Methods
for Trainers, Lecturers and Facilitators

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Preface of InWEnt

In the last decade, decentralisation and the strengthening of Local Government autonomy has continuously taken shape and Indonesian Local Governments were increasingly empowered to take over the responsibilities of Local Finance Management. Still, further efforts for Capacity Building are crucial in order to support local administrations to improve the fiscal management skills of their human resources.

International development partners, like InWEnt in Germany alongside many others, are ready to provide technical assistance and options for political dialogue. However, we are convinced that only the joint efforts of economic specialists and decision makers within Indonesia will make decentralisation a success-story, i.e. it is in their hands to reach the hearts and the brains of the people, who implement it in daily routines and structures.

We were more than happy to learn that scholars from the Institute for Economic and Social Research at the Faculty of Economics University of Indonesia (LPEM FEUI) in cooperation with authors from several Indonesian universities, supported by the Local Government Initiative of the Open Society Institute (LGI OSI) and German didactic experts, developed various training materials for participants of Local Finance Trainings (KKD/LKD).

We consider these approximately 1200 future local finance personnel as highly important to facilitate decentralisation in Indonesia. Investing into capacity building and the quality of their formation means to make a sustainable contribution to competent local finance structures – thus, InWEnt does not only contribute to the development of the hardware (teaching materials), but particularly also the software (methodological competences of the KKD/LKD trainers) of this system. Visualization, communication and participation are the three main issues of methodological capacity. The InWEnt basic concept of didactics stresses the equal relevance of course content and methods used for effective training and development. InWEnt's advanced training programmes on financial management in Indonesia are communication events aimed not only at the pure transfer of knowledge, but also at changing people's behaviour and for participants' networking. All activities implemented in Indonesia comprise dialogue and training, training and dialogue.

We would like to thank our partners, colleagues and participants in Indonesia for their commitment and support. We hope that this project supports the quality and sustainability of the decentralisation process in Indonesia.

Dr. Richard Ratka
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Administrative Reforms

Introductory Note from The Author

Lecturers, particularly from the Indonesian Training Centers for Local Finance Management (KKD/LKD/KKDK), repeatedly asked for new and better methods to be used in their seminars. The Indonesian Ministry of Finance and its Quality Assurance team agreed to conduct a series of training of trainers (ToTs) in various Indonesian Centers in cooperation with InWEnt Capacity Building International and the author.

Participants had the chance to explore alternative methods, practice state of the art mobile visualization techniques and discuss with peers and international trainers what works – and what does not.

While there is a broad variety of literature about "methods for teachers" available – mostly in English, some in Bahasa Indonesia – we considered a suitable reader for lecturers, trainers and facilitators to follow-up the newly acquired skills a desideratum.

Seven years ago InWEnt's division for environment, energy and water published a manual "*Moderation and Visualization for Group Events*" (MOVE, by M. Oepen). It has the same underlying philosophy and thus some of its elements are included in this method reader (in italics) supplemented by specific methods appropriate for teaching in formalized contexts.

We were guided by a "hands on-approach"; as a result this method manual provides only minimal theoretical background information but more concrete examples and recommendations, which each individual trainer will shape according his or her* training contexts. The literature section provides suggestions for further reading.

Developing such a trainer manual would have not been possible without the support of various colleagues and institutions. I would especially like to thank Pak Adriansyah, Pak Ahmad Yani and Pak Adijanto (Capacity building Division of the Indonesian Ministry of Finance), Prof. Robert Simanjuntak (Universitas Indonesia) and Dr. Hefrizal Handra (Universitas Andalas), Dr. R. Ratka, Pia Ströhuber (InWEnt) as well as Thia Jasmina, Niniek L. Gyat and Dr. Fauziah (LPEM-FEUI) for the frequent and deep exchange of ideas about methodological best practice in Indonesia. My colleagues Uwe Krappitz, Dr. Paul Schiffman, Novita Taroreh and Janina Pawelz provided valuable feedback to the manuscript; Agus Palupi contributed the illustrations, Boogie Royal and Hendra Gunawan translated it and Tri Prasetyaningtyas desgined the layout. *Terima kasih, Thank you & Danke* to all of you!

I wish all facilitators and participants highly interactive training sessions with the methods from this manual and various case studies from our series *Materials for Training and Development*.
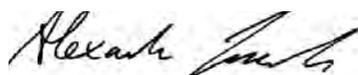
Dr. Alexander Loch

Although gender sensitive, the English version of the manual uses primarily masculine pronomina for easier reading.

ZZ..ZZZ..ZZZZ...

Lupe '09

SECTION 1:
WHY DO MY STUDENTS FALL ASLEEP???

Seven key ideas for an attractive and effective training course

A simple solution: 10:60:30!

There are several reasons why a student sleeps: He (or she) is lazy. He is disinterested. He is incompetent. And so on.

Imagine, it is not *YOUR* participant, who is disinterested, but one of the students next door, listening to Mister *Teachmesleepy*. What would you recommend to your colleague? Is the root-cause the student (his or her character?); is it the lecturer (he is boring), or are there structural reasons (too small rooms? Conservative seating arrangements without visualization etc.).

Often we blame "the character of the student". Psychologists call this general pattern of explanation "an attribution-tendency". We assume that the problem behind it is a person. But often it is not. Often, it is a question of the setting, and the methods. The same student, who was sleeping in the morning session turns out to be extremely clever and motivated, when we meet him at night in the internet-cafe (i.e. in a different setting) searching for new ringtones for his mobile phone (proactive search for information).

In this manual you will learn seven major tools to make your trainings attractive and successful.

They are particularly designed for lecturers of Local Finance Trainings *(Kursus Keuangan Daerah, KKD)*, i.e. seminars for local government officials conducted by the Indonesian Ministry of Finance in cooperation with several public universities, however applicable for any moderators of group events and trainers as well.

Seven key ideas for an attractive and effective training course

We will tell you here what it is all about. You will probably understand the seven key ideas intuitively when you read them first. The next sections of the manual will explore in depth, what they mean. For example, you may be aware of "visualization" techniques and you are curious to learn about best practice experiences, how to prepare state of the art "mobile visualization".

Here are the seven keys for a professional trainer, which will be explained further on:

1. Talk less. Apply the 10:60:30 rule. If you work with adults, only 10% of a good training session should be a "classical" input, as teachers provide it in a school for a class of children

2. Visualize as much as possible. People remember better what they see and hear. (And adults learn even better when you give them the chance to discuss and speak out themselves). Avoid the "Death by PowerPoint". Use *mobile* visualization instead of static LCD projections

3. Plan your training units well in advance: There should be a dramaturgy allowing the learner to breathe-in (Input – new topics) and breathe-out (Output, i.e. applying their newly learned skills and knowledge)

4. Ask the right questions. Formulate questions for group work carefully and precisely: if possible, pre-test them among colleagues. Motivate by means of questions that stimulate curiosity and exploration. Open questions ("How?") are better then closed questions ("yes or no?")

5. Take adults seriously. Mobilize the participants' creative energy and existing knowledge, and open the space for the active interaction of all in a relaxed and informal atmosphere

6. Build bridges for transfer. Link the issues raised during the event to the participants working situation and the stated problems.

A simple solution: 10:60:30!

Mix methods. A day full of lecture, only interrupted by some military-style energizers, is painful for both sides. A *gado-gado¹* of interesting inputs, discussions, films, group work presentations, mind maps, critical incidents etc. (see chapter 4) makes learning and teaching a mutually enjoyable activity.

Experiences of trainers and facilitators all over the world have shown: students or participants will not sleep, when you apply a simple, golden rule of participatory approaches which became known as the 10:60:30 rule.

60% of the time should be allocated for practice-orientation in working groups, 30% for discussions and conclusion in plenary and only 10% for theoretical input.

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¹ *Indonesian favorite mixed dish.*

60% of the time is allocated to work out solutions in small groups,
who will present their results in the plenary,
discussing them with the other participants and the trainer

Maybe you will cry out: *"Hey, how can I teach my complete syllabus with only 10% time for input??? The students need me as a teacher. I must tell them. I have the knowledge. I must lecture this knowledge!!!"*

Yes, you are right. You are the boss, you guide the process. And you have specific/advanced knowledge and skills (otherwise your university or organization would not have chosen you to run the show).

However: Your adult learners are not stupid. They are full of experiences from their own lives. And they made the decision to be in your training. The "art" of delivering a good training is to combine your message ("input", "topic") with their knowledge and experience.

An example: if you like to teach the "budget cycle". You can fill a full morning with a sermon of details, PowerPoints, handouts and what you consider as important. You talk, they listen.

Alternatively you can provide them a set of meaningful questions and invite them to build small groups which have to work out solutions and answers to these problems about budgeting in their working context.

Participants sharing informations & experiences

Nobody knows everything, everybody knows something.

You ask the groups to present their results and you will be surprised that the small groups come up with smart answers and solutions.

Of course, you will top them up with specific additional information, new regulations, and finally provide a handout about the cycle etc.

The general rule of thumb is: If you want adults to learn something (and we will see in the next chapters, how adults learn) you should allocate 60 % of the training for methods, in which the learner is actively involved in doing something (for example discussions in small groups which come up with solutions they can present later in the plenary) and 30% of the training is used to integrate and summarize the results in the plenary after the group work. Ok, and 10% in the beginning is definitely for you …