



BODY OF KNOWLEDGE

Train the Trainer

TTT · 9 weeks · 45 lessons

Capstone artefact: Signature Training Session Delivery

WEALTHPRO AFRICA · E-LEARNING PROGRAMME 2026–2027 · "STRUCTURED. PRACTICAL. CREDIBLE."

Overview

About WealthPro Africa

WealthPro Africa is a structured, OECD-aligned e-learning platform delivering financial literacy and professional skills education across African markets, including Kenya, Nigeria, Ghana, Uganda, Tanzania, and Rwanda. Every lesson is built to the WealthPro 14-Point Lesson Standard and delivered on the WealthPro LMS, powered by OpenEdX.

About This Course

The Train The Trainer Program (TTT) is for internal trainers, facilitators, L&D professionals, and subject-matter experts who develop others. It closes the gap between knowing something and being able to teach it effectively, developing the instructional design and facilitation craft that turns expert knowledge into real learning. Some teaching or facilitation experience is helpful but not required; openness to being observed and receiving structured feedback is essential.

The course is structured across three levels. Level 1 (Beginner) establishes the foundational theory and planning disciplines: andragogy, instructional design, session planning, and trainer presence. Level 2 (Intermediate) builds live facilitation and interactive design skills, including questioning technique, group dynamics, interactive methods, and multi-level evaluation. Level 3 (Advanced) develops expert-level adaptability across diverse African contexts, difficult-room management, and the full Capstone delivery, culminating in the Certified WealthPro Trainer designation.

Course Learning Outcomes

1. TTT-CO1: Apply adult learning principles (andragogy) to design and deliver engaging, effective training.
2. TTT-CO2: Design structured, outcome-aligned instructional content using proven ID frameworks.
3. TTT-CO3: Plan and facilitate training sessions confidently with clear objectives, timing, and materials.
4. TTT-CO4: Deploy a range of interactive facilitation and presentation techniques for diverse learner groups.
5. TTT-CO5: Design and apply assessment and evaluation methods including Kirkpatrick's 4 levels.
6. TTT-CO6: Adapt training design and delivery to diverse African contexts, cultures, and digital constraints.
7. TTT-CO7: Handle challenging facilitation situations (conflict, resistance, disengagement) with skill and composure.

How to Use This Body of Knowledge

This Body of Knowledge maps the full scope of the course, its domains, learning objectives, and key terms. Use it to preview the scope before you begin, as a study checklist while you progress through the lessons, and as a professional reference after completion. The BOK is the map; the LMS is the journey.

Capstone Artefact

The Capstone Artefact is a live 45-to-60-minute Signature Training Session delivered under observation, not a document, video, or simulation. It is real training, delivered to a real cohort and assessed by a qualified observer against the TTT competency framework. Built progressively across all 9 weeks, the final submission includes the complete session plan with three SMART objectives, a timed activity sequence, materials, facilitation notes, assessment design, a feedback collection tool, a technology contingency and low-digital alternative, a neurodiversity accommodation note, Kirkpatrick Level 1 and 2 tools, dry run debrief notes, the delivered session with observer scorecards, a post-delivery self-assessment, and a 90-day development plan. Successful completion awards the Certified WealthPro Trainer designation.

Recommended Resources

- WealthPro Africa (2026). Train The Trainer Program Workbook, TTT01/02/03. WealthPro Africa. Available at: lessons.wealthpro.africa
- Knowles, M.S., Holton, E.F. and Swanson, R.A. (2015). The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development. 8th edn. Routledge, Abingdon.
- Kirkpatrick, J.D. and Kirkpatrick, W.K. (2016). Kirkpatrick's Four Levels of Training Evaluation. ATD Press, Alexandria, VA.
- Anderson, L.W. and Krathwohl, D.R. (eds.) (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Longman, New York.
- Dick, W., Carey, L. and Carey, J.O. (2014). The Systematic Design of Instruction. 8th edn. Pearson, Hoboken, NJ.
- Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. Cognitive Science, 12(2), pp. 257 to 285.

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DOMAIN 1: FOUNDATIONS OF ADULT LEARNING (10%)

Learning Objectives

1. Distinguish andragogy from pedagogy and apply Knowles' five andragogy principles, self-direction, experience, relevance, readiness, and motivation, to the design of an adult training session.
2. Apply cognitive load theory to training design by identifying high-load elements in a session plan and implementing at least two load-reduction strategies.
3. Create and maintain psychological safety in a training environment, with specific attention to the diversity, fear-of-failure, and cultural sensitivity dimensions of African learning contexts.
4. Articulate the facilitator identity as distinct from the expert identity, and describe the practical behaviours that demonstrate learner empowerment over knowledge transfer.

Key Terms

- Andragogy
- Pedagogy
- Knowles' andragogy principles
- Self-directed learning
- Experiential learning
- Relevance in adult learning
- Cognitive load theory
- Intrinsic cognitive load
- Extraneous cognitive load
- Germane cognitive load
- Psychological safety
- Fear-of-failure reduction
- Inclusive learning climate
- Facilitator identity
- Expert identity

DOMAIN 2: INSTRUCTIONAL DESIGN BASICS (13%)

Learning Objectives

1. Apply the ADDIE instructional design model (Analyse, Design, Develop, Implement, Evaluate) to plan a training intervention from needs identification through evaluation design.
2. Write three measurable learning objectives for a 60-minute training session using Bloom's Taxonomy verbs, aligned to the appropriate cognitive level for the audience and purpose.
3. Sequence training content using a logical learning arc, from simple to complex, applying the hook-teach-apply-close structure with deliberate pacing and breathing room.

4. Embed spaced practice, retrieval practice, and interleaving techniques into a session design to improve participant retention beyond the training day.
5. Produce a complete 60-minute lesson plan with objectives, content flow, timed activities, and an assessment method as a capstone design component.

Key Terms

- ADDIE model
- Needs analysis
- Learning objectives
- Bloom's Taxonomy
- Measurable verbs
- Content sequencing
- Learning arc
- Hook-teach-apply-close
- Spaced practice
- Retrieval practice
- Interleaving
- Spacing effect
- Lesson plan
- Activity sequence
- Assessment alignment

DOMAIN 3: SESSION PLANNING AND PREPARATION (10%)

Learning Objectives

1. Produce a master session plan using a standard template that includes objectives, timed activity sequence, materials list, transition notes, and contingency plans for participant count variation and technology failure.
2. Design training slides and visual aids applying the 10-20-30 presentation rule adapted for African audiences, incorporating visual hierarchy and bilingual display considerations where relevant.
3. Prepare a training environment, physical or virtual, using a systematic pre-session checklist covering room setup, technology testing, material preparation, and participant contracting.
4. Apply at least three techniques for managing trainer nerves and building physical presence, including posture, voice projection, and eye contact discipline, demonstrated in a 10-minute session opening practice.

Key Terms

- Master session plan
- Session objectives
- Timed activity sequence
- Transition notes
- Contingency plan
- Visual aid design
- 10-20-30 presentation rule
- Visual hierarchy
- Bilingual display
- Room setup checklist

- Virtual setup
- Tech check protocol
- Trainer presence
- Voice projection
- Participant contracting

DOMAIN 4: FACILITATION AND PRESENTATION SKILLS (15%)

Learning Objectives

1. Apply a full range of facilitation question types, open, closed, probing, hypothetical, and devil's advocate, and demonstrate the Socratic facilitation technique in a structured discussion exercise.
2. Manage group energy and dynamics during a training session by deploying energisers, adjusting pace, balancing subgroup and plenary work, and maintaining participation equity across a diverse cohort.
3. Select and integrate Africa-relevant training stories, case studies, and analogies that replace generic global examples with contextualised narratives appropriate for the specific learner group.
4. Deliver real-time feedback during training activities using a positive reinforcement architecture and a structured debrief framework that deepens learning without damaging psychological safety.

Key Terms

- Open questions
- Closed questions
- Probing questions
- Hypothetical questions
- Devil's advocate questioning
- Socratic facilitation
- Energiser
- Pace management
- Participation equity
- Group dynamics
- Training narrative
- Contextualised analogy
- Real-time feedback
- Positive reinforcement
- Debrief facilitation

DOMAIN 5: INTERACTIVE TRAINING METHODS (12%)

Learning Objectives

1. Design and facilitate a role-play or simulation exercise, applying briefing, safety protocols, structured observation, and a debrief framework that extracts maximum learning from the activity.

2. Write an effective training case study using progressive disclosure technique and produce an accompanying facilitation guide that supports both experienced and novice trainers.
3. Facilitate at least two collaborative group learning activities, such as gallery walks, think-pair-share, or jigsaw learning, managing noise, focus, and equal participation across the group.
4. Select and apply digital and blended training tools, including polling platforms, breakout rooms, and asynchronous assignments, with low-bandwidth adaptations for African training contexts.

Key Terms

- Role-play design
- Simulation
- Progressive disclosure technique
- Facilitation guide
- Gallery walk
- Think-pair-share
- Jigsaw learning
- Collaborative learning
- Participation management
- Digital training tools
- Blended training
- Polling tools
- Breakout rooms
- Async assignments
- Low-bandwidth adaptation

DOMAIN 6: ASSESSMENT AND EVALUATION (11%)

Learning Objectives

1. Apply Kirkpatrick's four-level evaluation model to a training programme, selecting appropriate measurement instruments at each level, reaction, learning, behaviour, and results.
2. Design knowledge checks and post-tests with questions aligned to Bloom's cognitive levels and the specific learning objectives of the session, distinguishing recall from application and analysis.
3. Build a learner feedback collection tool, including smile-sheet design, NPS for training, and qualitative synthesis methods, and describe how to use the data in a continuous improvement loop.
4. Design a behaviour change measurement protocol using 30-day and 90-day transfer of learning surveys and manager observation tools, and estimate basic training ROI from outcomes data.
5. Produce a complete Level 1-to-3 evaluation pack for a real training session as a capstone design component.

Key Terms

- Kirkpatrick's 4 Levels
- Level 1, Reaction
- Level 2, Learning
- Level 3, Behaviour

- Level 4, Results
- Knowledge check
- Post-test design
- Smile sheet
- NPS for training
- Qualitative feedback synthesis
- Transfer of learning survey
- Manager observation tool
- Training ROI
- Continuous improvement loop
- Evaluation pack

DOMAIN 7: ADAPTING TRAINING TO AFRICAN CONTEXTS (9%)

Learning Objectives

1. Design a training session that functions effectively in a low-resource or rural African context, using paper-based activities, non-digital facilitation methods, and language-accessible materials.
2. Apply culturally responsive design principles, including Ubuntu philosophy, elder respect in learning spaces, and the distinction between collectivist and individualist learning norms, to a specific training design.
3. Adapt training activities and materials to accommodate neurodiversity and accessibility needs, including dyslexia, ADHD, and visual or hearing impairment, using universal design principles.
4. Deliver training virtually with camera presence, chat and poll management, and an engagement rhythm that maintains participation without the physical energy of an in-room session.

Key Terms

- Low-resource training design
- Rural training context
- Non-digital facilitation
- Language accessibility
- Ubuntu philosophy
- Elder respect in learning
- Collectivist learning
- Individualist learning
- Culturally responsive design
- Neurodiversity accommodation
- Dyslexia adaptation
- ADHD-friendly design
- Accessibility in training
- Universal design principles
- Virtual facilitation

DOMAIN 8: MASTERING FACILITATION IN DIFFICULT SITUATIONS (8%)

Learning Objectives

1. Identify the root causes of learner resistance and apply an empathy-first reframing approach that addresses the underlying concern without abandoning the training agenda.
2. Apply conflict de-escalation techniques in a training room context, including neutrality maintenance and hot-topic facilitation protocols, distinguishing productive tension from disruptive conflict.
3. Use airtime equity techniques to draw out silent participants and manage over-contributors with grace, without creating public embarrassment or disengagement.
4. Design and execute a technology failure contingency plan that maintains session energy, learning momentum, and participant confidence when digital tools fail.
5. Facilitate a simulated difficult room scenario involving at least three challenging participant personas, demonstrating composure and adaptive technique under observation.

Key Terms

- Learner resistance
- Root cause of resistance
- Empathy-first approach
- Reframing technique
- Conflict de-escalation
- Neutrality maintenance
- Hot-topic facilitation
- Productive tension
- Airtime equity
- Silent participant technique
- Over-contributor management
- Technology failure contingency
- Improvisation in training
- Challenging participant persona
- Adaptive facilitation

DOMAIN 9: CAPSTONE: SIGNATURE TRAINING SESSION DELIVERY (12%)

Learning Objectives

1. Finalise a complete Signature Training Session plan, including three SMART objectives, a timed activity sequence, materials, facilitation notes, an assessment design, a feedback collection tool, and a technology contingency, designed for a specific named African context.
2. Complete a full session dry run with cohort peers, receiving structured feedback against the TTT facilitation skills checklist and incorporating at least three improvement actions before final delivery.

3. Deliver a 45-to-60-minute training session under observation, demonstrating competence across all seven TTT course outcomes and receiving real-time observer scoring.
4. Integrate post-delivery observer feedback and self-assessment into a 90-day personal trainer development plan with specific, measurable improvement targets.

Key Terms

- Signature Training Session
- SMART learning objectives
- Facilitation skills checklist
- Dry run
- Peer rehearsal
- Observer scoring
- Real-time feedback
- Post-delivery debrief
- Self-assessment
- 90-day development plan
- Certified WealthPro Trainer
- TTT competency framework
- Certification award
- Next-step pathway
- Trainer credentialling