

Training skills 2



Training Skills 2: 1

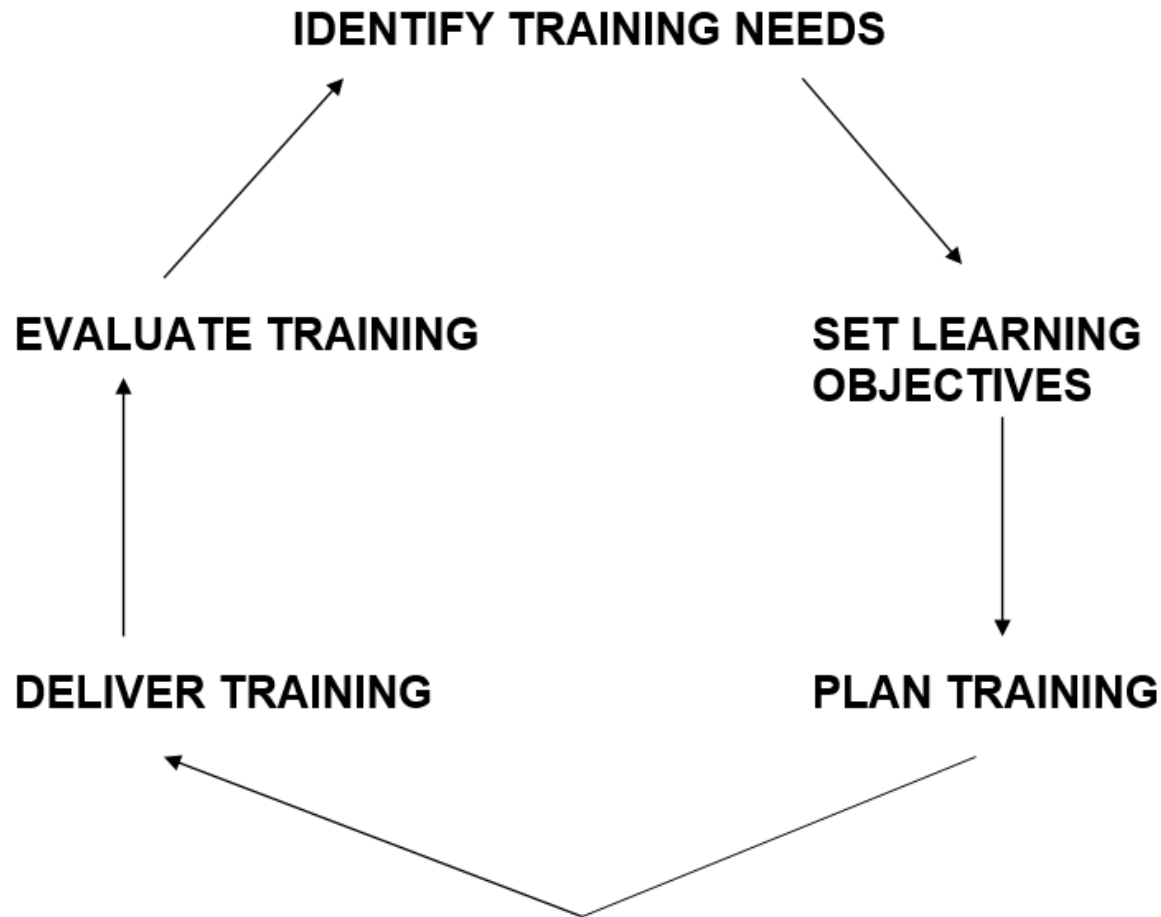
Training Skills 2

Learning objectives

By the end of the session participants shall be able to:

- Explain training needs analysis.
- Describe different options for seating arrangements for training.
- Describe the characteristics of adult learning.
- Explain how to provide for persons with disabilities as trainers and participants.
- Describe the role of the trainer and co-trainer.

The training cycle



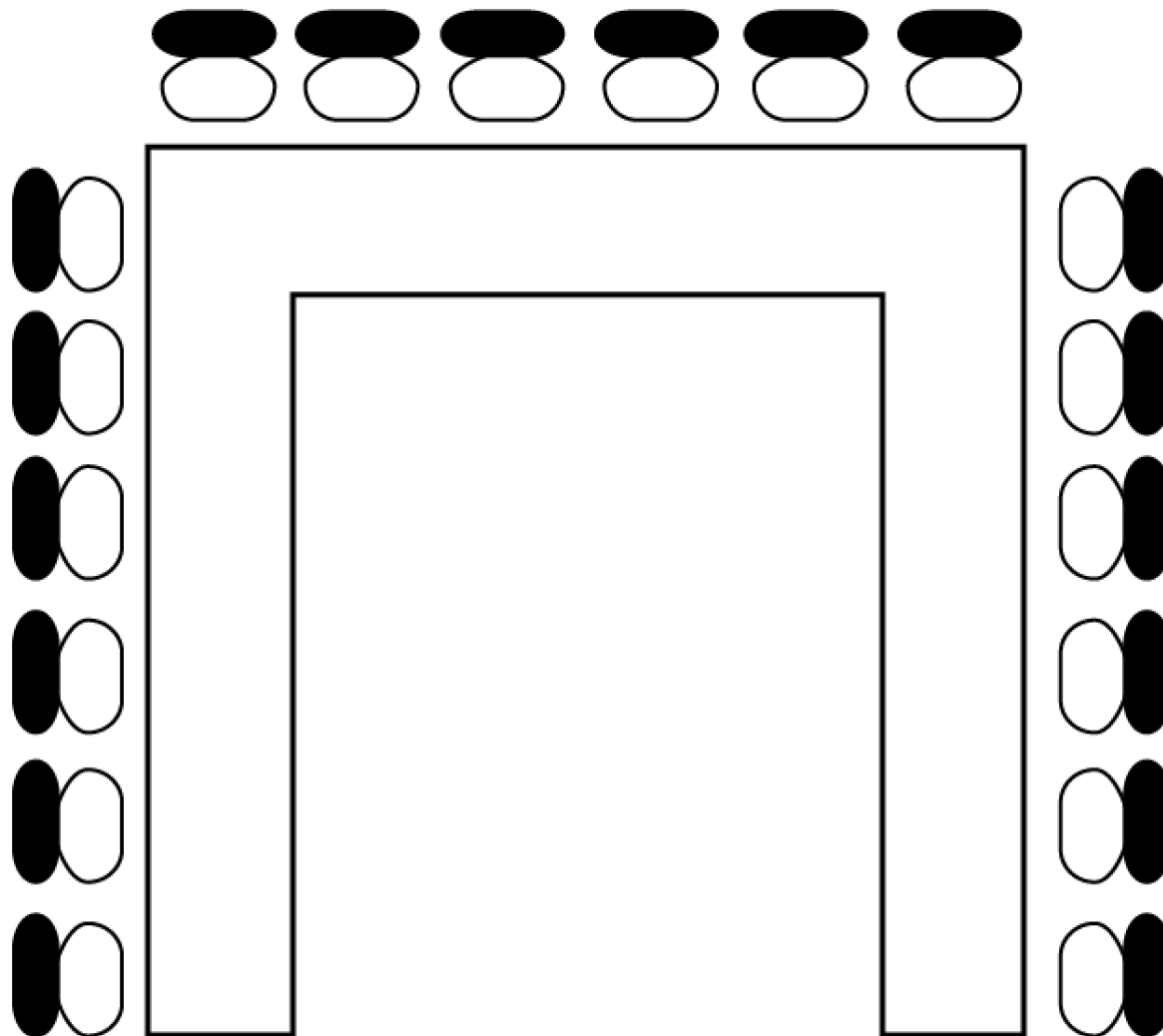
Training needs analysis

- What do we mean by training needs analysis?
- Why is it important?

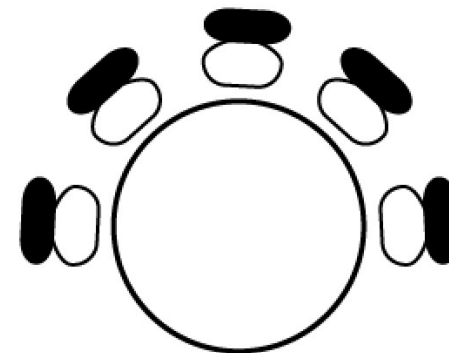
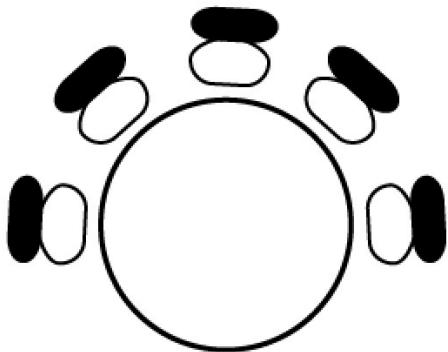
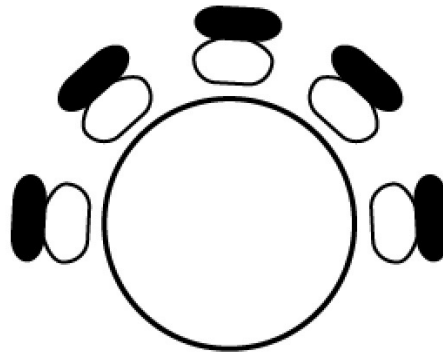
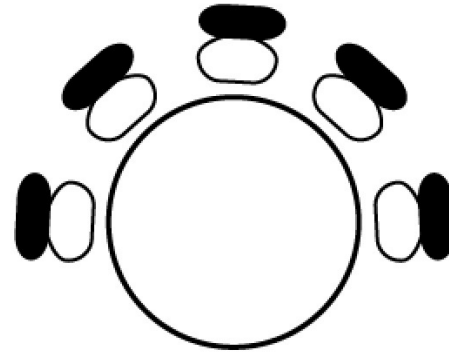
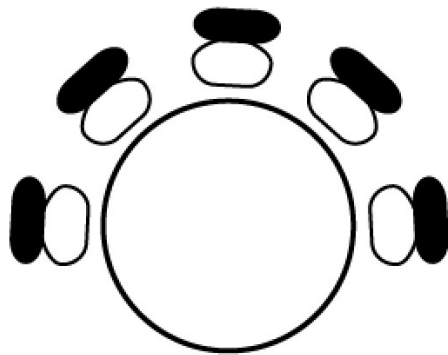
Seating arrangements

- Allow space between tables for wheelchair users
- Brief people with visual impairments when things change
- Consider needs of people with hearing impairments

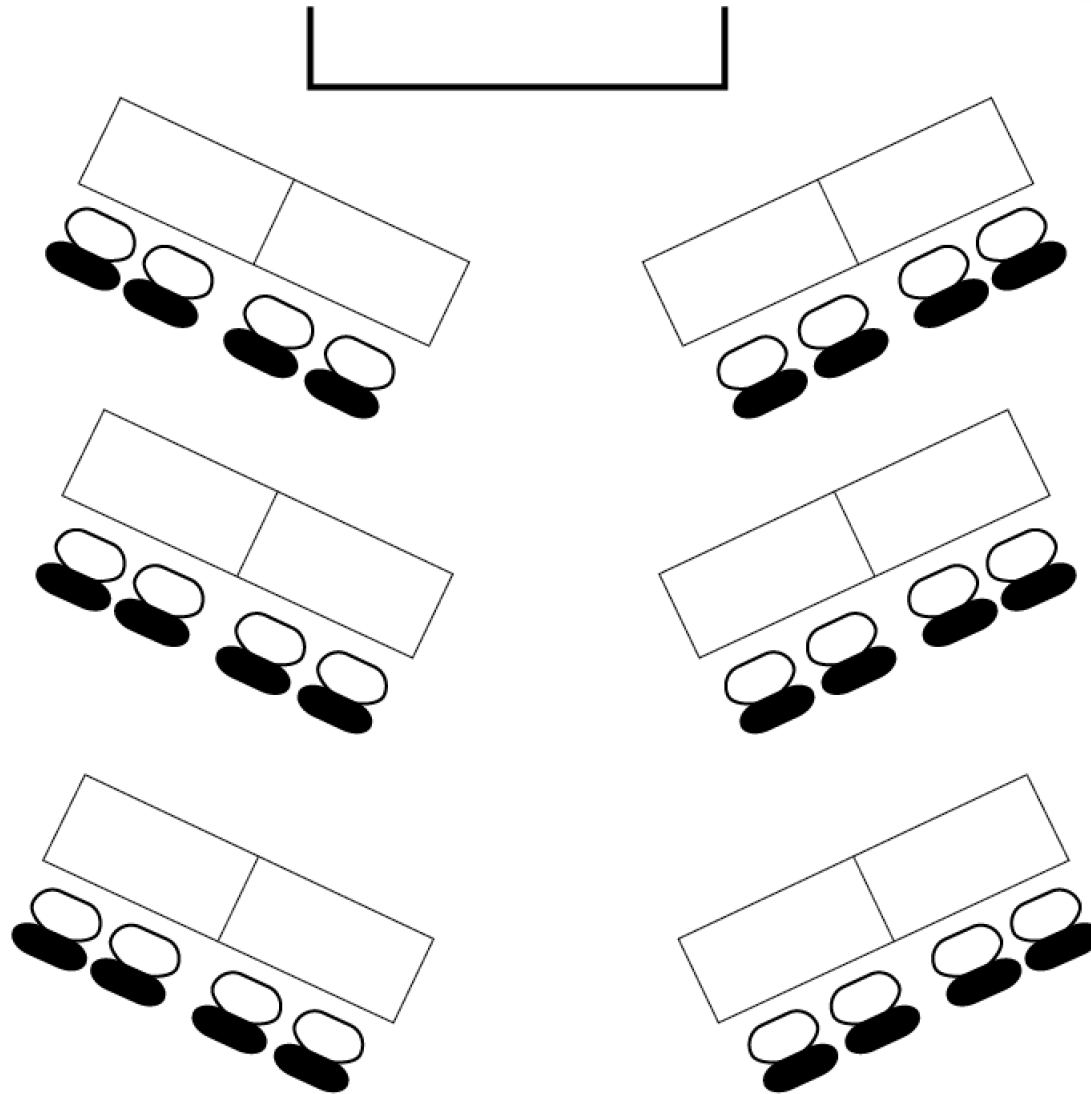
U shape



Cabaret



Herringbone



With your colleague

Discuss:

- What are the characteristics of adult learning?
- How can trainers better meet the needs of adult learners?

Adult learning

Adult learners:

- have previous knowledge and experience
- like learning to be practical and relevant
- like to apply new learning to own situation
- are well motivated.

Adult learning

We can help adult learners by:

- having clear objectives
- putting learning into practice and making relevant
- using active participation and problem solving
- explaining why it's important to learn
- using a variety of methods
- sharing knowledge and learning from others.

Adult learning

Four main learning styles:

- Experiencing
- Observing
- Thinking
- Doing

But best to do all four.

Trainer roles

- Delivering the session
- Preparing demonstration and practical equipment
- Keeping to time
- Coordinating co-trainers.

Co-trainer roles

- Writing answers on the board during ask/answer sessions
- Adding any missing or supporting information
- Helping to keep time
- Helping to facilitate group activities
- Giving feedback about participants to the trainer
- Contributing to the overall feedback/reflection of the session delivery.

Activity

In your group discuss the questions as they apply to your allocated category of disability:

- What should you take into account when a person with that type of disability is part of the training team?
- What should you take into account when a person with that type of disability is a participant in the training?

Plan of action

Reflect on your own role and write down any actions **you and your organisation** can take to ensure greater inclusion of persons with disabilities in the CBR/CBID training, either as a trainer or a participant.



**Community Based
Inclusive Development**