



Trainers' skills & methodology



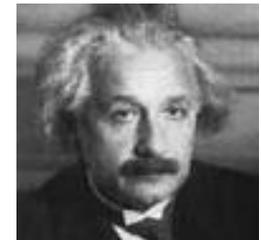
?

10.000 hours





-
- **“Learning is experience.
Everything else is just information.”**



Workshop Charter

- **Respect**
- **Full engagement**
- **Focus on collaboration**
- **Confidentiality and sensitiveness**
- **Open communication**
- **Others?**

- **Frenghish...?**

- ✓ **Super-active participation**
- ✓ **Continuous + Daily feedback**
- ✓ **Agenda...Logistics aspects?**



Pleased to meet you!

- Take a pick a the « bits and pieces » table
- Select/Assemble/Combine whatever you want

and

- **Create a symbolic representation of yourself** (10 min)
- « This is me... » (1 min/each)



Why adult learning is different?

- **The need to know**
- **Self concept**
- **Experiences**
- **Readiness to learn**



What do the words in the triangle say?





-
- **Think of 2 personal Training experiences (1 good/1 bad)**



- Based on the organizational and individual needs for development
- Continuous process

- Experiences
- Practice
- Networks
- Reflexion



- WCO Customs in the 21st century :
« A professional, knowledge-based service culture »

Learning:

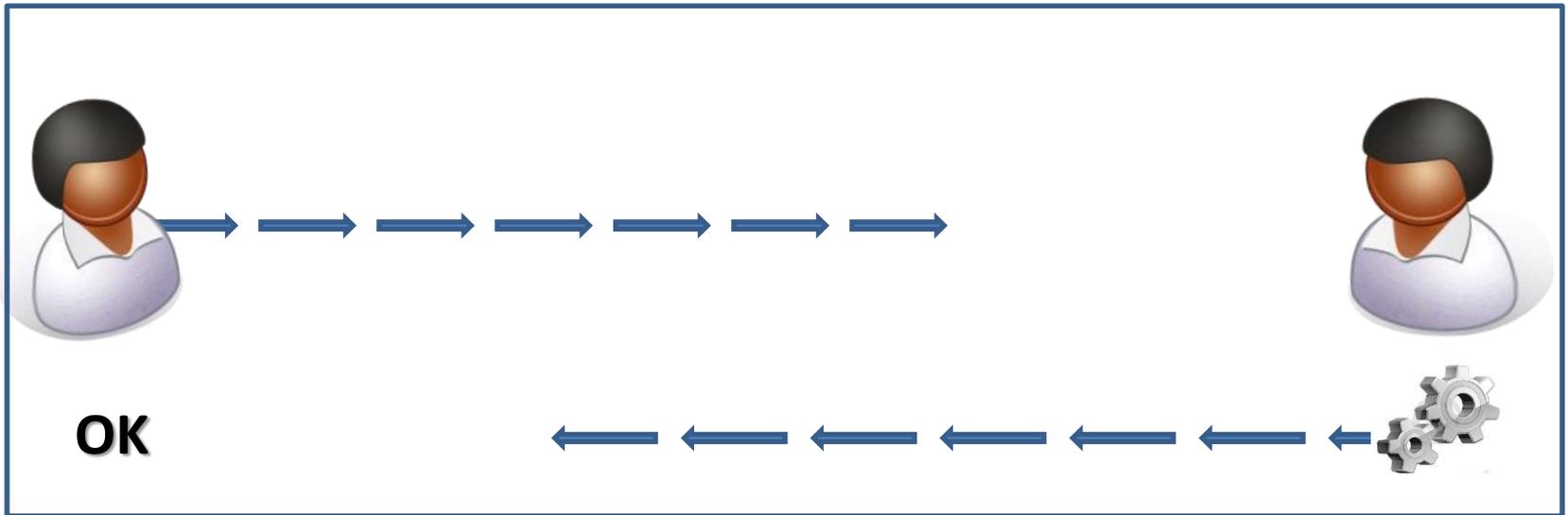
- life-long process
- ownership
- accountability



- Development opportunities > Training; but
- Training's scope expands



COMMUNICATION: ADDRESSING A MESSAGE WITH AN INTENT

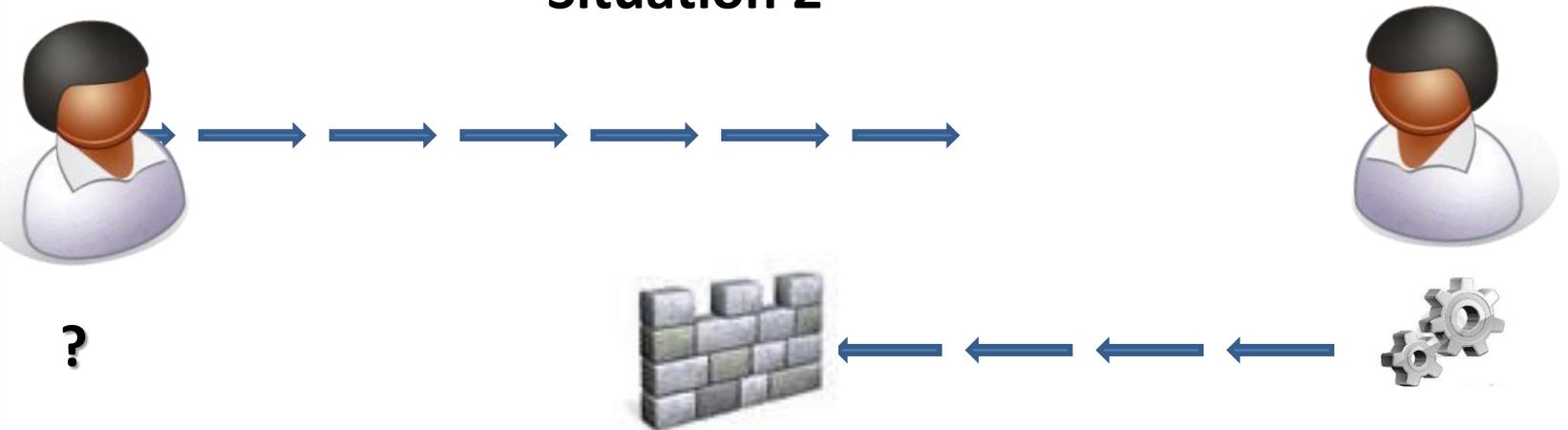


COMMUNICATION: VARIOUS OBSTACLES TO OVERCOME

Situation 1

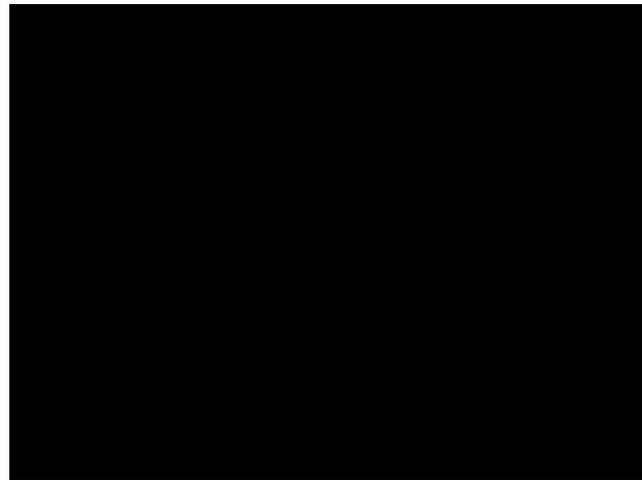


Situation 2



Obstacles to information transfer

- **What are the obstacles?**





How many 'f's?

FINE POINT

It is easy to miss the finer points in life. Folk are frequently guilty of falling into this trap.



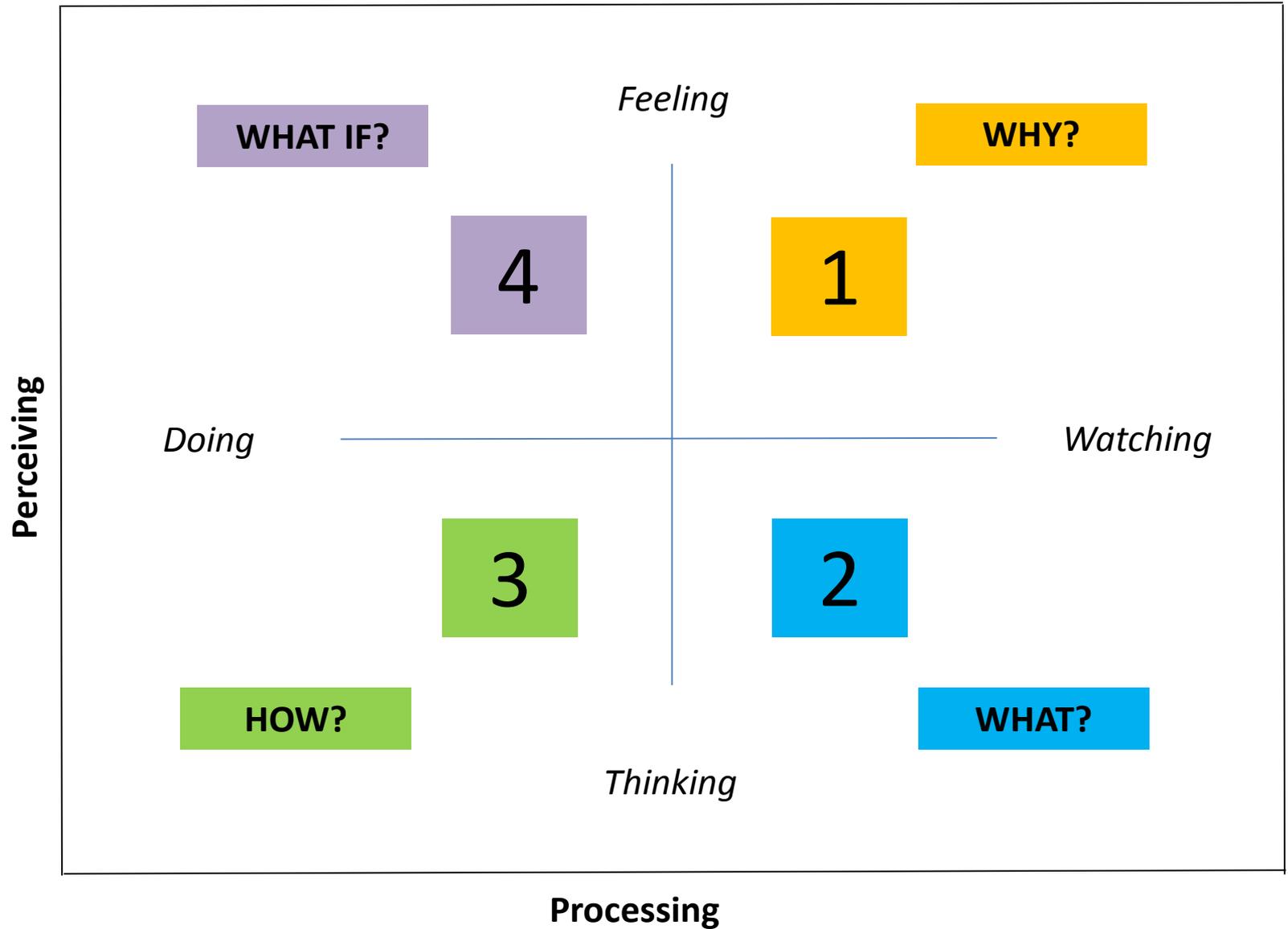
Brain preferences?

- If you could have only one sense, which one would you keep?
- If you had to lose one sense, which one would it be?
- Can you prioritize them?

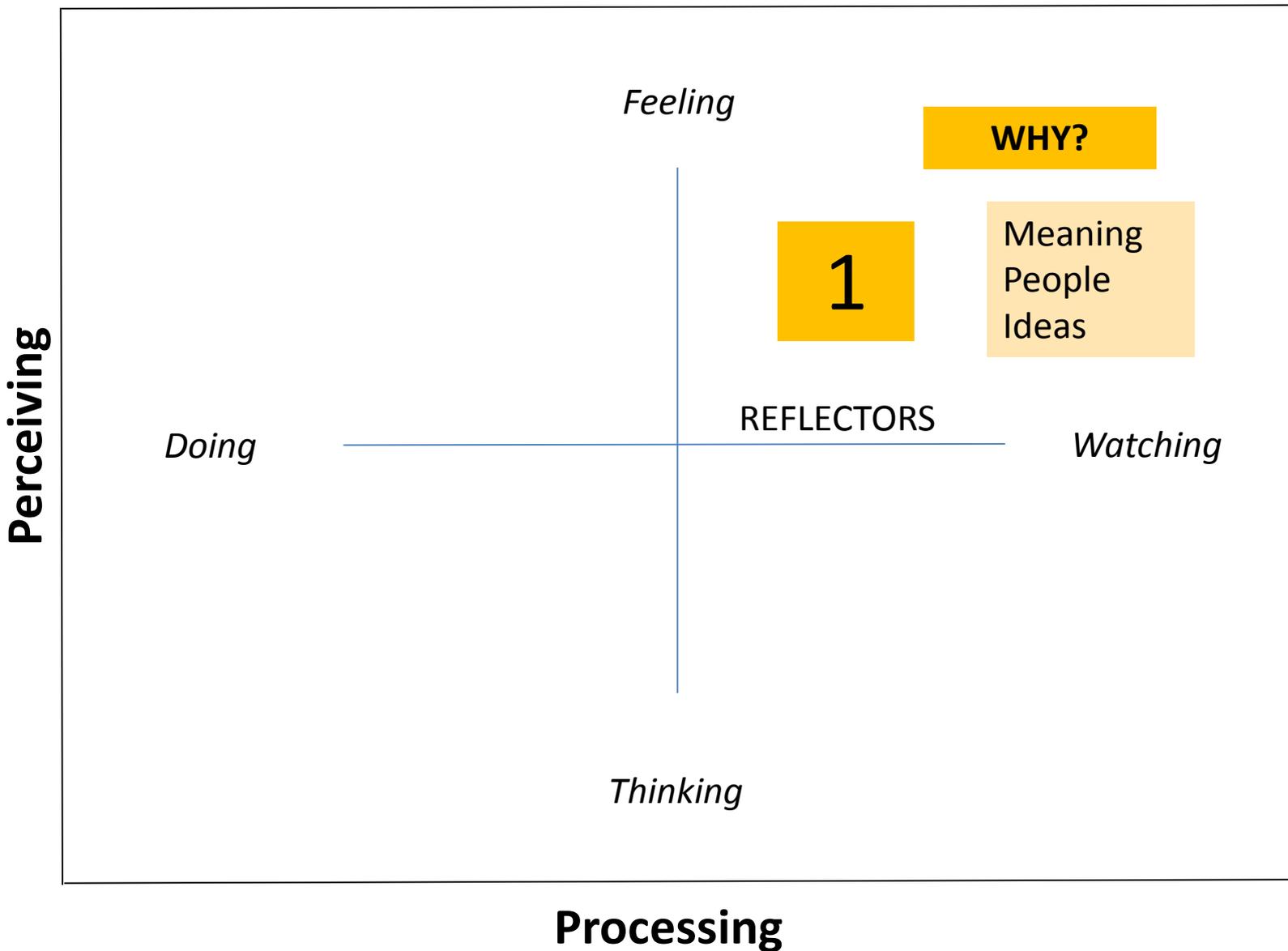
↪ **Different ways people prefers to interact with the world / others**



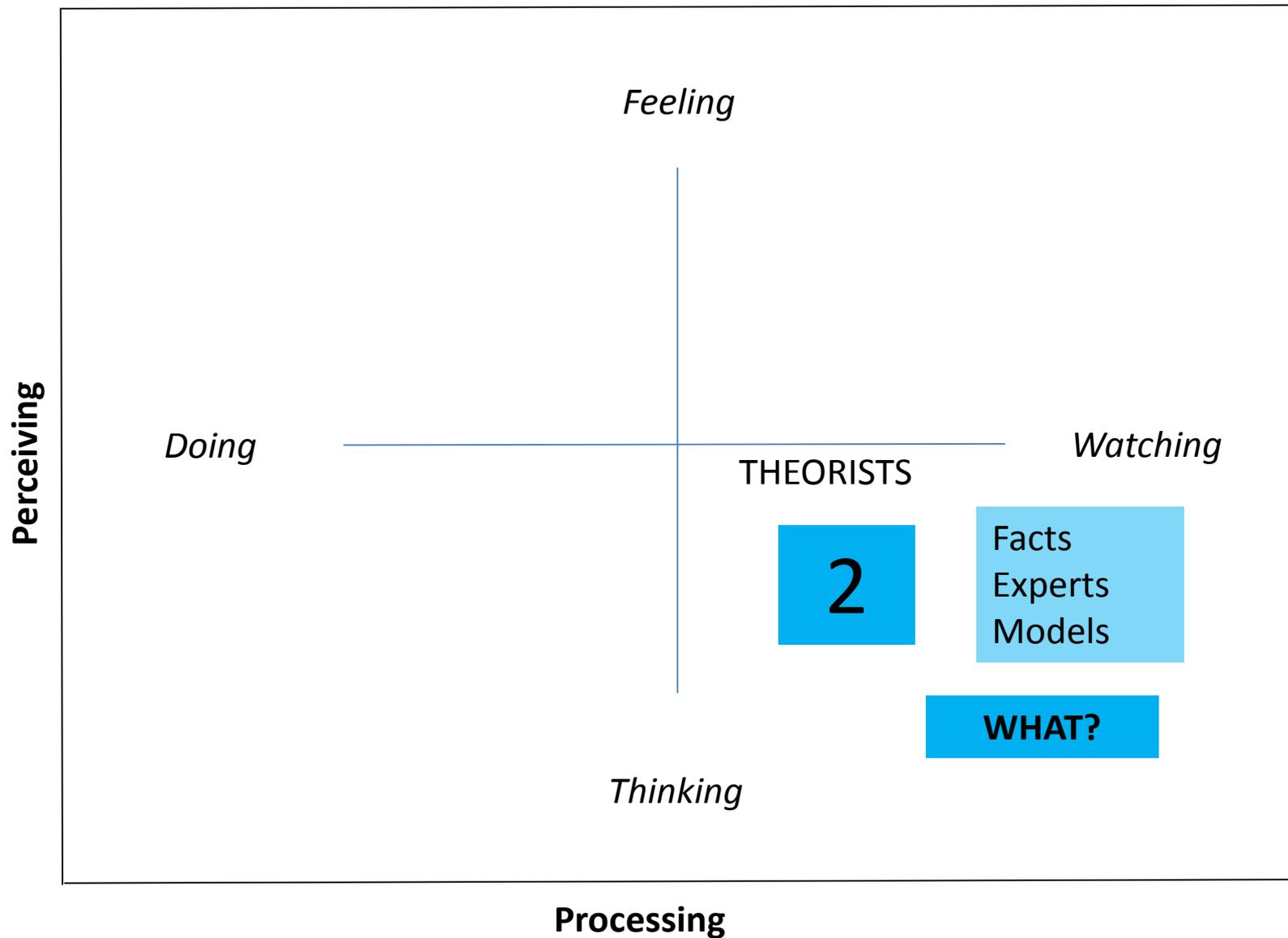
Learning Styles



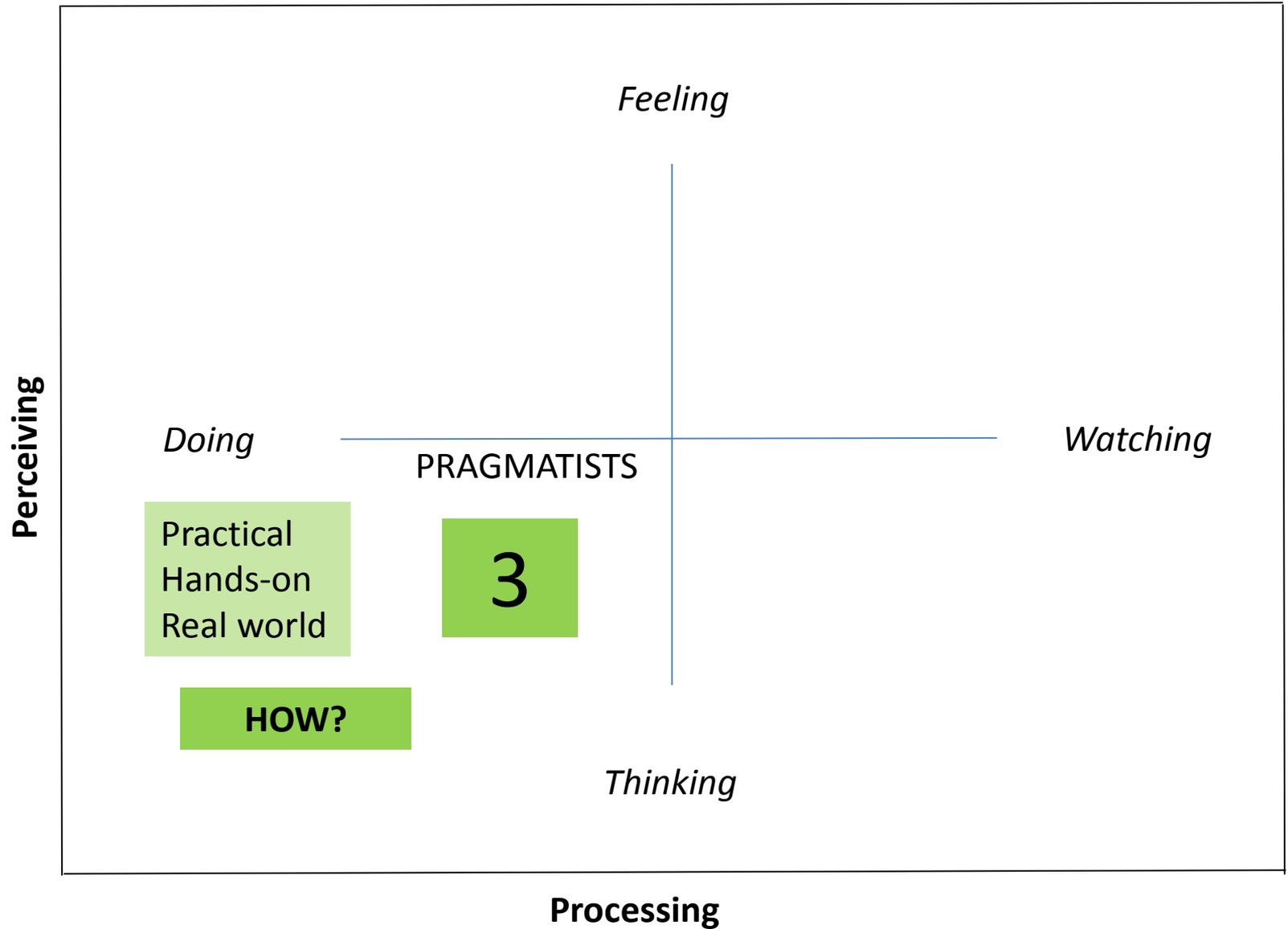
Learning Styles



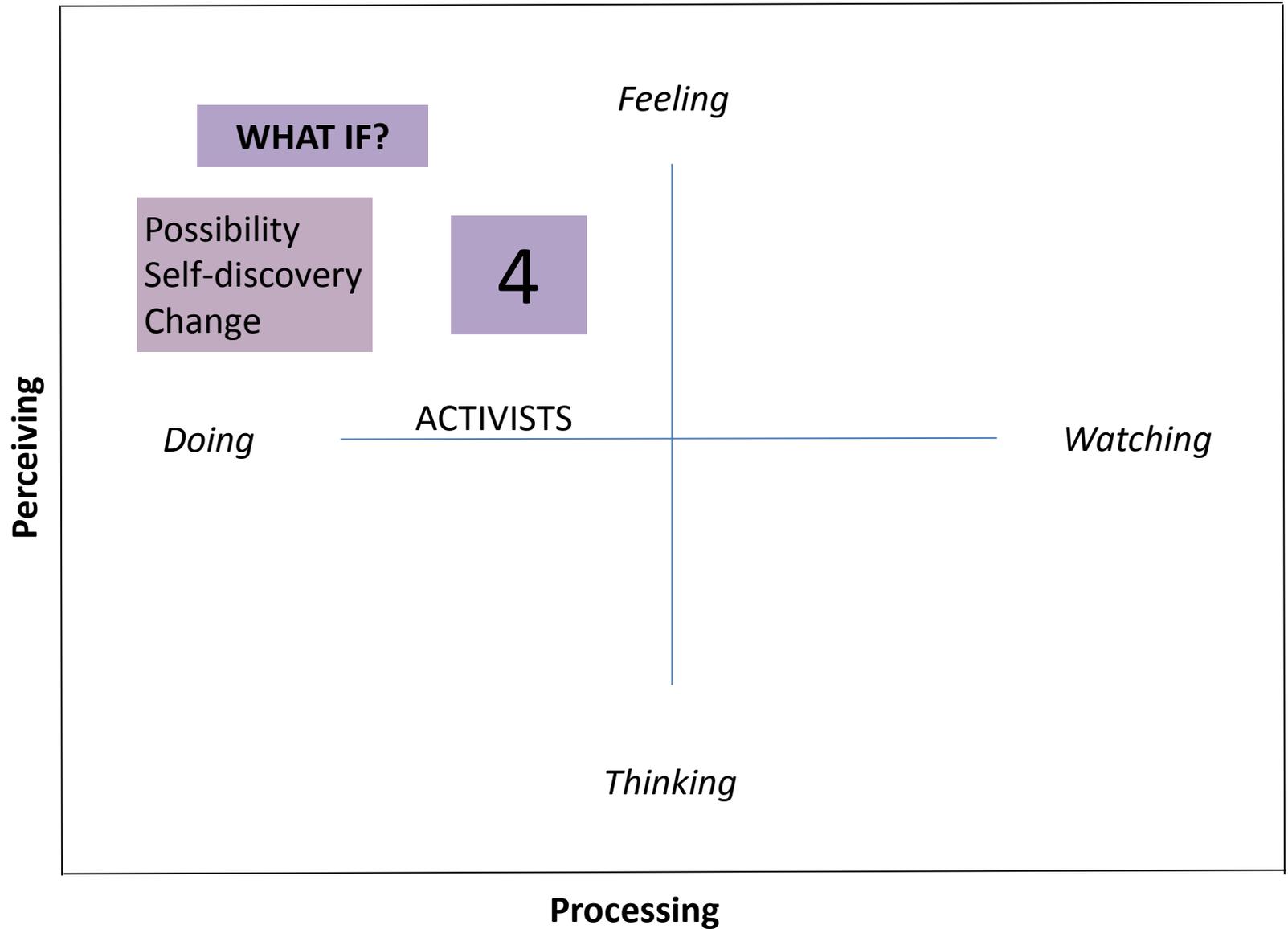
Learning Styles



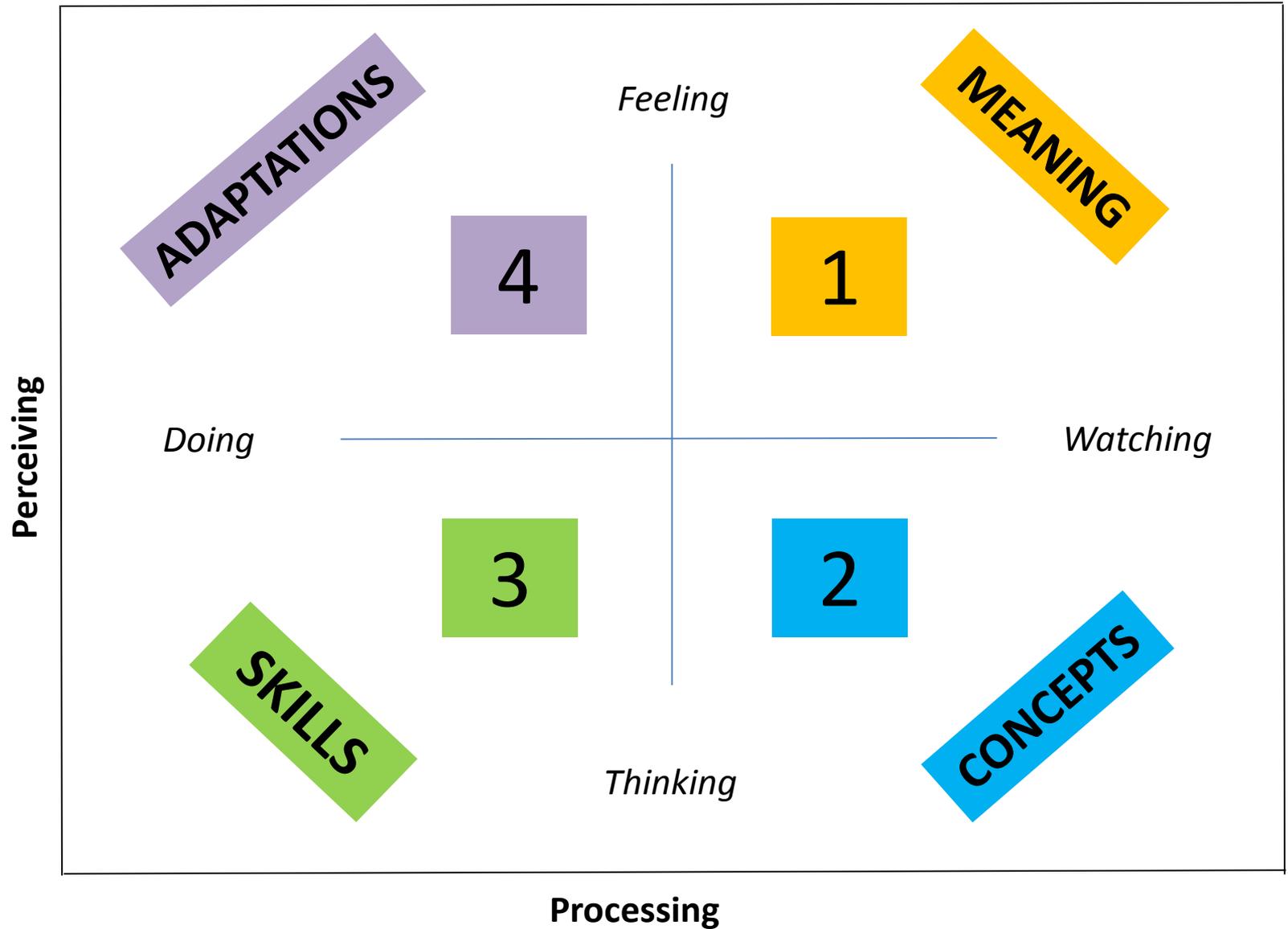
Learning Styles



Learning Styles

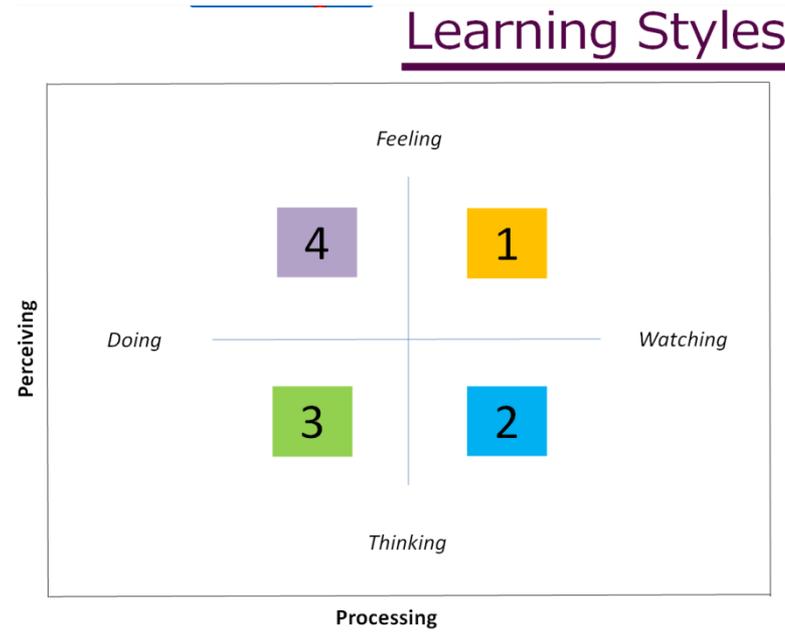


Learning Styles



Model for Engagement

- What drives the learning process?



Brain-based approaches:

-VARK, Multiple Intelligences, 4MAT, etc.

Model for Learning Transfer

Experiential

Learning Cycle

Concrete Experience
Feeling, doing

Reflective Observation
Watching, dreaming

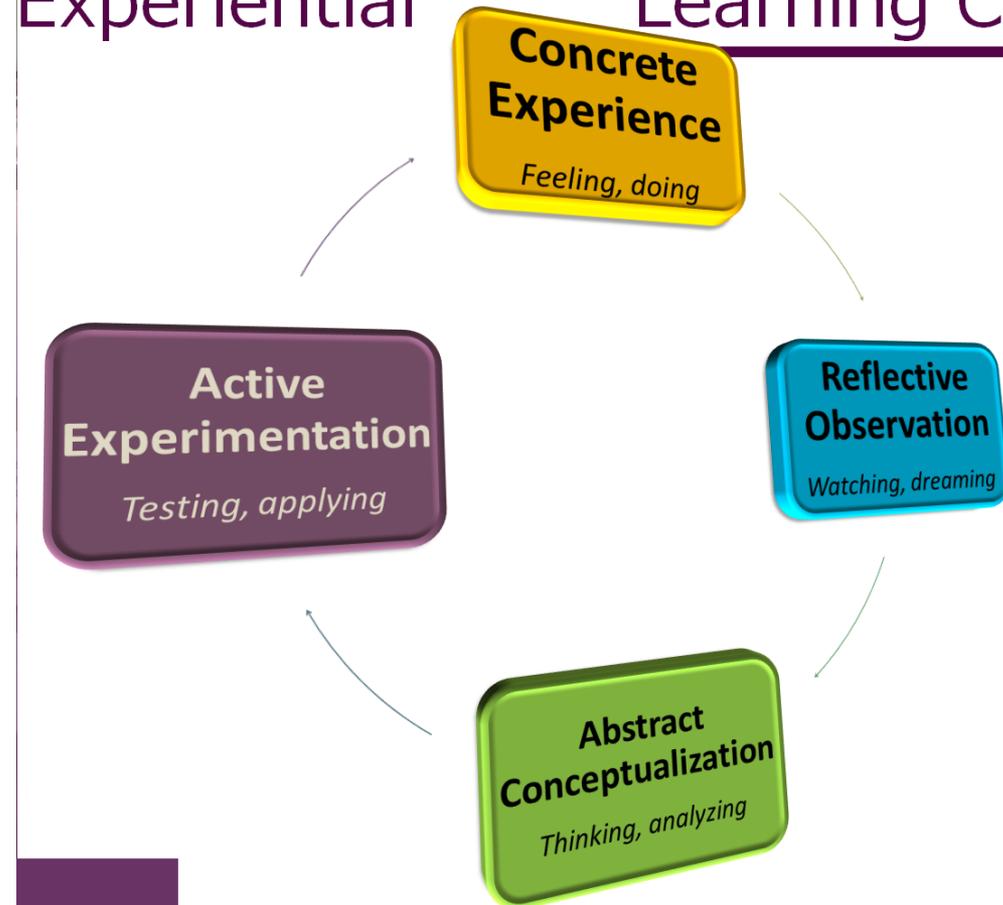
Abstract Conceptualization
Thinking, analyzing

Active Experimentation
Testing, applying



Experiential

Learning Cycle



17

- 4 groups: How to engage learners ?



Diversify, Encompass

CONCRETE EXPERIENCE

Provide learners with situation to encourage the process of experiencing:

- Role plays, case studies, demonstrations, practical assignments, laboratories, field work, etc.

CONCRETE EXPERIENCE

Enable learners to test and plan implementation into their work:

- Simulations, role plays, case studies, check list, action plans, « homework », etc.

ABSTRACT CONCEPTUALIZATION

Generalise from the specific experience and define general theories for effective theories :

- Models, study literature, analogies, research, etc.

REFLECTIVE OBSERVATION

Provide learners structured reflection, discussion and feedback on experience:

- fish-bowl exercises, questionnaire, brainstorming, structured conversation, reviewing video recording, field trips, shadowing, logs, journals, etc.



Tear off and toss the roll



Roles of Trainers

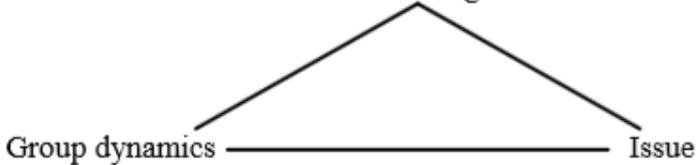
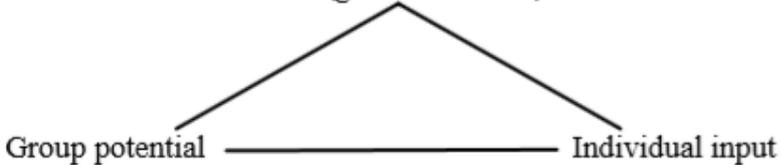
**Training adults and professionals
= requires broader and more numerous
functions**

?: List 8 roles

- **Subject-matter expert**
- **Speaker, lecturer**
- **Discussion leader**
- **Expert on training methods**
- **Counsellor (psychologist)**
- **Administrator**
- **Consultant (technical advisor)**
- **Student**



• Trainer vs Facilitator: ?

Trainer	Facilitator
<p data-bbox="523 454 852 486">Individual learning needs</p>  <p data-bbox="291 615 504 648">Group dynamics</p> <p data-bbox="915 615 987 648">Issue</p>	<p data-bbox="1348 454 1649 486">Issue (goal orientation)</p>  <p data-bbox="1103 615 1306 648">Group potential</p> <p data-bbox="1669 615 1881 648">Individual input</p>



Performance Impact

- **Aim:**

Raise organizational performance through personal and professional development

Competency-based and Performance focused Approach



REACHING THE IMPACT

1. Focused on implementation
2. Learners' accountability on the impact of training on the work environment

HOW TO ?

PREPARE / CONCEIVE Competency-based Training

- Analysis of Business Operating Models and Performance Gaps
- Learning objectives
- Adapted delivery



Learning objectives

- **Definition ?**
- **Characteristics?**
 - Performance
 - Conditions
 - Standards
- **Sequenced and Specific**
 - Primary/Derived
 - Make your KASE!

SMART



Learning objectives: Make your KASE!

Achieve performance-focused Training: Formulate correctly your LO

- **Knowledge (– Comprehension)**

MEMORIZE: List, Define, Quote, Reconstitute, Present, Illustrate, Outline, Show, Describe
SIGNIFICANCE: Demonstrate, Interpret Show, Explain

- **Application**

RESOLVE PRACTICAL PROBLEMS: Apply, Determine, Fulfil, Resolve, Calculate, Translate

- **(Analysis -) Synthesis**

INTERDEPENDANCE - DECONSTRUCT: Deduce, Show, Determine, Structure, Distinguish, Compare, Classify

INTEDEPENDANCE – ENCOMPASS: Develop, Elaborate, Plan, Write-up, Propose, Show, Project

- **Evaluation**

Choose, Evaluate, Qualify, Decide



Learning objectives

Essential to select

- course content
- instructional strategy

?:

Do you know the « and » sign / ampersand?

Well...Draw it!

↪ Difference Knowledge/Skill



Group work?

- **Write some instructions as to: « how to tie a shoelace in the most efficient way? » (15 min)**

- **Group A follows Group C's instructions**
- **Review?**

Put yourself in the others' shoes!



Training design: Spread the VIRUS

- **Visual**
- **Interactive**
- **Relevant**
- **Useful**
- **Structured**



Training design: Lesson Plan

- **Definition?**
- **Group work:**
 - Outline the main elements of a lesson plan
 - Identify the standard documents

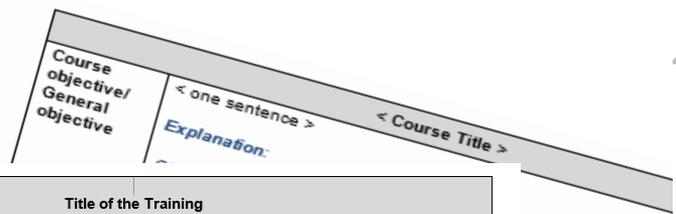
Critical set of guidance for the trainer:

- Where am I going? (objectives)
- How will I get there? (content, teaching methods, materials and activities)
- How will I know when arrived? (evaluation & assessment)

Develop your standard documents



WCO Training Design & Development Standards



Trainer instructions to design a short role play

For more explanations and guidance, see also Facilitator Guidebook, chapter II.3

Title of the Training	
General training info	
Session	< to be filled in if the training is part of a curriculum >
General Objective	< see also annex II: Course Outline >
Learning Objectives	< see also annex II: Course Outline >
Target audience	< job positions, level of education, years of experience,... >
Duration	
Language	< languages in which the training is available >
Specific training info – to be filled in after each training event	
# Participants	< Fill in number of participants >
Participants' evaluation of training	< fill in average ratings of participants for this training event > - Average for content training - Average for quality trainer
Participants' assessment	Average score entry test: Average score exit test:
Language	< language in which training is delivered >
Follow-up	< specify what kind/type of follow-up required after training >

< Course Title >
< Module Title >

Learning objectives	<p>< state learning objectives ></p> <p><i>Explanation:</i></p> <p>The learning objectives state what the participants should learn from their role play. Which experience one wants the students to go through, what theoretical concept will be used, what skills are to be practised. In order to formulate these objectives, one must have a clear picture of the participants, and what skills and experience they possess. Furthermore, a role play session will seldom be held in isolation, it will often fit somewhere in a training program or course, and the connection with other sessions will be carefully studied.</p>
Describe the situation	<p>< describe the situation ></p> <p><i>Explanation:</i></p> <p>You describe the problem situation, and a number of persons acting in that situation, including an analysis of their interrelationship. This is the analytical core of the play, and we must now find a way to communicate this to the participants.</p> <p>You may think of a presentation with the following elements:</p> <ul style="list-style-type: none"> * events before and after the situation * emotions experienced * groups and people involved * ... <p>... that the problem situation is presented in such a way that the students ... ed in the situation and recognise it. They should feel the challenge to co ... the given situation.</p>

Describe here how you intend to debrief with your group in order to draw main conclusions with the group. You can draw main conclusions with the group objectives

The evaluation or discussion afterwards has to be done in order to have the maximum learning effect. It should follow this sequence:

- The reaction of the protagonist is given first. How did it feel to play the role? What had been planned during the preparation? Give the protagonist the occasion to let out what he or she has planned.
- Then the antagonists are asked for their reaction. How did it feel to play the role? What was important for you as protagonist? How to improve him/herself? How to become more defensive if this happens again?
- Subsequently the observers give their reactions. How did it feel to observe? What points given earlier. Their comments should be taken into account as far as possible (with quotations and specific examples). The trainer checks continuously that not too many points are mentioned and that the protagonist understands what has been mentioned or just summarises what has been mentioned here. Finally the trainer can ask the protagonist for his/her own conclusions. The main points are left out and conclude the process.

Once the module outline is defined, assess it using the following list:

Course title	
Module title	
Module Objective(s)	Does the module contribute to the course objectives? Will the participants use the knowledge, skills and/or attitudes acquired during the module after the training?
Learning objectives	Are the key areas of knowledge, skills and/or attitudes that they have to learn covered? Are the learning objectives contributing to the module objective(s)? Is there a link between previous module(s) and this one? Are the learning objectives communicating intent to learner?
Assessment	Are the criteria to assess participants' learning clearly defined? Are the assessment methods used (observation, feedback, asking questions) appropriate to the learning objectives?
Key topics	Have the core topics, subjects and/or problems been clearly identified? Do the key topics contribute to the module- and learning objective(s)?
Time	Is the total time needed for each activity clearly identified? Is the timing realistic? Has time been allocated for each activity? Does the timing allow for energizers sufficiently identified? Are the activities sufficiently identified?
Activities	The activities reflect the phases of the Adult Learning Cycle (experiencing, reflecting, generating, applying)? Have the activities been defined (to be done)? Set the learning climate? Present the learning objectives? Reflect on the learning experience? Discuss lessons learned from the subject matter? Provide closure to the learners might apply what they have learned? Activities are defined in such a way that trainers know: What to do? How to do it (method to use and how, e.g. clear instruction for an exercise)? Which material to use (slides, other visual aids, instructions for an exercise)?
Method	Are methods chosen in function of the learning outcomes (knowledge, skills, attitudes) and the phases of the Adult Learning Cycle (experiencing, reflecting, generating, applying)? Is there sufficient balance between methods used (plenary lecture/presentation, processing assignments, group sessions, visits, etc)? Are lectures not too long (preferably not more than 15 minutes)? Are there sufficient practical examples?

Assessment	Attitudes	< list and describe >
	Explanation:	Explain how you will 'assess' the attitudes. Use the level of behavior. This is...

REACHING THE IMPACT

1. Focused on implementation
2. Learners' accountability on the impact of training on the work environment



Before the activity
Training charter signed

Pre-assessment

Preparatory work

	Day 1	Day 2	Day 3	Day 4	Day 5
		<i>Recap</i>	<i>Recap</i>	<i>Recap</i>	<i>Recap</i>
Am	<i>Intro Session, incl. Evaluation principles</i>	Course Content	Course Content	Course Content	Course Content
Pm	Course Content	Course Content	Course Content	Course Content	<i>Wrap-up & Action Plan</i>
	<i>Personal Logbook</i>	<i>Personal Logbook</i>	<i>Personal Logbook</i>	<i>Personal Logbook</i>	<i>Closing</i>

After 4 months
Mid-term Questionnaire

Post-assessment

360°

Refresher



- **Reflect on your Personal Log**
- **Review your pre-prepared presentation**
- **Apply the concepts and experiences of the day** (apply the experiential learning cycle, avoid the comfort zone!)
- **Review the trainer's self-assessment**
- **Presentations (2' learning objectives + 10' structured content)**
- **Collective feedback (panel + general)**





Individual Presentations – Wrap-up

- **Random selection of 3 presenters**
- **Evaluation Panels**
 - Each panelist focusing on a specific characteristics of the presentation
- **2mn LO**
- **10mn Content**
- **Self-assessment**
- **Panelists Feedback**
- **General Review by General Assessors**



- **Learning Objectives:**
 - Formulation
 - Relevance (regarding the involved competencies), Prioritization
 - Achievement of the LO
- **Structure and content**
 - Intro, Buy-in/Explanation of the need to learn
 - Content organization/Time management/reinforcement-feedback
 - Content accuracy/level/time allocation



- **Instructional strategy**
 - Relevance with LO/Competencies targeted
 - Blended « triggers »/Experiential learning cycle
 - Engagement of participants
- **Communication**
 - Attitude/Gesture/Ease/Eye contact
 - Clarity (verbal -language skills & explanation + voice & diction-, visual – easy-to-read/understand visual aids, etc.)
 - Active listening towards ALL the participants



- **Obstacles Group Game**



Training design: Lesson Plan

- **Definition?**
- **Group work:**
 - Outline the main elements of a lesson plan
 - Identify the standard documents

Critical set of guidance for the trainer:

- Where am I going? (objectives)
- How will I get there? (content, teaching methods, materials and activities)
- How will I know when arrived? (evaluation & assessment)

Develop your standard documents



WCO Training Design & Development Standards



Course objective/ General objective	< one sentence >	< Course Title >
	Explanation:	

Trainer instructions to design a short role play

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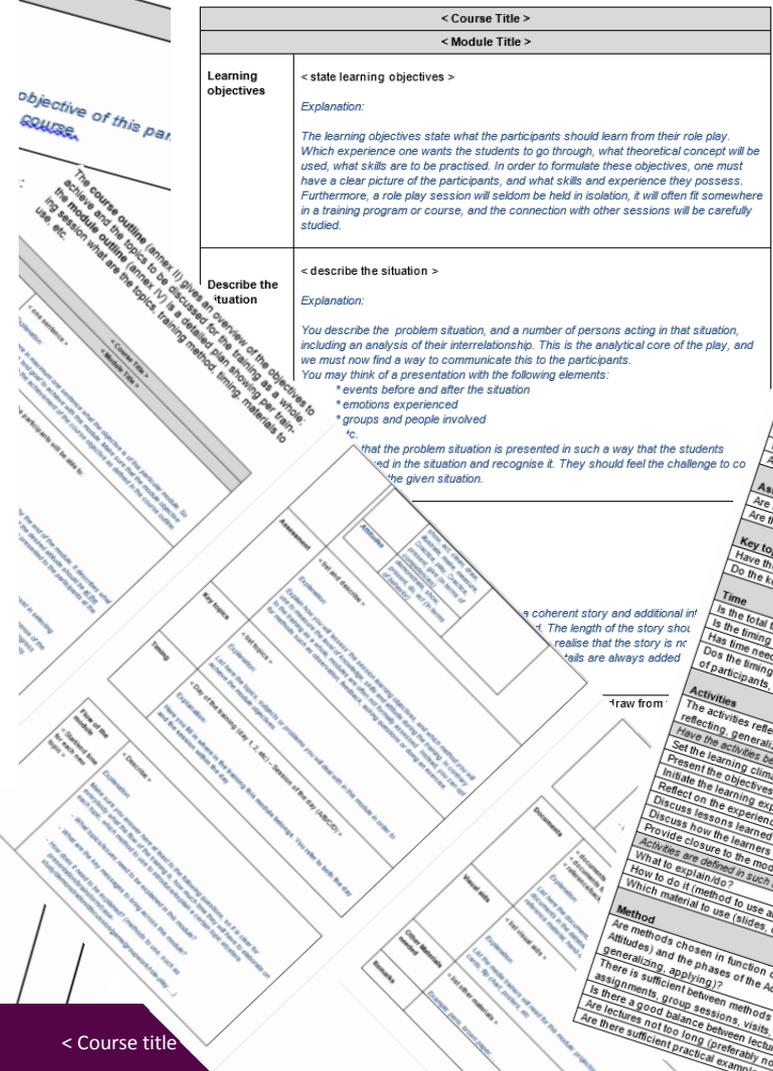
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Key topics	
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Do the key topics contribute to the module, and learning objective(s)?	
Time	
Is the total time needed for each activity clearly identified?	
Is the timing realistic?	
Does the timing allow for energizers clearly identified?	
Do the timing allow for flexibility (adaptability to changing break hours, punctuality of participants, etc)?	
Activities	
The activities reflect the phases of the Adult Learning Cycle (experiencing, reflecting, generating, applying)?	
Have the activities been defined (to be used)?	
Set the learning climate?	
Introduce the learning objectives?	
Reflect on the learning experience?	
Discuss lessons learned from the subject matter?	
Provide closure to the learners might apply what they have learned?	
Activities are defined in such a way that trainers know:	
What to do it (method to use and how, e.g. clear instruction for an exercise)?	
Which material to use (slides, other visual aids, instructions for an exercise)?	
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Participants' assessment	<p>Average score entry test:</p> <p>Average score exit test:</p>
Language	< language in which training is delivered >
Follow-up	< specify what kind/type of follow-up required after training >



Assessment	< list and describe >
Attitudes	<p>do, demonstrate, draw, compare, prepare, set up, show, act, clean, draw, illustrate, make, measure, organise, play, of competencies)</p> <p>demonstrate, show, present, do, act (in terms of behavior)</p>
Explanation:	<p>Explain how you will 'assess' the use to measure the level of training. This is...</p>

Raise your preparation effectiveness

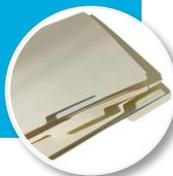
- **Adopt International Standards**
 - Use ready-to-use WCO materials (WCO e-learning, WCO training kits for trainers: CLiKC!)
 - Promote Customs common language
- **Adapt and Complement with National level content**



- **WCO People Development Complete Suite of Products and Tools**
- **+ 14,000 users (different profiles) / 155 Countries**

- 32 ready-to use Courses (300h of e-learning + 10 training kits)
- Virtual Customs Orientation Academy

Disseminate



Collaborate



- Virtual Working Groups

- National Learning Coordinators
- ROCBs-RTCs Networks

Communicate



Evaluate

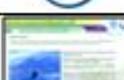


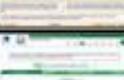
- Pre/Post-learning Assessment
- Long-term impact questionnaires

CLiKC!
Customs Learning & Knowledge Community



E-learning & Training kits

Course	Format	Chapters /modules
Compliance and Facilitation		
Risk Management		Upcoming
Risk Management		Upcoming
Post Clearance Audit		Upcoming
Post Clearance Audit		Upcoming
Revised Kyoto Convention		Upcoming
Revised Kyoto Convention		34
Coordinated Border Management		Upcoming
Coordinated Border Management		Upcoming
Intellectual Property Rights – Courses & Practical Cases		7
CITES		12
Customs controls, risk assessment, profiling and selectivity		20
Risk assessment, profiling and targeting		20
Ozone depleting substances		18
Multilateral Environmental Agreements		16
Green Customs		2

Istanbul Convention		9
SAFE		1
TIR Convention		30
WCO Data Model		12
Commercial Fraud		28
Tariff and Trade Affairs		
Harmonized System		73
Harmonized System		22
Origin		3
Transfer pricing		4
Customs Valuation		19
Customs Valuation Control – Practical Cases		6
Customs Valuation (Basic)		27
Customs Valuation (Intermediate/Advanced)		10

32 Courses
-standardized
-ready-to-use
-downloadable
(e-learning agreement = national hosting)

Capacity Building		
Integrity		1
Training techniques		11
Leadership & Management Development		10
Leadership & Management Development		3

CLiKC! Demo



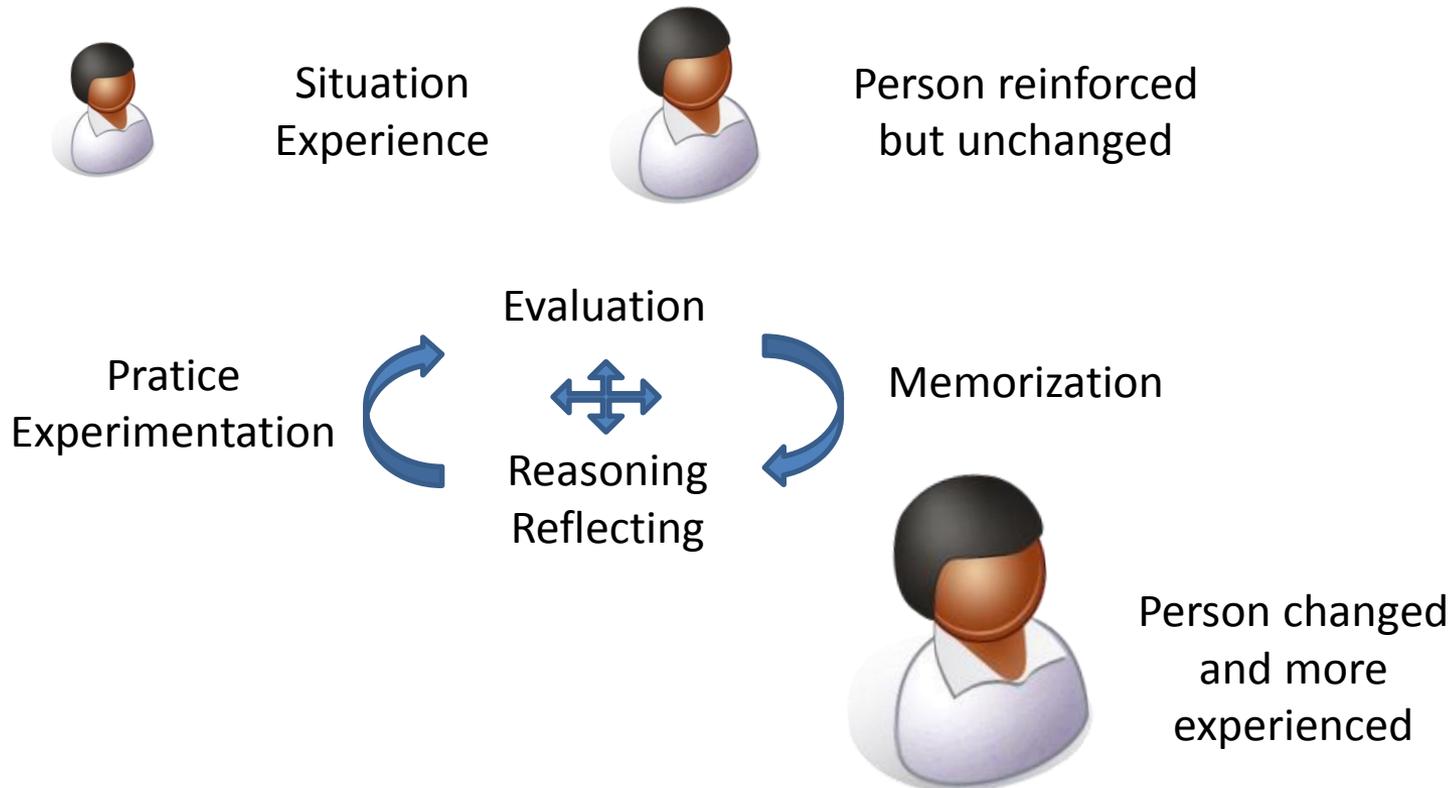
- **Bridge the organizational needs and the individual needs for development**
- **Continuous process**

- Experiences**
- Practice**
- Networks**
- Reflexion**



• Difference between

- non-Learning stage
- Learning stage



NON-LEARNING
STAGE

LEARNING STAGE

-
- **Learning = STRATEGY FOR CHANGE**



REACHING THE IMPACT

1. Focused on implementation
2. Learners' accountability on the impact of training on the work environment

HOW TO ?

PREPARE Competency-based Training

CONCEIVE Experiential Learning strategies

- Analysis of Business Operating Models and Performance Gaps
- SMART Learning objectives, Make your KASE
- Structured, Adapted and Blended delivery, Spread the VIRUS





-
- **Thank you!**

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Capacity Building Directorate,

WCO Secretariat