

# LESSONS LEARNT RAMP TRAINING OF TRAINERS (TOT)



## WHAT IS RAMP?

RAMP is a 3-day Research Administration and Management training Programme aimed at building and strengthening capacity of research administrators, managers and finance officers working on externally funded research grants. It is divided into 3 modules and 21 subject areas:

- **Administration** including dairy management, minute taking, and travel logistics.
- **Project Management** including risks management, safeguarding, M&E, and the use of tools such as log frames and Gantt Charts.
- **Financial Management** including budgeting, forecasting, and reporting.

It was developed and is delivered by a training team of experts based at the **Liverpool School of Tropical Medicine (LSTM)**.

01



02

## WHAT WE DID

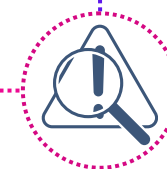
In October 2023, following an open **competitive Expression of Interest** process, two staff affiliated to the **LIGHT Consortium** who had previously attended RAMP as trainees were selected to become future trainers. They joined the RAMP training in Zimbabwe (25-27 Oct 2023) where they led one session each and co-delivered several sessions on the final day. During the session they led, the LSTM training team carried out a **peer-observation of teaching** using an existing LSTM template. A month after the TOT, a call was organised with the new trainers and the training team to get feedback on their experience and conduct a detailed one-to-one review of the peer-observation of teaching forms.



## WHAT WENT WELL

- **Manuals:** The RAMP training team prepared a comprehensive 'Trainer Manual' to guide new trainers on how to lead the training (including training times and materials required) and a 'Trainee Manual' with a reading list that new trainers could delve into. Sharing materials and manuals with the new trainers in advance enabled them to study, rehearse, and familiarise themselves with the contents.
- **Pre-training meeting:** In addition to preparatory calls organised in the weeks preceding the training, the new trainers and the training team met a day in advance of the training to discuss expectations, review teaching material, roles and responsibilities, schedule for the week, and to set up the room and test technology.
- **Feedback session:** A month after the TOT, a feedback session was organised, allowing new trainers to share their thoughts, reflections, and provide recommendations to improve future TOT.

03



## WHAT DID NOT GO SO WELL

- **Limited opportunity for practicing:** assigning new trainers to lead a single session and co-deliver a few on Day 3 was not sufficient for them to gain hands-on experience. This resulted also in some down-time during which the new trainers were not fully engaged.
- **Post-training involvement:** the training team overlooked the involvement of new trainers in post-RAMP activities such as conducting the participants' survey. This was a missed opportunity for new trainers to learn how to run a survey, analyse data, and follow-up with participants.
- **Teaching how to teach:** the training team did not allocate enough time to enhance the capacity of new trainers on the different teaching and learning styles, approaches, and behaviours, including techniques for assessing levels of understanding among RAMP attendees.

**A more comprehensive focus on these aspects would have better equipped the new trainers, boosted their confidence and enhanced the overall effectiveness of the training.**

04



## WHAT WE HAVE LEARNT

The TOT has been a learning experience for the RAMP team and we have derived a few suggestions to improve future TOT:

### 3-WAY INVOLVEMENT OF NEW TRAINERS:

1. **Active observation:** Encourage new trainers to take (structured) notes during their observation of the training team's delivery. Use these notes as a basis for discussion during the end-of-day debriefs.
2. **Leading sessions:** Provide opportunities for new trainers to lead a session of their choice, during which structured peer-observation of teaching is conducted to enhance learning.
3. **Co-delivering sessions:** Allow new trainers to co-deliver as many sessions as possible, as this was demonstrated to be an effective way to learn and stay engaged.

**ENGAGEMENT:** Encourage engagement of new trainers at all stages of training, i.e., before (for preparation), during (for delivery), and after (for feedback and quality improvement).

**DEBRIEFING:** Organise debriefing sessions at the end of each day and after the training, both as a group as well as one-to-one.

**TEACHING PRACTICE RUN:** Organise micro-teaching sessions with new trainers as a practice run ahead of the training.

05



FURTHER INFORMATION ON THE STUDY CAN BE FOUND BY SCANNING HERE:

