

**COMMUNITY ENGAGEMENT**

**TRAINING OF TRAINERS**

**FOR USE BY FRONT-LINE TRAINERS IN LEBANON**

***Goals, specific objectives, expected outcomes, and session plans.***

**What is a general goal?**

Goals define the overall purpose of the training in broad, general terms and do not usually provide guidance on how to achieve them. It is a long-term aim that requires several projects to attain it.

Examples:

1. To capacity build and strengthen FW to better perform their job.
2. decrease the mortality rate of children aged 0-5 years in this city by 20% within 2 years

**What are specific/learning objectives?**

Specific objectives are actions necessary to achieve a specific short term project or activity. Learning objectives are related to a learning activity. They are stated in term of the facilitator/frontline worker abilities. They represent what it is intended to be done. They should be SMART: Specific, Measurable, Achievable, Relevant, and Time bounded).

For example: during this session, the facilitator will discuss with 80 % of mothers 5 preventive factors to children mortality.

**What are expected/learning outcomes?**

Describe the desired behavior or changes that will be required to achieve the main goal. It is the result that should be seen, on the short term, the mid-term, and the long-term among people who received the intervention.

In learning activities, a learning outcome is a statement of what the training participant is expected to acquire (stated in term of participants’ abilities) as a result of engaging in the learning activity. Well-written (SMART) learning outcomes are essential to build a strong foundation in the development of training materials as well as evaluating the achievement of desired results.

**Examples:**

1. 80% of the mothers who attended the awareness will list 5 preventive factors to children death (short term expected outcome)
2. By the end of the training session, participant will be able to:
* Define the terms community engagement, community mobilization, outreach, and campaign.
* Discuss the 5 steps in community engagement as explained during the session

**Why Learning objectives and outcomes are important?**

Developing learning objectives and outcomes is one of the most critical steps in the training development process. They enable facilitators to know what to teach and participants to know what they will learn. They support also organizations and funders to know what will be accomplished in the training program. Learning objectives and outcomes help all stakeholders involved to share a uniform understanding of what will be achieved through the training programs. Time invested formulating solid learning objectives and outcomes at the beginning of the training design process, is time well spent.

A list of learning outcomes:

* Provide clarity about the purpose of the course.
* Guide the development of appropriate content, methods, and materials by the curriculum developer in order to facilitate learning and meet training goals.
* Establish accountability between participants and the trainer.
* Help trainers articulate exactly what they want participants to acquire by the end of the training.

**How to construct a learning outcome?**

A learning outcome should ideally contain three parts: the behavior (action verb), a condition (in what environment or Situation?), and criteria (how often? How many?)

The following is a list of specific, measurable verbs you can use when writing training objectives (Bloom's Taxonomy):

1. **Remembering level:** Memorize, show, pick, spell, list, quote, recall, repeat, catalogue, cite, state, relate, record, name.
2. **Understanding level:** Explain, restate, alter, outline, discuss, expand, identify, locate, report, express, recognize, discuss, qualify, covert, review, infer.
3. **Applying level:** Translate, interpret, explain, practice, illustrate, operate, demonstrate, dramatize, sketch, put into action, complete, model, utilize, experiment, schedule, use.
4. **Analyzing level:** Distinguish, differentiate, separate, take apart, appraise, calculate, criticize, compare, contrast, examine, test, relate, search, and classify, experiment.
5. **Evaluating level:** Decide, appraise, revise, score, recommend, select, measure, argue, value, estimate, choose, discuss, rate, assess, and think.
6. **Creating level:** Compose, plan, propose, produce, predict, design, assemble, prepare, formulate, organize, manage, construct, generate, imagine, set-up.
* The following words and verbs should be avoided as they are not measurable: Watch Out for Verbs that are vague and not Measurable:

Believe, Understand, Hear, Realize, Recognize, Comprehend, Know, See, Conceptualize, Listen, Memorize, Think, Experience, Perceive, Feel

***Training Session Plan***

**What is a training session plan?**

A training session plan – also called a learning plan – is an organized description of the activities and resources you'll use to guide a group toward a specific learning objective.

It details the subject matter that you'll teach, how long each section should take, the methods of instruction for each topic covered, and the measures you'll use to check that people have learned what you needed them to learn.

It can be as simple as a brief outline, or more complex, with scripts, prompts, and lists of questions that you plan to ask.

**Why Use a Training Session Plan?**

It takes time to plan a good training session. However, you and your trainees will benefit from this preparation.

As you plan, you visualize each step of the session. This helps you ensure that you've thought about everything that you need to say, and that you present information in a logical order. You'll also be able to prepare for points that people might find difficult to understand.

After your session, you can use your plan to work out what went well – and what didn't – so that you can adapt it for future sessions.

Last, a training session plan will be invaluable for a substitute trainer, if you can't make it to class.

**How to Develop a Session Plan**

To develop a session plan, it's useful to use a standard training plan template. This helps you organize material consistently over sessions, and avoid duplicating topics.

***You can use one of the following session plan templates:***

**Training Session Plan Template 1**

|  |
| --- |
| Learning Objectives |
| 1. -----------------------------------------------------------------------------------------------------
2. -----------------------------------------------------------------------------------------------------
3. -----------------------------------------------------------------------------------------------------
 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Objective | Key Points | Audiovisuals | Training Method(s) | Allocated Time | Evidence of Learning |
| Insert the training objectives one by one in separate rows | Add the important points that you want participants to retain | List the audiovisuals that you will use during the training such as flipchart, projectors, videos, ...etc. | Such as:* Brainstorming
* Role playing
* Group work
* Case studies…etc.
 | The needed time to achieve the learning outcomes.usually stated in minutes | How to monitor participant’s progress toward achieving the training objectives. It’s a key component to recognize that assessing evidence of learning is an ongoing process, as opposed to just a final test or evaluation.The following methods could be used: observation, informal conversations, and projects. etc. |

**Training Session Plan Template 2**

|  |
| --- |
| Training Course Title |
| Session/Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_ |

|  |
| --- |
| Session Outcome |
| Key Knowledge and Skills participants should achieve in the lesson taken from relevant curriculum documents) |

|  |
| --- |
| Session Structure |
| Timee.g. 30 minutes | **Introduction (Set):** | **Teaching Approaches (methods)** e.g. Brainstorming, case study, working group…etc |

|  |
| --- |
| Assessment Methodology |
| e.g.: pre and post test, observation, ----------------------------------- etc |

|  |
| --- |
| Resources |
| (Include equipment required for class and/or for trainer preparation) e.g. flip chart, videos, presentations, role play scenarios ...etc |

**Training Session Plan Template 3**

|  |
| --- |
| SESSION # -------SESSION TITLE --------------------------------------------------------- |

|  |  |
| --- | --- |
| **Activity 1:** **Activity 1 title ---------------------------------------------------------------------** | **Allocated Time****------ minutes** |

**OBJECTIVE(S)**

* --------------------------------------------------------
* ---------------------------------------------------------

**METHOD**

Select the appropriate training method. E.g. Working groups, Brainstorming, Illustrated Lecture, role play…. etc.

**MATERIALS**

* List the materials that will be used during the activity such as
* Handout
* Flipchart stand and papers
* Flipchart Pens
* Data projector…etc.

**PREP**

* List the materials that will need preparation such as case studies, role play scenarios, exercises, power point presentations, questionnaires…. etc.

**PROCESS**

* Explain in details the steps that will be followed by the trainer and the trainees during the activity.

**Training session plan template 4**

|  |
| --- |
| Title: Target Audience: Date/time:Duration:Place:General goal:Learning Objectives: 1.2.3. Learning outcomes:1.2.3. |
| Time  | **Content/message** | **Method/tool** | **Evaluation tool** | **Indicator** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |