NATIONAL TRAINING ON TRAIN THE TRAINER
ABUJA, NIGERIA
27TH – 31TH AUGUST 2018

BACKGROUND

The scope of the course is directly aligned to the objectives of the Nuclear Security Summits and the commitments made by Nigeria in the 2014 Joint Statement on Strengthening Nuclear Security Implementation, in particular to ensure that all management and personnel with accountabilities for nuclear security are "demonstrably competent." The course also supports the "Joint Statement on Nuclear Security Training and Support Centres / Centres of Excellence,"

OBJECTIVES OF THE TRAINING

WINS and the Nigerian Nuclear Regulatory Authority (NNRA) jointly conducted a national course on *Train the Trainer* from 27 to 31 August 2018 in Abuja, Nigeria. The primary objective of this course is to train participants to acquire the necessary information and knowledge related to pedagogical skills associated with being an instructor. Participants will acquire:

- Group management and communication techniques to effectively conduct training sessions.
- Knowledge and experience to deliver their own successful training sessions and other effective learning events on nuclear security matters.

TRAINING STRUCTURE

The event was moderated by **Mr Alvaro Acevedo** (WINS) and conducted by Redline Assured Security, an UK based security aviation training company. The structure of the 5-day Train the Trainer course was a mixture of theory and practice. Practical activities were linked to nuclear security matters.

Redline instructors, **Mr. Simon Rogers** and **Ms. Clare Bradley** instructed intensively across different session the Nigerians delegates during five days. The first three days were based on theory session while the last two days were based on practice session. During the last two days the delegates had the opportunity to rehearse the training techniques acquire during the course and receive individual feedback from the two instructors. Mr Acevedo provided real life examples about nuclear power plants when needed. These examples helped delegates to link the theoretical concepts taught by the instructors and their current job positions need in terms of training.

OPENING SESSION

Prof Lawrence A. Dim (FNIP), NNRA Director General, **Mr. Abubakar Baba Bashir** LOC Chairman, **Mr. Alvaro Acevedo**, WINS, provided welcoming remarks. They reminded the group the importance of developing professional and competent trainers in the nuclear security field. Nigeria is the country with more Certified Nuclear Security Professionals (CNSP) under WINS Academy. The commitment and motivation of Nigerian nuclear security community is remarkable. In addition, the opening session gave organisers the opportunity to explain how the training would be conducted, highlight the overall objectives and expected outcomes, and briefly introduce the key topics of the course.

Participants' introduction and expectations

Participants were first asked to introduce themselves. They came from three major organisations:

- Nigeria Nuclear Regulatory Authority (NNRA)
- Center for Energy Research & Training (CERT)
- Department of State Services (DSS)

SESSION 1: Principles and Techniques of Good Instruction

The session was conducted by Mr. Simon Rogers. Mr. Rogers explain that in order to deliver effective training, it is important to have good instructional techniques, the instructor must impart their knowledge using a range of skills to ensure the subject matter is learnt, verified and applied by the delegate.

Principles:

- *Motivation* – delegates must be encouraged, led and stimulated. This must be consistent throughout the course.
- *Preparation and Planning* – Any course material and plans must be prepared beforehand and be laid out in a logical manner. The lesson plan will detail areas such as what will be taught, what is expected, how it will be achieved and delivered and what aids will be available to help learning.
- *Confirmation* – Confirmation must happen throughout the learning process. This will assess how effective the learning is before a final confirmation of learning takes place. The instructor must ensure that delegates are following the training and nobody is falling behind on their understanding.

Techniques:

- *Question Technique* – Used during confirmation, the instructor must understand the reason for questioning and apply the correct type of question to be effective. The instructor must also understand how to deal with questions posed by delegates to them.
- *Instructional Aids* – When used correctly, instructional aids can make information easier to understand and communicate and make the lesson more engaging.

SESSION 2: Qualities of an Instructor

Ms. Bradley explained that an instructor is tasked with teaching a subject matter and skills that the delegate requires to carry out their job role effectively and compliantly. They are certain qualities which an instructor may already possess or can learn that will ensure the effectiveness of the learning delivered.

Steps to Success:

- **S -** See your goal
- **U -** Understand obstacles to be overcome to achieve your goals
- **C -** Create a positive picture & environment
- **C -** Clear your mind of self-doubt
- **E -** Embrace the challenges ahead
- **S -** Stay on track
- **S -** Show and demonstrate your achievements

The qualities of an instructor are as follows:

- *Confidence* – Know the subject matter, the knowledge must be way above that of the group, plan and prepare lessons and questions, rehearse. Use SMARTER objectives.
    - **S -** Specific identified goals/objectives
    - M - Measurable outcome (assessed)
    - **A -** Achievable within the constraints of the plan & resources available
    - **R –** Realistic, in that it refers to what is required, or equipment used
    - **T -** Time constraints within an allocated period to achieve the goals/objectives
    - **E -** Evaluate the delivery and outcome
    - **R -** Revise the plan if required
- *Manner* – An instructor's way of speaking, body language, tone of voice, movement or appearance during training. The instructor should be aware of their own distractors, so it does not divert the delegates attention away from the subject matter.
- *Attitude* – Be firm, fair and friendly. Each delegate must be treated the same, but the instructor must adapt to each individual delegates' strengths and/or weaknesses. This will ensure respect and courtesy on both sides and promotes a positive learning environment.
- *Diligence* – Always deliver the agreed programme, do not cut corners or take short cuts, always strive for the best outcome. Use the feedback to constantly improve and verify teaching.
- *Enthusiasm* – Each instructor will show enthusiasm in different ways, through body language, tone of voice or eye contact as examples. Convey this enthusiasm through belief in the subject matter and its importance in application within the job role of the delegate.

SESSION 3: Motivation

Mr. Rogers explained that each course delivered will have several delegates who are there for different reasons. Each one of those delegates will have different motivations for being there, and some will be more, or less motivated than others. An instructor is responsible for encouraging learning, promoting interest and maintaining the enthusiasm throughout the course. Delegates could be motivated by the following:

- Pay increase or promotion
- A new job role
- Learning new skills

Before the course or lesson:

- Create interest before the class assembles, some delegates may be there because they have to be, not because they want to be
- Show or hand out a programme of learning to keep delegates informed
- Inform delegates what they have to look forward to

During the course or lesson:

- The training will be split into three parts:
    - Beginning – Outline objectives, aims and incentives
        - Purpose and Objectives
        - Process
        - Experiences
        - Application

- o Middle:
  - Senses – Appropriate to class
  - Activity – Relevant to objectives, try to maximise class involvement
  - Variety – Avoid monotony, use aids imaginatively
  - Enthusiasm – Maintain enthusiasm
  - Realism – Use realistic teaching aids, explain the practical application
  - Simplicity – Build up from simple to difficult appropriate to the level of the delegates' experience
  - Distractions – Be aware of distractions which affect learning; open windows, noise, draughts, the instructors' habits. Can these be reduced?
- o End – Should not be rushed, aspects of learning may have to be revisited first:
  - Final practice
  - Collating notes
  - Final assessment of objectives
  - Restate lesson objectives
  - Opportunity to sell what the next step will be

It is a common experience that if two adults with the same needs for knowledge and skills are given the same learning activity one may learn more than the other. People need to be helped to learn effectively instead of being constantly exposed to inappropriate learning methods and techniques. Most of this responsibility lies on the instructor.

SESSION 4: Preparation and Planning

Ms. Bradley explained that to fully understand the role of an instructor it is necessary to review all the events that led up to delivering the training and the considerations that take place once the training is complete. The investments and effort put into training in a company needs to show a return in continual performance.

No training stands in isolation. There is always something leading up to it (reason for the training) and an expected outcome resulting from it. Only a relatively small proportion of an instructor's work takes place in the classroom. Many things need to happen both before and after the classroom session. It is important to understand the background for running a course as the trainer is responsible for ensuring that the training meets the needs of the delegates and any other parties.

By preparing and planning a lesson or course it ensures the instructor and delegates have context and structure. An instructor must also take into consideration any deviations to the programme due to factors outside their control, for example; power cuts (electronic learning may not be available). The instructor must take account of the following:

- *Class size* – Mixed class experience/skill level? Effect on activities or use of training aids and specialist equipment? Is age or language spoken something to consider?
- *The objective and test* – Define precise learning objectives and how these will be achieved. Ensure the assessments match the objectives to test learning has been achieved
- *Course Material* – The instructor should have thorough knowledge of the course content and the presentation of this information on the media used. They must also be aware of the "Must Know", "Could Know", and "Nice to Know" information
- *Instructional aids* – These could be annotated, given as a handout, illustrated, audio or video files
- *Lesson plan* – A lesson plan should be produced before deciding on which instructional aids will be used. The exam or assessment may be included in this stage

- *Environment* - The heating, lighting, seating, power points, refreshments and equipment available should be taken into consideration
- *Rehearsal* – The lesson should fit into the time frame available, rehearsing will ensure this is accurate on the course or lesson
- *Editing* – Editing could take place if time allows, remember to rehearse again after any changes are made

SESSION 5: Lesson Structure and Setting Objectives

Mr. Rogers mentioned that lessons or courses are planned and therefore delivered in a logical and structured manner. This ensures formal flow of the subject content and allows for faster identification of successes and areas of improvement which need to be addressed.

Lesson structure is also key in maintaining motivation of the class, and will follow this general layout:

- *Beginning* – Introduction (Approximately 5-10% of the lesson time)
- *Middle/Learning* – Development (Approximately 80-90% of lesson time)
- *Ending/Review* – Consolidation (Approximately 5-10% of the lesson time)

The lesson plan will include these elements which can be broken down into further sections:

Beginning: INTRO:

- **I -** Interest and Introduction: The instructor should introduce themselves and their experience. Mention current events, scenarios and stories relevant to the course content to gain the buy in. The delegates should be given an opportunity to state their name and their current role. Consideration should be given to an ice breaking group or puzzle solving exercise.
- **N -** Need to Know: Tell the delegates 'why they need to know the information'.
- **T -** Title of the lesson: This must be presented at the correct time so as not to distract delegates. As the first (usually visual) aid to the lesson, it must be concise, simple to understand and free from any mistakes.
- **R -** Range & Revision: The agenda of the lesson will set out a brief overview; the timings, note taking and question policies and what to expect from the lesson, e.g. theory or practical. Be positive and clear.
- **O –** Objectives: These must be covered in the introduction of the lesson. They must be clearly written as an aid and read to the delegates. At the end of the lesson refer to these to verify objectives have been met. Each objective must have the following**:**
    - *Behaviour* (in *italics*)– what the delegate must do
    - **Standard** (in **bold**) – the standard of performance required by the task
    - Condition (in underlined) – under which the delegate must complete the performance

Example: By the end of this lesson you will be able to list the responsibilities of the supervisor set out by your company standards, using the manual if required.

- When setting objectives, use words which can be measured:
    - List, demonstrate, state, explain, D
- Avoid terms which cannot be measured or verified:
    - Understand, appreciate, confidently, quickly

Beginning:

- Purpose – Aim.
- Objectives (see INTRO).
- Process – Agenda of the lesson, will include information on questioning, note taking, handouts and lesson timing.
- Experiences – The delegates will benefit from knowing about the instructors' experience, gaining their experience will also allow for the instructor to adapt the level of training to the delegates.
- Application – How the lesson or course will be applied in their job role.

An example of a lesson plan clearly showing the elements of INTRO and POPEA is as follows, these elements usually set out the Beginning of the lesson, with the Middle/Learning and End/Review sections building on these foundations:

Middle/Learning: Development – The main structure of the lesson will contain the lesson content as the focus.

- The information must be set out in a logical order and be easy to follow and comprehend by the delegates.
- The content must be built around the objectives which will be tested in the final learning confirmation.
- Instructional aids should be used appropriately during the lesson and must be relevant to the subject matter.
- Allow for questions, both of and from the delegates, this ensures any confusion is addressed with recap or further explanation from the instructor and the delegates can participate in the lesson and learning experience.

Ending/Review: Consolidation – The format of the consolidation will vary depending on the course or lesson taught. This will address one or more of the following elements:

- Final Confirmation
- Summary
- Re-state objectives
- Any questions
- Look forward to future training or work requirements
- Reference

SESSION 6: Question Techniques

Ms. Bradley explained that Information is processed differently by everyone, but general statistics show that retention rates of information based on how it is presented are as follows:

- Reading - Approximately 10%
- Seeing – Approximately 20%
- Practice/Doing – Approximately 90%

This means that each lesson must be varied, use instructional aids, and not just be in one format to retain the attention and enthusiasm of the delegates, which in turn will increase the retention rates of the information presented to them. Using different question techniques is one way of promoting an effective learning environment and receiving reliable feedback from the delegates.

The advantages of asking questions of the class are:

- Establishes the knowledge of the group allowing the instructor to adapt or continue as normal
- Encourages thinking and ideas
- Monitors the learning achieved
- Keeps the attention of the delegates

Disadvantages of asking questions are:

- Can be time consuming, especially if delegates are not very willing to answer or be involved in class participation
- If well-formed and presented questions are not asked, this can lead to confusion of the class
- Some people feel threatened or picked on by questions

Questions should be formed and presented well to be effective in gaining the correct answers from the delegates.

- Use open question words that do not allow for a 'yes/no' answer
  - How, what, why, where, who, when
- Use this question word at the beginning of the question
  - "What is the role of the supervisor?" is better formed than "The role of the supervisor is what?"

There are many different forms of question techniques which the instructor can employ effectively at various times during the training. These must be asked at the appropriate times, as one question technique will be more effective than another, for example during the review stage rather than the introduction stage.

- Relay
  - A delegate may ask a question about a scenario, the instructor then can allow a group or selected delegates to answer the question, for example, "What would I do if my supervisor asked me to do something I disagreed with?"
    - Allows for delegate ideas and answers to be shared
    - The class can build complex ideas or answers together
    - Keeps delegates focused if used randomly
- Overhead
  - The instructor poses a question to the group and awaits a response from a volunteer in the class, for example, "How would we deal with this first aid situation?"
    - Establishes rapport with the group, they do not feel like they are being picked on
    - Allows the instructor to identify any quiet, unconfident or shy individuals who may require further explanation or do not want to answer in front of a group
    - Students control the pace of the lesson
- Pose, Pause, Nominate
  - The instructor poses a question to the group, pauses for a while to allow the delegates to think of the answer, then nominates a specific individual to answer the question, for example, "What is the 5-step process for fixing a printer?"
    - Confirms individual learning

- ▪ Can be good for the quiet or unconfident individuals
- ▪ Shows control over the class that the instructor chooses who they want to answer
- ▪ Everyone in the class has the same chance of being nominated
- Reflect
  - o This question technique can be used if the answer is known and specific, for example; "Does my employer keep my personal details on file for the duration of my employment?"
    - ▪ This technique prevents the instructor having a conversation with just one person in the group
    - ▪ Allows mixed ability groups to stay on the same level, the higher ability delegates in turn help the lower ability delegates whilst promoting team work
- Reverse
  - o This technique is used when the delegate asks a question in which the information has already been covered, for example, "Which formulas should be used to calculate this financial data?", the instructor then asks, "Which ones do you think should be used?"
    - ▪ This confirms the delegates' thought process is correct and gives them reassurance they already know the information
    - ▪ It encourages delegates to think for themselves instead of the instructor answering all the questions for them

When nominating a person to answer a question, take into consideration the following factors:

- Individual or Group
  - o Is the question pitched at the correct experience level?
  - o Is the question easy or difficult?
  - o Will the size of the group affect the answer?

Teaching questions can be applied to introduce new ideas to the group. They could be used to build on knowledge from a previous lesson and will allow delegates to form ideas of how the content previously learnt will be applied to a new process. The instructor must ensure they confirm the correct answer if it is given. The answer should then be repeated for the whole class, and praise given where necessary. If an answer from delegates is incorrect, consider rephrasing the question slightly before asking the same delegate. The instructor should then tell them the correct answer and ensure the delegate understands the answer before moving on.

If any of the class asks a question:

- Relevant question – Repeat and gain answer. If covered in later lessons state that it will be revisited
- Irrelevant question – State that it would waste time to speak about the subject, whilst still encouraging the delegate to ask any future questions
- If the instructor cannot answer the question – admit the answer is not known, find out and move on

Some questions should be avoided in case of confusion or time wasting for example, "What do you think?" is an ambiguous question with many possible answers, questions should be formed in a way to guide the delegate towards the correct answer for the subject matter.

SESSION 7: Managing Instruction

Managing a classroom environment correctly will ensure the most effective learning takes place in a good atmosphere. Both delegate and instructor should want to return to the learning environment where the relationship between all parties is respectful, relaxed and controlled by the instructor. The relationship between instructor and delegate must remain professional always, here are some points to consider:

- Do not allow a desire to be friendly with delegates come between the instructor and the class relationship
- Do maintain control of the class – do not let them control the instructor
- Do take action if it is required
- Do not jump to conclusions
- Do show the class respect – they have a point of view and have experience that the instructor can learn from as well
- Do not demean

There are aspects of classroom dynamic which an instructor could be faced with that affect the learning environment which must be addressed to maintain a positive and effective process. These situations could be:

- Delegate personal differences
- Personal delegate problems at home or work
- Discipline of an individual or group
- Ensuring all delegate participate

SESSION 8: Instructional Aids

The use of instructional aids can ensure a lesson is varied, interesting and effective. They keep delegates interested and can maximise the learning in a given time scale. The aids could be wipe boards, flip charts, projectors, computers or smart boards. Each aid has its advantages and disadvantages, prepare and plan so the correct aid is employed for the training.

There should be enough tables and chairs in the room for all delegates, with sufficient table space for course folders, note pads etc. Water and glasses may be available for each delegate. Some blank paper or note pads should be provided. The classroom should be well ventilated and heated/chilled according to local environmental conditions. The following matters should be discussed at the beginning of each training day:

- Location of Fire exits and any firefighting equipment in the room
- Introduction to the fire plan, fire alarm
- Location of First Aid Kit and/or First Aid Room
- Location of toilets, including those for the disabled
- Breaks
- Mobile Phone Policy
- Drinks and Food Policy

To select the correct aid, ensure it is:
- Necessary
- Large enough
- Suitable
- Simple
- Not distracting for the class

When using training aids ensure:

- Rehearsal – to see if the aid works with the training
- Display – can the delegates adequately see the training?
- Describe – what the training aid is if required
- Teach – using the training aid
- Disposal – appropriate disposal should be considered for sensitive material, recycling or garbage

SESSION 9: Skills Lesson

Mr. Rogers explained that a skills lesson is usually a practical application of a skill taught in the classroom. Often a practical session is conducted without the aid of tools like PowerPoint, so the instructor must plan well and utilise the instructional aids available.

A skills lesson is to be structured as follows:

- Introduction – this is virtually the same as discussed in previous modules. Objectives will contain a behaviour, standard and condition.
- Development – this section can be split into 4 areas - EDIP
    - Explanation
        - Use of skill being taught
        - Factors / aspects affecting performance
        - Any conditions under which skill is performed
        - Name the parts / tools being used
        - Safety briefing
        - Do not use explanation phase to describe how the skill is performed
    - Demonstration
        - Explain what to do and carry out the skill at full speed, without commentary
        - Then explain the skill will be carried out at a steady pace, step by step with commentary highlighting key points for the purpose instruction
        - Once demonstrated ask if there are any questions
    - Imitate
        - Break the skill into logical steps
        - Perform each step - instructor does it, then student repeats it
        - Explain what to do and reinforce key points of each step
        - Demonstrate what has been said
        - Students then imitate that phase
        - Control the students, don't let them rush ahead
        - Check each step has been performed correctly
    - Practice
        - Allow the delegate to perform the skill, slowly, with the instructor occasionally highlighting key points
        - Build up the speed as confidence and skill grows
        - Supervise and coach the delegates progress
        - Ensure accuracy and confidence is built up
        - If skills are achieved:
            - Use time to add to skill or improve performance
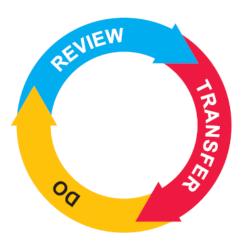   - Be wary of unrealistic challenges

- Consolidation – this is the same as previous modules
  - Final assessment (or practice)
  - Summary of the lesson
  - Restate the objectives
  - Answer any questions
  - Inform the delegates what they have to look forward to

Session 10: BMD – Brief, Monitor, Debrief (Coaching)

Ms. Bradley explained that coaching is a form of training which usually allows one on one guidance to learn from an experienced person. Coaching staff after the initial transfer of knowledge will help to hone skills, increase productivity and encourage self-learning and correction.

Experiential Learning forms an important part of the instructional process. The Learning Process can be seen as follows and explains how learning from experience a cyclical process is:

- Doing – the activity or skill
- Reviewing – either a quick review or in depth debrief at the end of a shift
- Transfer – This is the most important phase as the learning should be transferred to future performances
  - If the model is successful, the next time a person encounters an issue, they should be able to apply the learning from experience to the new scenario

Constructive feedback is also a way of learning from experience, as it allows for the person to learn from scenarios or mistakes often as observed by another individual or group. An important part of any course is feedback. There are two types of feedback:

- Motivational feedback – letting the person know what you as the instructor feel they did well and why you thought so. The purpose is to encourage the person by confirming that their training is effective
- Developmental feedback – letting the person know what could (or ought) to be done differently, why, and suggestions as to how to achieve it. The purpose is to help the delegate achieve the objective more effectively

Feedback guidelines - giving

- Don't judge the other person, state specifically what the other person does and what you think, feel and do in response
- Remember that the feedback is for the benefit of the person receiving it
- Own what is said, use "I" – not "we", "one", "they"
- Focus on behaviour (what the person does) instead of the personality (what/who the person is)
- When giving developmental feedback, as if the person is willing to receive it

Feedback guidelines – receiving

- Listen to the feedback, be receptive to all feedback
- Avoid being defensive
- Ask for clarification and specific examples where appropriate when being offered feedback by the learner
- Look for opportunities to put into practice key things that have been highlighted through feedback

Briefing Techniques

- State and display objectives prior to monitoring activities
- Explain rules, procedures and times
- Materials and tools being used
- Safety procedures must be considered and are a high priority
- Procedure for encountering problems (e.g. an incident)
- Ask testing questions (relevant to the task, not on a skill)
- Invite final questions from the person being observed

Monitoring Techniques

- Observe accurately without interfering
- They must be allowed to complete the task, even though mistakes may be made
- If a non-compliance is observed or safety concern, then intervene at an appropriate point
- Control the observation without compromising the activity
- Ensure the observation is recorded in sufficient detail and is descriptive (areas of improvement, positives and a look forward)

Debrief Techniques

- Start the debrief positively and in a comfortable environment (Do not embarrass or undermine the employee)
- Restate the objectives of the observation
- Encourage self-analysis to maximise learning
- Highlight strengths and areas of possible improvement (From them initially then you amplify key points)
- Establish corrective actions if required and look forward

For coaching to be effective, communication needs to also be effective.

- Staff will understand their role and responsibilities
- Staff understand how their role relates to the wider team or company
- Staff must be aware of targets, processes, training and company standards in order to operate effectively

If the person asks questions after receiving feedback from their coach, they should be given the opportunity to respond appropriately.

- Use Reverse question technique as described in a previous module
- This allows the person to think about their own performance, they may realise they have made a mistake only when asked what they have missed

Moreover, Ms. Bradley mentioned that PowerPoint is a tool that when correctly utilised can deliver a lot of information to delegates in a set amount of time. However not every lesson requires the use of PowerPoint, so the instructor should gauge whether this is necessary for the lesson to be taught. The decision may take into account the location of training, facilities available and expectations of the audience.

When designing training using PowerPoint, there are things which should be considered which can have a major effect on the effectiveness of the training.

Step 1: Designing PowerPoint Slides

- Using colour
    - o Be consistent as this can be a major distraction away from the content
    - o Utilise PowerPoint templates, these are easy to set up and pre-set the colours
    - o Prepare slides with a bold colour contrast to the background provided this is not too harsh
    - o Ensure colours are not too similar as they can be hard to read
- Using text
    - o Ensure the template and background are suitable for the text
    - o Try to avoid lots of text on each slide
    - o Create bullet points to make the points concise
    - o Do not mix up the formatting
    - o Ensure the text is large enough and has adequate spacing
    - o Simple emphasis can be applied using **bold** text

Step 2: Making use of graphics and animations

- Many people benefit from the use of graphics, photographs or cliparts in a presentation if presented alongside text as they can illustrate a point
- Beware of using:
    - o Inappropriate images
    - o Copyrighted images
    - o Irrelevant graphics
    - o Images which are unclear
- Animations and Transitions
    - o It is easy to use too many of these functions, they will distract away from the slide content
    - o Use animations to show progress

- If there is no reason to use a transition, then don't use it
- Be consistent so the delegates are not distracted

Step 3: Using PowerPoint to structure the presentation

- Once the slides have been designed, these need to be checked against the plan to see whether any aspect requires change
- PowerPoint contains many handy features to help in the structuring of the presentation
    - Outline tab:
        - Review the textual content – ensures the content can be focused on, not the visual impact
    - Notes tab:
        - Notes are quick references which can only be seen by the instructor and not the delegate so can aid with extra information or teaching points
    - Slide Sorter:
        - Allows for slides to be moved, added or deleted easily
- Each slide should take around 2 minutes to present, and lessons should not have a large amount of slides

Step 4: Preparing to Present

- Find out about the audience before delivery, this could help to tailor the training
    - Larger font may be needed for smaller screens or larger rooms
- Rehearse the presentation, does it fit into the allocated time frame?
- Is the necessary equipment available to present?
- Is there an alternate option if the original presentation does not work?

Step 5: Presenting with PowerPoint

- PowerPoint should be used as a prompt for the instructor to emphasise and build on the main points
    - Do not just read from the slides
- The delegates may have chosen to write notes, the fewer notes on the slides, the less they will copy and be distracted from what the instructor is saying
- Consider handouts – decide when to give these out
- Give the delegates time to absorb the information on the slide, checking periodically if there are any questions

ASSESMENT INFORMATION, GROUP DISCUSSIONS, LESSON PREPARATIONS AND REHEARSAL

After 3 days of theory inputs from the two instructors and the WINS representative, Mr. Alvaro Acevedo, the delegates had the opportunity to put into practice all the concepts learned and received individual feedback of their performance to aid their progression

The delegated had enough time to plan and prepare their lessons which were on Thursday and Friday of the course.

There was also an open forum for any questions that the delegates may have about the course, any problems that they have had or may foresee in encountering. Moreover, they worked together along with the instructor and WINS representative, to decide the best solution for the problems they faced during their careers. Delegates were also provided with scenarios which were discussed.

The two instructors and the WINS representative worked together with the delegates in the lesson preparation process. This process was about the considerations that the instructor must take before they start delivering to the delegates. Forward planning is key to a successful lesson and course, so this information is vital for instructors to be successful.

The topic of the lessons chosen by the delegates were:

- Insider threats
- Inspection of industrial radiographic facility
- Timeliness as a principal of intelligence
- The importance of staff registers in an organisation
- Nuclear Forensics
- The prevention and detection of crime
- Physical protection system principles
- Tips on personal security measures
- Steps in Nuclear Security self-assessment
- The importance of security vetting in the Nigerian Nuclear Industry.

CONCLUDING SESSION

Evaluation and concluding remarks

Participants indicated that they were very satisfied with the event, that it had been an excellent and useful learning experience and that they would recommend the event to others.

In their closing remarks, representatives from NNRA, **Prof. Laurence A. Dim (FNIP)** and WINS representative, **Mr. Alvaro Acevedo**, emphasised that the success of the training was largely due to the active contributions of all participants. They praised the willingness of the group to learn from the two instructors and WINS representative. They added that during the five-day training course, the delegates showed a strong appetite for learning tools and techniques for increasing their capabilities to strengthen their already training skills. Participants committed to build on this success and to increase opportunities in which Nigerian nuclear stakeholders can exchange with national and international partners their experiences in ensuring nuclear security, especially in regard to the effectively transmitting nuclear security know-how by training, coaching and mentoring.