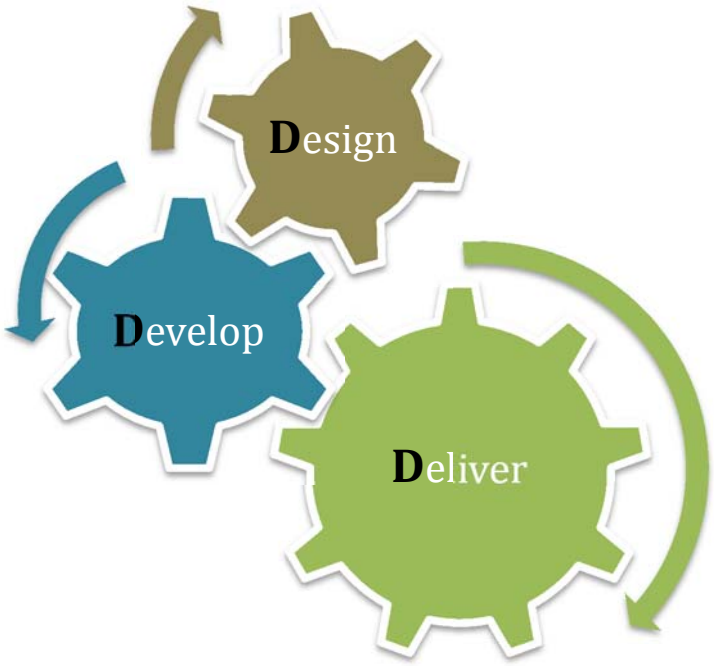
TRAIN-THE-TRAINER MANUAL

Checklists, Guidelines and Templates for Active-Learning Workshops



United Nations SIAP
Statistical Institute for Asia and the Pacific
February 2016

Purpose of ToT Manual

This ToT manual summarises the content of SIAP's regional workshop on Training of Trainers for Official Statistics, conducted in Chiba, Japan in February 2016. Its purpose is to:

- Improve institutional capacity of national statistical systems (NSSs) in designing, developing and delivering training on official statistics.
- Outline a standard process for creating high-quality, active learning workshops.
- Provide checklists, guidelines, and templates to support training providers in the process of designing, developing, and delivering effective training for their stakeholders.

Organisation of ToT Manual

The ToT Manual outlines the phases of the learning-process development, starting with the Workshop Description.

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1. Workshop Description

The Workshop Description introduces the topic and background and partners involved. It also sets out overall objectives and expected outcomes, target participants, and topic outlines. This document will serve as information note for organisational purposes to approach partners and invite participants as well as a technical note that guides developers in conducting design, development and delivery phases of the workshop.

1.1 Workshop description (example)

Regional Workshop on Training of Trainers for Official Statistics
29 February – 3 March, 2016, Chiba, Japan
WORKSHOP DESCRIPTION

I. BACKGROUND

One of the ESCAP's objectives is to build institutional capacity in the national statistical systems (NSSs) to produce, disseminate and communicate statistical products and services. The Committee on Statistics, at its third session, decided to establish a Network for the Coordination of Statistical Training in Asia and the Pacific (henceforth referred to as the Network) and tasked SIAP to facilitate its work. As part of its work programme, the Network established a Sub-group on agricultural statistics mandated to develop necessary tools and methods for training needs assessment on the area of agriculture and rural statistics to be utilized by training providers in the region to build human capacity on producing agricultural and rural statistics.

To catalyze use of training need assessment tools and enable training providers in the Asia-Pacific region to design and conduct statistical training for official statisticians working at NSSs in a more harmonized form and with higher quality, SIAP is organizing a Training of Trainers (ToT) workshop (29 February – 3 March 2016) prior to the next meeting of the Network to be held on 4 March 2016. The ToT workshop aims to bring senior officials from institutes providing training on official statistics in the Asia-Pacific region to pilot a generic ToT manual on specific areas of agriculture statistics as well as to identify approaches for customising the generic manual to other fields of official statistics. The workshop also aims to equip participants with the improved skills in designing, developing and delivery of training on official statistics with focus on agricultural and rural statistics.

II. WORKSHOP OBJECTIVES

The main objective of the workshop is to improve institutional capacity of national statistical systems (NSSs) in designing, developing and delivering training on official statistics. The workshop also aims at piloting a ToT manual, including a generic template that can be utilized by training providers to develop specialized ToT manuals/guides.

III. EXPECTED OUTCOMES

As a result of the workshop, participants will be able to:

a) Demonstrate their skills in designing, developing and delivery of technical training on official statistics;
b) Pilot a generic ToT template and guidelines in specific fields related to agriculture statistics; and
c) Examine feasibility of applying the generic template in other statistical fields and propose a set of recommendations for improving the generic ToT template.

IV. TARGET PARTICIPANTS

The workshop primarily targets members of the Network who work in the national institutes (including academia) providing training on official statistics at the national, (sub) regional or international level. The members of the Network may decide to nominate senior managers from their institutes who lead/oversee training programmes for official statistics. The participants are expected to have a substantive experience in design and development of statistical training as well as knowledge on the statistical subject matters.

V. DESIGN OF THE WORKSHOP

The workshop consists of a mix of experts' presentations, small group activities, and plenary discussions. The participants are expected to be actively engaged in the training activities.

VI. WORKSHOP TOPICS

The workshop topics are divided into three parts:
Part I: Design

- Gap analysis
- Needs analysis
- Writing learning objectives
- Evaluation of learning
- Part II: Development
- Adult learning styles
- Active learning methodology
- Sequencing learning activities
- Part III: Delivery
- Presentation skills
- Managing interaction
- Facilitating learning activities

2. Workshop Design

In the design phase of the learning-development process, the workshop developer assesses the training need, sets the learning objectives, and identifies the how to learning will be evaluated.

2.1 Design steps checklist

1. Conduct a gap analysis to assess current performance level of target learners
2. Assess expected performance level of target learners
3. Identify performance gap
4. Set behavioral goals and objectives
5. Plan evaluation strategy

2.2 Gap analysis template

Current Level or Performance	The GAP	Expected Level of Performance
What is the situation now? • Learners' current knowledge, skills and attitudes • Personal factors that affect performance • Organisational factors that affect performance • Factors related to learners' access to learning	→	What performance is desired? • Performance standards • Factors influencing maintenance of the behavior

2.3 Needs analysis tools

- Open-ended questionnaires
- Close-ended questionnaires
- Individual or group interviews
- Observation
- Analysis of documents

What information will be collected to complete the needs analysis?

Information Needed	Tool to Use	Rationale for using

2.4 Learning objectives template

Formulate the learning outcomes by writing behavioural goals and objectives that explain the learning to be achieved. Goals are usually broad statements; objectives focus on outputs that demonstrate accomplishment of the learning goal.

	By the end of the session, participants will be able to:
Learning Goal	(*Begin with an action verb; use behavioural terms)*
Learning Objectives:	• (*Begin with an action verb; use behavioural terms)* • •

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Learning Goal	(*Begin with an action verb; use behavioural terms)*
Learning Objectives:	• (*Begin with an action verb; use behavioural terms)* • •

2.5 Learning objectives (example)

Here is an example of learning goals and objectives that were written on the topic of needs assessment for SIAP's Training of Trainers workshop.

	By the end of the session, participants will be able to:
Learning Goal	Conduct a learning needs assessment using a gap analysis.
Learning Objectives:	• Differentiate between training needs and other organizational factors that affect performance. • Use assessment tools to gather information relevant to the learners' current and expected levels of performance. • Identify and describe the performance gap to be addressed by a learning intervention.

2.6 Evaluation strategy

Determine which levels of evaluation will be most important to assess in order to ensure success of the learning intervention, using Kirkpatrick's Model[1]:

Level	Name	Central Question
1	Reaction	Did the learners like the experience and did they find it useful and enjoyable?
2	Learning	Did the learners achieve the learning objectives that were set?
3	Behavior	Are the learners able to apply their learning in the world?
4	Results	Were the outcomes achieved valuable to the organization and individual? (benefit-cost analysis)

See examples of Levels 1 to 4 evaluations on the following section.

[1] Kirkpatrick, Donald (2006). Evaluating Training Programs: The Four Levels, 3rd Edition.

2.7 Level 1 Reaction evaluation (example)

Use the scale below to indicate your opinion on each of the following statements:

5 = strongly agree

4 = agree

3 = neutral

2 = disagree

1 = strongly disagree

1. This course was relevant to work I do on my job.	5	4	3	2	1
2. I was able to achieve the course objectives.	5	4	3	2	1
3. The course was interesting.	5	4	3	2	1
4. The course provided me with practical information.	5	4	3	2	1
5. The course materials helped me in my learning.	5	4	3	2	1
6. The course activities were well designed relevant to my work.	5	4	3	2	1
7. The trainer facilitated the workshop effectively.	5	4	3	2	1
8. The course was well organized.	5	4	3	2	1
9. Overall, the course was well worth the time that I spent in it.	5	4	3	2	1

Comments:

_____

_____

- Adapted from George M. Piskurich (2015) Rapid Instructional Design: Learning ID Fast and Right.**Level 2 Learning Evaluation (example)**

2.8 Level 2 Learning evaluation (example)

An effective method of assessing the achievement of learning objectives during the workshop/training is by conducting pre- and post-workshop tests. A pre-test (diagnosis test) is given to diagnose level of knowledge/skills of learners on the topics covered by the workshop. After completing the workshop, post-test will be conducted to assess level of progress in each learner by measuring difference between his/her scores in post and pre tests. It is critical to remember that the post-test must contain different questions from the pre-test, but with the with the same level of difficulty and same number of questions on each (sub) topic. Below is an example of two questions on the same topic asked in pre- and post-tests in a training course on survey sampling:

Pre-test:

Q1. Sampling distribution of an estimator

a) relates to distribution of size of units in sample.
b) is determined by the value of the population parameter.
c) describes how the values of the estimate varies over selection of different samples of the same size following the same sampling scheme.
d) of sample mean is necessarily a normal distribution.
e) I don't know

Post-test:

Q1. Every estimate from a random sample is a random variable, because:

a) It has a sampling distribution.
b) It has a normal distribution.
c) Its values vary over selection of different samples of the same size following the same sampling design.
d) Both (a) and (c).
e) I don't know

2.9 Level 3 Behaviour evaluation (example)

Despite difficulties in assessing the long-term organisational and individual impact of training, many training providers attempt to understand the extent to which the learning is being applied in the field. Follow-up surveys are simple methods that may be used to assess to what extent knowledge and skills learned during training activities were applied in real work. A more objective method of assessment is through action plans developed during the workshops. Participants may be asked to develop an action plan which they wish to implement upon return to their organisations. Action plan could be a direct implementation of methods and procedures introduced during the workshop or transferring the knowledge gained to other members of the organization. Follow-up surveys then will focus on implementation of the action plans. It is also possible to assess behavioral changes

through evaluations immediately after the training activity. Following is an example of behavioral evaluation survey:

Circle the word that best summarises your opining regarding the following statements:

1. Before the course, my level of knowledge on this topic was:	High	Average	Low
2. After the course, my level of knowledge on this topic was:	High	Average	Low
3. Before the course, my level of ability to use the skills in the course was:	High	Average	Low
4. After the course, my level of ability to use the skills in the course was:	High	Average	Low

5. What are you able to do now on the job that you couldn't do before this course?

6. Which aspects of the course were most useful in helping you gain and apply the knowledge and skills?

7. What has stopped you from using something you learning in the course back on the job?

8. Would you recommend this course to others in the organisation? Yes No
Please explain the reasons for your answer:

-Adapted from George M. Piskurich (2015) Rapid Instructional Design: Learning ID Fast and Right.

2.10 Level 4 Results evaluation

A Level 4 evaluation identifies the impact of training as a method to achieve benefits such as financial gains, increased efficiency, cost savings, etc. This level of training may be difficult to implement because it may be problematic to isolate variables that prove the impact of training. Nevertheless, a Level 4 evaluation asks an important question: "Was the training workshop worth the investment?"

3 Workshop Development

In the development phase of the learning-development process, the workshop developer creates learning modules that will help the learners achieve the learning goals and objectives. The workshop developer pays close attention to varying the type and sequence of learning activities in order to enhance the learners' engagement and respond to several adult learning styles. In this phase, the workshop developer also creates audiovisual and written materials to support the learning.

3.1 Development steps checklist

1. Create a conceptual frame by grouping and combining learning goals & objectives into learning modules.
2. Arrange the modules into a logical sequence that will develop the learners' knowledge and confidence as the move through the experience.
3. Identify and sequence learning activities within each module; use a variety of learning activities to take into account the learners' different learning styles.
4. Set time frames for activities and determine workshop schedule.
5. Create logical, transitional links between modules that help learners understand the direction and flow of the learning.
6. Develop visual aids and written materials to support the learning experience.

3.2 List of learning activities

Activity	Purpose
Application Exercise	Identify steps or actions to use in learners' own environment.
Case Study	Identify concepts and skills in a specific environment; apply knowledge
Demonstration	Observe skills in action, usually by instructor or experienced performer
Discussion	Draw on learner's experience; encourage application; identify challenges and obstacles
Fish Bowl	Observe skills in action; provide feedback
Games & Simulations	Discover learners' habitual tendencies; establish a a need to change; experience and analyze underlying issues; practice skills
Lecturette	Introduce new area of content; convey conceptual, historical or theoretical information
Pen & Paper Exercise	Identify concepts and knowledge; practice and test knowledge
Personal Reflection	Create awareness of concept; encourage learner's emotional involvement
Reading/ Self Study	Introduce new area of content; gain broader background on topic
Role Play	Establish the need to change; practice skills in a work-related context
Video Clip	Provide information; set a mood; demonstrate interaction
Visualization	Engage learners' imagination

3.3 Learning activities plan template

Module: *(name)*	
Learning Goal/Objective:	
Timing	Activity
(*listed in minutes)*	*(Describe training technique/participant activity*

3.4 Learning activities plan (example)

Module: Feedback Skills	
Learning Goal/Objective: By the end of this module, learners will be able give specific, behavioural feedback in ways that promote cooperation and learning.	
Timing	**Activity**
10	Learners write down examples of positive and negative feedback they have received in the past; share with partner. (reflection)
15	Facilitator delivers interactive presentation on effective feedback, including making it specific and behavioural; elicits examples from learners. (lecturette)
10	Learners complete workbook exercise on distinguishing effective examples of feedback using the criteria mentioned in the facilitator's presentation. (pen and paper exercise)
10	Learners write down examples of feedback to their real-life work colleagues. (application exercise).
10	Facilitator provides examples of effective feedback in front of the class. (demonstration)
20	Learners practice giving feedback in triads with each having a turn to play giver of feedback, receiver of feedback, observer. (role play)
15	Facilitator debriefs learning from role play and gives out an additional handout on giving feedback in "challenging" or special situations. (reading & discussion)
15	Learners conduct small-group discussion on how they will apply learning and then summarise comments for the large group. (application exercise & discussion.)

3.5 Presentation template

Listener Profile

OPENING

Purpose

Agenda

Benefits

BODY

Development

Structuring Techniques

Rhetorical Strategies

CLOSE

Recap of Agenda

Take Away Message

Organisation worksheet

Opening

Purpose (Title Slide)	**Agenda**	**Benefits**

Body

Body

Close

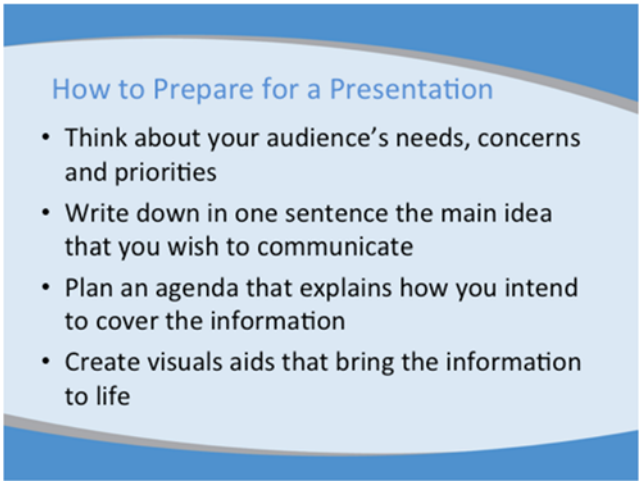
3.6 Visual aid guidelines

- Make visual aids simple.

- Make them large.
- Limit words.
- Represent ideas conceptually by means of graphics.
- Use a standard template that keeps the headings and formats consistent from slide to slide.
- Use a color palette of 6-8 colors. Do not overwhelm the listener with colors, graphics, and animation.
- Position visual aids at the side of the room (not the center) whenever possible.
- Create anticipation through verbal transitions.
- Interact with visual aids by pointing and revealing information gradually.
- Talk to your listeners, not to your visual aids.

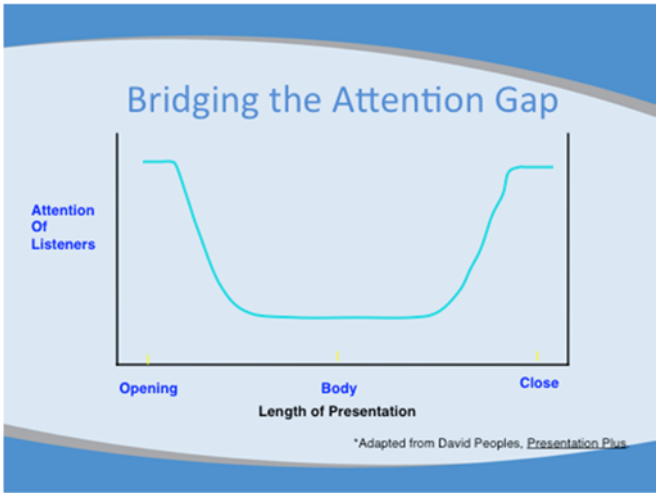
3.7 Visual aid guidelines (examples)

Here are some examples of PowerPoint slides and some tips for increasing their impact:

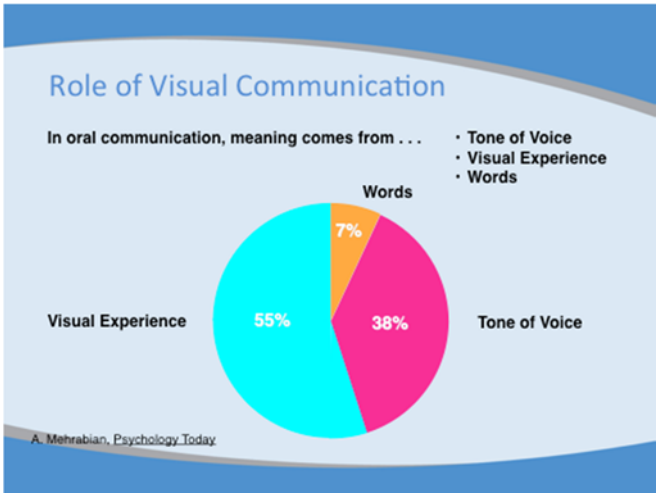
Slide	Comment
	• **Use bullets.** Bullets are the most versatile way of structuring visual aids. Keep in mind, though, that you must try to make them as simple as possible. Don't try to recreate the whole text of your presentation. Instead, let's look at the following slide …

- **Reduce the number of words.** Let the bullets serve as "prompts" for the ideas that you wish to deliver. This way you can glance at the bullet, turn to the audience, and then state your main point.

- **Add visuals and graphics.** Clip art and photographs add impact to your visual aids and also make them more memorable.



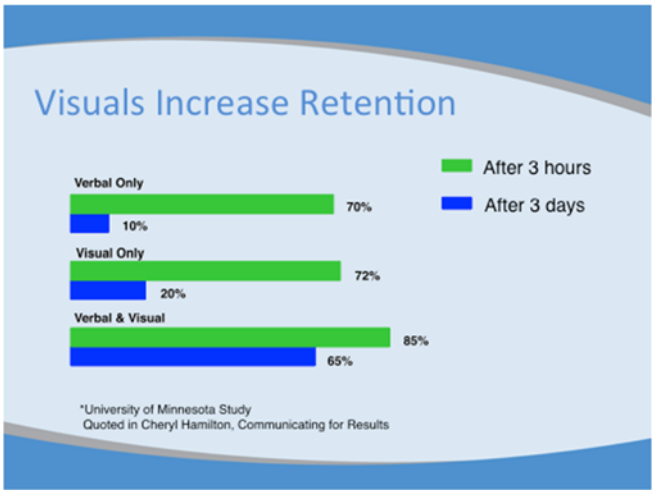
- **Use a line chart to show trends.** Keeping your listeners' attention is not easy. In fact, there seems to be a natural, inverted curve as the listeners settle into listening— no matter how interesting your topic. The advantage of visual aids is that each one creates novelty and tends to regain your listeners' attention as it is revealed. Also, visuals allow you to work with two channels of communication: not just with the listeners' ears, but with their eyes too.



- **Use a pie chart to compare percentages.** Which of these three channels (tone of voice, visual experience, words) conveys the most information?

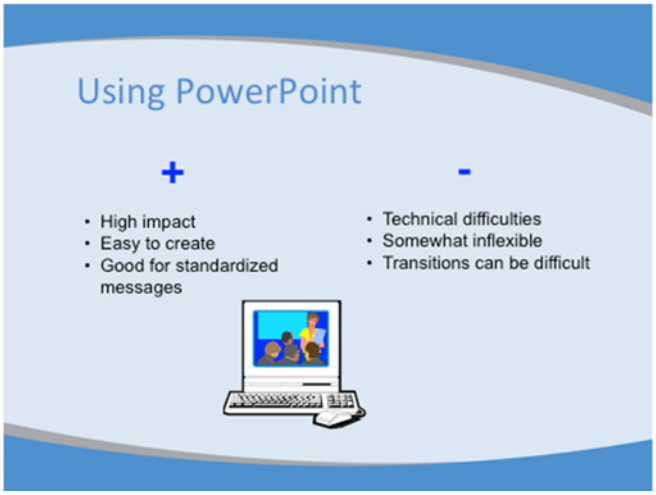
- The 'eyes' have it! According to Albert Mehrabian, a pioneer in the field of communication research, fully 55% of an oral message is grasped by the listeners' eyes. What he meant by 'visual experience' was all the visual aspects of the communicator and his/her message: the eyes, facial expression, posture, perceived nervousness, etc.

- So we know that if you reinforce the verbal message with a visual aid, it is more likely that listeners will understand your message. What's more, it is more likely that they will remember it too.



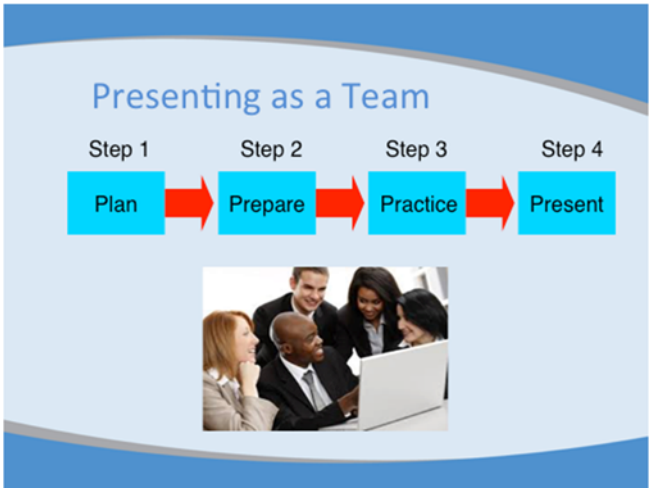
- **Use a bar chart to compare data.**

- In a study done at the University of Minnesota, the researchers found that using both the visual and verbal channels was more effective than using either by itself. This was particularly so when they looked at retention of the information after three days. So, to make sure that your listeners remember what you say, give them a visual!

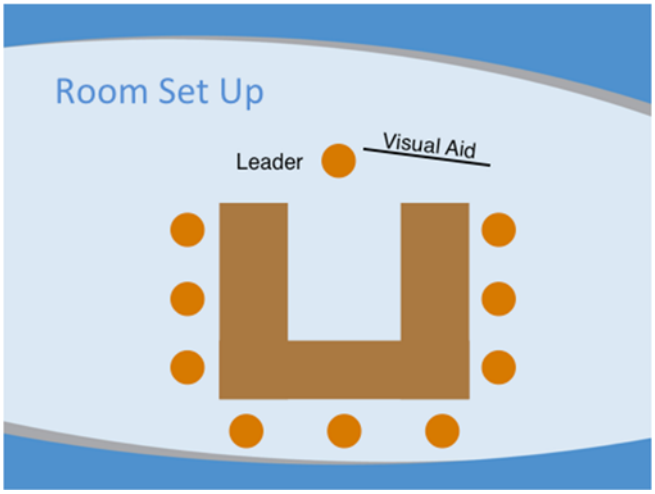


- **Show your argument visually.** For example, you can discuss the advantages and disadvantages of an idea by displaying them visually.

- With current computer technology, visual aids are quite easy to create. Probably the easiest way is to create the visual aids on your laptop and use a projector to display them. You see the advantages above. Nevertheless, there are some potential disadvantages as well: If you are doing a presentation offsite and you are concerned about technical 'glitches,' it's often a good idea to print out hard copy and take it along as a back up.



- **Use conceptual graphics to show relationships.** PowerPoint provides you with many tools to display relationships visually. Use boxes, arrows, and other graphics to provide an overview, explain a process, or show a series of steps.
- In this example, we show that effective team presentations involve a series of four steps.

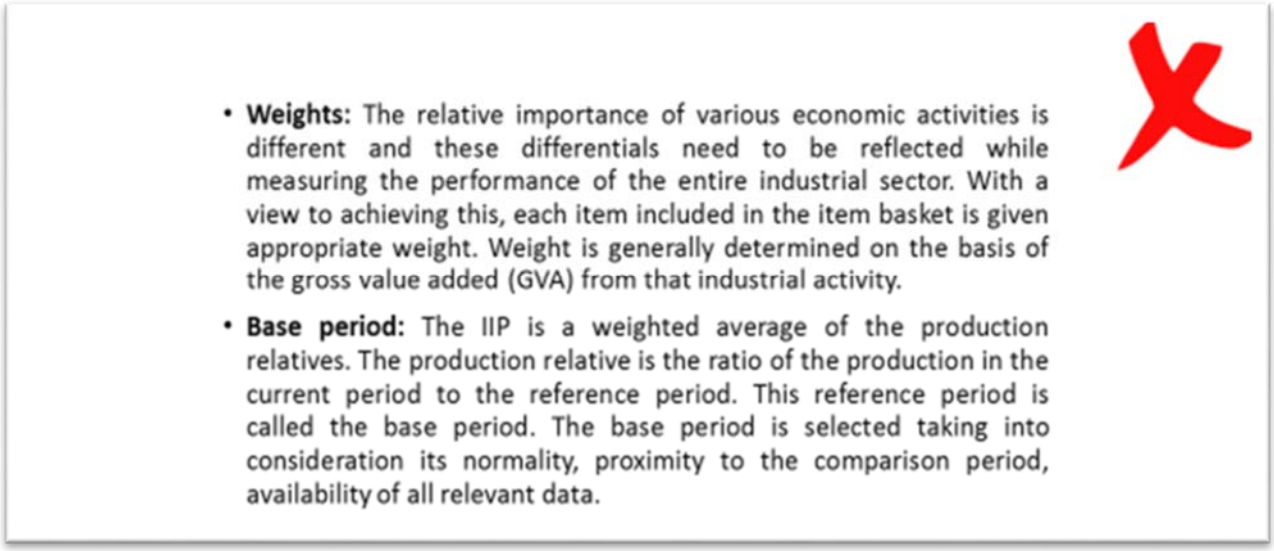


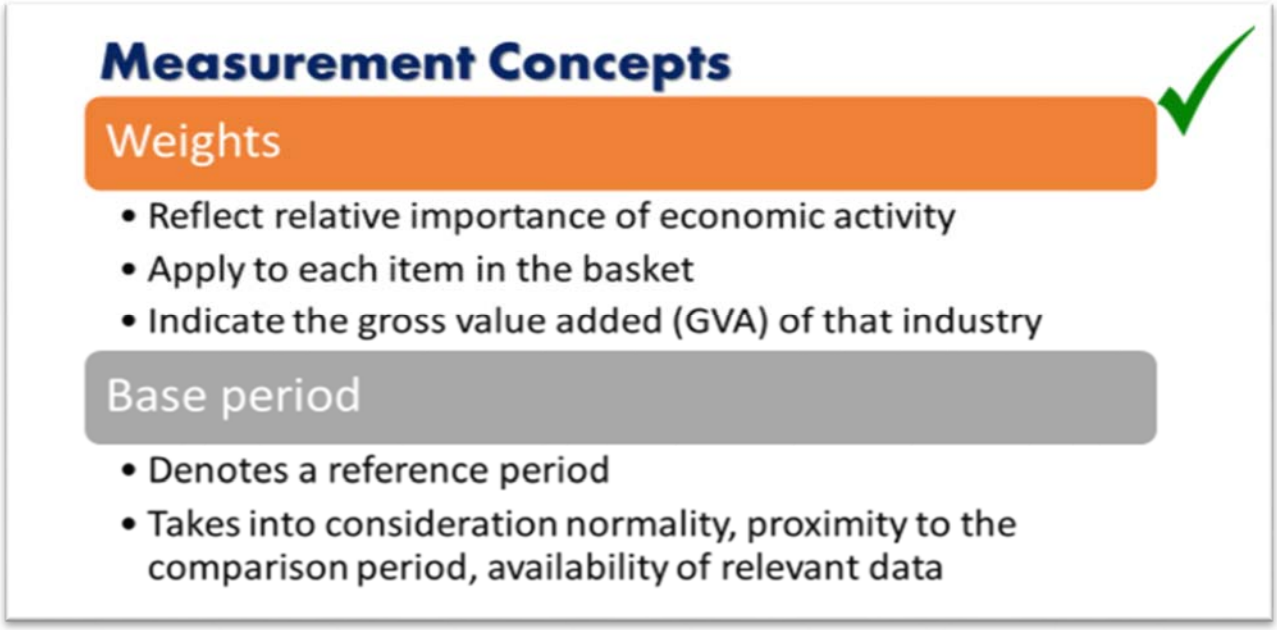
- **Use diagrams to clarify your meaning.**

- In this example, we show the best placement for the visual aid — to the side. Don't make the mistake of placing your visual aids in the center of the room. Remember: you, as the presenter and leader of the discussion, should be the center of attention. Your visual aids should be what their name implies: *aids* to getting your ideas across to your listeners.

Here are three examples of how we could use visual aids to improve our slides and increase impact of our presentation. Slides with × sign are before improvement and slides with √ sign are after making improvements.

Example 1:





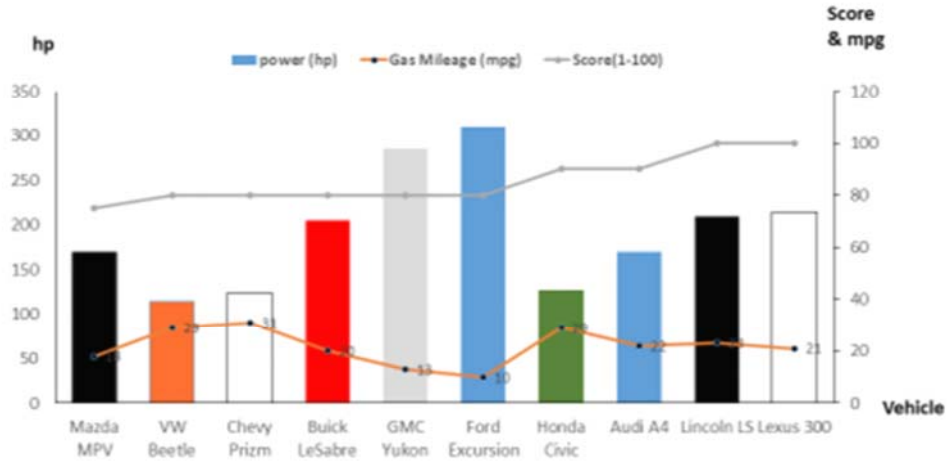
Rationale for Improvements:
Find ways to minimize the number of words on your slide by organizing the information visually.

- Include a heading that summarizes the main point of the slide.
- Use bullets to list items, explain reasons or provide examples.
- Make the bullets parallel, that is, begin each one with the same part of speech (verb, verb, verb) or (noun, noun, noun).

- Animate the slides so you can present one item at a time. In this way, you are able to focus what you are saying and keep your audience's attention.

Example2:

VEHICLE	POPULAR COLOR	HORSE POWER (hp)	GAS MILEAGE (mpg)	SCORE RECEIVED (1-100)	PREFE-RENCE RATING	NO OF UNITS OWNED
Audi A4	BLACK	170	22	90	5	1
Buick LeSabre	RED	205	20	80	5	1
Chevy Blazer	RED	190	15	75	4	1
Chevy Prizm	WHITE	125	31	80	5	1
Ford Excursion	BLUE	310	10	80	5	1
GMC Yukon	GREY	285	13	80	3	2
Honda Civic	GREEN	127	29	90	2	2
Hyundai Elantra	BLACK	140	25	90	5	1
Lexus 300	WHITE	215	21	100	3	1
Lincoln LS	BLACK	210	23	100	5	1
Mazda MPV	BLUE	170	18	75	5	3
Olds Alero	BLUE	140	23	70	4	1
Toyota Camry	RED	194	21	80	3	2
VW Beetle	ORANGE	115	29	80	2	1



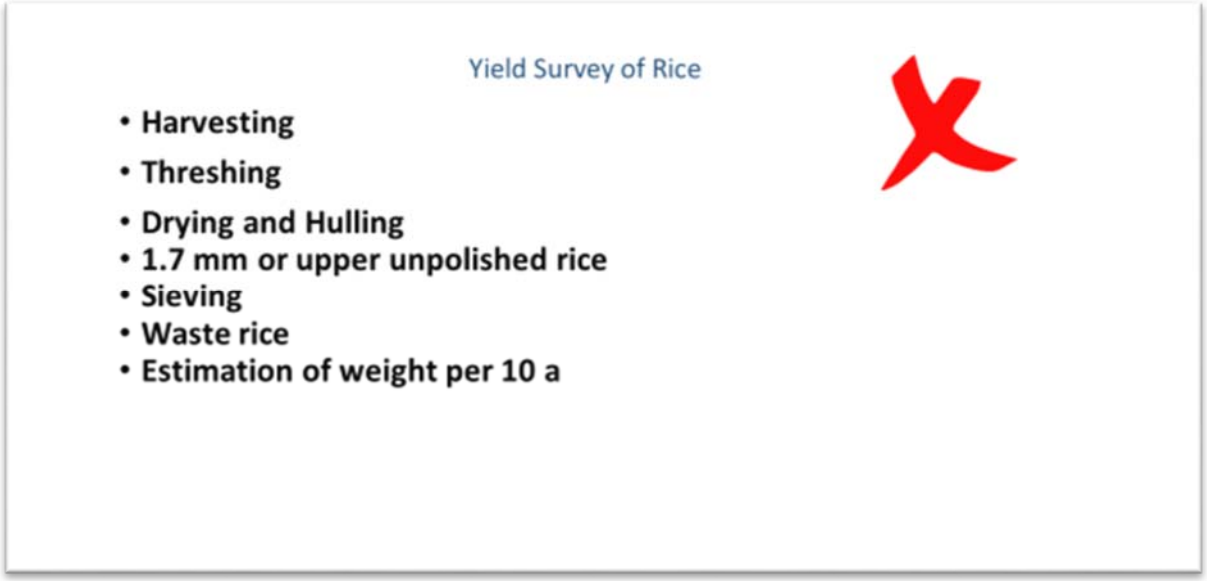
Rationale for Improvements:

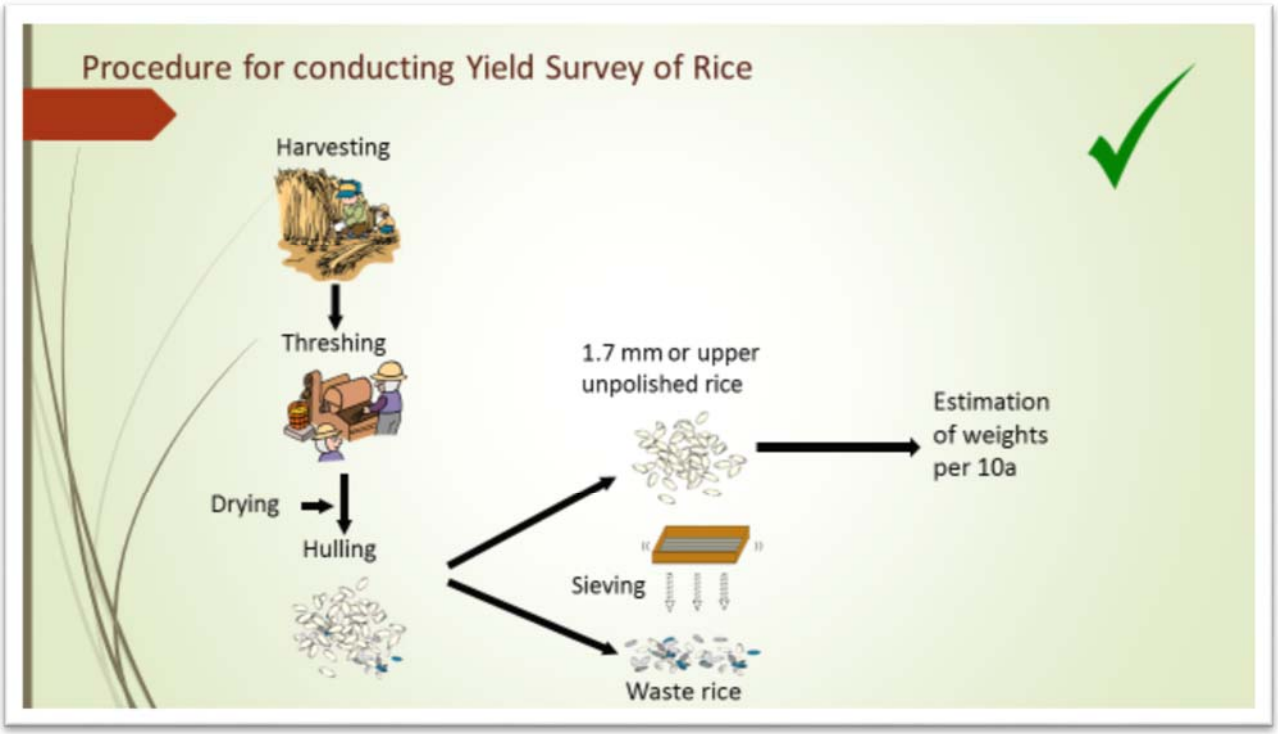
Use graphics to show relationships.

- Remember: with charts and graphs, less is more.
- Create graphics to show the audience <u>what the data *mean*, not simply what they are</u>.
- Determine your main point and include it in your heading.

- Use graphics that allow your audience to compare data and *see* relationships.
- Eliminate any information on the slide that is not relevant to your main point.

Example 3:





Rationale for Improvements:
Use photographs and clip art to increase the impact and retention of your presentation content.

- Help the audience understand a concept or process by providing visual images.
- Use animation, when appropriate, to add one image at a time as you explain it.

4 Workshop Delivery

In the delivery phase of the learning-development process, the workshop developer organizes the learning environment and creates a positive climate that engages the learners and promotes achievement of the learning objectives. In the role of facilitator, the workshop developer positions the training content effectively by explaining its relationship to the learners' background and priorities, and he/she uses verbal transitions to create logical links between modules. Moreover, he/she uses effective interaction skills and group-process skills to keep the learning on track. The workshop developer also creates support documents such as the daily programme for learners and the facilitator's guide.

4.1 Delivery steps checklist

1. List all set-up requirements beforehand and make sure someone is in charge of providing them. These include a laptop, projector & remote control, easel and flip chart, copies of training materials, tent cards for learners' names, enough tables and chairs, etc.
2. Get to the training room an hour early to set up the room, test the equipment, and make sure all materials are organized and ready to use. (Bring back-up copies of your slides and training materials on a thumb drive.)
3. Obtain the phone number of the venue's technical support team in case a problem arises during the day.
4. Find out how to operate the room lighting and adjust the room temperature.
5. Confirm arrangements regarding break times and lunch with provider, if appropriate. Locate and check the restroom facilities.
6. Greet participants and welcome them as they arrive.

4.2 Delivery skills guidelines

You are the message! Your nonverbal communication is very important for building rapport and creating a positive climate in the workshop. Here are some reminders about how to maximize the impact of your delivery skills:

- Eye contact is a key communication skill. Good eye contact helps you stay focused and increases the confidence you project. Look at each of your listeners for one complete thought. That way you keep them involved also. When you look at your listeners, you gain feedback. Good eye contact helps you understand the impact your words and presence are having on your audience.

- If pacing or shifting is a concern for you, concentrate on planting your feet. Then you can redirect your energy into more positive uses such as gestures and facial expression. Or, try moving purposefully, making eye contact with different members of the group.

- Occasional nonwords like “um” or “ah” are not a problem. They become distracting only when you use them repetitiously. Your listeners quit listening and begin counting nonwords. Use pauses instead: They smooth out your delivery and help you demonstrate greater confidence.

- Pauses are also an effective way of modulating a fast speaking pace. Don't try to slow down the way you say your words—you'll sound stilted. Instead, put in pauses after key words and at the end of complete thoughts.

- Gestures are natural. Most people use them when speaking conversationally. Gestures make you more interesting because they add a visual dimension to your communication. They also increase your intonation. Loosen up, be yourself and feel free to use your hands to express yourself.

- When it comes to intonation, the more variety, the better. In some cases, you may want to raise the volume of your voice to increase the confidence you project. And, by experimenting with different levels of volume, you can also add interest. Just be careful not to let your voice trail off at the end of sentences. In other cases, you may want to add more intonation to decrease monotone and to hold your listeners' attention more effectively.

- Don't be afraid to be enthusiastic about what you are saying. Remember, your energy projects confidence and makes your presentation more interesting to your audience.

4.3 Workshop opening guidelines

Anticipate the answers to your learners’ questions. Answer these in a clear and logical way within the first few minutes of the workshop:

- Explain the purpose of the workshop from the learners’ point of view. What is the main value or utility of this workshop? What are they expected to achieve?
- List the learning objectives and explain how these support the purpose.
- Describe the agenda of the workshop and how the learning objectives will be achieved.
- Establish the credibility of the workshop by mentioning how it was designed and developed. Include the results of the needs assessment and your expertise as a facilitator.
- Ask participants to introduce themselves in a way that allows them to explain their background and knowledge.

- Consider doing a small-group discussion where participants discuss and list their expectations for the workshop. Post these on a wall or easel so they can be followed up on during the workshop.
- Explain guidelines for the workshop; set clear expectations about staying on time, use of smart phones, managing interaction, etc.; ask learners' to commit to these guidelines or negotiate them if there are any concerns.

4.4 Conducting a learning activity guidelines

Provide transitions between activities so learners understand how each activity fits within the sequence designed to achieve the learning outcomes.

- Mention a need or issue that the learners face.
- Explain the benefit of the upcoming activity and how it will help them address the need.
- Give a name to the activity and explain how it relates to the course content.
- Explain steps and timing for completing the activity.

4.5 Debriefing a learning activity guidelines

There are many kinds of learning activities, with different aims and procedures. However, there are several general principles for making an activity meaningful and increasing its impact.

- Start with the learners with most at stake (often, the ones practicing the skills.) Ask: "What went well? What could you have done differently? What might you do differently next time?"
- Get feedback from the "receivers" of the activity. Ask: 'What stood our for you? What was most effective? How could this have been even more effective?"
- Ask other participants for their feedback
- Synthesise the comments by asking the group to summarise what they have learned. Ask: "What are some points to remember for the future?" "How will you apply this in your work?"
- Post learners' comments on a flipchart. This is often a good way to "focus" the learning for later recall.

4.6 Closing a workshop guidelines

In the Close of a workshop, the main task is to set the learners up to apply what they have learned in the "real world."

- Provide a summary of the workshop: review the purpose and agenda that has been followed.
- Encourage learners to do a self assessment of their learning. For example, ask them to complete a worksheet on their strengths and areas for development.
- Ask learners to write an action plan. Suggest that they write down their objectives, including time frames and opportunities for practicing them.
- Let them know the organisational resources that are available for continuing their development; provide a list of references for those interested in following up on their learning.
- Encourage learners to connect with each other after the workshop to build community and report on their successes and progress.

4.7 Daily programme (example)

A daily programme provides an agenda for the workshop and sets out how the learning objectives will be achieved. It outlines the topics and activities so that participants understand the flow of the workshop.

Regional Workshop on
Improving Use of Administrative Data in Production of Official Statistics: Role of Statistical Register Systems
Date, Location
Daily programme

Saturday 12 September		Resource
8:30 –9:00	Arrival and participant registration	
9:00 – 10:00	Opening Ceremony - SIAP - SCI	
10:00-10:15	Coffee break (15 min)	
10:15-10:30	Objectives of the course and expectations from participants	
Module one- Statistical register systems; Overview *Objective:* To introduce benefits and characteristics of a statistical register system and methods for developing statistical register systems from administrative registers		
10:30-11:00 11:00-11:45 11:45-12:30	**Session1.1- What is a statistical register system (SRS)?** o *Expert presentation*: Statistical register systems – Basic characteristics & roles o *Expert presentation*: Statistical register system in Australia – roles and responsibilities, outputs, and benefits o *Group activity:* Discuss benefits of SRS for your national statistical system – comparative advantages and disadvantages for building a SRS	Facilitator1 Facilitator2 Facilitator3
12:30-13:30	Lunch break (1 hour)	
13:30–14:00 14:00 - 15:00	**Session 1.2- How to structure and create a SRS?** o *Expert presentation*: An overview of models for register systems o *Expert presentation*: Structure of statistical register system in Australia	Facilitator1 Facilitator2

15:00–15:15	Coffee break (15 min)	
15:15–15:45 15:45–16:15	**Session 1.2 (cnt.)- How to structure and create a SRS?** o *Good practices:* Experience of Korean statistical system – Structure, roles, outputs & responsibilities, and methods for integrating different sources in Statistical Register System of Korea o *Case study*: Iran's programme for developing a statistical register system – steps taken, preconditions required, current status and challenges faced by the NSS	Korea Facilitator3
Sunday 13 September		**Resource**
9:00 – 9:45 9:45–10:15	**Session 1.3- A regional perspective; problems and solutions** o *Group activity:* Identify problems and opportunities in your national statistical system for establishing a statistical register system o Presentation of group activities	Facilitator3
10:15-10:30	Coffee break (15 min)	
10:30–11:30 11:30–12:00	**Session 1.3 (cnt.)- A regional perspective; problems and solutions** o *Country presentation (15 min each) (Malaysia, Korea, Philippines, Hong Kong)*: statistical/administrative register system – Structure, roles & responsibilities, methods and challenges for integrating different sources o *Q&A* session and plenary discussion: TBD	Facilitator1 Facilitator2
12:00-13:00	Lunch break (1 hour)	
Module two- Statistical Business Registers (SBR) *Objective:* To introduce characteristics of and methods for building and maintenance of business registers that are appropriate for integration into statistical register systems		
13:00–13:30 13:30–14:45	**Session 2.1- An overview of SBR (sources, roles and uses)** o *Expert presentation*: An introduction to SBRs (sources, uses, and general procedure for establishing SBRs) o *Expert presentation*: SBR in Australia – sources, roles and responsibilities, outputs	Facilitator1 Facilitator2
14:45–14:30	Coffee break (15 min)	
14:30–15:00	**Session 2.2- SBR units and coverage** o *Expert presentation:* Units for establishing SBR – basic definitions and linkage between units	Facilitator1

15:00–16:00	o *Expert presentation:* SBR in Australia – Units, coverage, and linkage between different sources	Facilitator2
Monday 14 September		**Resource**
9:00 – 9:45	**Session 2.2 (cnt.)- SBR units and coverage** o *Group exercise*: Identify statistical, administrative and legal units in your country and provide examples for each unit	Facilitator1
9:45-10:00	Coffee break (15 min)	
10:00–11:00	**Session 2.3- Building and maintenance of SBR** o *Expert presentation:* SBR in Australia – building (methods, challenges and solutions), maintenance (sources, procedures, handling birth, death and changes) and uses of SBR	Facilitator2
11:00-12:00	**Session 2.3- Building and maintenance of SBR** o *Country presentations (Vietnam, Thailand, Armenia, Iran):* Building, maintenance and use of SBR; challenges in linking SBR to other registers	Facilitator3
12:00-13:00	Lunch break (1 hour)	
13:00–14:00 14:00–14:30	**Session 2.4- Integrating SBR in a register system: Problem-solution analysis** o *Expert presentation:* Integrating SBR in statistical register system in Australia– procedures, challenges, solutions o *Good practices:* Korea's experience in integration of business register sources in statistical register system	Facilitator2 Korea
14:30–14:45	Coffee break (15 min)	
14:45–16:00	**Session 2.4 (cnt.)- Integrating SBR in a register system: Problem-solution analysis** o *Group activity:* Use SWOT analysis (see attached template) and develop a problem-solution matrix for building SBR in your country and integrating it into a statistical register system	ALL
Tuesday 15 September		**Resource**
Module three- Property registers *Objective:* To introduce characteristics and roles of property registers and data address files in constructing a statistical register system		
9:00 – 09:30 9:30 – 10:15	**Session 3.1- Types of property registers** o *Expert presentation:* Introduction to property registers – types of registers based on units (real estate, building & dwelling, address), coverage, sources of data and uses o Country presentations (15 min each) (*Hong Kong, Korea, Malaysia*): characteristics of property registers (units, coverage, holders, uses) and links with other sources of data	Facilitator1 Facilitator2

10:15-10:30	Coffee break (15 min)	
10:30–11:30 11:30–12:00	**Session 3.2- Role of address files in creating property registers** o *Expert presentation:* National Address File (Australian case) – building, maintenance and its use in producing official statistics o *Group activity:* …..	Facilitator2
12:00-13:00	Lunch break (1 hour)	
13:00–14:00 14:00–14:45	**Session 3.3- Integrating property registers in a register system** o *Expert presentation:* National Address File (Australian case) – Role of address file in establishing a statistical register system o *Q&A and plenary discussion:* Share specific challenges faced by your country regarding construction and use of address files	Facilitator2 ALL
14:45–15:00	Coffee break (15 min)	
15:00–16:00	**Session 3.3 - Integrating property registers in a register system: Problem-solution analysis** *Group activity:* Use SWOT analysis and develop a problem-solution matrix for constructing national address files/ using existing address based registers in your country and integrating it into a statistical register system	Facilitator1
	Wednesday 16 September	**Resource**
Module four- Statistical register systems; construction *Objective:* To enable participants to identify basic requirements for structuring a statistical register system by integrating several administrative/base registers		
9:00 – 09:30 09:30–10:30	**Session 4.1- How to link base registers in a statistical register system?** o *Expert presentation:* General considerations and procedures for integrating base registers in a statistical register system – planning and organization (case of Australia) o *Country presentations (Philippines, Hong Kong, Malaysia, Armenia):* integration of base registers in a statistical register system (units, linkages)	Facilitator1 Facilitator1
10:30-10:45	Coffee break (15 min)	
10:45–11:15 11:15–12:00	**Session 4.2 - Technical challenges faced by NSO in integrating base registers** *Trigger presentation:* Technical challenges faced by SCI in integrating base registers *Group discussion:* Discuss challenges and propose solutions to SCI	IRAN Facilitator1

12:00-13:00	Lunch break (1 hour)	
Module five- Way forward: plan for a statistical register system *Objective:* To enable participants to identify issues and potential solutions in developing or improving their statistical register systems by using a problem-solution analysis method		
13:00–14:00	**Session 5.1- Problem solution analysis** *Country specific activity:* Using outputs from previous group activities, develop a SWOT analysis matrix (see attached template) that presents strengths, weaknesses, opportunities and threats in establishing a statistical register system in your NSS	Facilitator1
14:00–14:30	**Session 5.3- Prioritization of activities** *Based on the outcome from country specific activity under session 5.1, prioritize a list of activities that have to be undertaken by your NSO to develop a work plan for establishing a statistical register system*	Facilitator2
14:30–14:45	Coffee break (15 min)	
14:45–15:30	o Closing	

4.8 Facilitator's guide template

A facilitator's guide includes:

- A list of set-up requirements
- Step-by-step instructions used by the facilitator to deliver the workshop
- Key content points to convey in the workshop
- Instructions on when to use specific visual aids

(Name of Workshop)
Facilitator's Guide (template)

Course Materials

- Participant workbooks
- Participant handouts
- Name tents for participants
- PowerPoint slide presentation

Room Set Up & Audiovisual Supplies

- Four tables with four participants per table
- PowerPoint projector & screen
- One easel & flipchart
- Flip chart markers

Pre-work

-

(Module Number & Name)
(Length)

Timing	Visual Aid	Steps
9:00	(paste in copy of slide)	**Topic Name** (length of topic) • (Step by step instructions) (length in minutes)

4.9 Facilitator's guide (example)

Train-the-Trainer Workshop
Facilitator's Guide

Course Materials

- Participant workbooks
- Participant handouts
- KOLB Learning Style Inventories
- Name tents for participants
- PowerPoint slide presentation

Room Set Up & Audiovisual Supplies

- Four tables with four participants per table
- PowerPoint projector & screen
- Laptop for each participant
- Three easels & flipcharts
- Flip chart markers

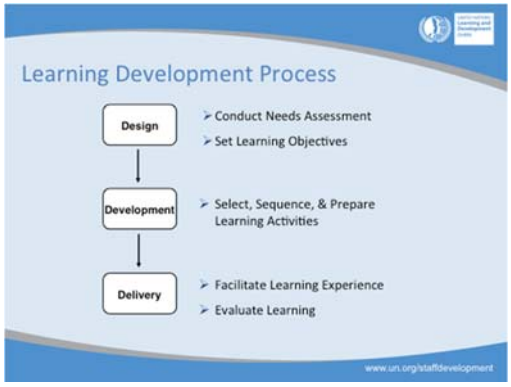
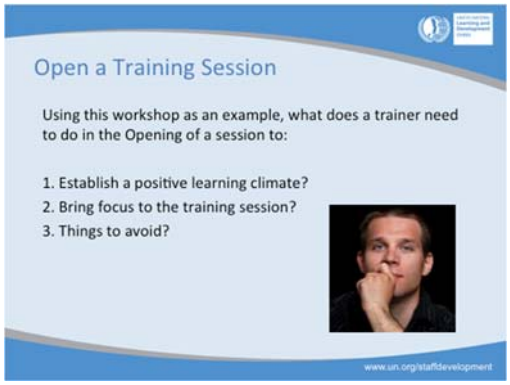
Pre-work

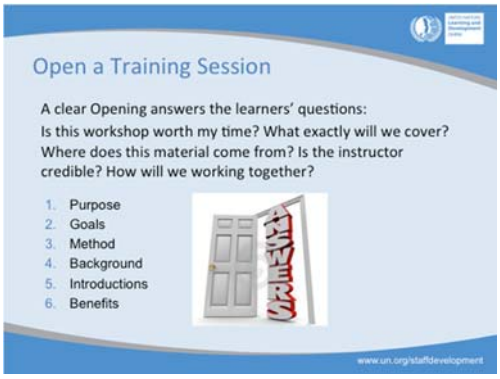
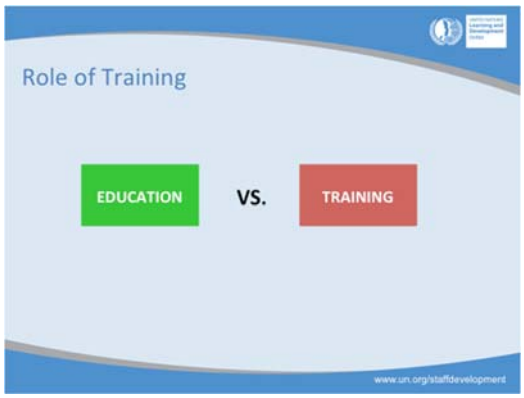
- Participants are expected to come prepared to work on an individual learning project. The topic could be an idea for a workshop that they intend to develop in the future or one that they are currently involved with.

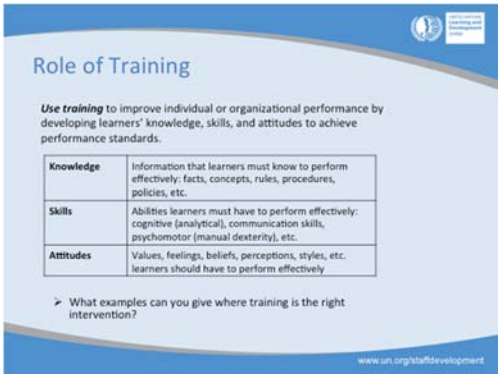
Module 1: Conducting a Needs Assessment

3.5 hours

Timing	Visual Aid	Steps
9:00		**Introduction** (45 minutes) • Welcome participants. Introduce yourself and explain the purpose of workshop: "An opportunity to gain a process for developing focused active-learning workshops that focus on the needs of your stake holders."

		• Explain that the learning process that we will be using involves three steps: Design – identifying the needs and formulating focused learning objectives Development – creating and sequencing active learning activities Delivery – facilitating active learning, which involves listening, presenting, and managing the group dynamics. (2 min)
		• Explain workshop objectives. (2 min) • Give overview of the results of the needs survey conducted before the workshop. (5 min) • Explain the agenda. (2 min)
		• Ask participants to introduce themselves briefly using bullets on the slide as a way to keep the introductions brief and focused. (15 min) • Ask participants to talk in their table groups about their expectations. (5-10 minutes); debrief by asking groups to report out one point at a time; post on flipchart (10 min) • Explain workshop guidelines. (2 min)
9:45		**Opening a Training Session** (30 min) • State: "The opening of a workshop is an important moment because it creates an impression and 'sets the frame ' for the activities that follow." • Ask participants to reflect on their experience up to this point in the workshop, using p. 6 to write down their impressions. (5 min)

		• Ask them to share their comments with their colleagues. (5 min) • Debrief using a flip chart, posting "Things to do" "Things to avoid." (15 min)
		• Summarise by explaining that a good opening anticipates the participants' questions, answers them briefly, and sets up a positive climate for openness and learning. (5 min)
10:15		**Identifying a Learning Need** (30 min) • Read Piskurich quotation on page 7 together. • Ask participants to read and do case study on page 8; (5 min) then, discuss with table group. (5 min) • Debrief by asking: "What will happen if the training programmed is conducted without doing a needs assessment?" Elicit participant responses and summarise by saying: "When you create a learning intervention, you are working with an organizational system; it is important to make sure that the intervention fits so it addresses the real need." (5 min) • Briefly mention when NOT to use training. (5 min)

		• Ask: "What is the difference between education and training?" Listen and summarise participants' comments. Explain that education involves broad learning focused on content areas; training involves developing knowledge, skills and attitudes that involved individual or organization performance. (5 min)
		• Show slide and summarise a definition of training. • Ask for some examples of when training would be the right solution. (5 min)
10:45-11:00		Break