

PROFESSIONALIZATION TOT WEBINAR

Facilitator: M. PIERI

2:40 HOURS



SETYM



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SETYM International

- **SPECIALIST in TOT, public procurement, contract management, disbursement monitoring and operational project planning, financial and administrative management. Over 30 years of experience as a facilitator and project manager.**
- **Design of certification programs in Procurement and TOT (MSFP)**
- **Training to procurement staff or executives on projects funded by international donors** Bangladesh, Benin, Burkina Faso, Cameroon, Canada, Ivory-Coast, Tanzania, Malaysia, Democratic Republic of Congo, Ethiopia, Ghana, Kenya, Lesotho, Mali, Morocco, Nigeria, Senegal, Uganda, United-States and Zambia



Past-experiences in TOT related to the professionalization of public procurement

Past-experience:

1. Morocco (Home Ministry and MoF-2016)
2. Senegal (ARMP-2017)
3. Bénin (ARMP-2019)
4. Burkina Faso (ARCOP-2021)
5. Tunisia (HAICOP-2021)

Lessons learned:

1. Old recipes
2. No time for practise
3. No evaluation and further coaching
4. ToRs need to include immediate implementation (allowances)



Fun facts...

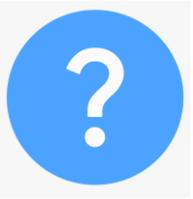
Huge amounts of money are invested in trainings,
Billions \$\$\$

Yet, only **10 à 15 %** of learnings are
retained and used at work



The path to proficiency





- 1- What do you know about learning? What are the biggest challenges you experience in relation to learning?
- 2- How do adults learn and what are the best practises to help them learning?
- 3- What do you know about instructional design?
- 4- How do we maximize transfer of learning from class to work context?



SECTION 1



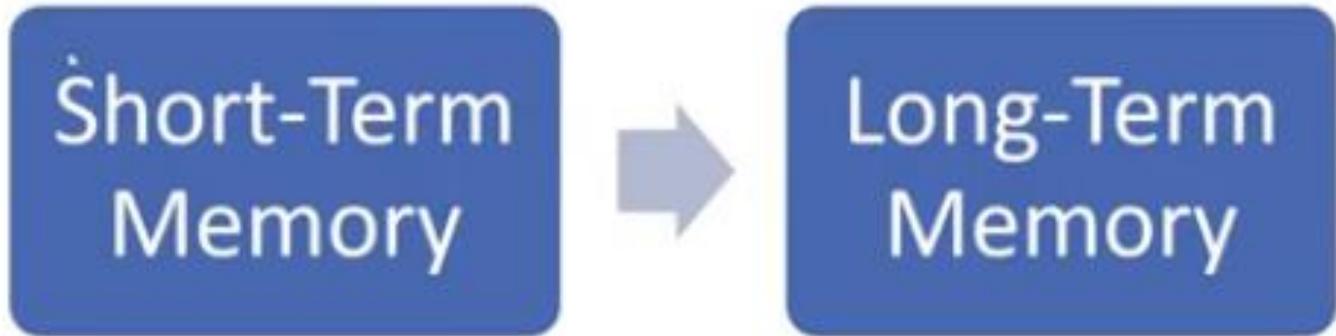
WHAT IS LEARNING ?



DEFINITION of LEARNING

process by which a biological or an automatic system gains knowledge or skills that it may use to improve its performance.

Memory: An Overly Simplified Model

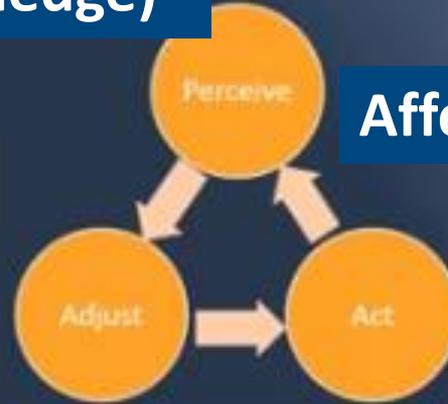


LEARNING THROUGH FEEDBACK

Cognitive (knowledge)

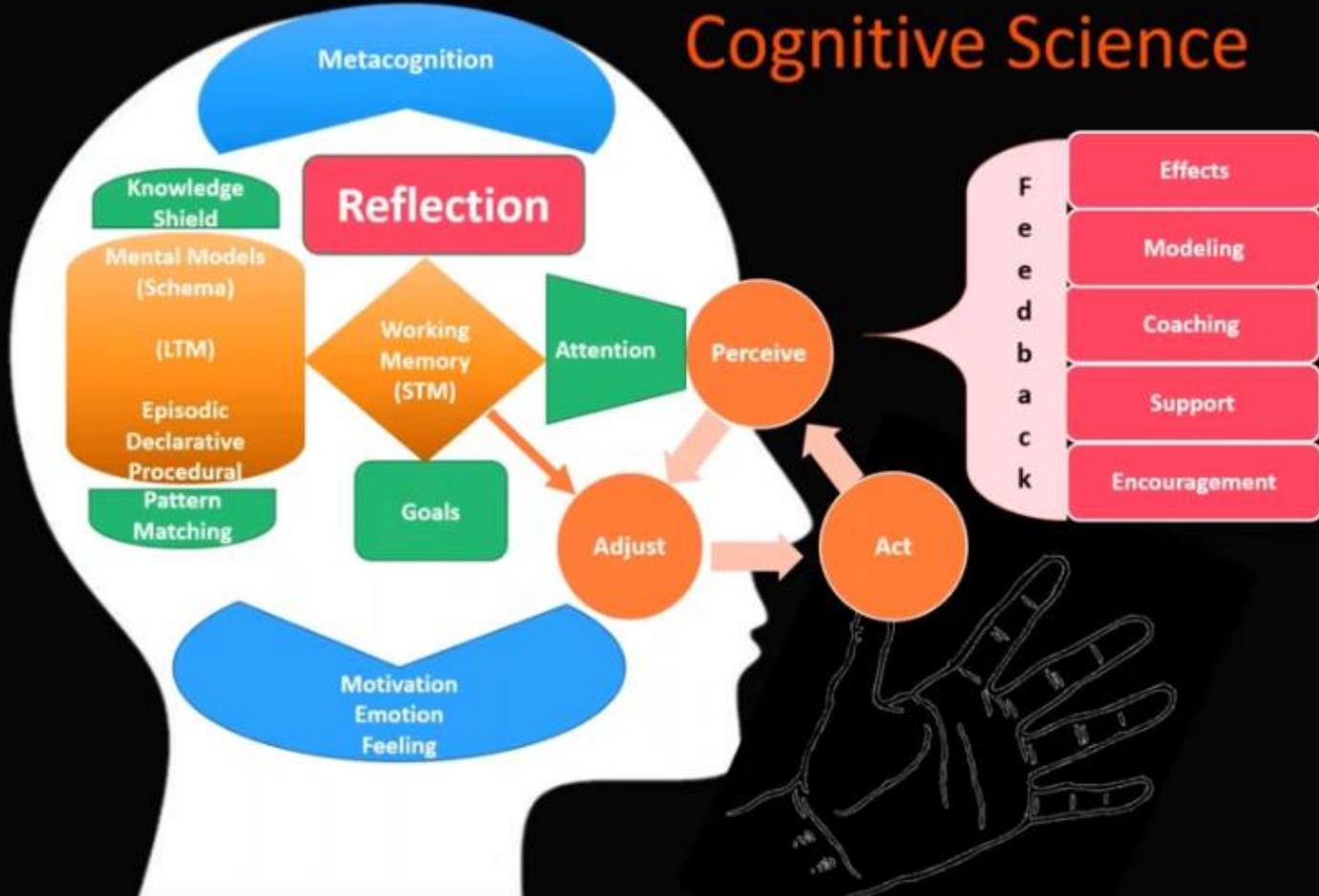
Affective (soft skills)

Psychomotor (skills)



What are the processes we need to support as trainers?

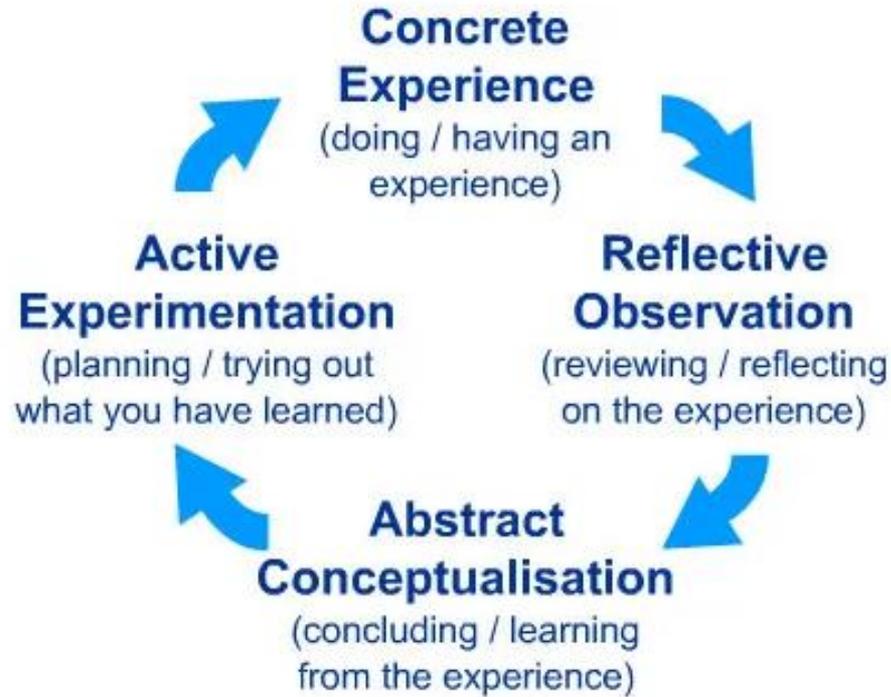
Cognitive Science



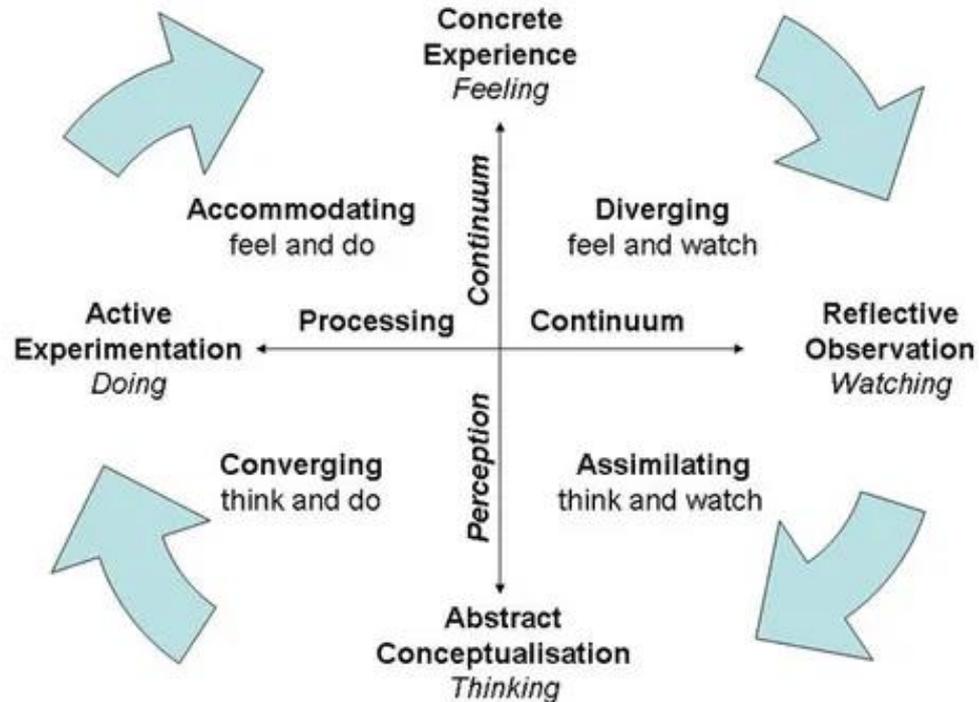


KOLBS'S MODEL

<https://www.simplypsychology.org/learning-kolb.html>



KOLB'S LEARNING STYLES



Personal Note: no scientific evidence of effective use of learning styles



GAGNÉ'S MODEL

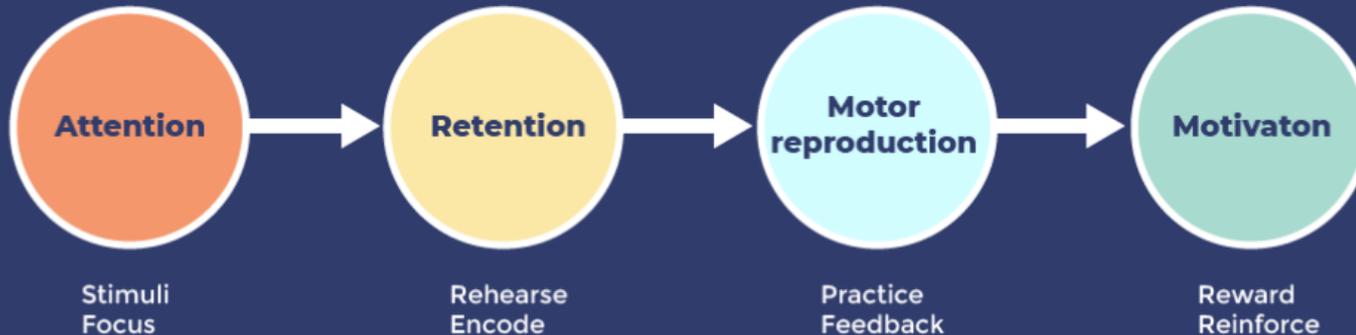




SOCIAL LEARNING MODEL (BANDURA)

A theory that stipulates that we learn to imitate others by observing their behavior and that we learn to behave in certain ways by watching others do what they do.

Social Learning Theory



gerardfriel.com

**SOCIAL
MODELING IS A
CONSEQUENCE OF
SOCIAL LEARNING**



**WHAT MODEL(S) SHOULD BE
USED FOR A TOT ?**

**HOW CAN THESE MODELS BE
USEFUL FOR TRAINERS
PRACTICALLY ?**



SECTION 2

**HOW DO ADULTS LEARN AND WHAT
ARE THE BEST PRACTISES TO HELP
THEM LEARNING?**





LEARNING FOR ADULTS IS MORE EFFECTIVE WHEN...

- They are (might be!) Shaped by individual preferences as well as disabilities (learning styles...?)
- **Method of instruction depends on what is being taught**
- Feedback is provided to learners
- **They are active and engaged**
- **The training is related to their work**
- Their own experience is shared and valued
- **They accept the training outcome and objectives**
- **The trainer is a good coach**
- They feel part of the group



THE LEARNING BAROMETER

10% of what they **read**

The adult learner memorizes ...

20% of what they **hear**

30% of what they
see

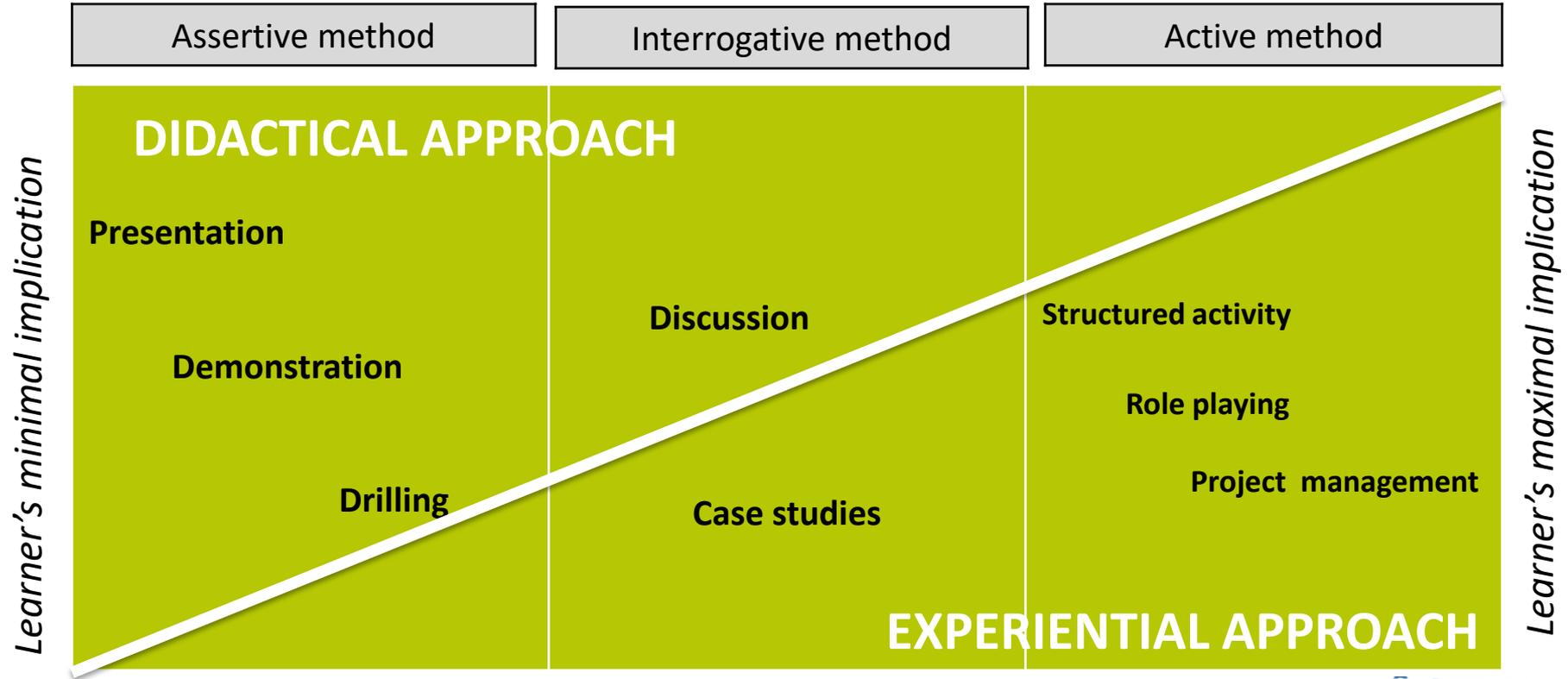
50% of what they
see, hear

80% of what they
see, hear, say

90% of what they
see, hear, say, do



LEARNER'S IMPLICATION LEVEL ACCORDING TO TEACHING METHODS AND TECHNIQUES





Education or education to adults?

PEDAGOGY (EDUCATION)	ANDRAGOGY (ED. TO ADULTS)
The field of study that concerns itself primarily with the principles and methods of teaching or of learning esp. in formal education.	The art and science of helping adults to learn and the study of adult education theory, processes and technology to that end.
Learning without knowing the outcome	Determine and validate the why
Learner's experience is not considered	Adults arrive with their own experience
Learning is based on a logic of content of this theme	Experiential methods and exchange activities
Mostly extrinsic motivation	<ul style="list-style-type: none">• Mostly intrinsic motivation• If extrinsic motivation then it's additional motivational work for the facilitator



SECTION 3



WHAT IS INSTRUCTIONAL DESIGN?



THE INSTRUCTIONAL DESIGN IS:

Simplified definition

The systematic structuring and development of content and experiences to facilitate learning.



Backward design process

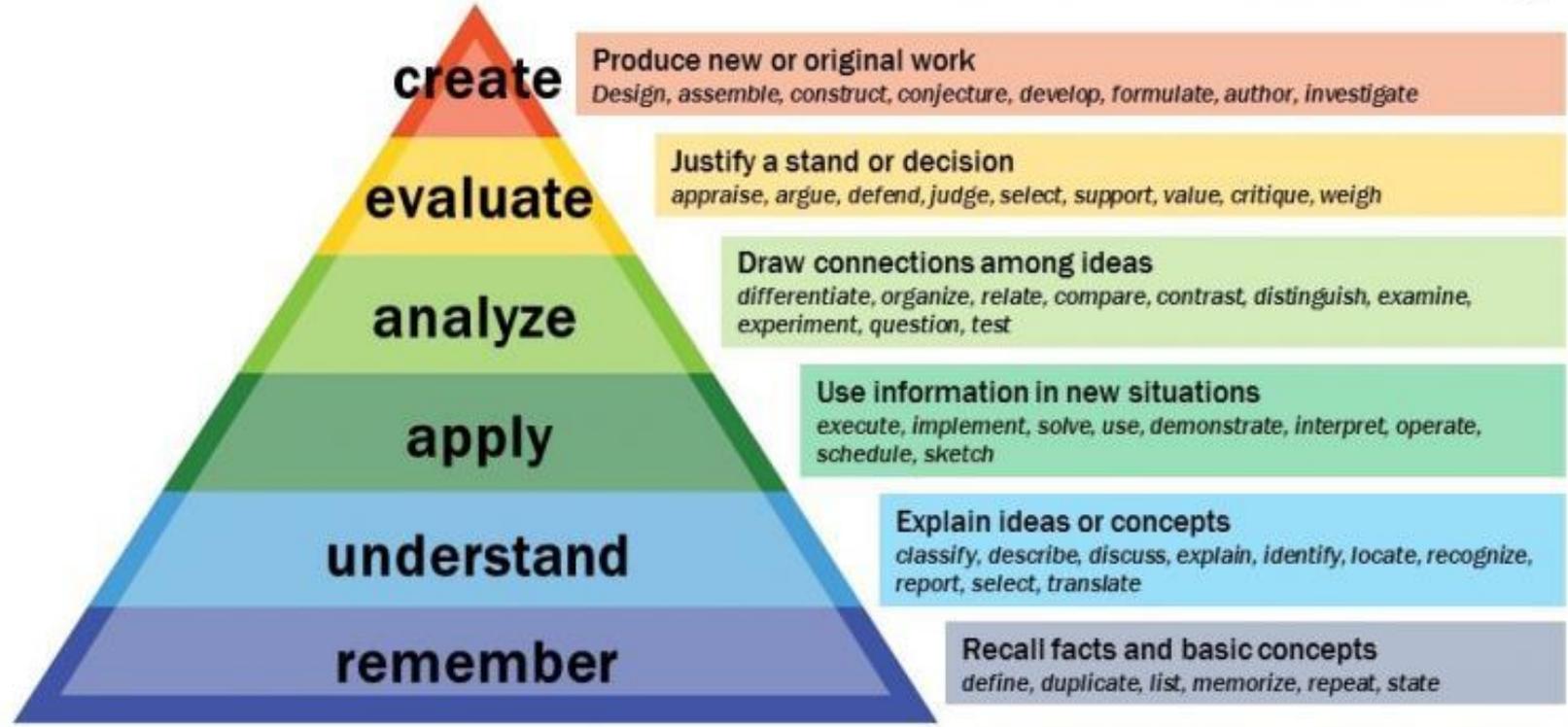
Process to design a lesson, unit, or course by:

1. Determining what the final outcomes are (cf. Bloom taxonomy)
2. Planning assessment strategies
3. Determining methods of instruction and assignments.

It allows instructors to plan lessons and courses with a focus on student learning.



Bloom's Taxonomy



 Vanderbilt University Center for Teaching



The Backward Design Process

Identify desired results

- What should students know, understand, and be able to do? What is worthy of understanding? What enduring understandings are desired?
 - Consider goals
 - Examine content standards (district, state & national)
 - Review curriculum expectations
 - Teacher/students interests

Determine acceptable evidence

- How will we know if students have achieved the desired results and met the standards? What will we accept as evidence of student understanding and proficiency?
 - Consider a range of assessment methods — informal and formal assessments during a unit
 - Think like assessors before designing specific units and lessons to determine how/whether students have attained desired understandings

Plan learning experiences and instruction

- What enabling knowledge (facts, concepts, and principles) and skills (procedures) will students need to perform effectively and achieve desired results?
- What activities will equip students with the needed knowledge and skills?
- What will need to be taught and coached, and how should it best be taught in light of performance goals?
- What materials and resources are best suited to accomplish these goals?
- Is the overall design coherent and effective?



ADDIE process

- ADDIE's main goal is **to provide a structured method of creating training programs.**
- **A powerful process for improving the way in which future iterations are created.**
- Getting feedback on every aspect of the courses is really important so that you can improve and revise the content.



ADDIE model

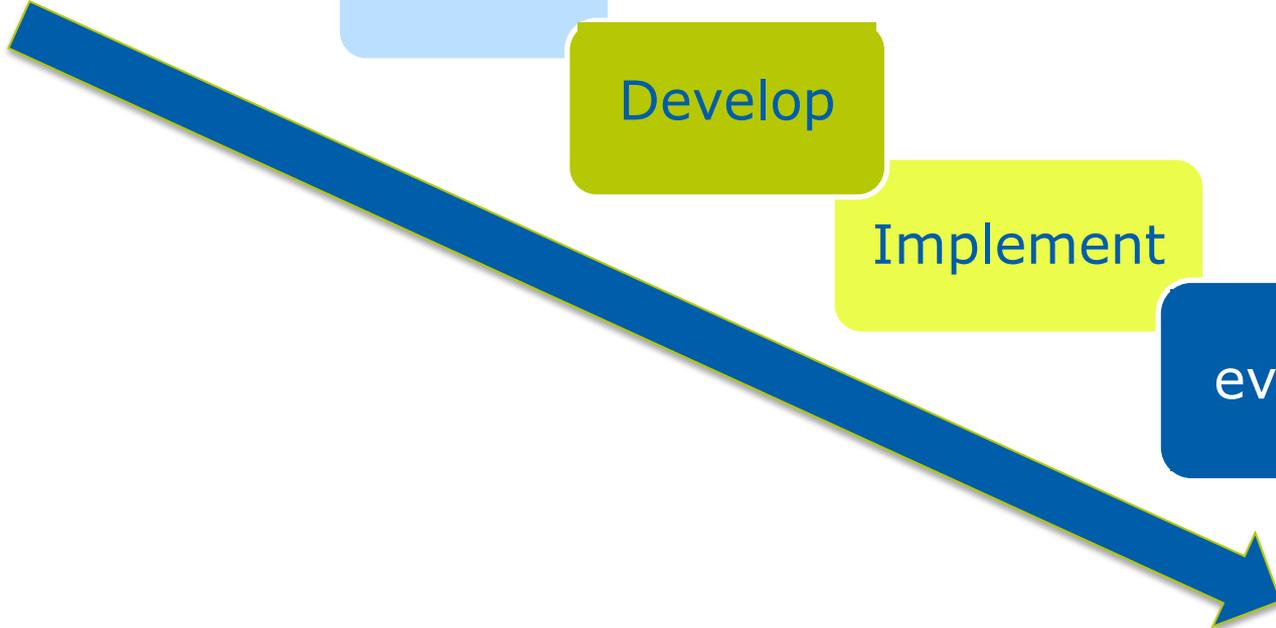
analyse

Design

Develop

Implement

evaluate



ADDIE

- Emphasis on analysis and design
- Time-intensive
- Do it right the first time



WHAT ABOUT PROFICIENCY ? HOW DO WE MAKE SURE WE DO MORE THAN INSTRUCTION?



LEARNING EXPERIENCE DESIGN

The learner centered process of:

- **facilitating** the learning and application of knowledge and skills (expertise, proficiency)
- **by providing** a set of learning activities (formal, informal and experiential) supported by content, feedback, and technology.



Instructional Design

Instruction

Content Centric

Primarily Formal

Focus on Knowing

Acquisition

Learning Experience Design

Experience

User Centric

Formal, Informal, Experiential

Focus on Doing



**WHAT SHOULD BE THE TRAINER'S SKILLS
BASED ON THE LEARNING EXPERIENCE DESIGN ?**



A FACILITATOR'S COMPETENCIES

WHEN RECRUITING...

1. Good coach
2. Good planning and monitoring
3. Good communicator (questioning, active listening, giving feedback)
4. Cognitive science specialist
5. Using learning technology (LMS, zoom or teams, kahoot..)
6. Motivator (individuals and group)
7. adaptation



4-HOW DO WE MAXIMIZE TRANSFER OF LEARNING FROM CLASS TO WORK CONTEXT?





WHAT IS TRANSFER OF LEARNING?

Transfer of learning gives learners the ability to apply that which is learned in a training environment to a new situation.



Continuum between acquisition and generalization

Source: translated and adapted from Holton and Baldwin, 2003, p. 11.



Acquisition of declarative knowledge (knowledge)

Acquisition of procedural knowledge (skills)

Development of skills through practise

Application of new knowledge and skills at work

Reproduction and retention of learnings at or work

Generalization of new learnings (distal transfer)

training context

From knowledge to reproduction

Work context

From reproduction to proficiency



Maximizing the transfer of learning in the organization

WHAT CAN BE DONE ?



TRAINING PROGRAMME

BEFORE TRAINING

DURING TRAINING

AFTER TRAINING

WORK ENVIRONMENT

BEFORE TRAINING

DURING TRAINING

AFTER TRAINING

TRAINEES

BEFORE TRAINING

DURING TRAINING

AFTER TRAINING



Maximizing the transfer of learning

Interventions that can be used **before** training

Individuals targeted by the training

- Consult with participants during the needs analysis
- Inform participants in advance of the objectives, content and methodology of the training
- Communicate a description of the expected key competences
- Provide a pre-training individual preparation activity
- Demonstrate management commitment and communicate training issues

Work environment

- Involve as many individuals as possible in the training to create a ripple effect
- Train immediate and hierarchical superiors
- Identify people who will play a role in supporting the transfer of learning
- Identify people who will play a role in supporting the transfer of learning

Training programme

- Ensure the adequacy between the training, the objectives of the organization and the needs of the individuals concerned
- Identify the criteria and indicators that will be used for the evaluation of the training
- Identify ways to promote the transfer of learning
- Coordinate training and ensure consistency with other management actions
- Involve members of the organization in the dissemination of the program
- Ensure that the trainer is familiar with the reality of the organization



Maximizing the transfer of learning

Interventions that can be used **during** training

Individuals targeted by the training

- Recall the training objectives and challenges for the organization
- Promote immediate implementation
- Encourage the creation of support and self-help groups during training
- Have an individual or group action plan developed at the end of the training (follow-up with the immediate supervisor or support group to be set up)
- Openly discuss the usefulness of learning and the expected barriers to its transfer
- Give specific and individual feedback

Work environment

- Promote the establishment of agreements between the individuals concerned and their immediate supervisor regarding the implementation of learning
- Relieve targeted individuals of some of their usual obligations so that they can focus on learning

Training programme

- Focusing on practice over theory
- Take into account the participants' previous experiences and achievements
- Use examples that resemble the participants' work context
- Use a variety of teaching techniques and choose them according to training objectives
- Regularly confront the topics discussed with the reality of the learners and question the means to implement them
- Involve individuals who have successfully applied learning in the training of new employees



Maximizing the transfer of learning

Interventions that can be used **after** training

Individuals targeted by the training

- Encourage experimentation and grant the right to make mistakes
- Recognize individual efforts
- Assess the level of learning transfer and identify blockages.

Work environment

- Ensure that some people can lead by example in implementing new ways of doing things
- Provide the tools and resources to enable the application of learning
- Accept a temporary drop in productivity
- Create continuous improvement groups
- Propose management actions to promote the deployment of new learning
- Ensure the consistency of incentive and reward systems with the skills to be applied
- Empower the immediate superiors of the targeted individuals for the implementation of learning
- Establish material and symbolic conditions to promote transfer.

Training programme

- Provide a checklist to participants, such as a laminated card) that includes the main elements of the training
- Offer individualized coaching to support learners to put their learning into practice
- Organize a post-training follow-up session to take stock of the difficulties encountered and the solutions to be adopted
- Provide learners with relevant documents and tools to continue their reflection and learning on the theme of training
- Set up a companionship system
- Entrust a group of learners with the realization of a project within the organization that will allow them to put their learning into practice.



LESSONS LEARNED AND BEST PRACTISES



WHAT WILL YOU APPLY FROM THIS WEBINAR?

Suggested readings

1. Brown, A., & Voltz, B.D. (2005). Elements of effective e-Learning design. *The International Review of Research in Open and Distributed Learning*, 6(1). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/217/300>
2. Deal, A. (2009). Collaboration tools: A teaching with technology white paper. [White paper]. Retrieved from https://www.cmu.edu/teaching/technology/whitepapers/CollaborationTools_Jan09.pdf
3. Rovai, A.P. (2002). Building sense of community at a distance. *The International Review of Research in Open and Distributed Learning*, 3(1). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/79/152>
4. *Instructional Design Models*
5. Epigogy, Inc. (2013, December26). *Instructional design series: Introduction* [Video]. Retrieved from <https://www.youtube.com/watch?v=WGcS6lxqME>
6. Epigogy, Inc. (2013, December 27). *Instructional design series: Episode 3 the models* [Video]. Retrieved from <https://www.youtube.com/watch?v=RwBUsAJLiqY>
7. Epigogy, Inc. (2013, December 27). *Instructional design series: Episode 4 Dr. Robert M. Gagne* [Video]. Retrieved from <https://www.youtube.com/watch?v=5q5oDEoO1qo>
8. McGriff, S.J. (2000). *Instructional systems design: Using the Addie Model*. Retrieved from <https://www.lib.purdue.edu/sites/default/files/directory/butler38/ADDIE.pdf>
9. *Writing Objectives*
10. Epigogy, Inc. (2013, December 28). *Instructional design series: Episode 5 learning outcomes* [Video File] Retrieved from https://www.youtube.com/watch?v=f_rv_gnC_Yg
11. Huitt, W. (2011). Bloom et al.'s taxonomy of the cognitive domain. Educational Psychology Interactive. Valdosta, GA: Valdosta State University. Retrieved from <http://www.edpsycinteractive.org/topics/cognition/bloom.html>
12. Smith, T. (2012). Writing measurable learning objectives. Retrieved from <https://teachonline.asu.edu/2012/07/writing-measurable-learning-objectives/>

Questions ?

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