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A Guide to Practical Preparation of Training Courses

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PREFACE

This Guide to Practical Preparation of Training Courses was developed by Indonesia Forest Seed Project in collaboration with Mrs. Kirsten Olesen Consultant on Information and Extension from Danida Forest Seed Centre in 2000.

Minor modifications have been made by Forest Gene Conservation Project and Mr. Søren Moestrup, Forest &Landscape, Denmark, to better fit the Cambodian situation, and agreed by Forestry Administration in order to publish in Khmer and English language for all involved stakeholder, especially the guide is memory to training course ' organizer.

It is the hope, that the Guide will be a practical tool in planning of courses, workshops and seminars for all staff who occasionally have the task to prepare and implement such activities and thus be of benefit for the forest sector in Cambodia.

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1. Introduction

The Cambodia Tree Seed Project (CTSP) was initiated in 2001 and its extension runs until September 2008.

The project is a collaboration between the Cambodian Government and the Danish Government and the main aim is to strengthen the establishment and management of forest genetic resources in a participatory way.

Throughout the project period the transfer of skills and knowledge remain an important part of project activities and will be part of the training at all levels and within extension activities.

The aim of the Guide is to follow up on the above course and to facilitate planning of training activities conducted locally by the staff of Forest Administration. The staff are expected to plan courses within their specialties and to implement and conduct courses for their target groups two to three times a year.

It is the hope of CTSP that the Guide will be a practical tool / checklist in the planning of courses, workshops and seminars and be useful also for trainers who did not attend the above course and for other staff members who have are involved in conducting courses, workshops and seminars.

The Guide is not intended for professional teachers / trainers.

2. Planning

Thorough preparations and sufficient time for preparations increase the chances of a successful course.

A. Ideally, the planning starts **three months before** the course starts. At this point the budget should be laid out, the trainers appointed, and a draft timetable worked out.

Below you find checklists for the course provider/trainer to be considered.

Checklist:

- Check any information about participants' **training needs** (see next pages)
- Decide among the trainers who does what
- Prepare checklists of resource needs and arrangements to be made (see Appendices III and IV)
- Contact and make agreements with external teachers/trainers
- Make draft curriculum
- Prepare sessions
- Book accommodation and reconfirm
- Send letter of invitation including contents of course and a description of the expected background (skills) of the participants, venue, duration, time and economic issues

B. **Two months** before the course starts it is time to consider the needs for facilities.

Checklist:

- Class rooms: Book rooms and check facilities (see Appendix III).
- Apply for facilities not yet found.
- Trainers: Assess your need for training aids, check stocks and obtain what is missing (see Appendix IV).
- Continue to prepare your sessions
- Food and drink: Arrange for "what, how, when, and where".
- Field trips (if such are included): Apply for permission to visit, reconfirm in writing, visit the site, check available facilities, relate to objective, book transportation, reconfirm.

C. **One month** before the course starts it is time to check if all the participants originally invited will actually attend, and time to replace those who cannot.

Checklist:

– Training rooms:
– Food and drink:
– Accommodation:
– Visit site:
– Transportation:

} Bookings ok?

– Send letter of confirmation to participants, ask for reply; ask for possible comments to the course aim.
– Trainers: Make copies of all handouts etc.
– Make sure, the certificates will be produced and signed.

D. **One week** before the course starts it is the time for the trainers to meet and co-ordinate, lessons, exercises, materials and time table.

Checklist:

- Go through all sessions, discuss content and methodology
- Finish the timetable and get it printed and copied
- Go through your original checklist and make sure, that all arrangements have been made.

3. Training Needs Assessment (TNA)

Before deciding on the content / curriculum of the course, you will have to assess the training needs of the participants.

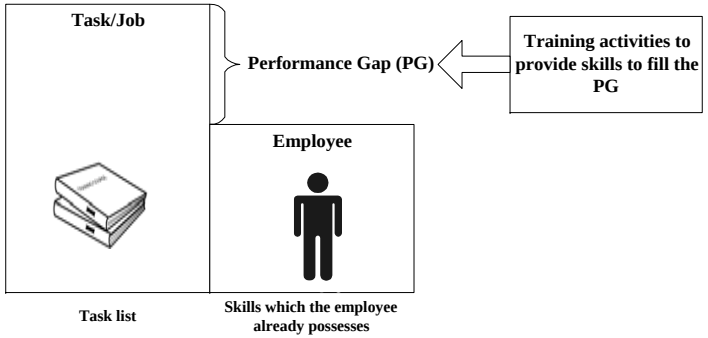
In this context, the training need is defined as the ”Performance Gap PG” between present skills and the skills needed to fulfil the actual task of the individual staff member. (In other words the trainer has to compare the background skills with the individual job description and assess the ”gap”). Preferably these needs have been identified prior to the course in an official TNA developed by the company or the institution.

If a reliable TNA is not available, you will have to allocate some sessions at the beginning of the course in order to assess the needs of the participants and you will perhaps be forced to change the balance between your sessions according to your findings.

You may identify the “Performance Gap” and hence the training needs with good approximation by using at least two of the following techniques:

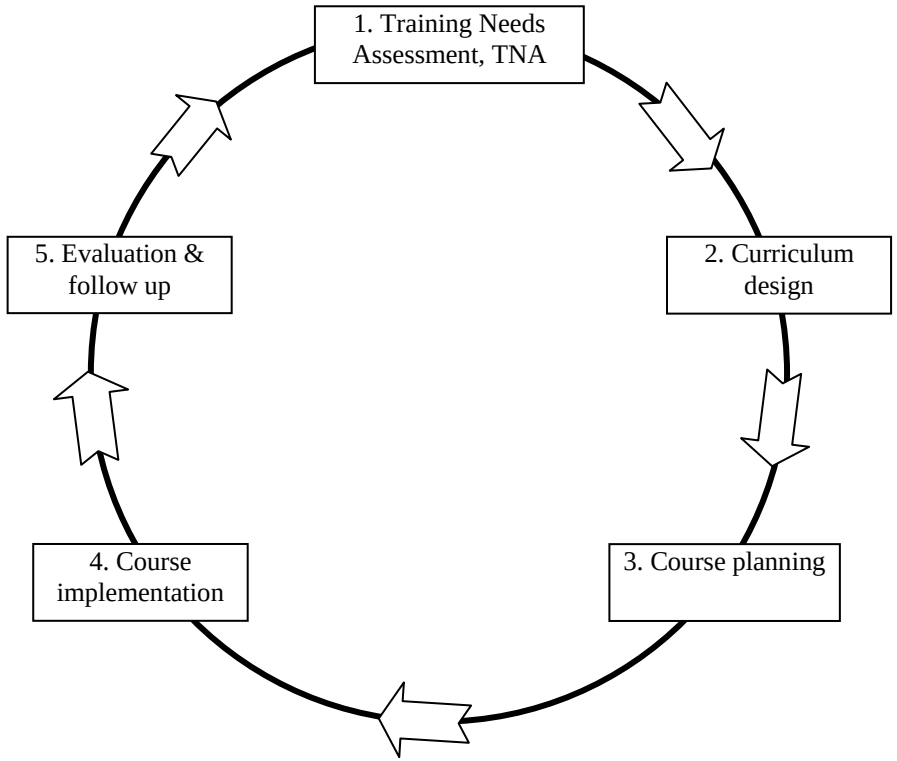
- Observations
- Questionnaire / checklist
- Interviews
- Trainers diary / notes
- Statistics, achievements
- Group discussions

Training Needs / Performance Gap

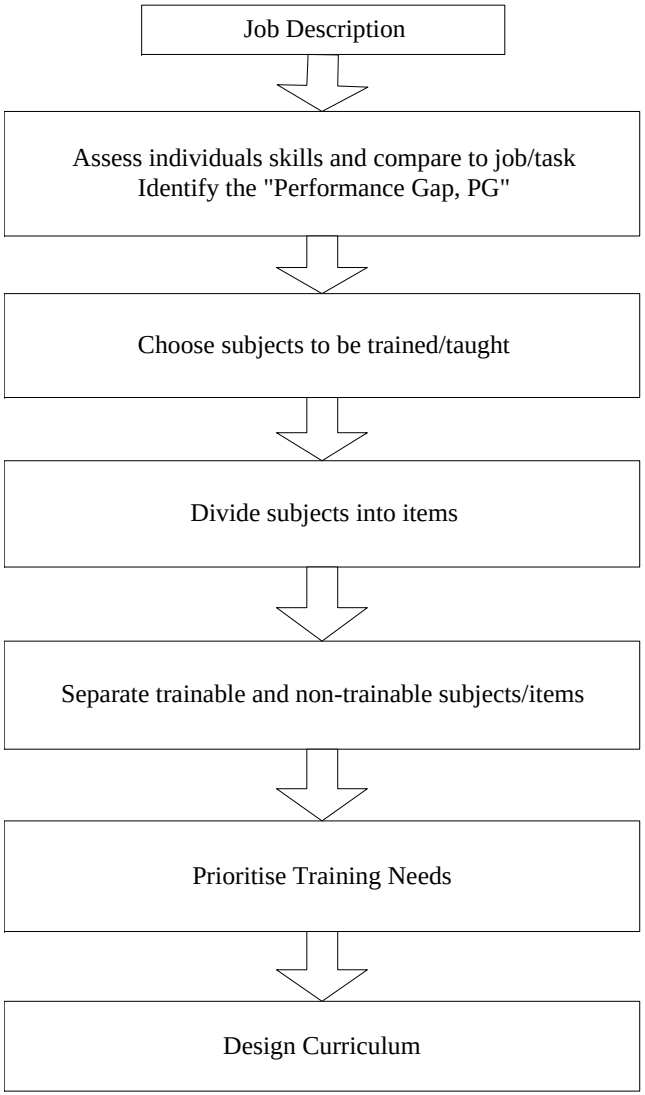


”The Training Cycle” / Planning Process

The below figure and the following chart “Details of the Initial Planning Process” visualize the planning steps described above



Details of the Initial Planning Process



4. Design of Curriculum

Definition of curriculum: The subjects included in a course and their distribution to time and place.

The design of the curriculum and the current revision must be based on the outcome of the TNA as described above. Not every performance gap is likely to be filled by one course. Therefore, your planning must include / consider:

- Ranking and priority setting.
- Assessment of the importance of each subject (what the trainee 'must know', should know', would like to know').
- Decision on the desired effect of each subject on the participants as regards skills, knowledge, and attitudes (the three domains).

Every subject in your curriculum must have well described aims and objectives. Please remember the general rules:

Aim: Describes **what** the content shall be and **why** it is included in the course (see example below)

Objectives: Describes the **behaviour** (the action) that has to be demonstrated by the trainee after attending the course.

Conditions (the circumstances) under which the behaviour is demonstrated, for example: type of work, what tools are provided; is there a time limit; what aids can the trainee use.

Standard of performance to be achieved (description).

The text mentioned below is an example of a curriculum designed for a one week course in a technical subject.

Example of a Curriculum
(Within the scope of tree seed)

Course Title: **"Assessment of the Physiological Quality of Tree Seed"**

Introduction

Indonesian Forest Seed Project (IFSP) is supporting the National Tree Seed Programme in Indonesia by strengthening and developing the six regional seed centres, the BPTHs. An important part of these activities is to transfer knowledge about seed biology, seed collection, seed procurement, seed handling and seed protection to the regional seed centres.

Through the co-operation, the regional BPTHs have expressed a need for training of the staff. One of their needs is to know more about the physiological quality of seed and to clarify what seed quality is.

Target group

The primary target group is staff from the regional seed centres working daily with seed and related fields. The participants' skills and background for learning differs widely (according to TNA).

Aim of the course

The aim of the course is to teach the participants different aspects of the physiological quality of Tree Seed. This is due to the lack of knowledge of these topics at the seed centres.

Objectives of the course

After attending this course the participants will have a higher awareness on what quality seed actually means and will be able to:

- Quantify a seed lot according to accepted standards.
- Determine sampling intensity according to size and characteristics of the seed lot.
- Use appropriate sampling instruments and techniques.
- Use the principles of testing seed lots for moisture content.
- Use the principles of testing seed lots for purity and weight.
- Master the principles of germination testing and how to apply it.
- Make rapid tests and recognise their limitations.

For all above-mentioned subjects, the participants should be able to apply the principles in practical exercises.
All the skills must be demonstrated according to accepted standards.

Timetable

"Assessment of the Physiological Quality of Tree Seed"

	$8\text{-}9^{45}$	$10^{15}\text{-}11^{45}$	$12^{45}\text{-}14^{15}$	$14^{45}\text{-}16$
Monday	Registration Opening Ceremony Introduction	"Icebreaker" Define seed quality	Sampling (theory)	Sampling techniques (practical)
Tuesday	Moisture content (theory)	Moisture measurement methods	Laboratory exercises	Laboratory exercises
Wednesday	Purity	Purity Exercises	Weight	Weight exercises
Thursday	Germination (theory)	Germination tests	Field trip Rapid tests	Field trip Rapid tests
Friday	Vigour tests	Vigour tests	Estimate necessary equipment	Evaluation Closing Ceremony

5. Selection of Training Methods

Select your training methods and develop your training materials with due consideration to the fact that you will be training adults who possess a lifetime of experience and possibly at least some experience of the subject.

Generally, participatory methods have proved most efficient and thus confirm the old saying: "*Hear and forget";" see and remember";" do and understand"*.

Remember: For learning to be most effective, theory and practice should be closely linked in a "learning by doing process". Remember to change between a variety of methods.

Here follows a list of methods from which you can choose.

Lectures
Discussions
Group work
Question and answer

Panel discussions
Case studies
Role Play
Games

Practical work/exercise
Simulation

Demonstrations
Exhibitions

Field visits
Excursions

Video
Film/TV
Radio

Library work
Individual project
Self study
Tutorial consultation

6. Evaluation of Courses and Follow-up

Evaluation is an important part of the training. The evaluation can be a process where you examine the preparation of the training and find out if it has led to the expected results. But this is not the only purpose of evaluation. It is also interesting to evaluate:

- How each participant experienced whether the different aspects of the training fitted his/her background for learning or not.
- How the trainer assesses the relationship between the content and the participants' status and social background.

How to make an evaluation of these topics?

To find out whether the training has led to the expected results, you can use different kinds of tests. Written tests, spoken tests, practical tests where you compare the formulated objectives for the course with the practical skills of the participants.

For the 2 topics listed above, testing is not recommended. Conversation with the participants supplied with written statements fits these topics better.

Examples of supplementary material/forms for evaluation are given in appendixes I and II.

<u>Timing of evaluation:</u>

<u>Daily evaluation:</u> The most important evaluation is the daily evaluation that teachers, trainers and participants make. In this way you assess and implement new experience.

<u>Mid evaluation:</u> It is also a good idea to make a mid course evaluation. The mid course evaluation can help you to keep the course on the right track.

<u>End evaluation:</u> At the end of the course you can ask the participants to make a written evaluation. This evaluation has not really any value for the present course but it may be important for your planning of future courses.

After the evaluation you can use the evaluation results to consider:

- The advantages and the disadvantages of the timetable and perhaps make some changes.
- The course content, its aims and objectives.
- The choice and the preparation of training methods.
- The trainer's performance.
- Revision of future course.

APPENDIX I
Mid Course Evaluation Form.
(To be filled by all participants)

Title of course……
Place and date……

	Good points	Bad points
About the workshop/ course		
About the trainers		
About us, the participants		

APPENDIX II
Course End Evaluation Form
(To be filled by all participants)

Title of course: ……
Place and date: ……

Evaluation:

Please list any extra topics you would like to be included in the course:

Please list any topics you would like to exclude from the course:

Management:

Please comment on the management of the training course:

Score 1 for the best and 4 for the worst.

Aspects	(Best)			(Worst)
	1	2	3	4
Management of lessons				
Management of exercises				
Meals/Refreshment				
Overall management				

Please give us some suggestions to help us to improve repetitions of the course:

APPENDIX III
Example of Demand on
the Class Room / Lecture Hall

You are likely to be spending much of the course in an ordinary class room. It is therefore very important that the room you use as your base is as appropriate as possible for the kind of work that you will be conducting. Sometimes you may have no choice about which room you will use. However, you may still be able to modify the room to make it more suitable.

Some of the facilities that are used during the course / workshop should be available for every session. These include:

- The whiteboard, pens and eraser.
- The chalkboard, white chalks, coloured chalks and a duster.
- Flipchart paper and sufficient pens for each group to have two colours;
- OHP, blank OHP folio and pens.

The room should preferably:

- Be light (even when the electric lights are switched off) and well ventilated.
- Have air condition, AC.
- Have movable tables and chairs to make it easier to carry out a range of groupwork activities.
- Have an electricity supply close to where you will use the OHP. If necessary, use an extension lead. On some occasions you will need to use more than one OHP at the same time. Preferable to have two electric sockets in the room.
- Have the overhead projector screen angled to the wall to get a square picture.
- Have tables, which are flat and large enough to take chart papers used in workshops.
- Have enough notice boards or batons, on which charts can be hung.
- Have a lot of free wall space. You will need to have many charts and posters on the wall at the same time. Check that the walls will not be damaged by tape etc.

The other facilities needed in the class room are included under “Training Material”, Appendix IV.

APPENDIX IV
Example of Demand on
Training Material / Equipment

The following list covers the training material needed at a “Training of Trainers Course” to support the theory sessions of a course / workshop for 20 participants.

Check all items YOU need. It is not likely, that you will need everything here.

Stationery for individual participants:

There should be 20 sets of each of the following items:
Name card for table and the person
A4 lined and punched paper
Note book (preferably ring bind)
Ballpoint pen (black or blue)
Pencil
Pencil eraser (separate from the pencil)
A4 folder for punched paper
Ruler (12”)
OHP Pens - water-based, (four colours)
OHP Pens - spirit-based, (four colours)
Small paintbrush for use with watercolour paints
Course / Workshop Certificate

Stationery for the whole class:

Correction fluid and solvent (Two of each)
Watercolour paints, at least six colours (Six sets)
Paint palettes (20)
Whiteboard pens, four colours (Three sets) plus four additional pens with black ink
Whiteboard eraser (Two)
Flipchart pads (Six pads, Al (A one) size, or 500 loose sheets)
Hole Puncher, preferably with a guidebar (Two)
Stapler with two boxes of spare staples (One)
Paper towels
Drawing pins (One box)
Paperclips (One box)
Large scissors (Five)
Paperglue (Two bottles)

OHP Transparencies (Four boxes)
OHP Transparencies for photocopies (One box)
Spirit (One small bottle, 500 ml)
Paper tissues (One box)
A4 Paper- plain (Two packs)
Flipchart Pens - chiselpoint, with four colours (Four packs)
Masking Tape (Four rolls)
Scotchtape (Two rolls)
Stiff card in assorted colours for making magnetic labels and posters
Chalks- 3 boxes of white (anti-dust); 3 boxes of mixed colours
Chalkboard dusters (Three)
Photocopy paper
Print film (2x36 exposures)
Slide film (2x36 exposures)
Tape measure (l0 m)
Video-cassettes (3)
Post-it Notes-large (Two packs)
Drawing-pins (Two packs)

Equipment:

OHP with spare bulb (Three)
Flipchart Stand (Three)
Glass jars or vending cups for use with watercolour paints (24)
Drawing instruments for whiteboard (One set)
Extension cable (Three)
Flannelboard (One)
White plastic sheeting (2m)
Whiteboard sheets (Two)
Noticeboards or batons on wall of training room for fixing charts
Magnetic board + magnetic tape
Small magnets of assorted size (20)
Chalkboard
Camera and film (see above) to produce a portfolio of the workshop activities
Whistle
Watch for timing activities
Ball of string
Video-cameras (3)
Bulldog clips for chart stands
Large boxes in which equipment can be stored and transported

TV/Video
Loudspeaker

Equipment for teaching practical skills

If you will be teaching practical skills at a separate location from the main training centre, you will need to ensure that this location has the significant equipment. This means that you will have to visit at least one month ahead of the workshop to check on the availability of equipment.

OHP with two spare bulbs (One)
Extension Lead (One)
Flipchart Pads (Two)
Flipchart Stand (One)
First Aid Box (One)
Clipboards (One per tutor)
White plastic sheeting for outdoor charts (25 m)

Equipment and facilities for specific courses

The technical equipment needed for the participants' skills teaching sessions will depend on the skill that the participants need to learn. Sufficient quantities of equipment should be available.
Many specific courses and exercises demand provision of specific technical equipment, and the availability has to be checked in due time before the activity takes place. Specific Courses could be:

- Tree Climbing
- Seed Testing
- Seed Sources

For many courses it is also necessary to find suitable stands for excursions and exercises.