



## **Proposal of a hybrid ToT Course for personnel of EULEX Kosovo and other IOs present in the country**

### **A description**

#### **1. The request**

Within the framework of EU Civilian Training Initiative (EUCTI), a three-year-long EU co-funded project aimed at complementing standard training activities carried out by member States, civilian crisis management (CCM) organisations and other training providers, the consortium has identified training courses which could be offered to EULEX KOSOVO and to other IOs working in the same country (e.g. UN, OSCE) during the time span of the project itself (2021-2023). Based on the training needs provided by the above mission, an exchange of views and ideas between relevant staff of EULEX and of the Scuola Superiore Sant'Anna, one of the EUCTI projects' partner, focused around the possibility of organizing an hybrid Training of Trainers for EULEX Kosovo personnel, enlarged also to staff serving in international missions in the same country.

In such endeavour, during discussions over the thematic organisation of the training, the mission's interlocutors expressed their need to organise two activities for two different target audiences:

- 1) Personnel involved in training related activities as part of their functions
- 2) Personnel (subject matter experts) requested to deliver presentations or to brief different audiences on thematic areas they are working on.

Pending approval by the EUCTI project management, discussions evolved around the possibility of organising two different activities:

- 1) A training of Trainers course
- 2) A course on presentation skills

As per the first course, the following thematic priorities, based on the ENTRI ToT course concept and program, have been identified and used as a starting point for building and tailoring a ToT program:

1. Being a trainer
2. Teaching and learning theories
3. Techniques to use in a training session
4. Managing the training environment & effective communication – focusing mainly on using positive and negative language as well as on dealing with difficult participants
5. Planning and preparation
6. Delivering a presentation
7. Assessing learning, evaluating a training event

The request was to organise a ToT course with a hybrid formula:

2 half a day online session, to work on the “cognitive level” or more on the knowledge-related learning objectives, and a two and a half or 3-day face to face training to work on skills.



## 2. The proposed offer – A - Training of Trainers

### Assumptions

- a) The ToT Course could be delivered, starting from June 2022 (exact dates TBD), as a synchronous e-learning course – 2 half days online;
- b) the online part would not last more than 8 hours in total;
- c) The F2F segment could be organised in mid July/early September and would last about 20 hours;
- d) the number of participants, would be ideally between 15 and 20 max
- e) the Platform used for the online activity could be Microsoft TEAMS
- f) the course would be opened to experts working in crisis management/peace support missions – deployed within Kosovo - who conduct training activities and coaching sessions as subject matter experts or trainers. A specific call for application will then be issued by the project secretariat.

### Course period

**Online part:** 2 half days to be identified in June

**F2F part:** ideally in the second half of July (from 18 July on...)

### Course duration

1. **Online Classes** will be held ideally throughout two consecutive half days for a total of max 4 hours per day according to the following tentative daily schedule
  - From 09.00 to 13.00 (GTM+1)
2. **Face to Face classes** will be held based on an agenda that would encompass 8 hours per day for 2, 5 days.
3. **Pre-course tasks:** A week before the starting of the Course, participants will be requested to fill in a pre-course survey
4. **Assignments:** During the course, participants will be requested to do/reflect/prepare a short presentation related to topics discussed in the various sessions. Several hours for self-preparation will be factored in the training program to allow them to work on a presentation to deliver as part of the training activity



### 3. The proposed course – approach and course content

The approach to the learning journey for trainers will focus on the delivery of blended learning that combines theoretical and practical learning, using approaches that encourage participation, demonstrations, groups discussions and overall collaboration that strengthens abilities. The key features of such approach are:

- ▶ **Delivering a blended training experience that equips trainers to train:** The blended learning approach adopted for this course will ensure an engaging experience that successfully identifies the learning objectives, knowledge, attitudes, skills and competences to equip trainers to deliver engaging training sessions that meet the needs in specific fields of their organizations and related target audiences;
- ▶ **Offering teaching aids that can be replicated in diverse settings:** ToT learners will need to be able to replicate the lessons acquired in their training in diverse settings and to diverse audiences and the teaching aids and exercises designed for this course will be easily adaptable to the used in their own training environments;
- ▶ **Delivering of practical exercises:** The ToT F2F part will adopt a practical approach where learners will be able to connect the theoretical and practical elements with implementation in practice.

The training will be delivered by trainers who have a background in trainer-training and related skills training (presentation, facilitation, etc). This training is a combination of knowledge and skills, with emphasis on the skills part. Specific attention is given to the facilitation of learning, how to deal difficult situations, intercultural issues and challenging group dynamics. The course is interactive by nature and is, being a training itself, also subject of reflection.

#### Course main modules (Online) – 8 hours

Session I Welcome and introductions	
<b>Specific objective</b>	The specific objective of this segment of the course is to enable participants to get to know each other's, the training team and have an overview of the learning journey they are embarking in. They will be able to identify the reasons why we need to make sure participants know each others; explain the importance to establish ground rules for the programme, of discussing logistical aspects ect. Besides being the introductory session to the course itself, this unit will also explain the importance of introductory activities in terms of meeting motivational need.
<b>Main topics</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 introductory activities in terms of meeting motivational needs (Maslow's hierarchy of needs)</li> <li>• Practice several introductions exercises and games</li> </ul>



<b>Session II Being a Trainer</b>	
<b>Specific objective</b>	<p>The specific objective of this segment of the course is to enable participants to distinguish between pedagogical and andragogical models of teaching; explain the significance of the training cycle and define acceptable and less acceptable models of professional behaviors as a trainer.</p> <p>This section introduces the idea of ‘training’ as opposed to ‘teaching’ and looks at the design of training as a cyclical process. It also discusses the professional responsibilities a trainer has. practice facilitation of a training session that they have developed themselves. They will present their session and receive feedback from the group and the trainer. This will be the last part of the training and attention will be given to the last part of the training cycle of evaluation and follow up.</p>
<b>Main topics</b>	<ul style="list-style-type: none"> <li>• Experiences of good and bad training</li> <li>• The training cycle</li> </ul>
<b>Session III Assessing needs</b>	
<b>Specific objective</b>	<p>The first phase of the training cycle is the needs analysis. Prior to development and implementation, one needs to identify the specific needs a training intervention will address. This is done through needs assessment and analysis of the available data. The specific objectives of this session are to explain the reasons why assessment and analysis are key steps in the design of a successful (effective) training and to identify and utilize tools for conducting such a task. Namely:</p> <ul style="list-style-type: none"> <li>• Describe how to assess needs;</li> <li>• Explain how to analyze the target audience and its environment;</li> <li>• Outline the steps of a task analysis.</li> </ul>
<b>Main topics</b>	<ul style="list-style-type: none"> <li>• Assessing needs</li> <li>• Analyzing the target audience and its environment</li> <li>• Task analysis</li> </ul>

**Course main modules (F2F) 20 hours**

<b><u>Learning Outcomes:</u></b>	<ul style="list-style-type: none"> <li>▪ Name the principles of adult learning and apply them</li> <li>▪ Name the stages of the training cycle and the key requirements for each stage</li> <li>▪ Formulate aims and learning outcomes of training courses</li> <li>▪ Know and practice learner-centered approach to delivery of training</li> </ul>
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	<ul style="list-style-type: none"> <li>▪ Apply various training skills and techniques</li> <li>▪ Select appropriate methods, reading materials and resources for training related to their work</li> <li>▪ Develop tools for evaluation after the training.</li> </ul>
<b>Module I Adult learning and learner-centred approach</b>	
<b>Specific objective</b>	The specific objective of this module is ensure that participants deliver training with a learner centered approach. So they understand the different stages of the Adult/Experiential Learning Cycle and are able to explain the different styles. They also know the important factors that determine the quality of a training (the key ingredients for successful trainings)
<b>Main topics</b>	<ul style="list-style-type: none"> <li>• Key ingredients of a successful training</li> <li>• Adult/ Experiential Learning Cycle</li> </ul>
<b>Module II Designing a training</b>	
<b>Specific objective</b>	<p>The specific objective of this module is to ensure that participants know the conditions of an effective transfer of skills and knowledge based on the principles of Brain Based learning, together with the Adult Learning Cycle and are able to design a training using different training methods.</p> <p>Besides the knowledge component, the participants will practice making a broad outline of a training program that they can use themselves within their own organization.</p> <p>The module aims not only to explain why certain approaches are effective but also puts these into practice by engaging with participants using emotions, senses etc.</p>
<b>Main topics</b>	<ul style="list-style-type: none"> <li>• Brain Based learning</li> <li>• Design of a training</li> </ul>
<b>Module III Training methods</b>	
<b>Specific objective</b>	The specific objective of this module is to enable participants to identify training needs, translate them into learning objectives and link these to relevant training methods. The participant will be able to formulate learning objectives on a Knowledge, Skills and Attitude level and can identify different training methods and where they fit into the Experiential Learning Cycle. Participants will practice with challenging situation with participants during a training and will learn how to deal with them in an effective way.
<b>Main topics</b>	<ul style="list-style-type: none"> <li>• Learner centred approach – learning objectives</li> <li>• Training methods</li> </ul>



	<ul style="list-style-type: none"><li>• Facilitation of learning – Group dynamics</li></ul>
<b>Module IV Delivering and Evaluating Training</b>	
<b>Specific objective</b>	The specific objective of this segment of the course is to enable participants to practice facilitation of a training session that they have developed themselves. They will present their session and receive feedback from the group and the trainer. This will be the last part of the training and attention will be given to the last part of the training cycle of evaluation and follow up.
<b>Main topics</b>	<ul style="list-style-type: none"><li>• Preparation of training by participants</li><li>• Facilitation of training</li><li>• Evaluation and follow up – training cycle</li></ul>