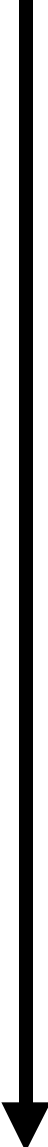


# TRAINING



<b>1. Who?</b>	Who will you train?
<b>2. Need?</b>	What training do they need? What do they want to be able to do?
<b>3. Content?</b>	What information and skills will you have to include in the training?
<b>4. Planning?</b>	Bring it all together – content, timing, sequencing, preparation
<b>5. Method?</b>	What are the most suitable training methods to use?
<b>6. Evaluation?</b>	Can they do what you set out to train them? Checking on the impact of the training?

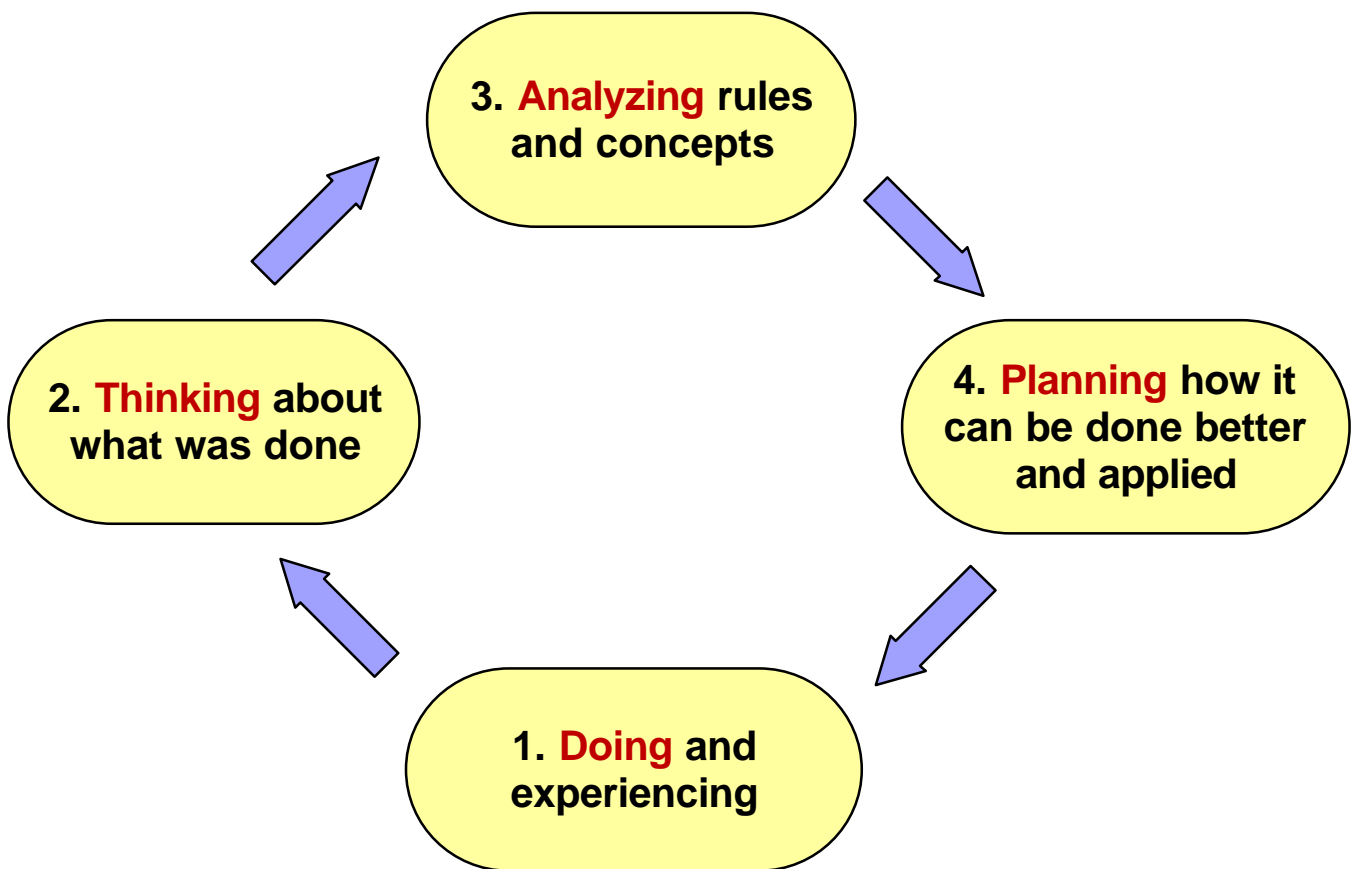
### Exercise - step 3

In the table below **Circle** your column scores from Table 3 on the appropriate column and number score from the score sheet for each category

Active	Thinking	Logical	Practical	Preference
20	20	20	20	
19				
18		19		
17			19	
16	19	18		<b>VERY STRONG</b>
15			18	
14		17		
13	18	16	17	
12	17	15	16	
	16			Strong
11	15	14	15	
10	14	13	14	
9	13	12	13	
8				Moderate
7	12	11	12	
6	11	10	11	
5	10	9	10	
4	9	8	9	Low
3	8	7	8	
	7	6	7	
	6	5	6	
2	5	4	5	
	4		4	
				<b>Very Low</b>
1	3	3	3	
	2	2	2	
	1	1	1	
0	0	0	0	

This will show your most and least preferred style

# THE LEARNING CYCLE



# Target Group Exercise

**Imagine** you are asked to conduct a training session on the “Selection of locust control methods.” How do you think the reason for training and its content might differ for the two examples given below?

**Example one.** Five Government officials who are responsible for providing budgets for the control programme

**Example two.** A group of 40 local farmers are cooperating with the regional control team in a control programme.

## **Exercise**

Form into small groups and after discussing the issues, complete the table by writing your answers in the box below

<b><i>Example</i></b>	<b><i>Reason for giving training</i></b>	<b><i>Content</i></b>
<i>One</i>		
<i>Two</i>		

# WHO ?



# Trainee Group profile headings

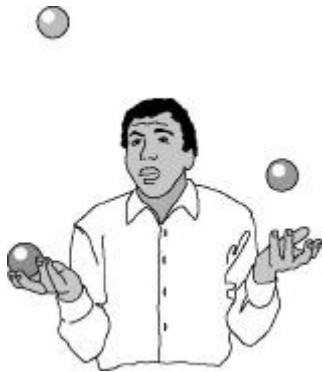
- Number of people to be trained,
- Age range,
- Male or female or a mix,
- Literacy and numeracy levels, language normally used,
- Range of educational experience and ability (general education and technical training)
- Previous knowledge and “hands on” experience in the areas / topic(s) being considered for training programme,
- What motivational factors can be used to get their interest?
- Social/cultural factors relevant to the training programme and approach

# Training Criteria

**Trainee should be able to carry out their work or specific tasks:**

- To a higher standard
- In less time
- With less effort
- More economically
- More safely (for themselves, others and the environment)

# Training Needs Analysis (TNA)



## Question 1

How much knowledge, experience and ability does the target group have at present?



## Question 2

What do we want the group **to be able to do** after training that they could not do before?

**Answer 1** will tell us what we have

**Answer 2** will tell us what we are trying to achieve

Subtracting answer 1 from answer 2 gives us the:

**TRAINING GAP OR TRAINING NEED**

# Sources of information for Training Needs Analysis

- Observation and discussion with target group in the work place.
- Conversations with those who are influenced or benefit from the work (clients)
- Conversations with supervisors and managers
- Conversations with colleagues
- Field reports on problems arising
- Research papers, official publications on areas of work being studied etc.
- Consultant and supervisor reports
- Evidence from people who are in some way professionally or technically connected with the group

## **EXAMPLE of a JOB DESCRIPTION**

*Note that the headings describe what is DONE and not subjects covered*

# **JOB :LOCUST REPORTING - TASKS/DUTIES**

## **1. Accurate observation**

- a) Identifies and describes adults / hoppers by colour and instar
- b) Accurately defines / describes quantity by reference to swarm dimensions and density / area
- c) Accurately reports on swarm behaviour and wind direction  
e.g. High / low flying – on ground – mating / laying etc

## **2. Accurate time reporting**

- a) Accurate registering of date and time including day and night  
(24 hour clock)

## **3. Defining Location**

- a) Accurate positioning of sighting by use of map co-ordinates  
(longitude and latitude)
- b) Give position in relationship to major geographical features  
Sea – City - Mountain etc
- b) Includes well known local reference points

## **4. Observer**

- a) Records name, address and contact details
- b) Provides details of contact address or phone fax etc

## **5. Report quality**

- a) Report structured according to prescribed layout
- b) Descriptions and data easily understood
- c) Sent promptly to correct reporting office

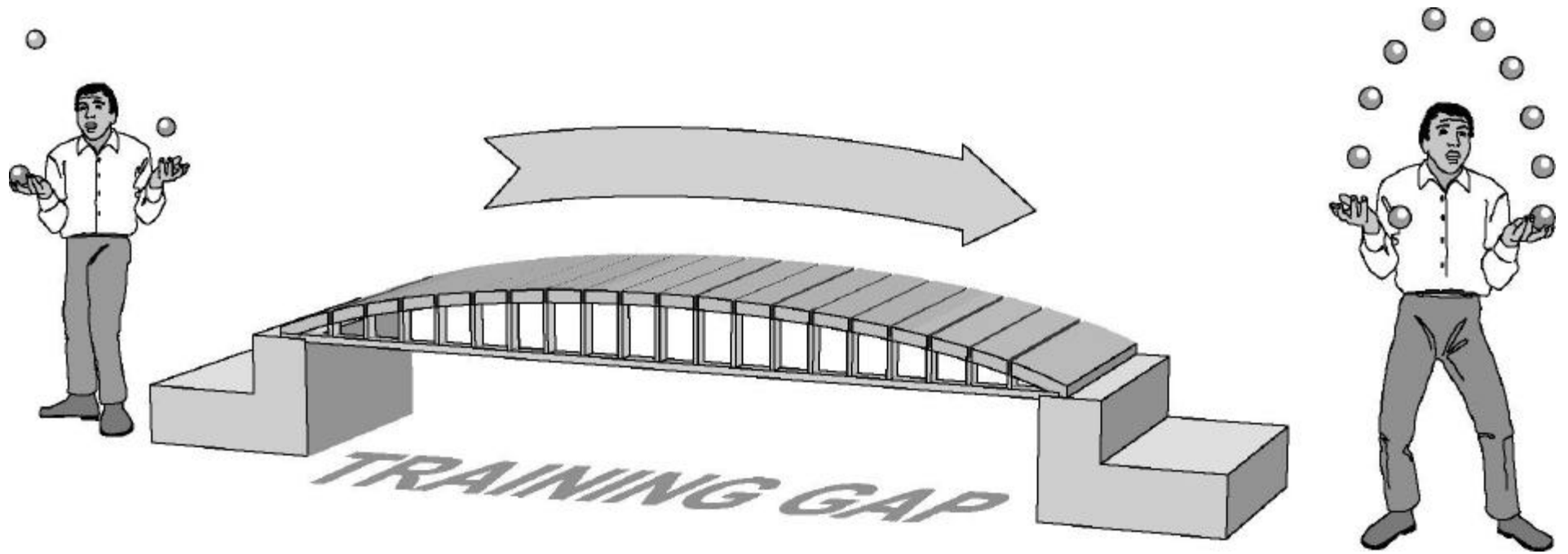
## **6. Importance of reports**

- a) Appreciates and explains the need for accuracy and  
timeliness of reports to Locust Control Programme

# Example training needs analysis - diagnosis sheet

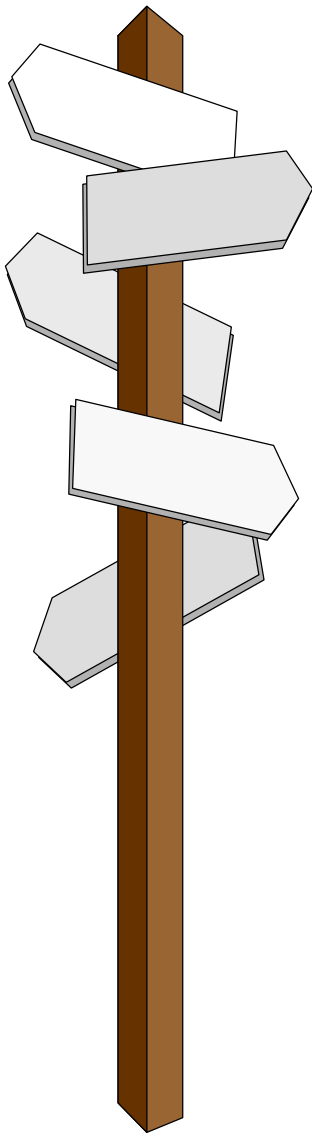
Role/Job: Locust reporting					
Tasks/sub tasks/ responsibilities (from job description)	No Problems	Some Problems	Many Problems	Cause of problems and comments	Training needs
<b>1 Accurate observation</b>				Insufficient life cycle knowledge and recognition skills	
a) Identifies and describes adults and hoppers by instar and sex				Does not recognise hopper instars or sex of adults	Life cycle - characteristics of each stage and sex and practice in recognition
b) Accurately defines / describes quantity by reference to swarm dimensions and density / area				Problems with measuring flying swarms and flying speed	Speed / time / density /area calculations
c) Accurately report on swarm behaviour and wind direction. e.g. high / low flying – on ground – mating / laying etc				Confusion with mating and laying behaviour	Locust behaviour during laying and mating. Key indicators

# The Training Gap



# Objectives

Planning training is like planning for a journey - if you have no destination, any road will do.



In training, our destination is what we want our trainees to achieve

We call this our **objective**

A training session without an objective is like a journey without a destination - any subject and method will be fine.

# ***Examples of objectives***

1. The trainee will **describe** the steps in calibrating a ULV sprayer and **demonstrate** the calibration process
2. The trainee will **identify and name** the main parts of a ULV sprayer.
3. The trainee will **explain** how the main parts of a ULV sprayer operate.
4. The trainee will **describe** the main abdominal characteristics used to distinguish male and female locusts
5. The trainee will **separate** a sample of locusts into male and female groups.

# The training process



# Translating objectives into content

*The content of training sessions can be divided into three parts*

## **Knowledge**

Facts, names, ideas, rules, procedures structures etc

## **Skills**

Ability to do things - select, repair, diagnose, identify

## **Attitudes**

Positive attitudes mean trainees

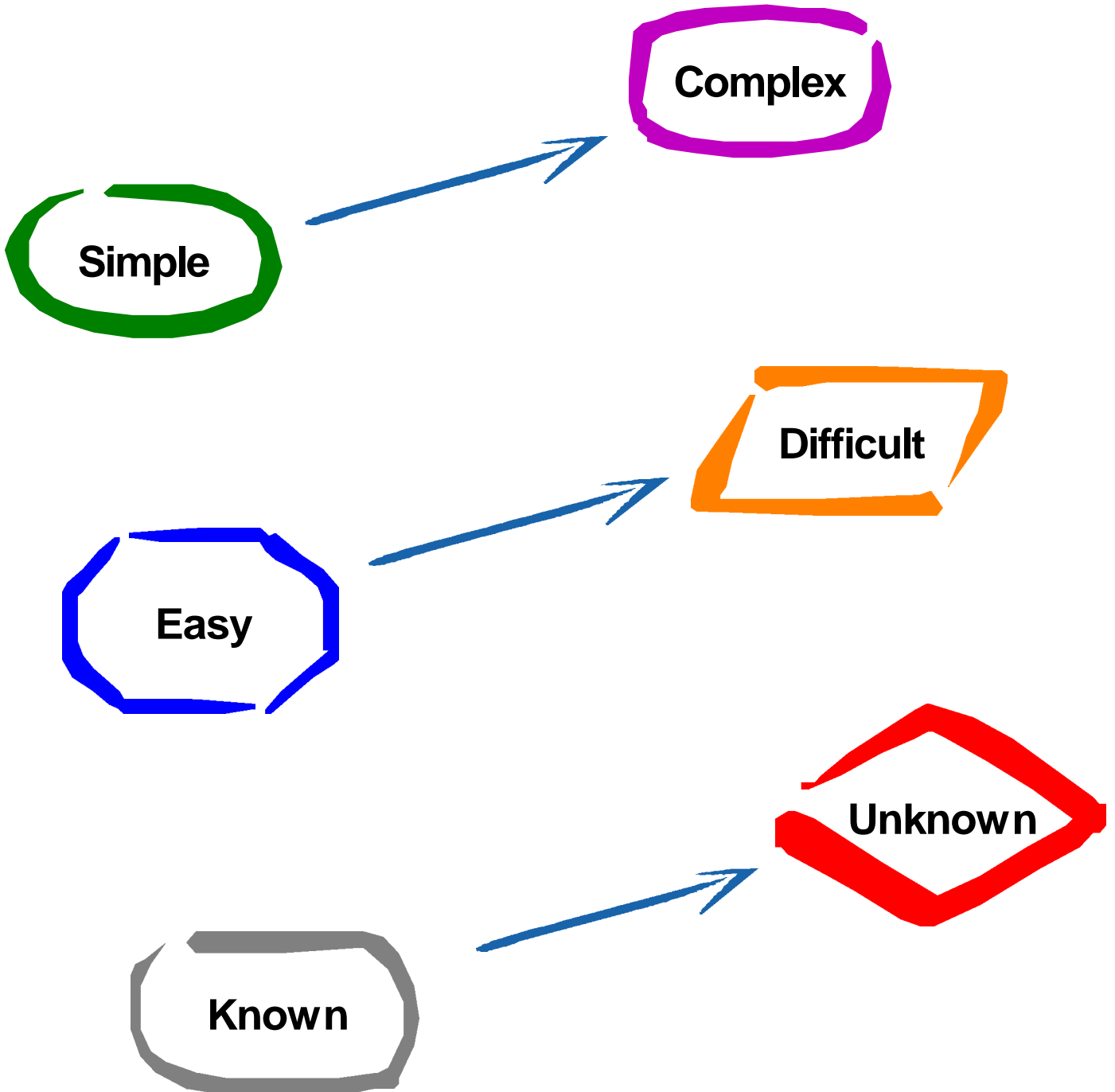
- Pay attention to detail,
- Demonstrate a desire to do the job well,
- Pay attention to safety,
- Develop and maintain good relations with colleagues, farmers, officials

# Objective

The trainee will **describe** the steps in calibrating the ULV sprayer and **demonstrate** the calibration process and achieve the correct dosage rate and operate safely

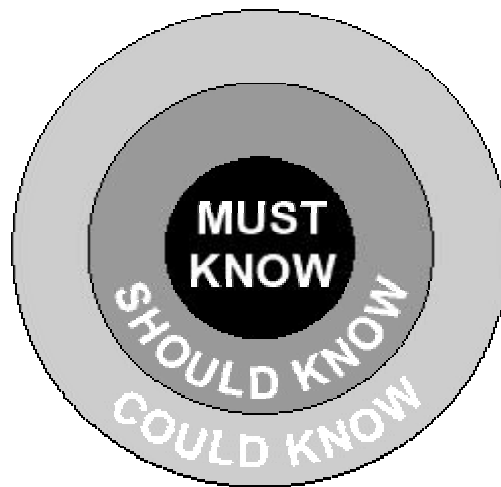
Action verb from Objective (what the trainee will do)	Content (what you need to teach / revise)
<p><b>Describe</b> the steps in calibrating</p>	<ul style="list-style-type: none"> <li>• The main parts of the sprayer</li> <li>• Purpose of calibration</li> <li>• Steps in process and key points</li> <li>• Setting droplet size</li> <li>• Setting flow rate</li> <li>• Selecting walking speed</li> <li>• Selecting spray lane interval</li> <li>• Selecting droplet release height</li> <li>• Accuracy and care in calculations</li> <li>• Attention to safety needs</li> </ul>
<p><b>Demonstrate</b> the calibration process and achieve the correct dosage rate and operate safely</p>	<ul style="list-style-type: none"> <li>• Demonstration of the tasks in each of the <i>practical steps</i> in the process and emphasising</li> <li>• The key points in each step and safety rules</li> <li>• How to make the correct calculations.</li> <li>• Achieving correct application rate</li> <li>• Individual practice by all trainees</li> <li>• Observing safety procedures</li> </ul>

# Training directions



# Knowledge Targets

1. Decide what trainees **must** know
2. Then decide what they **should** know
3. Lastly consider what they **could** usefully know if there is enough time.



But don't forget to balance the emphasis between:

**knowledge, skills and attitudes**

Too little information = misunderstandings

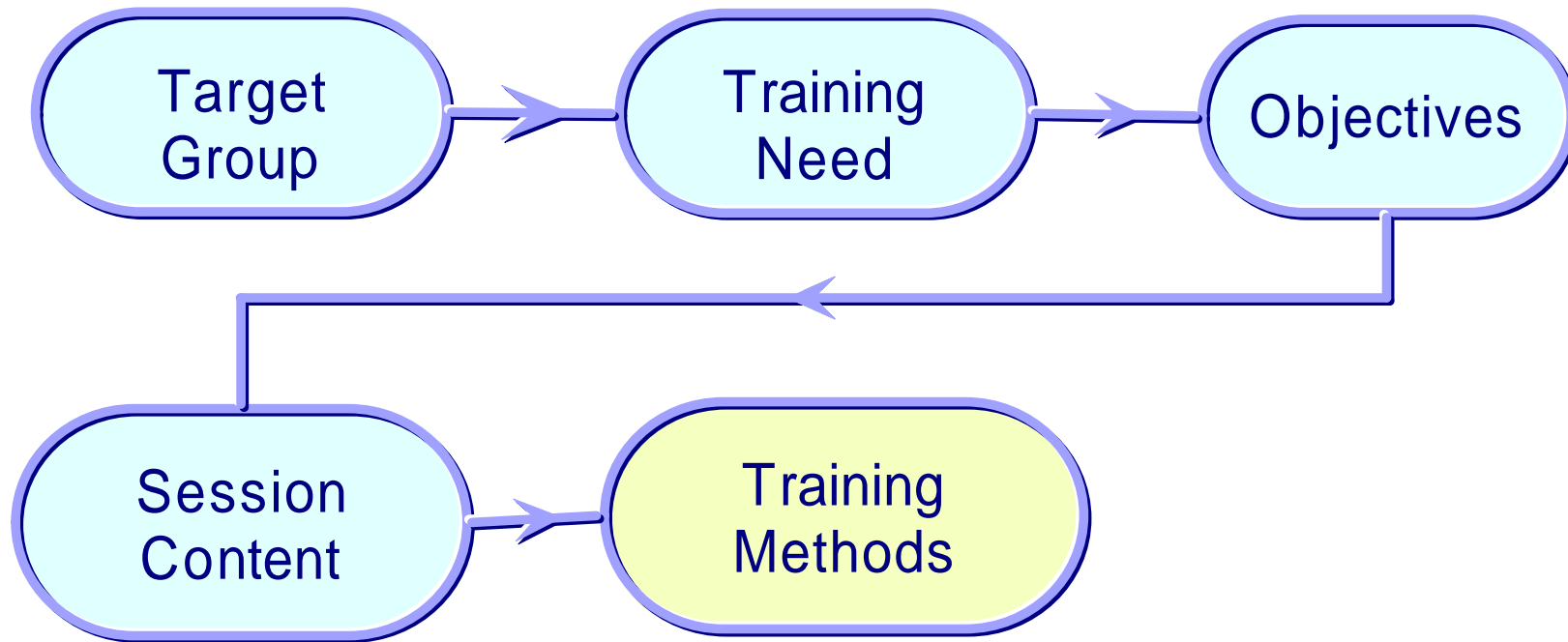
Too much talk = less time to watch demonstrations and practice new skills.

Too much material = rushed sessions which create negative attitudes to the training and the subject.

# The job of a trainer

*A trainer's work is trying to help people change the way they react in a range of circumstance so that they can be more effective and positive in what they do*

# The training process



# Are trainees learning?

## Adults are motivated to learn if:

- their experience is valued and drawn upon
- they are given some control over their own learning
- this learning is seen to have immediate relevance to them

## Barriers to learning will be erected if:

- the trainees own experience and knowledge are ignored or devalued
- their social or work roles are threatened by being made to lose face

# Participatory training methods

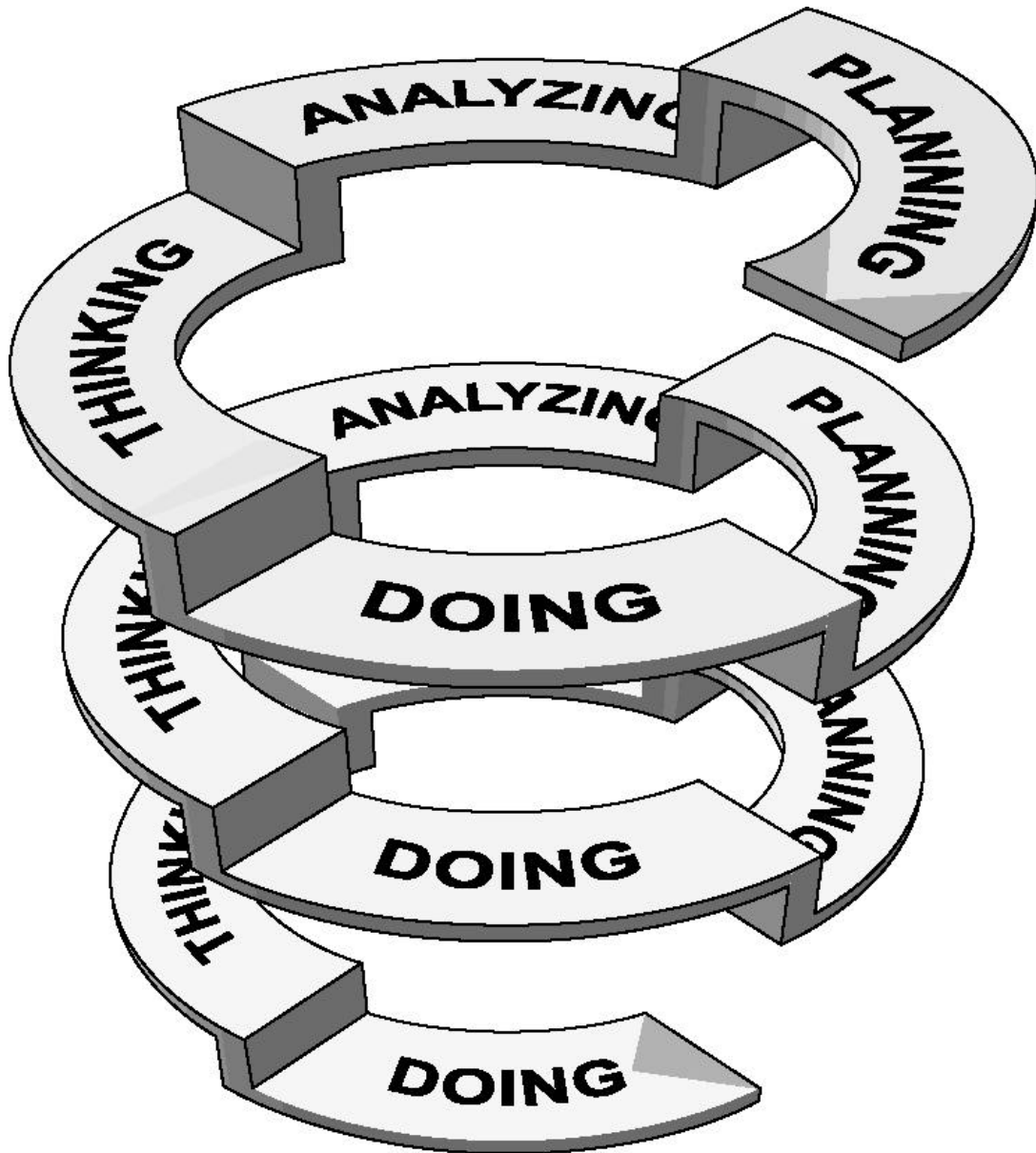
- Asking and answering questions
- Group discussions
- Observing and explaining processes
- Problem solving
- Guided practice sessions
- Self-assessment against established standards and peers
- Watching and evaluating others
- Listening to others
- Participation of trainees in the planning and evaluation of programmes.

# Are trainees participating?

- Are they involved and interested or are they removed and silent?
- Are they volunteering ideas and discussing or are they passive and letting others do the work?

The Trainer must identify when trainees are confused or not interested, work out why, and then change things. A good starting point is to try to ensure that the topic being covered is relevant to the group's

# The learning cycle

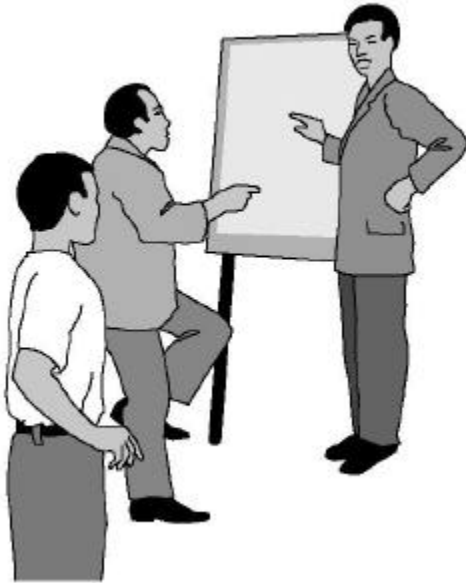


# What methods are needed for the:

- doing stage?
- thinking stage?
- analysing stage?
- planning stage?

# Techniques for Participatory Training

Presentation



Question and Answer



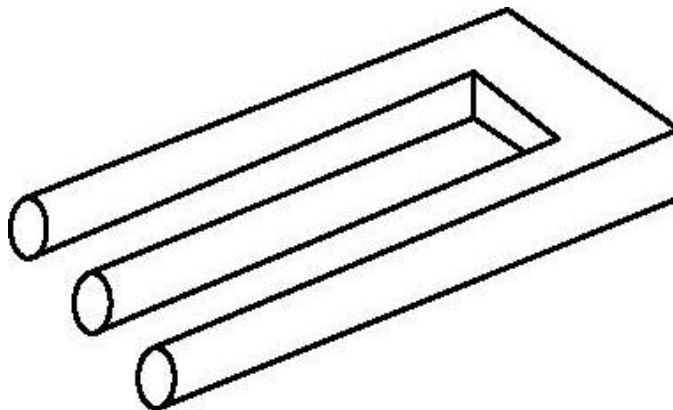
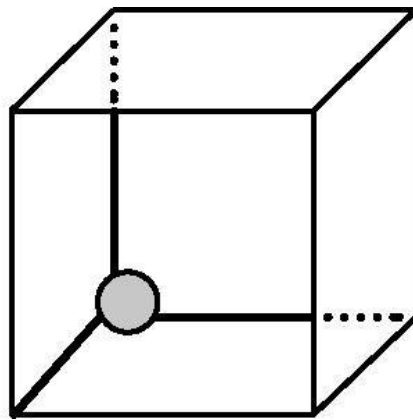
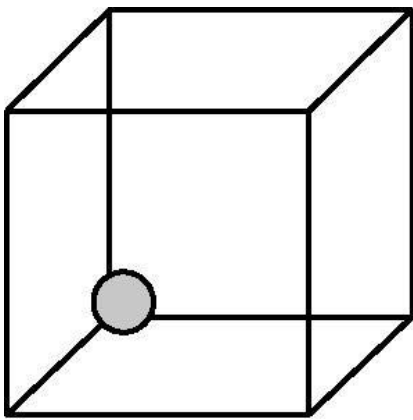
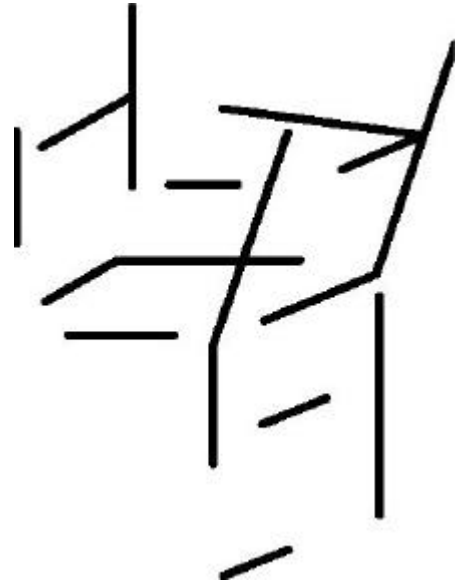
Group Work



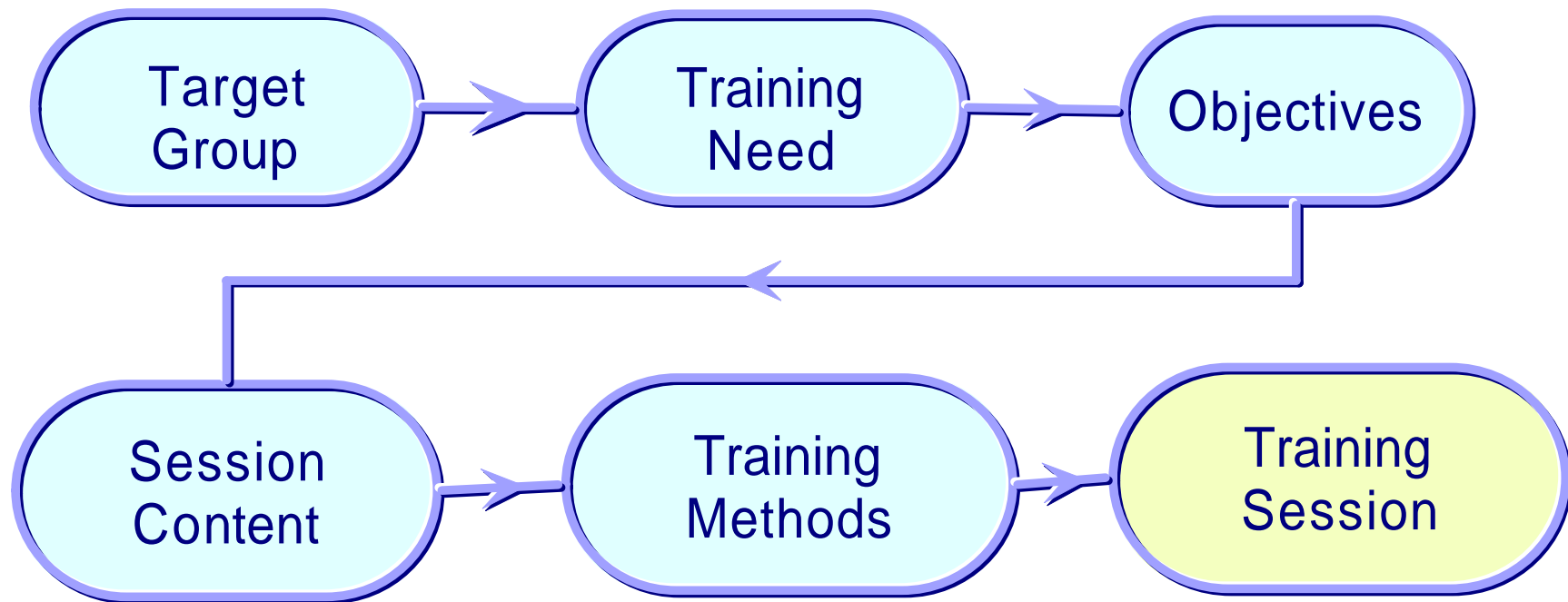
Field Exercises



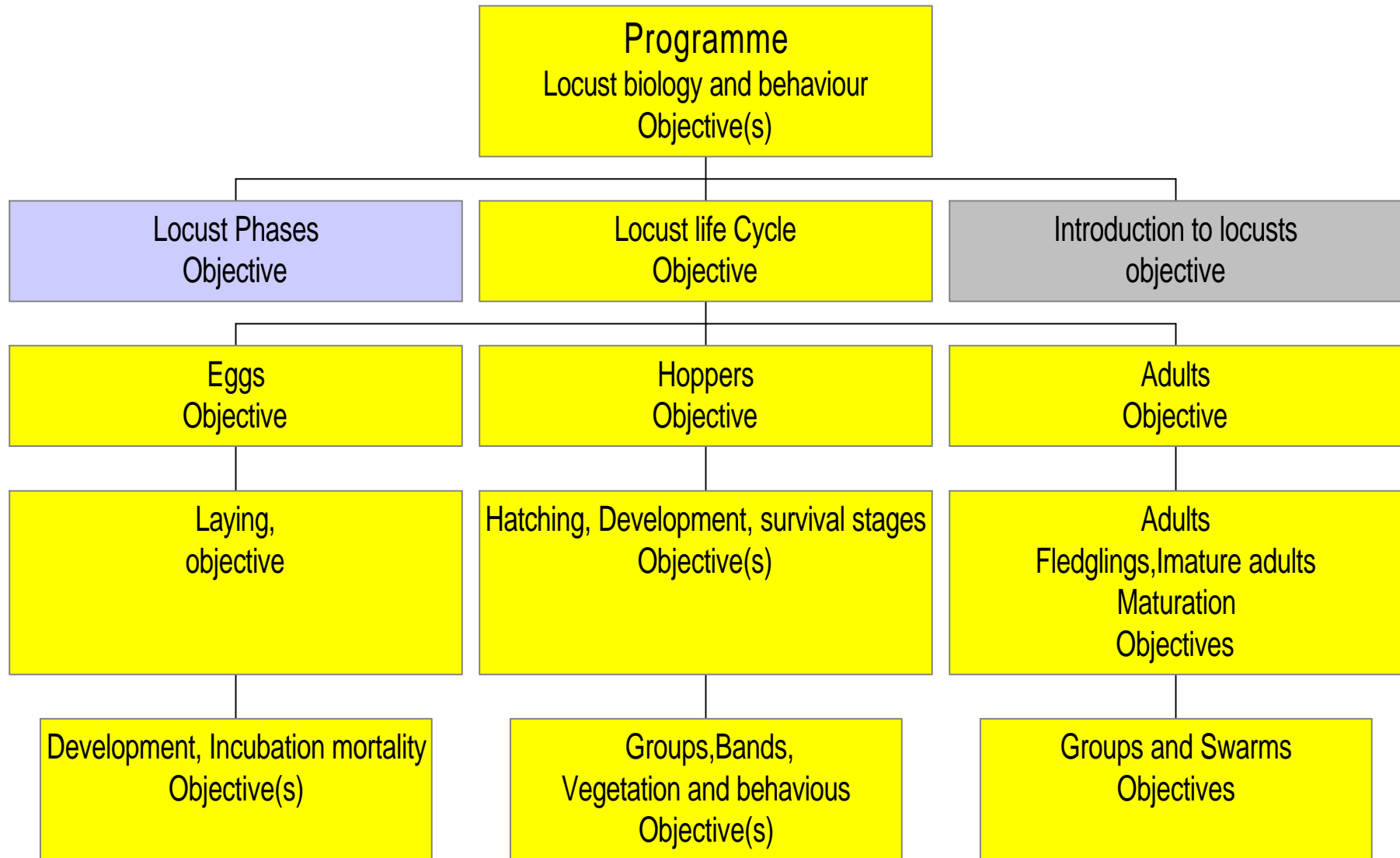
# What do you see?



# The training process



# Typical programme planning hierarchy



# SESSION SUMMARY SHEET

<b>P1</b>	Session Summary	Duration
	Title	

**Aim:**

**Objective:**

**Key training points:**

**Equipment:**

**Preparation:**

**Guidelines page references:**

# SESSION PLAN SHEET

<b>P1</b>	<b>Session Plan</b>	<b>Duration</b>
	<b>Title</b>	

<b>SECTION</b>	<b>TECHNIQUE AND CONTENT</b>	<b>AIDS</b>
<b>Introduction ( mins)</b>		
<b>Core ( mins)</b>		
<b>Summary &amp; Conclusion ( mins)</b>		

# The training process

