



# Key Elements for Designing and Developing Training

*based on lectures delivered by Joseph Appiott*



Convention on  
Biological Diversity



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## Contents

Introduction.....	4
The Key Elements.....	5
Crafting Training Objectives .....	6
Vision.....	6
Goals .....	6
Objectives.....	6
Identifying the Target Audience and Trainees.....	7
Getting the Right People.....	7
Encouraging Participation.....	8
Understanding Their Needs .....	9
Assessing their needs.....	10
Remember!.....	10
Understand Your Capacity .....	11
Crafting the Agenda .....	13
Interactive Work .....	14
4 points to remember.....	14
Optimizing Engagement and Learning .....	14
Creating a Positive Environment .....	16
Next Steps and Follow-Up .....	17
Key Messages.....	18
References.....	18





## Introduction

Welcome to the Sustainable Ocean Initiative training module on Key Elements for Designing and Developing Training Workshops.

This short training module seeks to provide knowledge and guidance to future trainers on how to effectively utilize the various key elements of training design and development. It synthesizes insights and lessons-learned from various capacity building workshops organized under the Sustainable Ocean Initiative and is also based on presentations that have been delivered at previous sessions of the Sustainable Ocean Initiative Training of Trainers workshops.

This module is based on lectures delivered by Joseph Appiott during Sustainable Ocean Initiative capacity building workshops, coordinated by the CBD Secretariat.



## The Key Elements

This training module will focus on the following key elements for designing and developing training workshops:



When developing a training workshop, it's vital that each element is given proper consideration. Integrating each key element into your training will help ensure that your workshop successfully achieves its objectives.

Continue reading to learn more on the importance of setting clear goals and learning objectives.



# Crafting Training Objectives

Before undertaking a training workshop, you must first have a very clear sense of what the objectives of the training are. Furthermore, the objectives of the training should come directly from goals in terms of what you hope the trainees to be able to do after the training and what overall long-term vision this contributes to achieving.



Clear, attainable objectives should form the core of any training program and be the focus around which the elements of the program are developed. They are also the first step towards identifying your target audience and selecting the modes/approaches of the training workshop.





## Identifying the Target Audience and Trainees

You have your objectives. Next, identify your target audience.

To successfully identify your audience, you must first answer the question “what sectors/stakeholder groups need to be engaged?”

In order to answer this question, you must have a clear sense of what you want them to take away from the training.



## Getting the Right People

Stakeholder groups have people with different roles, for example:



Policy makers



Managers



Communications



Technical experts

### **Remember!**

Be clear about what the training will do. This will help you get the people who will contribute the most towards your goals.

Find a balance between a diverse range of skills and perspectives, and the ability to speak a common language. Diversity is good, but there needs to be some common ground.



## Encouraging Participation

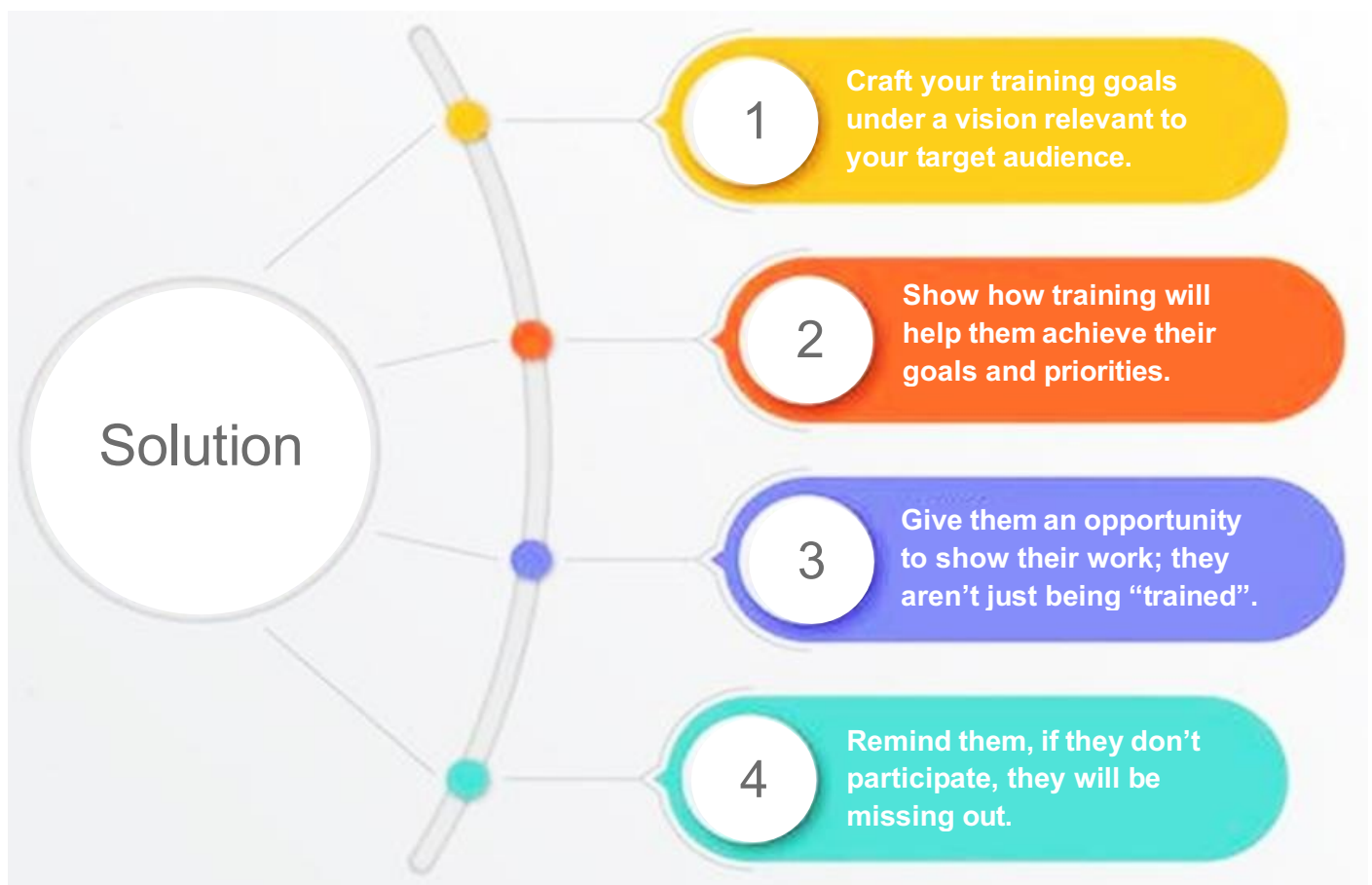
Even after you've successfully identified your target audience, engaging different sectors and stakeholders can be difficult.

### **Potential problems:**

- They are often very busy and have little free time.
- They may not understand the relevance of the training to them.

However, there are some ways to solve these issues:

Tailoring your communication to your desired stakeholder groups will encourage participation and allow you to select the right individuals to receive your training.



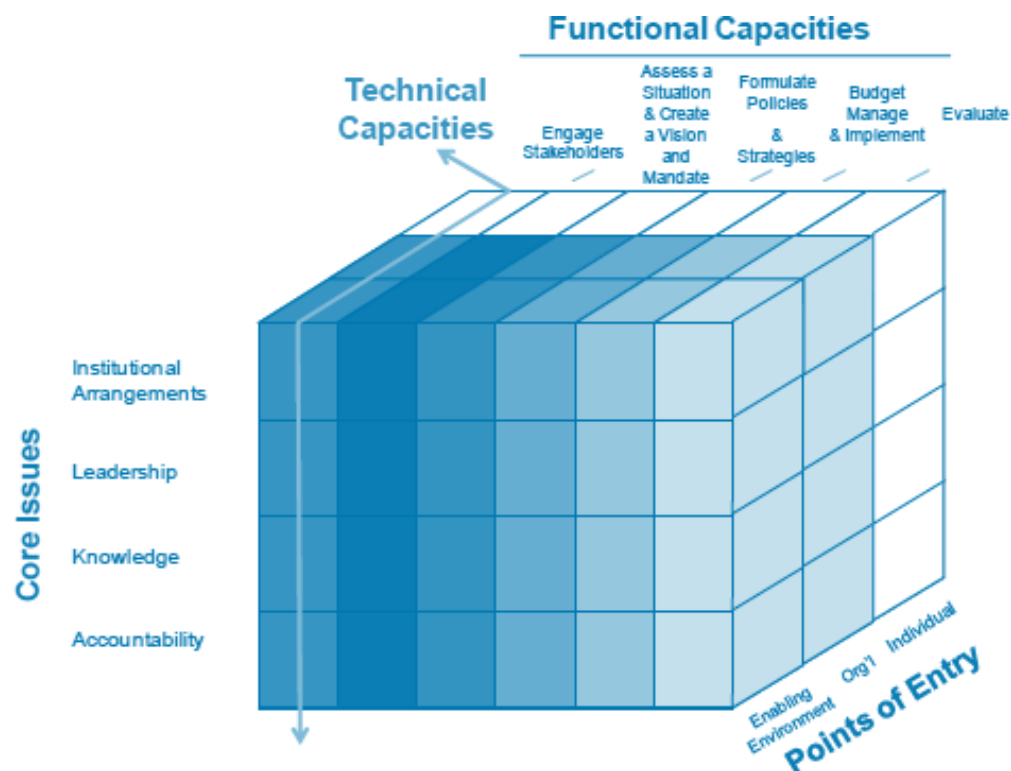


## Understanding Their Needs

Now you've identified your target audience and even some specific participants for your training. The next step is to develop an understanding of their needs. Consider the following points:

- What are their skills and strengths?
- What challenges and barriers are they working against?
- What capacities do they need to improve in? Improving which capacities will yield the greatest impact?

Consider undertaking a capacity assessment to generate an understanding of capacity assets and needs.



UNDP Capacity Assessment Framework (UNDP, 2008)



## Assessing their needs

There are several ways to assess the above points, including:



### Research

Conduct research using existing data.



### Surveys

Conduct a formal survey of participants.



### Informal Discussions

Chat one-on-one with potential participants.



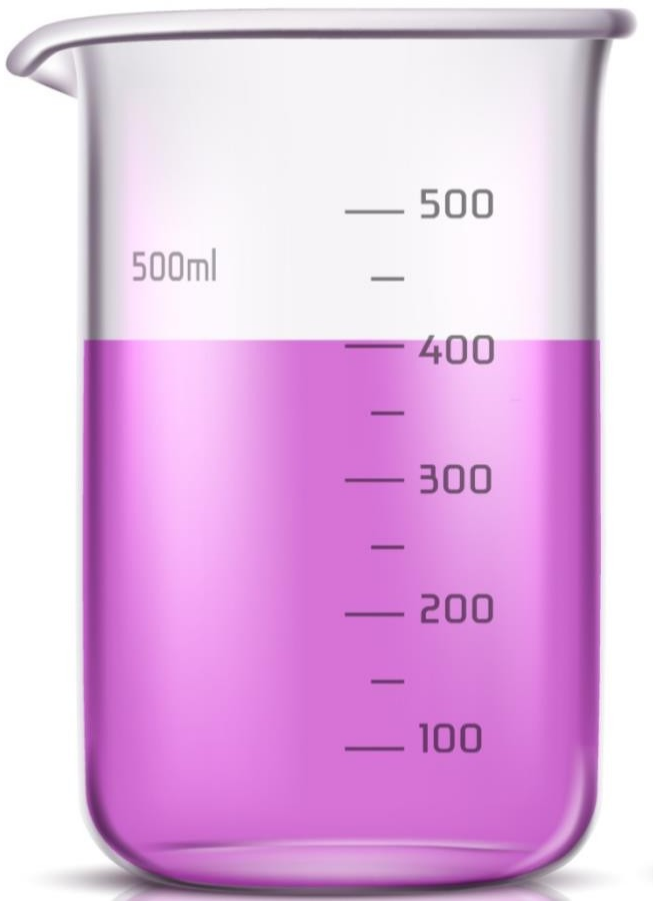
## Remember!

It's important to try and understand their needs at multiple levels, including individual, office-specific, and agency-wide.



## Understand Your Capacity

While it's good to try and cater to as many of your participants needs as possible when crafting your training agenda, it's important to avoid doing this at the expense of your own capacities.



**Do** have a clear focus.

Understanding your strengths and what you can do with the resources that you have will improve your training.

**Don't** try to do everything.

It will prevent you from providing a clear training.

**Do** build on the work and strengths of participants.

Remember, participants are both recipients and trainers.

**Don't** try to do something that someone else is doing better.

**Do** bring them in as partners.



## Engaging Partners

1. **Engage** the right partners to help address areas in which you may be lacking.
2. Show **connectivity** with other relevant initiatives – this helps participants to make sense of many ongoing projects and initiatives.
3. Build on **existing work** and initiatives.



## Crafting the Agenda

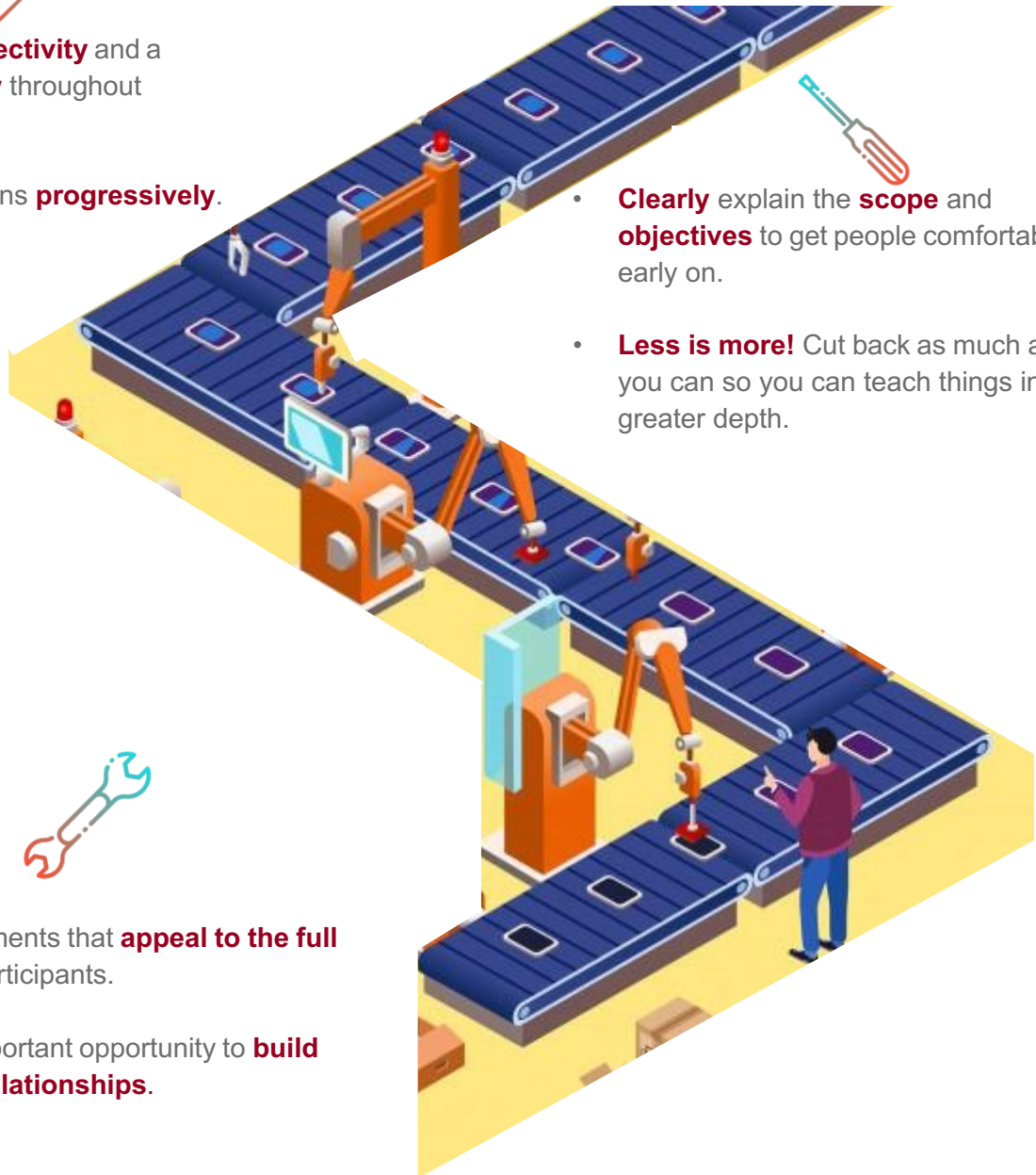
When building your training agenda, use these important tools to help manufacture a well streamlined product.



- Show **connectivity** and a **logical flow** throughout training.
- Build sessions **progressively**.
- **Clearly** explain the **scope** and **objectives** to get people comfortable early on.
- **Less is more!** Cut back as much as you can so you can teach things in greater depth.



- Include elements that **appeal to the full range** of participants.
- Use this important opportunity to **build personal relationships**.



Forging relationships is a key benefit of group training. It's important to provide plenty of chances for participants to bond through interactive group work.



## Interactive Work

### 4 points to remember

- Give plenty of time for interaction and group work — make it a personal experience.
- Mix up different types of people; don't place members of the same department in their own group.
- Keep group sizes small so people are more comfortable talking.
- **Make it fun!**



## Optimizing Engagement and Learning

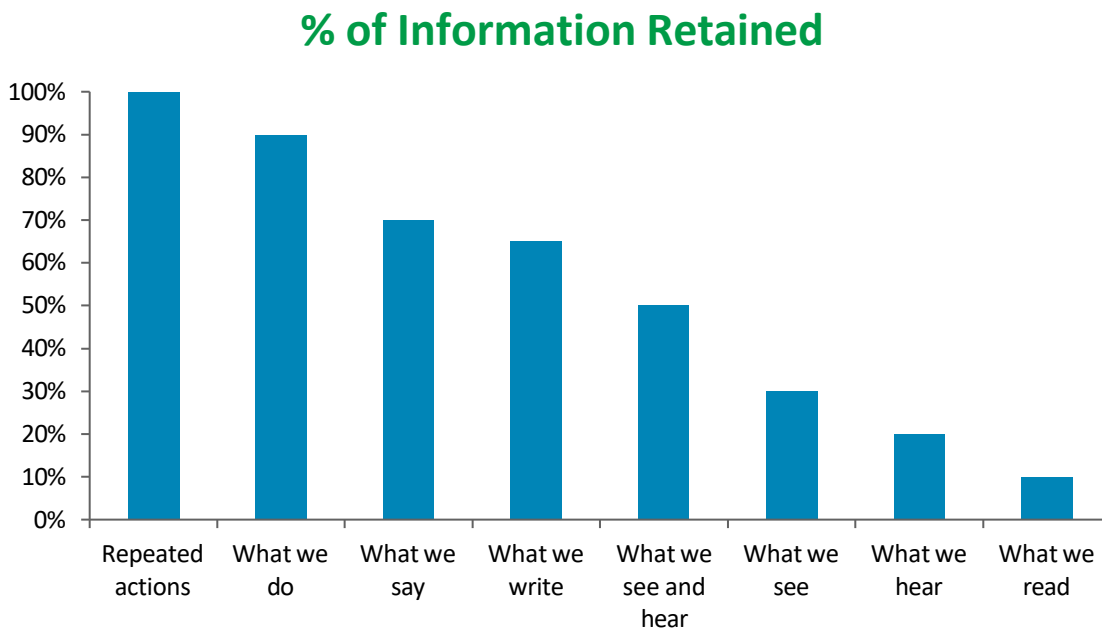
A well-designed training agenda should always be optimized for engagement and learning. This will ensure that participants learn both efficiently and effectively.

A key element to optimizing engagement and learning is to first understand how recipients would best retain the information you are presenting.



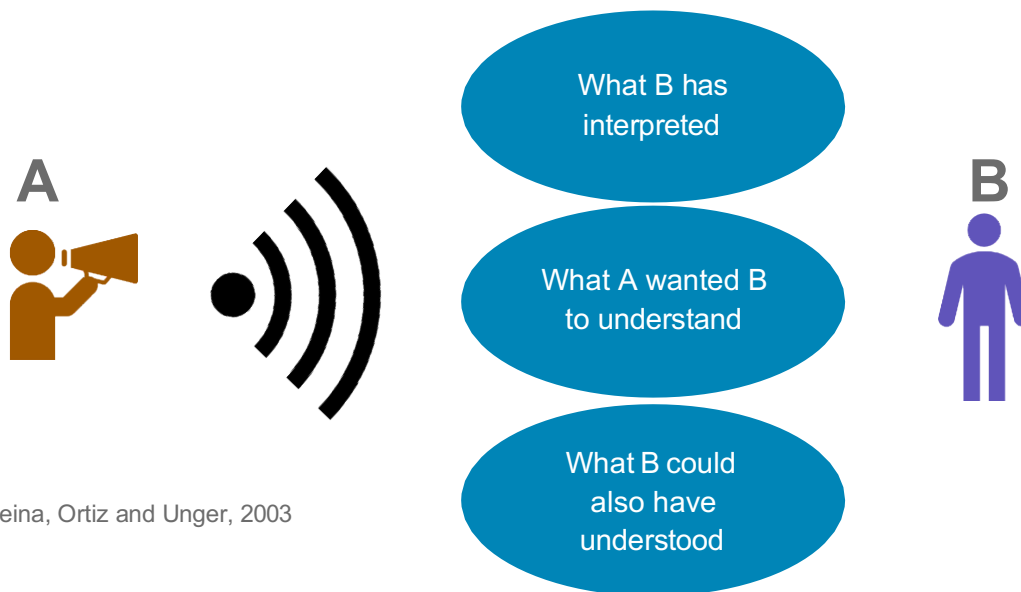


Some studies have shown that we retain:



Reina, Ortiz and Unger, 2003

As a result, it's important that you consider different ways that your messages may be received.



Reina, Ortiz and Unger, 2003



## Creating a Positive Environment

Learners thrive in a positive environment! Do your best to create one for your participants.



Give opportunities to share skills, lessons-learned and experiences.



Clearly demonstrating the training's relevance.

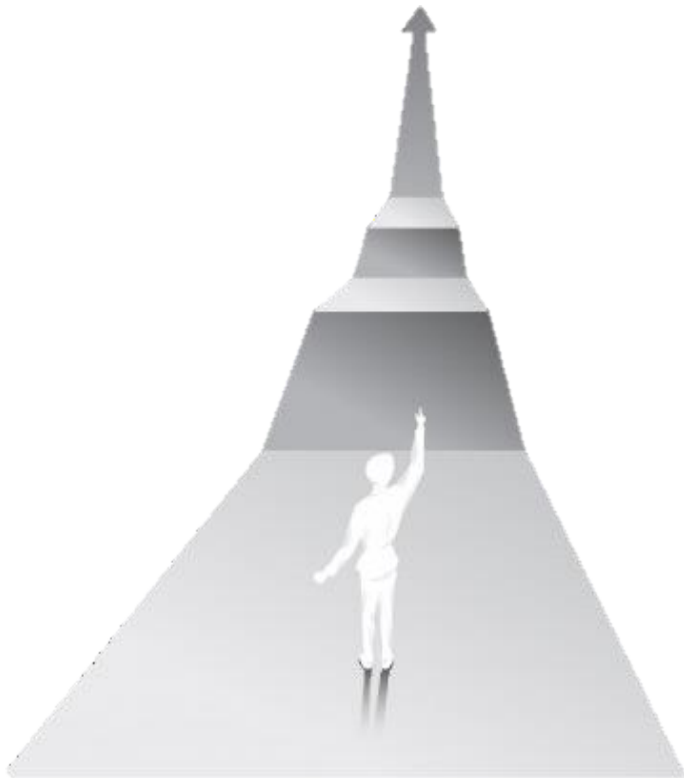


Provide opportunities to build personal connections and relationships.



## Next Steps and Follow-Up

Lastly, the learning should never finish at the end of the training session. Have a plan for the next steps and follow-up and clearly outline them to your participants.



Ideal if the training is part of broader programme

Outline future opportunities for engagement

Help participants to maintain dialogue and share their experiences applying what they've learned

- Online forums
- Mailing lists
- Newsletters

You can also take the opportunity to improve your own future training sessions by seeking feedback in the form of surveys or informal conversations.



## Key Messages

By incorporating the information you've gained from this document into your training sessions, you will find that the learning rate, engagement rate, and general satisfaction of your participants will all benefit.

Below is a "Knowledge Check" section where you can test how well you've remembered the various Key Elements for Designing and Developing Training. Good luck!

## References

Reina, Ortiz and Unger 2003. Organising and running workshops: a practical guide for trainers, WWF.

UNDP, 2008. UNDP Capacity Assessment Framework, UNDP.



### **Convention on Biological Diversity (CBD)**

Opened for signature at the Earth Summit in Rio de Janeiro in 1992, and entering into force in December 1993, the Convention on Biological Diversity is an international treaty for the conservation of biodiversity, the sustainable use of the components of biodiversity and the equitable sharing of the benefits derived from the use of genetic resources. With 196 Parties, the Convention has near universal participation among countries. The Convention seeks to address all threats to biodiversity and ecosystem services, including threats from climate change, through scientific assessments, the development of tools, incentives and processes, the transfer of technologies and good practices and the full and active involvement of relevant stakeholders including indigenous and local communities, youth, NGOs, women and the business community. The Cartagena Protocol on Biosafety and the Nagoya Protocol on Access and Benefit Sharing are supplementary agreements to the Convention. The Cartagena Protocol, which entered into force on 11 September 2003, seeks to protect biological diversity from the potential risks posed by living modified organisms resulting from modern biotechnology. To date, 172 Parties have ratified the Cartagena Protocol. The Nagoya Protocol aims at sharing the benefits arising from the utilization of genetic resources in a fair and equitable way, including by appropriate access to genetic resources and by appropriate transfer of relevant technologies. It entered into force on 12 October 2014 and to date has been ratified by 124 Parties.

