



Training Module on Training of Trainers

Popularizing sustainable policies that impact
school to work transition of the youth

Foreword

UNESCAP provides technical and financial aid to facilitate the recognition and enforcement of policies that affect the student and youth population who undergo 'school to work transition'. The focal points of this can be categorized as follows,

1. Empowering the youth on policies that benefit all stakeholders
2. Empowerment of policy makers
3. Effective distribution of the positive effects of successful policies among all parties
4. Enhancing the interrelationship among different stakeholders
5. Enhancing the working capacity through training

Drawing on the advantages of information and communication technology, the Ministry of National Policies and Economic Affairs, expects to formulate innovative policies in collaboration with the national and private institutions that enforce policies that affect the population that undergo school to work transition, and other institutions which implement motivational programs for the targeted group

NYSC, as the leading national youth development organization in Sri Lanka, implements pragmatic approaches in enforcing policies that affect school to work transition, utilizing the support of third parties, technical assistance and strategic methods. By effectively employing human resources with national and international exposure, it is expected to introduce novel tools and training modules to increase working capacity.

Thus, the aforementioned tools and resources will be utilized for a wider institutional involvement and better exchange of knowledge and experience among countries. The youth in the field of vocational and professional training in Sri Lanka and other regional countries can make use of the training modules produced to meet the demands of their working environments.

Editorial:

This training module provides technical guidance on the skills that should be achieved by students and the youth community in their transition from school to the corporate world. The training module is prepared to help youth policy makers, teachers, professional trainers, other training facilitators and the youth community to enhance service capacities through self-exploration.

In executing this training module, the training time period shall be decided by the chief service provider. The subject area has been scheduled to enable training time periods to be either one day or two and a half day training programs based on the needs of the target group. The subject matter should be utilized in a manner which would enable a one day refresher discussion consequent to the training.

In making the session plan on Training of Trainers, attention should be directed to the strategies that should be included in it. Studying the training module before the commencement of the training programme is the disposition of a skilled and experienced trainer. Therefore, we expect that you will study and examine both the training module and the training programme. This would in turn instill self-confidence within you. Hence we assert that it is your duty as a trainer to study in depth and gather information on the subject area beyond what is included in the training module. This module will provide you with the necessary guidance. The module will furnish the required technical direction and subject matter needed for a skilled trainer to confidently conduct a sustainable and effective training session.

Accordingly, steps should be taken to execute a high level training programme making use of the well formulated session plan and supporting material. Apart from that, we recommend that you use services of an assistant trainer which would aid you direct your attention to areas that you might possibly overlook.

Training of Trainers

Training Handbook

Content

Part 1	Page No:
1. Introduction on the training handbook	05
Part 2	
2. Objectives of the training module	05
3. Content of the module	06
4. Aims and Objectives	07
5. Instructions for trainers	07
6. Nature of training (Training period):	07
7. Training plan	08-09-10
8. Identifying the trainers role	10
9. Training session plan	12

Training Handbook

Part 1

Content of the Module.

1. Introduction to the training handbook

A workshop or session for the training of trainers should be well organized and requires the trainer to possess technical and theoretical knowledge. Compared to usual training sessions, this training module discusses the development of personal skills. Hence strategies and resources should be utilized to establish training skills. To produce an effective trainer, the facts and technical instruments in the module should be utilized.

This module has been created to assist those who are willing to provide services as youth activists, teachers and trainers in organizing youth and student centered programmes, to acquire knowledge through self-study.

This training module discusses the qualities that a trainer should possess and the skills he or she should develop. Apart from that it is expected to provide the necessary directions to develop the training personality of a trainer and to organize a productive training session.

2. Objectives of the training module

At the completion of this module you will be able to understand and develop skills in the following aspects,

1. Role of a trainer
2. Identifying the target group
3. Personality of the trainer
4. Introducing training techniques
5. Studying the training subject in depth
6. Mental readiness for a successful training and training assessment

3. Training Content:

Subject Field/ Objectives	Method
Trainer and trainer's role	Identifying the scope of the trainer's role through group activities and present it through a role play.
Identifying the team	Understanding the potential trainers in the target group via a questionnaire prepared prior to the training.
Personality of the trainer <ol style="list-style-type: none"> 1. Body language 2. Language (Use of examples) 3. Receive and retain attention 4. Time management 5. Use of audio visual media 6. Directing the training teams 7. Presentation skills 	The use of relevant methods by the trainer. (Creating awareness on training skills and training skills development via group activities)
Training techniques	Audio visual presentations (Power point)
Study the training subject in depth	<ol style="list-style-type: none"> 1. Revising one's knowledge on the subject area 2. Awareness on updating knowledge 3. Youtube/Internet/Media
Mental readiness for a successful training	<ol style="list-style-type: none"> 1. Revise the pre-planned session plan and tools. 2. It is essential to engage in self-exposure training on the training that you are expected to deliver which will also boost your self-confidence. 3. Apart from the technical instruments required for the training also prepare visual aids that supplements all content. (In the event of a technical default, use the visual aid) 4. To lower uneasiness in mind take deep breaths and slowly exhale prior to starting the session. Not being hasty to begin would reflect your calmness and maturity. 5. Stand straight and light with your body weight equally distributed to your feet. Look at your audience with rigidity when introducing yourself. Allow your hands to freely move and express yourself.
Training Assessment	Verbal activities/ Pre-prepared feedback form

Part 02

Introduction

4.Aims and Objectives

- I. To create a positive change in the trainees, trainers should employ various techniques. What is expected of a training program is to create a notable social development through creating positive change in the attitude and conduct of the trainees.
- II. In achieving this, the trainers must be a favorable factor and the techniques employed must be appropriate for the training program. This should also help to reach the objectives of the training program.
- III. Thus, this module strives to create effective trainers through identified strategies and technical guidance.

5.Instructions for Trainers

Identify your target group. Take measures to prepare a training programme schedule and its session plan according to the needs of the target group. Implement youth-centered, practical training methods to achieve a productive outcome.

This module could be used to create a Trainer who will work with the expectation of producing a positive change in the participants.

- After the ‘Target Group Identification Training’ the target group should be capable of training another group.
- The Trainer must pay attention to his/ her own training skills, qualities prior to the training. Your self-conduct in training must be exemplary to the target group.

6. Nature of the Training (Training Duration):

Nature of the Training	Duration	Notes
Motivational Training Workshop	One Day	Non-residential

Capacity Building Workshop	2 ½ Days	Residential
Follow-up Workshop	One Day	Non-residential

7.Training Plan

Content	Objective/ Methodology
1. Identifying the team	<p>Through this, an approach to identify the target group who are expecting to join training is introduced.</p> <ul style="list-style-type: none"> Obtaining information on the potential target group via a questionnaire prepared prior to the training. Through analyzing the information retrieved, you would be able to gain a complete understanding about the target group and accordingly create the session plan.
2. Identifying the trainer’s role	<ul style="list-style-type: none"> Use activity 1
3. Personality of the trainer	<ul style="list-style-type: none"> Displaying a pre-prepared video.The personality of the trainer should be made known by analyzing the content of the prepared video(subtitled) Video clips on appropriate case studies should be selected and this exercise should be executed to achieve the objectives of this module. Instructions: <ol style="list-style-type: none"> Select at least 04 appropriate video clips. The video clips should only include content and appropriate story lines relevant to the subject. Analyse positive/ negative traits in a trainer using those video clips. Develop the discussion based on facts presented in the training module on the Trainer’s Personality.

<p>4. Training techniques</p>	<p>4.1 Use of audio-visual aid</p> <p>Appropriate audio-visual aid must be utilized and managed properly to achieve the aim of the trainer during a training programme.</p> <p>Examples:</p> <p>01. Flip Charts</p> <ol style="list-style-type: none"> 1. Must have a 2” gap between lines 2. Must have 2.5” margin on either side 3. Use larger font sizes for main titles 4. Use darker colours to write main titles 5. Art/ Pictures/ Charts/ etc. must be clearly visible to the audience 6. Use numbers or bullets to indicate points <p>02. Multimedia</p> <ol style="list-style-type: none"> I. Use the best fitting background for the presentation II. Use a colour that matches the time of the day III. Limit your sentences to 6 lines per slide IV. Highlight the main titles V. Use simple and effective visual techniques VI. Arrange the screen to ensure visibility to the entire audience. VII. Use microphones to ensure audibility to the entire audience. <p>03. Video clips</p> <p>Use relevant videos to achieve programme objectives.</p> <p>04. Zoop Card</p> <p>Prepare cards measured 4’/8’ and 4’/12’ (inches).The trainer may use alternative techniques apart from these.</p>

<p>5. Revise and study the course content and the session plan of the training programme</p>	<p>The training session plan prepared by the trainer to be presented must be revised and updated if necessary.</p> <p>The trainer becomes self-confident to present a refreshed training programme. Take measures to use the Internet, YouTube and other electronic training modules for this purpose.</p>
<p>6. Training Assessment</p>	<p>Obtain feedback from the trainees on the positive features of the programme and the areas which need improvement.</p> <p>This requires a Training Assessment at the end of the training which could be implemented through,</p> <ul style="list-style-type: none"> • Interviews • Pre-prepared questionnaire • Feedback form/ note

8. Identifying the Role of the Trainer

Activity – 01.

The community residing in village A is faced with an unexpected epidemic situation. As a result, they have encountered a critical health crisis and counter-measures against it have been unsuccessful. As a last resort, they have sent a message to outer space requesting help from extra-terrestrial beings. An alien medical team arrives in response, diagnoses their health condition and leave after providing the village with preventive measures to avoid such an epidemic. Following this, the community of village A launches an awareness campaign for school students in their area.

Participants perform a role-play based on this event.

Instructions for the Activity

1. The entire team must participate.
2. A self-assessment must be carried out to identify and list the team's positive qualities and qualities requiring further improvement after their performance.
3. If necessary, provide an opportunity to an independent judging panel to review the role-play.
4. The trainer must give required instructions to construct the role-play in alignment with the core objectives of the topic discussed.
5. Limit the role-play to a maximum of 30 minutes.

9.Session Plan

Subject Area	Problem Solving	Venue	
Duration	1 Day 8 hours	Target Group and number	

No.	Duration	Sub – Subject Area	Method	Aid
	15 minutes	Explain the objectives of the training and introduce the training programme	PowerPoint Presentation	PP1
	15 minutes	Participant Introductions	Name Game	Zoop cards and pen
	30 minutes	Trainer and his/ her role	A role-play based on a pre-prepared story	Acting/ stage equipment based on team requirements
	30 minutes	Trainer’s personality	Identify qualities of a trainer using pre-prepared, subtitled videos	Videoclips
	15 minutes	Training Techniques	Present using audio-visual aid	Pre-prepared audio-visual aid
	30 minutes	Studying the course content and mental readiness for the training’s success	Updating training tools and studying up-to-date information	Internet/ YouTube/ Training Modules
	15 minutes	Training Assessment	Verbal and pre-prepared feedback forms	Feedback forms

1. Training facilitators

2. Training Facilitators.....