

## Training of Trainers for personnel working for IGOs in Georgia

**TEAMS, 18 - 22 October 2021**

Day one, Monday, 18 Oct.					
Time	Subject	Module	Session	Learning objectives	Facilitator
09.00-09.55 (Tbilisi local time CET+2)	Welcome and introduction	<b>INTRODUCTION &amp; ICEBREAKER</b>	<ul style="list-style-type: none"> <li>- Organizer's introduction and participants' introductions (ice-breaker)</li> <li>- Workshop rules and housekeeping</li> <li>- Agenda and course content</li> <li>- Importance of the introduction session in the training</li> </ul>	<ul style="list-style-type: none"> <li>- state organizer's aim of the training,</li> <li>- name other participants in the group and the course team,</li> <li>- summarise housekeeping issues for the workshop</li> <li>- state the aim and key learning objectives of the workshop,</li> <li>- explain the importance of introductory activities in terms of meeting motivational need</li> </ul>	Training team
10:00-10:55	Being a trainer	<b>BEING A TRAINER</b>	<ul style="list-style-type: none"> <li>- Experiences of good and bad training</li> <li>- The teaching cycle</li> <li>- Theories about learning (experiential learning, social learning, learning styles, adult learning)</li> <li>- Difference between pedagogy and andragogy, trainer-centred and learner-centred approach</li> </ul>	<ul style="list-style-type: none"> <li>- list characteristics of good and bad training,</li> <li>- describe the process of experiential learning,</li> <li>- describe the theories about learning,</li> <li>- explain the difference between pedagogy and andragogy,</li> <li>- explain the difference between trainer-centred and learner-centred approach.</li> </ul>	Trainer 1
10.55-11.05			Break		
11.05-13.00	Principles of adult learning	<b>TEACHING AND LEARNING THEORIES</b>	<ul style="list-style-type: none"> <li>- Experiential learning</li> <li>- Activity: learning by doing</li> <li>- Social learning</li> <li>- Remembering and forgetting</li> <li>- Knowledge, skills, attitudes (KSAs), dimensions of learning</li> </ul>	<ul style="list-style-type: none"> <li>- describe the process of experiential learning,</li> <li>- explain the importance of social interactions in learning processes,</li> <li>- describe the process of remembering,</li> <li>- describe how quickly people forget things they have learned,</li> <li>- list some examples of aids to promote remembering,</li> <li>- explain the difference between knowledge, skills and attitudes (KSAs).</li> </ul>	Trainer 2

**Day two, Tuesday 19 Oct.**

Time	Subject	Module	Session	Learning objectives	Facilitator
9.00 – 10.55 (Tbilisi local time CET+2)	Planning and designing a Training Course: an introduction	<b>TECHNIQUES TO USE IN A TRAINING SESSION</b>	<ul style="list-style-type: none"> <li>- Aims, objectives and learning outcomes</li> <li>- Bloom's Taxonomy</li> <li>- Learning programmes and lesson planning</li> <li>- Lectures and presentations</li> </ul>	<ul style="list-style-type: none"> <li>- explain the difference between and identify aims, objectives and learning outcomes,</li> <li>- identify all aspects of training organisation (logistics, etc.),</li> <li>- formulate learning objectives for their training courses.</li> </ul>	Trainer 2
10.55-11.05			Break		
11.05 13.00	Organising a training event	<b>TECHNIQUES TO USE IN A TRAINING SESSION</b>	<ul style="list-style-type: none"> <li>- Different training activities and techniques</li> <li>- Energisers</li> <li>- Brainstorming sessions</li> <li>- KSAs and training methods</li> </ul>	<ul style="list-style-type: none"> <li>- Select the appropriate method for their training sessions</li> <li>- describe how to run at least two energiser activities,</li> <li>- propose learning activities that address / cover knowledge, skills and attitudes.</li> </ul>	Trainer 2

**Day three, Wednesday 20 Oct.**

Time	Subject	Module	Session	Learning Objectives	Facilitator
09:00-10:55 (Tbilisi local time CET+2)	Creating an effective learning environment	<b>MANAGING THE TRAINING ENVIRONMENT &amp; EFFECTIVE COMMUNICATION</b>	<ul style="list-style-type: none"> <li>-Effective communication in the training room</li> <li>-Using positive and negative language</li> <li>-Dealing with difficult participants</li> </ul>	<ul style="list-style-type: none"> <li>- understand what might influence the class climate</li> <li>- identify the problems that might arise in a classroom</li> <li>- understand the trainer's role in preventing, reducing and managing negative situations</li> <li>- distinguish between effective and less effective language to use in the training room</li> <li>- propose strategies for dealing with difficult participants.</li> </ul>	Trainer 3
11.05-11.55	Presentation techniques	<b>PLANNING A PRESENTATION</b>	<ul style="list-style-type: none"> <li>- Presentation roadmap</li> <li>- Resources in presentations</li> <li>- Lesson plan</li> <li>- Explaining the presentation exercise</li> <li>- Preparations for delivering presentations</li> </ul>	<ul style="list-style-type: none"> <li>- explain the characteristics of the presentation roadmap,</li> <li>- use PowerPoint, flipcharts, whiteboards and hand-outs when delivering presentations,</li> <li>- know how Bloom's Taxonomy can be used to plan a training session,</li> <li>- explain the presentation exercise.</li> </ul>	Trainer 1
12.00-13.00	Assessing and evaluating learning and training event	<b>ASSESSING LEARNING EVALUATING A TRAINING EVENT</b>	<ul style="list-style-type: none"> <li>- Assessing participants' learning</li> <li>- Principles and methods of assessment and evaluation</li> <li>- Kirkpatrick's levels of evaluation</li> <li>- Feedback techniques</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the principles and challenges of assessing participants' learning and evaluating training programmes</li> <li>- understand and know how to apply Kirkpatrick's levels of evaluation</li> <li>- be able to conduct evaluations at different stages,</li> </ul>	Trainer 1

				- give feedback to participants.	
Self-study assignment preparations	Training sessions/presentations	<b>PLANNING AND DELIVERING PRESENTATIONS</b>	<ul style="list-style-type: none"> <li>- Review of yesterday and introduction to today</li> <li>- Different activities to be included in designing a training session</li> <li>- Techniques to be used in a training session</li> <li>- Planning of the training session (practical exercise)</li> </ul>	<ul style="list-style-type: none"> <li>- produce a lesson plan for a training session in their area of expertise</li> <li>- deliver a presentation using effective verbal and non-verbal communication skills.</li> </ul>	Participants
<b>Day four, Thursday 21 Oct.</b>					
Time	Subject	Module	Session	Learning Objectives	Facilitator
09.00-10.55 (Tbilisi local time CET+2)	<b>Delivering an Online Course on Teams</b>	<b>DELIVERING TRAINING SESSIONS ONLINE</b>	<ul style="list-style-type: none"> <li>-Organizing your visual background, mic and video.</li> <li>- The mic and video of your learners.</li> <li>- How to open and close a session</li> <li>- Net-etiquette.</li> <li>- practical skills in online course facilitation</li> <li>-dealing with difficulties with disruption</li> </ul>	<ul style="list-style-type: none"> <li>-understand and apply the dynamics of online learning of adult learners.</li> <li>-understand what is important for online learning delivery to enhance leader engagement and explain the net-etiquette</li> <li>-illustrate the main technical characteristics of TEAMS and how to capitalize them for effective online sessions</li> </ul>	Trainer 4
11.05-11.55	<b>Delivering an Online Course on Teams (Con't)</b>				Trainer 4
12.00-13.00	<b>Delivering an Online Course on Teams (Con't)</b>				Trainer 4
<b>Day 5, Friday 22 Oct.</b>					
Time	Subject	Module	Session	Learning objectives	Facilitator
09.00-12.30 (Tbilisi local time CET+2)	Training activity	<b>DELIVERING PRESENTATIONS</b>	- Preparing and delivering a group training session combining different techniques (practical exercise for all participants)	<ul style="list-style-type: none"> <li>- use in practice knowledge on training techniques in group facilitation,</li> <li>- demonstrate the facilitation of a learning activity in groups.</li> </ul>	All trainers

12.30-13.00	Workshop close	<b>CLOSING OF THE TRAINING</b>	<ul style="list-style-type: none"> <li>- Review expectations and objectives for the workshop</li> <li>- Summary of the event</li> </ul>	<ul style="list-style-type: none"> <li>- Reflect upon fulfilment of their expectations and own learning progress,</li> <li>- summarize the training.</li> </ul>	All trainers
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