



Professional Training of Trainers

The need for capacity building within organisations is growing and vital; either in procurement, to take account of the new procurement framework or guidelines put in place by the World Bank and other international donors, or in monitoring and evaluation to ensure that all stakeholders involved in the system possess the knowledge and skills required. Every organisation needs in-house trainers capable of transmitting the desired knowledge quickly, economically and with the required quality. "Training is not teaching" – it requires specific knowledge: understanding adult learners and their professional situational needs, the expertise to fill the gaps that hinder organisational performance, and, of course, communication and facilitation skills, as well as leadership abilities to induce organisational change and promote peer-to-peer training transfer. This seminar, combining theory and practice, provides a review of the essential knowledge a professional trainer must master in order to succeed.

PRACTICAL OBJECTIVES

- ✓ **Integrate** all of the concepts, approaches, tools, techniques and best practices necessary for the success of a professional training.
- ✓ **Elaborate** a results-based training programme involving the transfer of learning at all stages (from needs assessment to final evaluation).
- ✓ **Train** peers by applying the knowledge, skills and attitudes of a trainer during simulations in a topic of their choice.
- ✓ **Evaluate** their own performance as well as that of their peers as a trainer in a perspective of continuous improvement.

TARGET AUDIENCE:

- **Managers and experts who wish to effectively communicate their knowledge to their team or train other professionals in their field.**

DURATION: 2 weeks

SEMINAR TOPICS

- **General Principles of Learning Among Adults in a Work Situation:** Factors facilitating training transfer. Training factors. Trainee-related factors. Environmental factors in the workplace. Post-training effects. Motivation-related factors. Job requirements. Professional skills. Learning stages.
- **Strategic Planning:** Needs assessment. Job requirements. Learning theories. Stimulus variability. Reinforcement mechanisms. Group pressure. Transfer systems. Organisation-related environmental factors. Socio-technical vs mechanistic approach to transfer. Definition of objectives. Bloom's Taxonomy.
- **Design of Training:** Training process. Objectives-based training breakdown. Activity planning. Experiential vs social learning models. Learning styles. Preparation of a specific training plan.
- **Identification of Resources:** Trainer profile. Time management. Learning conditions and environment. Group dynamics. Group development. Administrative aspects.
- **Training Transfer:** Inputs. Outputs. Conditions. Types of transfer. Maximising transfer.
- **Evaluation of the Training:** Evaluation models. Kirkpatrick's Model. The organisational learning. Summative and formative evaluation.