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TRAINING AND EDUCATION ON SMALL ARMS

Steps to becoming a conscious trainer—a train the trainer manual

module **TtT 06A01**

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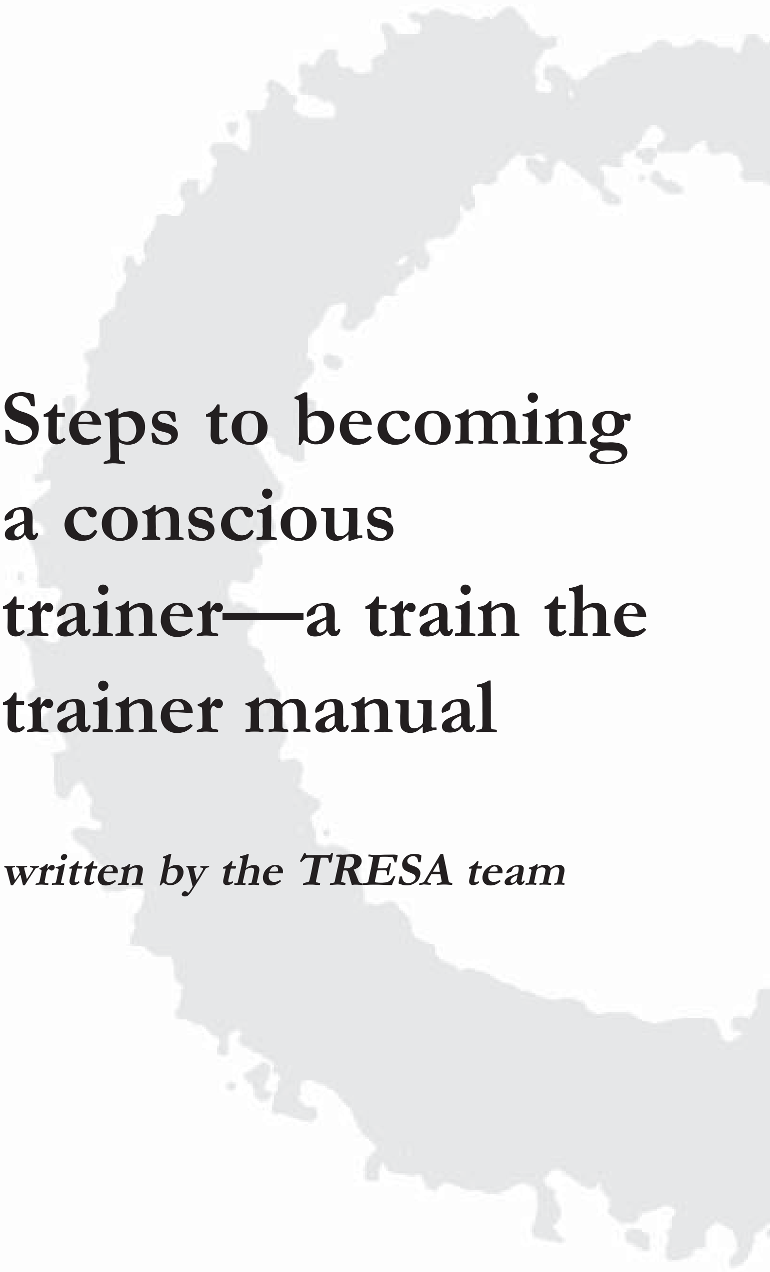

Steps to becoming a conscious trainer—a train the trainer manual

written by the TRESA team

module ***TtT 06A01***

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Bonn International Center for Conversion
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Authors	the TRESA team (M. Ashkenazi, C. Beeck, J. Brethfeld, E. Isikozlu)
Editorial board	Michael Ashkenazi Christine Beeck Julie Brethfeld
Executive Editor	Christine Beeck
Concept	Sami Faltas
Design and Layout	Katharina Moraht
Icons	Barbara Schubert, textbildform, Hamburg
Cover design	Hansen Kommunikation, Cologne
Cover photo credit	Michael Ashkenazi

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TRESA
BICC
An der Elisabethkirche 25
53113 Bonn
Germany
Tel: +49-228-91196-0
Fax: +49-228-241215
Info@tresa-online.org

List of Icons for TRESA modules

The following icons will be used in the text. These are intended as pointers for actions the trainer or trainee should take while using the text.

Activity
Indicates some sort of group activity, exercise, discussion, division into separate smaller groups, etc.

R

Case study
Two types of case studies are indicated here:

- Case studies which are required (later text refers to the case, and therefore the case study must be used). These are indicated by an ″R‟.
- Case studies that are optional (trainers can use a similar case study they might be more familiar with, as the same lessons are drawn).

Essential point
Main points that the trainees *must* remember from the training.

Formal quote
Written or pictographic material that is a quote from some other source (e.g.: UN declaration, national law) and cannot be changed or modified.

Outside reference
An arrow pointing to some outside source, for example, another module.

Tag
This indicates an element of the module that the trainer must be careful to modify to fit the audience.

- L: *Linguistic usage*. Where the text uses a particular expression that might not translate well from one language to another.
- C: *Cultural usage*. Where the text uses examples from one culture that might be misunderstood in another.
- S: *Social usage*. Where a text is aimed at a particular audience (example, parliament members) and must be modified to fit another audience (example, military people).

Take a break
Breathe some fresh air, relax, have a cup of coffee, …

Technical device
Trainer must ensure the availability of some technical device: a computer with presentation software, an OHP, a film projector, puppets, …

Tool
A film, a form or questionnaire, theatrical performance, etc., that accompany the module but are not part of it. Most are downloadable from www.tresa-online.org

Trainer preparation required
The trainer must make some special preparation (prepare notes or labels, assemble material, collate material for distribution).

Contents

Section 1 Preparing for training

1. The purpose of training
2. Presenting yourself
3. The use of questions

Section 2 Structuring an effective training course

1. An effective training course has four main elements
    - 1.1 Introduction
    - 1.2 Body/substance of the training
    - 1.3 Conclusion and summary
    - 1.4 Evaluation

Section 3 The delivery of training sessions

1. Training methods
2. Training tools

Section 4 Learning by doing

Trainer Preface

This Train the Trainer manual is intended to serve as a guideline to train future trainers by allowing them to do as much of the work as possible. The trainer should use him/herself as an example whenever possible to help illustrate certain points, and should ensure that all future trainers have a chance to participate.

The objective of this module is to:

- Provide hints to trainers on ways to present training materials to an audience.
- Provide a basic outline of how to structure and organize an effective training session.
- Provide a list of possible instructional methods and tools to use in delivering an effective training session.

Using this module

Please also note that all module abbreviations deliberately state only the first three letters (e.g. SB-D), as well the year in which the module was written (05), but not whether it is the A (Trainer), or B (Trainee) version, or e.g. 01 (is the first version of this module, 02 the second, etc.). This is to emphasize that all our modules are works in progress, and will be regularly updated and modified (01, 02, 03, 04, etc).

General training tips

At the beginning of the training session, it is important for you to establish some ground rules to be respected by all trainees over the course of the training. You can set these rules yourself and relay them to your trainees, or establish them together as a group. In the latter case, you can treat this as somewhat of a contract between all participants in the training, whereby all members will agree to the rules and abide by them. On a blackboard or large sheet of paper, ask trainees to offer their ideas and record them as you go along. Make sure to add some of your own – and when you're done, post the rules somewhere visible in the training room for the duration of the session.

On a more general note, we ask you to pay attention to the participants needs and characters, as this will make it easier to win their hearts and minds.

At the beginning of the training session, it is important for you to establish general ground rules to be respected by all trainees during the course of your training. We suggest that you write the following rules down on either the blackboard or a big sheet of paper and stick it onto one of the classroom walls before you begin:[1]

- Respect for time and punctuality.
- Respect for the views of the others.

[1] These rules were adapted from the UNDP Sierra Leone "Arms for Development, Module II Training Workshop, Police Training School Hastings, 27.9.-02.10.2004"

- Mobile phones need to be switched off during training sessions. In case a mobile phone does ring during class it should be handed over to you, the trainer, until the end of the day.
- No smoking during training sessions.
- No sleeping during training sessions.
- Trainees need to minimize movement when sessions are in progress.

As we suggest a number of discussions during the course of this module, we suggest that you take the following points into consideration:

- **Make sure that the discussions do not get too heated** (quite often people come to this discussion with a distinct ideological position), and that latitude is given for everyone's opinion.
- Ensure that each and **every individual has the opportunity to express their views** within the suggested timeframes of the exercises.
- If there is prolonged silence after you raise a question to the trainees or explain an exercise, it may be because your questions or instructions were not clear. Ask the trainees if they understand their task and try to re-phrase your questions/instructions in more simple terms.
- **Promote acceptance** of differing opinions and an understanding that individuals have different experiences in organizing or in conceptualizing these sorts of problems. This is particularly important in mixed groups (men and women, people from different types of communities, people with different educational backgrounds, etc).
- Try to **hold back individuals who**, because of their personality or experience, **take over the discussion** (you can, for instance, establish a ground rule that no one speaks without raising their hand, and keep a mental count of individuals that are very active, to ensure their voice is not the only one heard).
- Try to **encourage shyer or quieter people to speak**, not by putting them on the spot, but rather by creating an informal and accepting environment in which they can feel confident. Circulate often during group work activities to listen for their contribution, and encourage them to later share this with the group if time and the subject matter permit. It is likely that shyer participants will feel more confident after having worked in smaller groups. Also, if groups are to present their work several times, make a rule that the presenter for each group should be a different person each time. That will encourage shyer participants to get involved in the general discussion.

We wish you the best of luck and success in using this manual for your training.

We welcome any feedback or comments you might have.

Acknowledgements

We would also like to thank Rosula Blanc for her creative design and illustration of the TRESA mascot, the Anteater.

Meet the Anteater, the TRESA mascot.

Much of the transfer of SALW occurs through what has been called the "ant trade": the small-scale, cross-border smuggling and person to person transfer of SALW. Since the Anteater only has an appetite for ants, it's no surprise to see it as the TRESA mascot.

The Anteater will appear throughout this module to highlight important facts and help draw your attention to some interesting points.

Section 1

Preparing for training

Objectives and Goals of Section 1:

- To provide hints to trainers on ways to present training materials to an audience.

1. The purpose of training

The objective of **all** training is to produce behavioral changes in the individual being trained.

The job of a trainer is to provide opportunities for such behavioral change to occur. **Trainees should be given every opportunity to "learn-by-doing"**, and it is your job to ensure that they apply and practice as much of the content as possible. This means that, in turn, you should be doing as little of the work as possible!

2. Presenting yourself

In some capacity, we are all trainers – whether this is among our friends, family or community. All we have to do is become aware of and develop the skills that make us an effective trainer (some of these skills are similar to those of an actor or an entertainer). Using such things as humor, enthusiasm and movement are a means to entertain and focus attention on you, the trainer. When trainees are focused on you and interested in what you are doing, they are far more likely to receive your message.

There are a number of important 'tricks of the trade' you can use in order to be an effective trainer.

'Trick of the trade'	**Description**	**Examples**
Communicate interactively	Always try to ensure that you are **not** the only one speaking for any length of time. If you are the only one who has spoken for the last 5 minutes, it's likely that **some** of the trainees are paying less attention to you. The longer you continue to speak, the more people will start thinking about other things.	
Use animation or gestures	The human eye is attracted to movement! Move around as you talk, use your hands and thus keep attention on yourself.	Juggling exercise.
Provide new stimuli	Humans are attracted to newness, so don't hesitate to use broad gestures to emphasize a point. Gesture and be animated rather than stand as a stone figure. This makes you much more interesting to watch and listen to.	Develop a new mannerism that will entertain, or attract the interest of the audience.
Use your voice	Change the volume of your voice to emphasize important points. Use your voice to project confidence and knowledge. Many people's voice drops when they reach the end of a sentence. Make sure you do not do that: it tends to decrease your listener's belief in your sincerity.	Breathing exercise. Use your diaphragm to project your voice.
Word choice	Use and select words that can be easily understood by all of your students.	
Display contact	Try to make each trainee feel important in the class by making eye contact with them at least once during each session. Speak to students as individuals, preferably by using their names, though in different cultures this may be an unwarranted familiarity – make sure you know the rules about addressing people.	
Enthusiasm	A teacher who displays interest both vocally and physically in the subject s/he teaches will find that most of his students learn with more interest. **Allow your passion for and interest in the topic to come through.**	
Humor	A sense of humor is vital to a teacher. This does not mean you have to be skilled at telling jokes. It is best defined as your ability to laugh at yourself when necessary.If you do make jokes, make sure that the humor is comprehensible (different cultures have different standards for humor). **You must be absolutely certain that:** ▪ No one will be offended by your joke. ▪ The audience is aware that you are making a joke.	
Courtesy	Treat an audience or class with courtesy and patience. Trainees come to you to be trained, not dominated, ruled, or bullied. Though they are less familiar with the subject, always remember that you would be the novice in their own areas of expertise.	It is useful to try and place yourself mentally in the trainees place: ▪ How will the trainee react to what you are saying? ▪ How will what you are training be useful? ▪ Exercise: Put yourself in my place.

3. The use of questions

Questions **stimulate thought** and encourage **participation**. They also provide the instructor with **feedback** so the pace and quality of the training session can be adjusted to the students.

When appropriate, you can use questions to help to accomplish one or more of the following things:

Increase trainee interest	By asking questions, you allow students to be involved with their own training, contributing from their own perspective and experiences.
Stimulate trainee thinking	Questions stimulate thinking by students about issues you have raised. This helps them retain information and better grasp the ideas you've presented.
Reveal trainee attitudes	The responses to questions can reveal how enthusiastic (or not) a trainee is, how relevant they feel the subject is to them, and many other attitudes that will help shape your training session.
Provide emphasis and reinforcement of main points	A question is something that you can use to emphasize a point.
Check the effectiveness of the instruction	Questions can also help uncover misunderstandings, and allow you to clear them up.

Encourage trainees to answer questions posed by other trainees. An excellent technique to engage the class with one another is to turn the question back on the audience. For example, when a trainee asks a question, flip it back to the audience and ask: "… what do you think?"

Generally, the **trainer should know at least three times as much about the subject of training** as is presented in the course or module. Not only will this ensure that you can answer trainee questions, but it will also increase your confidence level as a trainer. It is therefore your responsibility as a trainer to train yourself (from books, articles, practical experience, etc.) on the subject before presenting it to others.

A trainer should also know as much as possible about the audience. You should take note of trainee personalities, preferences, ideas, and prejudices, as they are uncovered through questions or otherwise during the course of training. If you cannot remember this by memory, consider making notes if you can be **absolutely certain** that these notes will remain confidential.

Section 2

Structuring an effective training course

Objectives and Goals of Section 2:

- To provide a basic outline of how to structure and organize an effective training session.

1. An effective training course has four main elements

1. Introduction
2. Body/substance
3. Conclusion and summary
4. Evaluation

1.1 Introduction

At the start of the training, all trainees may be anxious. This results from a lack of information about the course material, the way it will be presented, and the trainer's personal and professional presentation. The more you can allay these fears by telling trainees what to expect, the less their anxiety.

The following table provides an idea of how to organize and begin your training session.

Planned activity	Actual practice
Introductions	The trainer should introduce him/herself first, adding some personal information to create a more relaxed atmosphere. You can also tell a joke at your own expense to add some humor.
Self-introduction by the trainees	Allow no more than 3 minutes per trainee. Ask trainees to identify also the name they would like to be addressed by and a brief description of their background, particularly as it relates to the course content.
Ice-breaker	This is an activity to break down social barriers. It is important that: ▪ All participants be involved as individuals. ▪ The activity is non-intellectual, preferably physical. ▪ The activity is non-competitive.
Explain the course objective(s)	The objective of the course should be clearly stated or written down somewhere visible. For example: "To qualify workers in NGOs to observe SALW in the field."
Explain the methods of the course	This can follow directly from the course objectives, and stated verbally so trainees know what to expect. For example: "We shall train ourselves through visual presentations, and we shall have an opportunity to actually handle the weapons discussed."
Describe the desired end result	This is important for the trainees to be able to measure their own learning. If you make the desired end result very clear, trainees can better judge whether they have achieved this through the course. For example: "At the end of the course, you should be able to recognize small arms in common use, and know the basic safety instructions concerning them." A good way to measure trainee learning is to ask them to rate their level of knowledge on the subject before the course begins, and then to measure this after the training has ended. This can also be represented visually by displaying the class average before and after the training is complete.
Describing evaluation procedures	Inform trainees of how they will be able to provide feedback, and how their participation will be measured. For example: "There will be an exam at the end of the course in SALW recognition. This will determine whether you receive a certificate…" Also, "We will ask you to evaluate the course using a form we shall provide."
If necessary, explain any administrative matters	This includes such things as planned breaks, mealtimes, sleeping arrangements (if applicable), schedule, free days, transportation, etc.
Give the trainees an opportunity to ask questions	This allows trainees the opportunity to clarify what you have said or provide some additional information.

Before you move on to the body of the course, we recommend that you create a “class contract” outlining the rules and expectations that trainees have of one another and of yourself, as the trainer. Ask trainees for their ideas of what should be included in this contract, and record their answers on a visual device. This ‘contract’ should be kept visible for the duration of the course.

Possible “rules” include:

- Every person is to be treated with respect.
- There is no wrong or stupid answer.
- Only one person should be talking at a time.

- All personal information that is shared will remain confidential.
- Don’t discourage others, only encourage.
- Have fun!

1.2 Body/substance of the training

The body of any course is made up of **sessions** and of **modules:**

- A **session** or lesson is a period of time (normally 1 to 1.5 hours) devoted to training, and occurs between two rest periods. Courses are broken up into several lessons that may contain parts of or an entire module.
- A **module** is a self-contained compilation of exercises/assessment and objectives dealing with a single theme. In terms of time it may take 30 minutes, an hour, or a day or more to train in.

Each element (a lesson or a module) should contribute to advancing the objectives of the course.

Ideally, you should:

- Vary the presentation method throughout the course to prevent boredom (see Section 3).
- Always prepare more material than you think you will need.
- Make sure trainees are aware throughout the course of how the sessions will relate to their future activities.
- Check that every module and/or lesson has a variety of training methods (see Section 3) in it, and at least one activity.
- Make sure that lessons are presented in a logical order, and that all new material relates to material that was already presented.
- Use repetition, examples and practical exercises to emphasize essential points. Repetition is especially important for the retention of information.
- Ensure that everyone has a chance to participate and ask questions.
- Make sure you are able to summarize in one or two lines how each lesson relates to the overall objectives of the training.

1.3 Conclusion and summary

Concluding a course is an opportunity to review, and if possible, to practice everything that has been learned in the course. By way of review, provide trainees with a summary of the training course in 3 main points, as these are the three most important points that they are likely to remember.

Ideally, you would conclude a course with a comprehensive exercise: an opportunity for the trainees to practice all the skills they have learned. Depending on the length of the entire course, such an exercise might take a few hours to a full day or two.

1.4. Evaluation

The evaluation process is a necessary part of any training program. This is because:

- It ensures that the next training session will be an improvement.
- It provides alternatives, based on the experiences of others, to tools and practices we use.
- It keeps the material current.

The evaluation process requires feedback from the participants (the trainees) about the course, the content, and your skills as a trainer. In turn, this is also where you can provide trainees with some feedback of their performance and learning.

Note that evaluating *trainees* is an option. It *must* be adopted if the training is within a certification program. It *may* be adopted if the trainees want to have some assessment of their capacities, or of the change of their capacities from the pre-course stage.

However, it should *not* be adopted if the training course does not fulfill any of the above criteria, and if, in your opinion, it is likely to cause disruption or bad feeling.

Warning
If you intend to assess trainees at any stage or in any form, you **must** inform them so at the start of training!

The following checklist provides some examples of what trainees can evaluate, and some specific questions you can ask.

Subject for evaluation	**Specific questions**
Organization of the course	■ How did the process go? ■ How was the organization of the course carried out? ■ How was the interaction in the course (between trainer and trainees, and among trainees)? ■ Was the speed of the training appropriate to the subject matter and to trainees?
Course content	■ Did the modules build on one another appropriately? ■ Was all necessary material made available?
Trainer	■ How well did the trainer function? ■ Was the trainer comprehensible? ■ Did the trainer use a variety of tools?

Section 3

The delivery of training sessions

Objectives and Goals of Section 3:

- To provide a list of possible instructional methods and tools to use in delivering an effective training session.

1. Training methods

There are different ways to proceed with training. In practice, most good trainers mix up the different methods because people are attracted to different stimuli. Trainees are therefore more likely to pay attention and retain your message if you use a variety of the following training methods:

Method	**Description**	**Advantages**	**Disadvantages**
Lecture	The instructor presents a segment of instruction, questions the students frequently, and provides periodic summaries or logical points of development.	▪ Allows clear logical exposition of points. ▪ Transmission of large mass of information.	▪ Very formal. ▪ Can be tedious if done for long. ▪ Does not allow trainees to *experience*, but only to *memorize.*
Demonstration	This method shows how to do something or how something works. Demonstrating a procedure or practice is a useful way to sensitize trainees to particular actions. It also draws the interest of students.	▪ Creates interest. ▪ Causes the use of more than one sense. ▪ Gives experiences not otherwise reachable. ▪ Shows the whole picture. ▪ Increases memory retention.	▪ Often requires supplementary information. ▪ Makes it difficult to draw generalizations. ▪ May be costly.
Procedural demonstration/ simulations	Simulations and procedural demonstrations allow the trainee to experience and often to practice in a controlled environment. This is an important training technique, since, if designed well, the trainee can have something of the total sensory immersion of 'doing' the 'real' thing.	▪ Experience similar to reality. ▪ Allows students to make choices and even mistakes, and learn from them in a non-threatening environment. ▪ Learning is enhanced by experience.	▪ Requires a great amount of preparation to get right. ▪ Trainees *can* make wrong conclusions, which unless corrected, can propagate.

➔

	Procedural demonstrations include: **Role playing** Assign different positions to one or more trainees and ask them to act out a particular event. Allow trainees to test the skills they have been trained on. **Video** Show a video, followed by points to discuss. **Games** Games can replicate reality ("simulation games") or simply illustrate a point, such as the "Spanish Prisoner Game" which demonstrates the long-term advantages of cooperation. **Case studies** A real event or series of events is presented. Trainees, often in groups, are assigned to solve a problem faced by people in the case, or are expected to design a plan based on the case.		
Practical exercise	Students (alone or as part of a team) perform previously learned actions, sequences, operations, or procedures.	▪ Experience is reality. ▪ Learning is enhanced by experience.	▪ Requires a great amount of preparation to get right. ▪ Objectives of demonstration must be clearly defined: trainees *can* make wrong conclusions, which unless corrected, can propagate. ▪ Can be very stressful.
Case study	Trainees examine a case from life according to questions and parameters supplied by the trainer, following certain guidelines. This can be done in a group (which stimulates thinking and teamwork) or individually.	▪ Experience similar to reality. ▪ Allows students to make choices and even mistakes, and learn from them in a non-threatening environment. ▪ Learning is enhanced by experience. ▪ Allows for the use of analytical tools. ▪ May train trainees in presentation.	▪ Requires a great amount of preparation to get right. ▪ Objectives of demonstration must be clearly defined: trainees *can* make wrong conclusions, which unless corrected, can propagate. ▪ Trainees must *first* have the right analytical tools. ▪ Case study must be chosen carefully, and all materials provided.

Remember:

- **Be flexible.** What decides on a choice of method depends on the subject being taught (some subjects lend themselves to particular techniques); on the audience (literate/illiterate, willing to play or dignified, and resources available).
- **Mix techniques.** A mix of different techniques assures interest. Remember that people crave new things!
- **Be ready to abandon a technique if it does not work.**

2. Training tools

The following training tools can be used in conjunction with the above instruction methods. These are examples only, and can be used in combination – in fact, the more stimulus there is, the more effectively you can get your message across! Choose the tools that are most available and appropriate to your context – the list of advantages and disadvantages should help you choose the best one.

Tools	**Description and use**	**Advantages**	**Disadvantages**
Black/ whiteboards	Simple device which allows you to write down points to be emphasized, as well as simple graphics, and graphically illustrate connections between ideas. **Use different colors for emphasizing different things.**	▪ Cheap. ▪ Simple to use. ▪ Flexible. ▪ Reusable	▪ Needs good handwriting. ▪ Can lead to confusion as items multiply on board. ▪ Information is wiped away, not retained.
Flip charts	On the fly emphasis Simple graphics Material can be retained for later use. **Use for breakout groups enables comparing different groups.**	▪ Not expensive. ▪ Simple to use. ▪ Flexible. ▪ Reusable. ▪ Material is retained. ▪ Possibility of pinning shapes and figures in some flip charts. ▪ Enables comparisons (side by side sheets).	▪ Needs good handwriting. ▪ Can lead to confusion as items multiply on board.
Flash cards	Identifying objects or concepts. Display relationships graphically. Exploring the relationships between objects.	▪ Not expensive. ▪ Simple to use. ▪ Flexible. ▪ Reusable. ▪ Material is retained. ▪ Enables comparisons (side by side sheets). ▪ Can show photographs.	▪ Needs preparation. ▪ Can lead to confusion as items multiply.
Computer presentations	Overhead projections are the newest display technology for presenting ideas, concepts and pictures. Keep these presentations short: your presentation should not exceed 20-25 slides.	▪ Very flexible. ▪ Can combine graphics, words, pictures and sounds in combination. ▪ Comes with presentation templates. ▪ Project to entire class. ▪ Modifiable quickly. ▪ Easy to transform from one medium (word-processor, spreadsheet) to another.	▪ Presence of templates tends to make people choose the easy way out. ▪ Temptation to use all the neat little graphic tricks. ▪ *Too much verbiage* (and yes, it does rhythm with garbage).
Using your imagination	This includes anything from drawing with sticks, making up songs and dances, puppets and mime to illustrate a particular concept.	▪ Tailored to local context. ▪ Visual stimulation. ▪ Overcomes language barriers. ▪ Easily modifiable. ▪ Can be linked to local culture and traditional practices.§ Does not rely on material resources.	▪ Messages can get lost in the preparation and use of these tools. ▪ Not everyone is creative or imaginative. ▪ Not appropriate in all contexts.

Section 4

Learning by doing—exercise

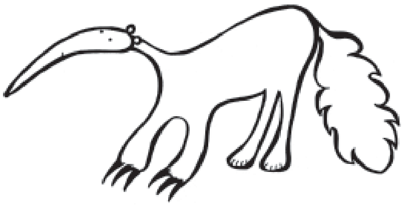
Using all of the above tips and tools, structure an effective training session (either individually or in small groups) to be delivered to the rest of the class (10-15 min) on one of the following subjects:

- How to fry an egg.
- How to paint a fence.
- How to tie a shoelace.
- How to kick a ball.
- How to paint a wall.
- How to wash a window.

Be sure to structure your presentation according to the four main elements of an effective training course reviewed in Section 1. Try to be as creative as possible and to employ as many or the most appropriate training methods described.

After each individual or group presentation, provide some feedback as to how the presenter(s) performed and what they can do to improve their training skills. Be open to this feedback yourself – practice will eventually make perfect!

Good luck!



Bonn International Center for Conversion
B·I·C·C

BICC
An der Elisabethkirche 25
D-53113 Bonn
Germany
Tel: +49-228-91196-0
Fax: +49-228-241215
www.bicc.de

Federal Ministry
for Economic Cooperation
and Development

BMZ
Stresemannstraße 94
D-10963 Berlin
Germany
Tel: +49-1888-535-5350
Fax: +49-1888-535-2590
www.bmz.de