "What did you learn from the role play?" instead of "Did you learn how to _____ during the role play?"

- Listen carefully to the communication and for any feelings that may accompany it.

- Rephrase participants' communications accurately for clarity, when necessary, and without judgment.

- Respect every participant's feelings, perspectives, and contributions.

- Adhere to the time schedule.

- Focus on developing skills, not just knowledge.

- Make the learning process active.

- Make the course material clear by speaking slowly and using language that is understood by all participants.

6. Evaluation

Training evaluation should take place throughout each phase of the training process, not as a last step. For example, after conducting a needs assessment, ask the design team and key informants if the needs identified are accurate. Have other trainers review written materials before finalizing and printing them for training. This kind of "formative" or process evaluation helps ensure that we have developed the training with great thought and analysis at each step.

The most obvious and frequent kind of evaluation occurs immediately after training; participants complete a course evaluation form following the training but before

leaving the site. Evaluation can also take place at the end of each day of training through quick "How did it go?" discussions, or even in organized focus groups with participants during the evening. Longer-term, follow-up evaluations conducted three months to a year or more after training are also a possibility. These evaluations measure how participants use their newly acquired information and skills in their professional roles.

6.1 Forms of Evaluation

These methods of formative evaluation are often used during the training delivery phase. The process allows trainers to determine how they need to adapt their training plans and delivery so that a training session or program will be most effective for participants.

1.Pre- and Post-Knowledge Test: Before you begin the content of the training, ask students to complete a knowledge-based questionnaire that asks them what they already know about the training topic.

- Pass out the exact same questionnaire at the end of the training to gauge how their answers have changed from before the training began.

- Keep the questions brief, no more than 10 or 12.

- Focus questions on the learning objectives.(Note: This questionnaire can also be administered during the needs analysis. You want to determine what participants already know and therefore, what you can leave out of the training or spend less and more time on).

2.Trainer Assessment: During breaks, the trainer(s) should assess the progress of the training. If there is more than one trainer, each trainer should provide honest and helpful feedback to each other.

- Are students engaged?

- Was there possible confusion on any portion of the session so far?

- Is more time needed for a particular portion of the session?

- Are the trainers going too fast or do they need to pick up the pace?

- Are participants interacting as a group enough?

3.Participant Check-in: Ask participants briefly how things are going. Find a convenient time to either hand out a half-slip of paper and ask four or five questions or ask them verbally and get feedback from the group:

- What have you learned so far in this training session that you didn't know before?

- What would you like to know more about that was ad-dressed so far?

•How is the pace of the session so far? Too Fast, Too Slow, Just Right?

•What did you like best about the morning (or afternoon) session?

•How can the trainers make the remainder of the session most effective for you?

4.Post-training participant feedback: Suggested questions:

•What has gone well so far in this training?

•What have you learned that is new?

•What was presented that you already knew?

•What would you like to know more about?

•What can the trainer(s) do differently to make the training more effective?

•What can you as participants do to make it more effective?

There is a wide set of evaluation forms covering almost every aspect of the training. Training design teams need to decide on which ones are relevant and effective for their particular course. Overdoing it on the evaluation tires participants. Evaluating each session, at the end of each day, and at the end of the training becomes a time consuming activity. There needs to be a balance and a variety of the methods used too. At the end of each session, evaluation could be informal, verbal and in a plenary. At the end of each day evaluation could be done in a more structured way with participants breaking into small working groups and developing 4-5 key learning or feedback points for the trainers. The evaluation at the end of course needs to take a far more structured and time to achieve its aim. It could be divided into a reflection exercise involving the whole group and facilitated by one or more trainer in addition to the pre-designed formal evaluation form.

The following is just a list of the types of evaluation that could take place in any training course:

• Daily Evaluation Form

• Training Evaluation Form: Skills, Attitude, Comfort

• Training Evaluation and Learning Self Assessment

• Post-Training Summary Evaluation

• Training Observation Instrument

• Expert Observer Rating Tool

• Group Activity Observation Form

- Evaluation using Focus Groups: Topic Guide

- Trainer Attributes: Competencies Self-Assessment

- Instructional Design & Materials Evaluation Form

6.2 Process Evaluation

Process Evaluation (or Formative Evaluation) - occurs while the training is being designed, developed, and delivered. It allows trainers to determine what needs to change in their training plans and delivery so that a training session or program will be most effective for participants.

By evaluating team's process and progress as each stage is com-pleted in the training creation process we can be sure we have addressed all the issues and taken the necessary steps that go into a successful training. Every step along the way needs to be appraised and evaluated before moving on to the next one. This covers evaluating progress in the Needs Assessment, Design, and Development stages of training development.

Process Evaluation – Needs Assessment

Needs assessment (also called a needs analysis) usually isn't thought of as a step in the evaluation process. But in fact, curric-ulum design, development, delivery and evaluation all circle back to the information we obtained during the needs assessment process. The evaluation conducted at the very end of training will shed light on whether or not the training adequately addressed the gaps in knowledge and skills identified during the needs assessment process.

Once the needs assessment process is completed, we need to con-sider its results and assess what worked, did not work, and where we need to go back and attempt to get additional information.

This can be done by using the following simple checklist:

- Were the appropriate people involved in identifying the needs of target population?

- Was a comprehensive analysis conducted or were the results too narrow?

- Would additional methods provide more useful input, (e.g. a focus group or a questionnaire)?

- Would repeating a previously used method, but with more par-ticipants and information provide more useful input?

- Are more interviews needed to identify the needs of underrepresented participants?

Process Evaluation – Training Design

The journey of creating training is made up of many important pieces - coordination, ideas, steps, people, and resources. The design phase is when all these pieces come together. When finished, we will have a blueprint of what the training will look like. We get a glimpse of the bigger picture: audience; their identified needs; curriculum learning objectives, outline, and instructional methods; trainers and other resources; etc.

Content experts should review the training design before the curriculum developers begin development. They should be a part of the on-going development process. Content experts can be content professionals, former trainers of the content, and/or members of the targeted student population.

Once training design is completed, the design team needs to stand back and assess the hard work and progress so far posing the following questions:

Training-Model: *Have training designers:*

- Clearly identified participants' knowledge and skills gaps?

- Prepared the course or session by using a sequential planning model?

- Examined learning tasks for sequence: easy to more difficult, simple to complex?

- Honoured the fact that adult learners are subjects of their own lives, in the training design?

- Clearly defined content - skills, knowledge, and attitudes - that satisfy the learning objectives of the intended audience?

- Designed achievement-based objectives that can be readily evaluated?

- Create training comprehensive enough without being over-whelming?

- Create a time frame that allows the accomplishment of learning tasks?

- Planned a wide variety of teaching and learning techniques?

- Arranged for trainers with the background and instructional skills to present an effective learning experience?

- Identified good resources and materials?

Structure: *Have training designers:*

•   Make sure the size of the group would promote optimal learning?

•   Selected a site that lends itself to small-group work?

•   Design a warm-up exercise related to the topic and appropriate for the group?

•   Created ways to teach the content through small group activities?

•   Design a time frame that allows for the accomplishment of all learning tasks?

•   Planned for participants' safety?

•   Set up processes and structures - small groups, breaks - to assure inclusion?

•   Built in brainstorming or associative processes that discourages judging or editing?

•   Planned quiet, reflective time for participants to think about what they are learning and how they might apply new knowledge and skills?

•   Created closure tasks that include evaluation and end the training on a positive, hopeful tone?

Communication: *Have training designers:*

•   Been in dialogue with participants prior to the course?

•   build in open questions to stimulate dialogue throughout the training?

•   Instructed trainers to avoid monologues by designing for dialogue?

•   Designed for optimal engagement of all, using small group work, learning tasks, affirming responses, echoing?

•   Create an opportunity for small groups to examine their own group and task maintenance together?

Process Evaluation – Training Development

As material being developed, content experts should be on-hand to conduct reviews and offer suggestions. Once the course is complete, a beta or pilot test is an excellent way to identify problem areas and holes in the curriculum. Like the evaluation of the training design, using content experts, possible trainers, and members of the target population is recommended.

•   Did we have adequate input from content experts?

• Did we conduct a review and/or pilot training with a good representation of stakeholders?

• Did we have enough/too much time allotted for each portion of the training?

• What content areas need more examples, statistics, case studies, etc.?

• Is there a blend of participant and instructor talk?

• Is there adequate time given to class discussion, teacher explanation/lecture, question-answer periods, group activity, and individual exercises?

• what should the trainers work on regarding classroom presence, style, and overall teaching effectiveness?

• does the course actually meet the stated learning objectives? Do the learning objectives need to be modified?

• Have we built in adequate evaluation to assess the curriculum, the process, and participant learning and application?

Finally, it is important to reiterate that training and training design are an on-going, rather than a linear process. Questions posed above aimed at evaluating one experience should inform the following training course or future pilots if more than one is required. Regular check in with the project team, structured evaluation of each process and constant feedback loop maintain a high quality of the training material and its delivery in terms of relevance and overall impact for participants' future practice.

Conclusion

FGS has a system of developing skills standards, test specifications, training curriculum and instructional material. This system has evolved and refined over a period of time based on national needs and conditions with the objective to produce of time based in national needs and conditions with the objective to produce the skilled manpower to support the economic growth. The system has served FGS well in response to industry requirements.