



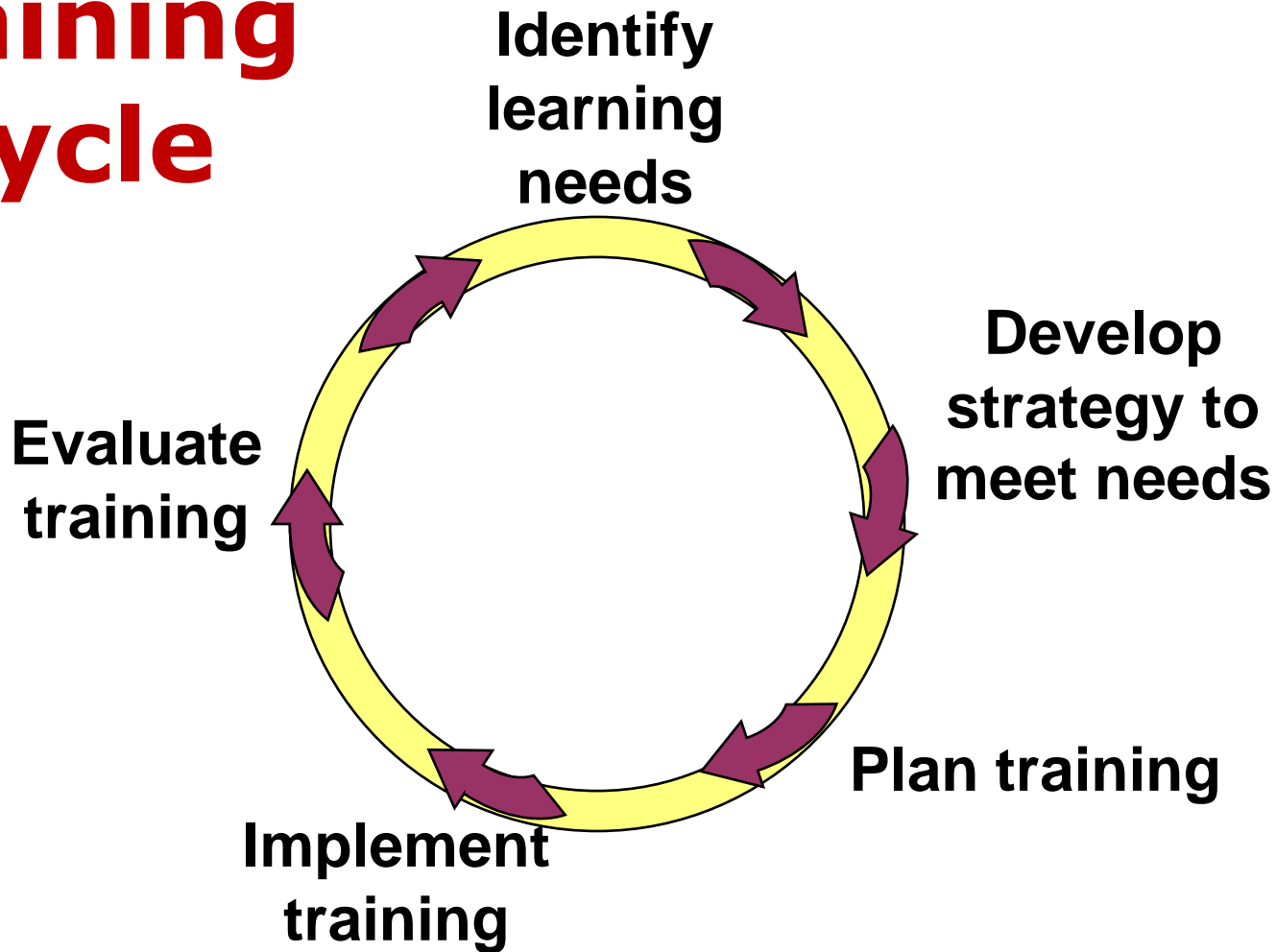
CIDT



Course Design



The Training Cycle



Identifying Learning Needs



Thinking about the 'training gap'

Task A: Consider and discuss what you know about the people you are likely to be training.

- Who are they (age, gender, occupation, family status, community status, education level etc)?
- What knowledge and attitudes do you think they may have already in relation to the things you will be covering?
- What kind of experience or education may they have that will be useful?

Thinking about the 'training gap'

Task B: Based on what you have learned about improving forest governance, discuss and list the key things you would like your audience to know and understand as a result of your training.

Course Design Questions

1. What is the general aim of the course?
2. What are the key learning objectives?
3. What should be included in terms of knowledge, skills and attitudes (Content)?
4. What are the most appropriate methods to help achieve the objectives?
5. What resources are needed/ available?
6. How can the course best be designed to meet the above criteria?

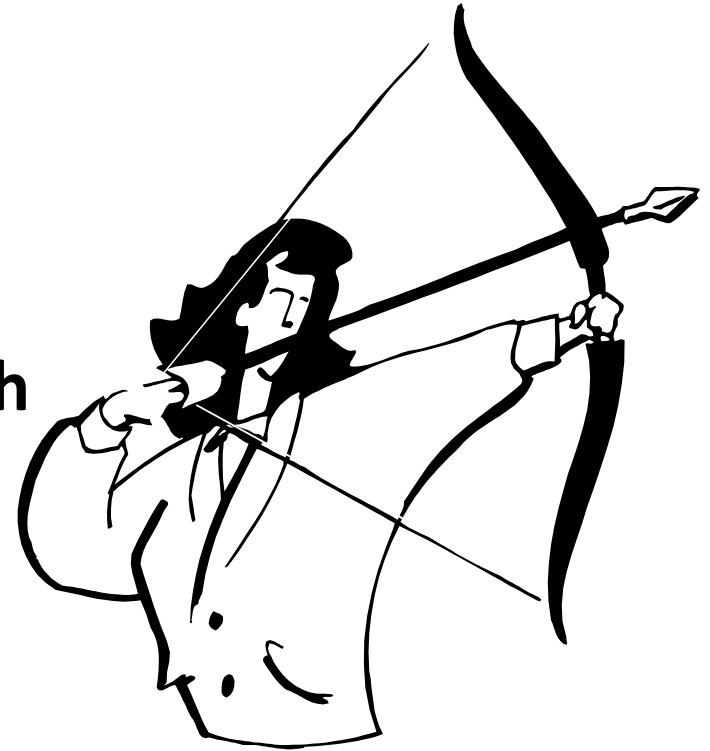
Aims



Aims refer to the role played by the trainer

A broad statement of intent

- what are we going to teach and
- why are we going to teach it?



... training aims are less important than objectives

Examples of Training Aims

- ‘To introduce the role played by forests in mitigating climate change.’
- ‘To develop participants’ understanding of the pros and cons of REDD+’

Objectives



Objectives refer to the trainee's role

What will the trainee be able to do at the end of the training?

Objectives are learner-centred

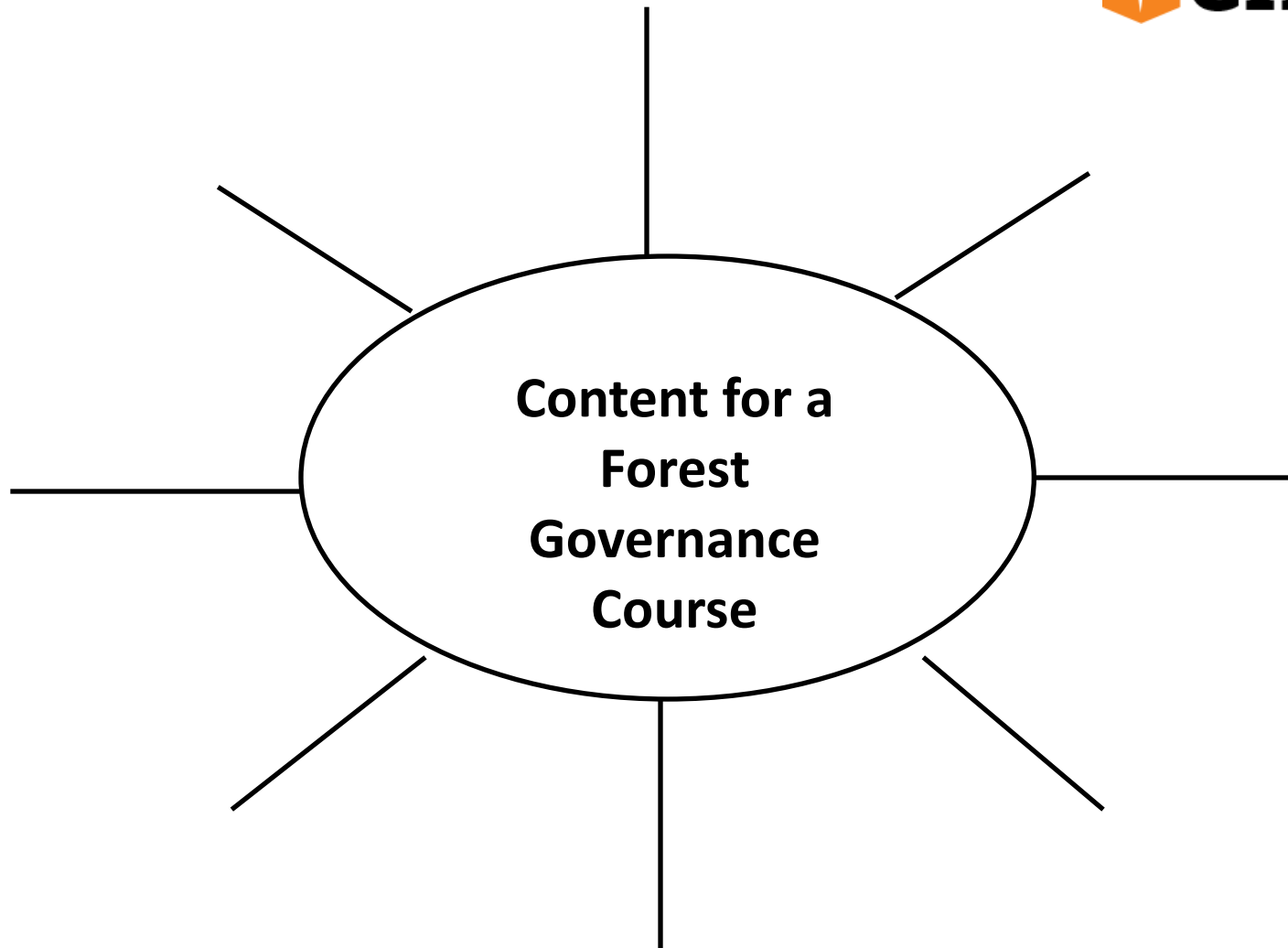
... sound objectives are key to good training

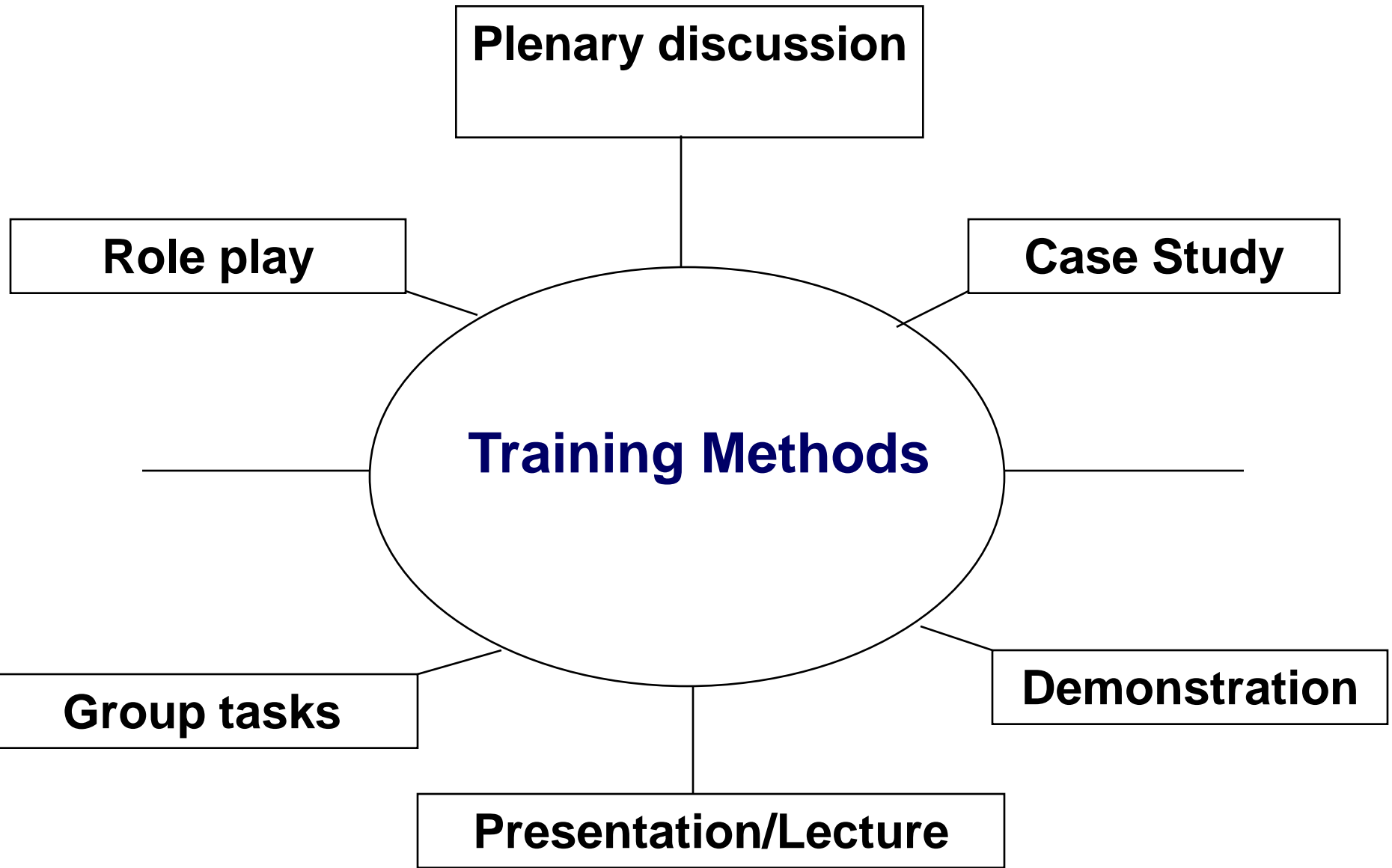
Examples of Objectives



*By the end of the course, participants **will be able to:***

- **Describe** the key drivers of deforestation.
- **Demonstrate** effective listening skills.
- **Facilitate** a group discussion.





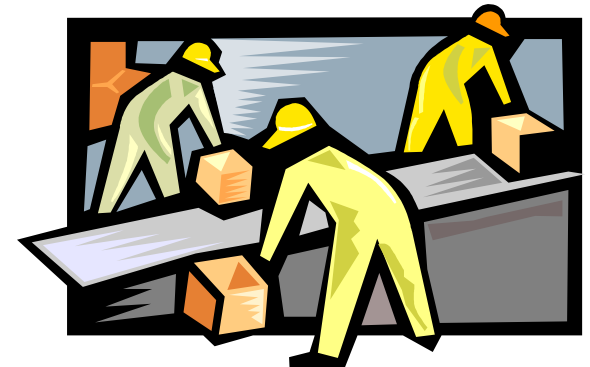
Training methods

- **Presentational (Didactic) Methods**

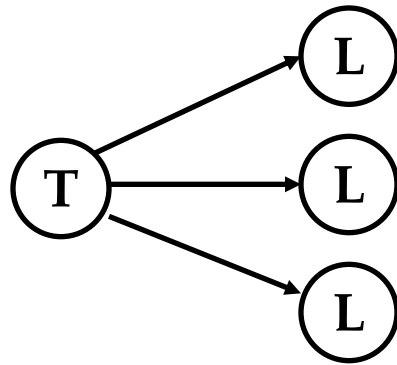


- **Interactive Participatory Methods**

- **Exploratory Participatory Methods**



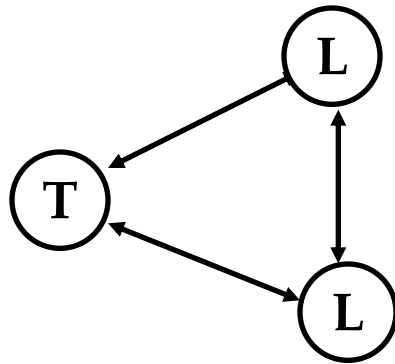
Presentational (Didactic) Methods



Lectures
Videos
Posters
Leaflets
Demonstrations
Radio

**Information flows in one direction only -
from trainer to learners**

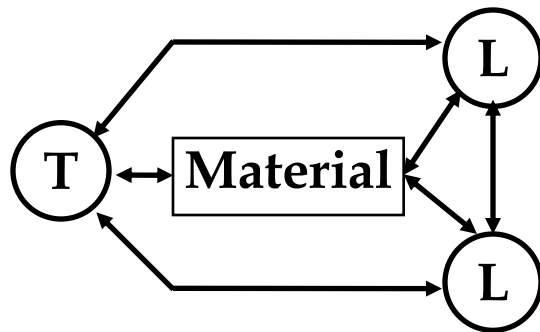
Interactive Participatory Methods



Brainstorming
Group discussions
Demonstrations
with learner
participation
Role play/Drama

There is interaction in all directions; between trainer and learners and amongst learners

Exploratory Participatory Methods



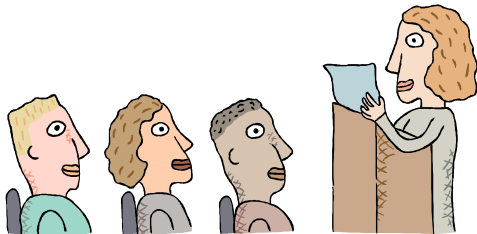
On-the -job learning
Case studies
Reading assignments
Projects
Workshops
Simulation games

Trainer or learner provides ‘material’; trainer facilitates learners working on their own or in groups to reflect and discover for themselves. Learners interact. Finally feedback is provided to all.

Types of organisation



Plenary



Group



Pair



Individual



Choosing Training Methods



Needs and characteristics of participants

Nature of content

Size of the group

Venue

Training objectives

Resources available

Time of day

Ability and motivation of participants

Your own strengths and preferences as a trainer

But especially the need for.....

VARIETY

Matching Content with Method



The right content

+

Appropriate Method

=

Effective Learning
