

Training of Trainers with a focus on digital learning/Technology-Enhanced Training of Trainers

[Date]

[Location]

COURSE CONCEPT

The background

During the European New Training Initiative (ENTRI) project and its successor, the European Union Civilian Training Initiative (EUCTI), Training of Trainers (ToT) has proven to be one of the most requested training activities among CCM missions and organisations. This is because diverse tasks within CCM missions require interaction, mentoring, and training skills with other mission members and external counterparts. Furthermore, the cross-cutting nature of the training content allows beneficiaries to apply the acquired skills in diverse contexts and settings.

Additionally, in the current global security situation (Ukraine, OPT, Afghanistan, Nagorno-Karabakh, Sahel, etc.), future crisis management missions and peace support operations may need to deal with increasingly large and rapid rotations, requiring rolling training. In addition, the fast development of digital learning technologies, staff turnover, consequences of the Covid pandemic and the volatile global security landscape have increased the appeal of digital training as a pragmatic solution to training needs.

Further reasons to fully utilise opportunities provided by modern technology are its widely recognised strong points:

- it provides a cost-efficient, easily repeatable, and updateable training format that can be followed in a safe and secure environment by numerous participants from different locations
- self-paced learning – at least partially - which can be highly beneficial in the fast-changing and volatile context of CCM missions

Yet, there seem to be no specific guidelines or tools for developing and delivering digital training (DT) in the context of CCM. Within the EUCTI project efforts have been undertaken to address this gap by developing a ToT course package that can be used by trainers to make full use of Digital tools in activities they are to organise (be them face to face, hybrid, or fully online).

In this regard, based on the ENTRI Training of Trainers' Package, the EUCTI project has organized online and face-to-face Training of Trainers for civilian crisis management missions' personnel and a specific activity has also been devoted to carry out a baseline study to assess the capability of the EUCTI consortium members to develop and deliver digital training in the context of CCM. As a result, an online self-paced and synchronous activity has been delivered among EUCTI partners to provide them with understanding of underlying pedagogical theories and frameworks. The delivery of this knowledge was combined with practical guidelines/toolbox on how to organize digital training (DT) in context of online or hybrid training. Against such background a course package for a Technology Enhanced Training of Trainers was developed. The package has been crafted following the logical framework of the 'training cycle' – from training needs assessment to training evaluation and for each of the phases it highlights commonalities and differences in planning, organizing, delivering and evaluating a face to face and an online training in all their variants. The use of digital learning tools is a cross-cutting element mainstreamed throughout the entire toolkit.

This 'agile package' contains a set of documents aimed at guiding trainers in organizing training of trainers in their respective missions/organizations for the purpose of embedding technology and digital tools in their courses, be them face-to-face, hybrid or online.

In order to finetune the draft course package and to make it implementable and usable in and by CSDP missions a **Trainer of trainer course has been envisaged**. This to assist mission staff as primary trainers of mission members, to learn how to use the package developed under EUCTI within the mission of assignment. This also to receive feedback from the potential primary users of the package on its scope, content and value so as to finalize and consolidate the materials developed into a final product.

The Proposed Offer

Assumptions

The ToT focusing on digital learning will be delivered as an online training session lasting 27 hours. Between 10 and 15 participants are expected to attend the training. The platform used for the activity will be Microsoft TEAMS/Zoom/Webex.

Course period

[Date]

Course duration

1. Classes will be held online consecutively for a total of 2,5 days with a half-day asynchronous element dedicated to individual assignments
2. Breaks: There will be a mid-morning and mid-afternoon coffee break and a 45-minute lunch break every day.
3. Pre-course tasks: During the application process, potential participants will be asked to fill in a pre-course survey embedded in the online application.
4. Assignments: During the course, participants will be requested to do/reflect/prepare a short presentation on topics discussed in the various sessions. Several hours for self-preparation will be factored into the training program to allow them to work on a presentation to deliver as part of the training activity.
5. Evaluation: At the end of every training day, a dedicated time slot will be allocated to recap the training topics covered that day. Daily evaluations will be the basis for a final evaluation at the training conclusion. The feedback from the evaluation will be used to consolidate the training and materials used in its implementation, contributing to the improvement of such activities in the future (under the scope of EUCTI or outside of it).

The Course

The key objective of this course is to build in-mission capacities for training purposes, enhance missions' ability to adapt to the steadily changing capacity-building requirements of international peace operations and strengthen the pedagogical, didactical, and methodological skills of civilian experts joining CCM missions. This ToT will enable them to deliver high-quality training in all training formats, focusing on the online format.

The course will provide the tools to identify the pros and cons of each format in a specific training context and decide how to assess the most suitable option, convey information effectively and motivate the learners by utilising digital elements. In this way, the mission is better equipped to design and implement ToTs by themselves, using EUCTI materials to support their work. This will allow missions (and other stakeholders) to create need-based training for different target audiences and repeat it effectively in the mission.

The Target Audience

The target group consists of mission training department members and training focal points (often located in human resources departments or the operations room) in diverse organisations active in CCM, including EUCTI partners, beneficiaries—CCM missions—and various other training providers.

Number of participants: between 10 and 15

The Expected Learning Outcomes

After completion of this EUCTI training course, participants should be able to:

- describe how learning theories can be applied to design high-impact sessions in person and online,
- identify course design methods applicable to training needs and typologies of trainings,
- practice advanced training design skills in preparing sessions (f2f training and blended and online learning events) on a range of learning topics, also making use of new technologies and digital learning tools,
- upgrade facilitation skills in a range of participatory training activities,
- understand what is important for online learning delivery to enhance engagement.

The Methodology

The ToT is an online classroom-based activity that adheres to commonly used standards on adult learning. This includes an approach that:

- is participant-centred - the programme fits the needs and professional background of participants and uses participants' experience and expertise as a resource during the training,
- is interactive - without practical application, course participants would fail to understand the depth of the transferred learning material,
- provides space for reflection on the methodological choices made for the programme.

Modules

Module 1: Being a Trainer

- Experiences of good and bad training
- The attributes of a good trainer
- Difference between face-to-face and online training
- The training cycle and the role of the trainer in each phase

Module 2: Teaching and Learning Theories

- Process of experiential learning
- Importance of social interactions in the learning process
- Process of remembering
- Difference between knowledge, skills and attitudes (KSAs)

Module 3: Techniques to Use in a Training Session

- Assessing the needs
- Analysing the target audience
- Presentation roadmap and course storyboard (online)
- Resources in presentations and online sessions
- Lesson plan
- Presentation exercise

Module 4: Managing the Training Environment and Effective Communication

- Identification of the most common problems that arise in the (online) classroom
- Key role of the trainer

- Practical tips, good practices and common pitfalls
- (Online) Training spaces

Module 5: Planning and Preparation of a Training Session

- Aspects of designing an online course
- Differences in “going online”
- Suggested rules for creating an online course
- The online course design process

Module 6: Delivery of a Training Session

- Different activities to be included in designing a (online) training session
- Techniques to be used in a (online) training session

Module 7 – Assessing Learning and Evaluating a Training Event

- Different ways to assess (digital) learning
- Evaluation/feedback forms

The Logistics

This course will be held online through TEAMS/Zoom. Before the start of the training, selected participants will receive detailed information on how to join. The course organisers will provide the materials necessary to facilitate the course.