

# **Training for Trainers**

**March 2013,  
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## **LIST OF HANDOUTS:**

- Training linked areas/topics to be discussed
- Communication barriers and communication failures in the training
- Kolb's cycle of learning applied to the training process
- Principles of educating adults
- Skills that make it easier
- Training technique: Presentation
- Possible areas in training to be role played/modeled
- Role play approach
- Training technique: Simulation/case study
- Training technique: Decision-making simulation
- Training technique: Small group discussion
- How to divide the training group into sub-groups
- Experiential methods and games
- The Trainer's Style
- Rules for Giving Feedback
- What to think about when preparing a training
- Needs assessment and evaluation of the training
- Evaluation check-list of the training
- EXERCISES

## **TRAINING LINKED AREAS/TOPICS FOR DISCUSSION**

- Definition
- Training Styles
- Training Tools (Methods, Techniques, Instruments, Exercises, Games....)
- Communication Patterns in Training
- Coping with Difficult Training Participants and Training Situations
- Training Design (Structure, Planning of the Training, Adopting Training Design to Different Conditions)
- Training Feedback and Evaluation (Forms of feedback and evaluation during training, after training, post evaluations when training is over)
- Supervising Trainers
- Traditional Training Model vs. Facilitative Learning Model
- Training Materials (Handouts, Manuals, Brochures, Tests, Videos...their elaboration and usage)
- Literature Resources for Trainings
- "Gulf countries specifics" in preparation and the ways of delivering the trainings

# COMMUNICATION BARRIERS AND COMMUNICATION FAILURES IN THE TRAINING

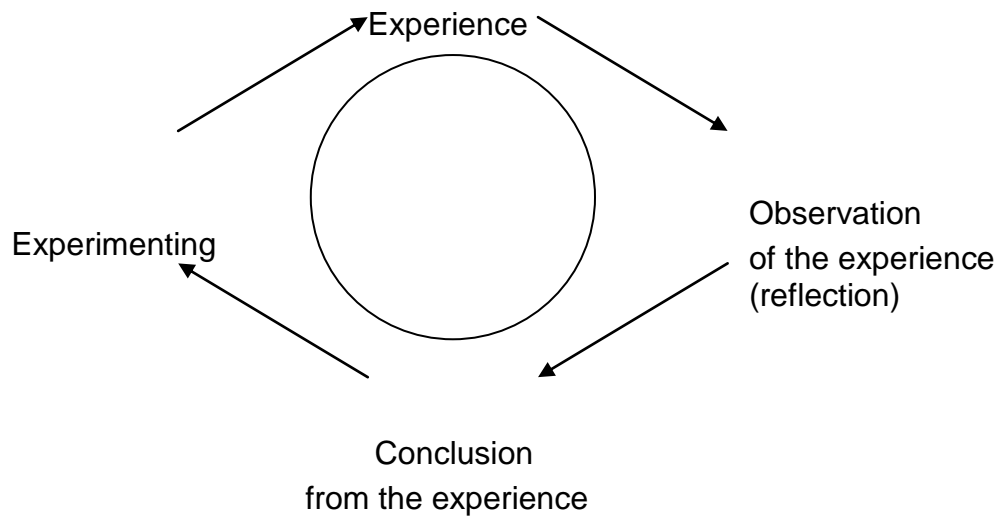
## **BARRIERS:**

1. **Physical barriers**  
(Room arrangement, way of sitting, distance)
2. **Semantic barriers**  
(Meaning of the words, symbols)
3. **Cultural barriers and sub cultural barriers**  
(Minorities vs. majority's relationships)
4. **Generation barriers**  
(Values, adulthood sub-cultural barriers)
5. **Emotional barriers**  
(Something intimate in a formal relationship)

## **Failures:**

1. Para-communication
2. Disjunctive communication
3. Double bind
4. Destructive communication
5. Manipulative communication

## KOLB'S CYCLE OF LEARNING APPLIED TO THE TRAINING PROCESS



D. A. Kolb's Cycle of Learning has four components:

**EXPERIENCE** (experience, new experience, practical activity)

**OBSERVATION** of the experience (analysis of the experience, what can be learnt from the experience, defining what can be carried on, what is applicable, reflection etc.)

**CONCLUSION** from the experience (arranging the acquired knowledge into a system and context, generalization, creation of the concept)

**EXPERIMENTING** (application of the experience, verifying the new skills in reality, planning further steps)

## PRINCIPLES OF EDUCATING THE ADULTS

Adult education is best done, if:

- **It is self-regulated**  
Participants are responsible for own education because they themselves know their needs the best.
- **It fulfills immediate needs**  
Motivation to study is the strongest when it fulfills immediate needs of a person.
- **It is based on experience**  
The most effective learning is based on experience; participants learn from each other and the lecturer often learns from participants.
- **It is participative**  
Participation in the learning process is active, not passive.
- **Is reflective**  
The most we learn is when we use our own experience and we reflect upon it – we extract some principles which can be used in the future.
- **Provides feedback**  
Effective education requires feedback which is precise but supportive.
- **Respects participant**  
Mutual respect and trust between a lecturer and a participant helps the learning process.
- **Provides for peaceful atmosphere**  
Pleasantly tuned in and relaxed person learns much more easily than a worried, confused or angry person.
- **Happens in comfortable environment**  
A hungry, tired, cold, sick or otherwise physically discomforted person cannot learn effectively.

## SKILLS THAT MAKE IT EASIER

### NON-VERBAL

- Keep eye contact with everyone in the group when you speak. Do not prefer some people to others.
- Move around slowly without disturbing the group. Avoid movement and speaking from a position where it is difficult to see/hear you.
- React to what people say by nodding, smiling or other activities that show your attention.
- Stand in front of the group; do not sit – especially in the beginning of a meeting. It is important to make an impression of being relaxed and at the same time be direct and trustworthy.

### VERBAL

- Ask questions which provoke answers. Open ended questions help: “What do you think about...”, “Why...?”, “What if...?” etc. If participant replies by simple “Yes” or “No”, ask: “Why do you say that?”
- Ask participants if they agree with a given statement.
- Be aware of the tone of your voice, speak slowly and clearly.
- Make sure participants talk more than you.
- Do not answer all the questions yourself. Participants can answer themselves. Say: “Has anyone got any answer to this question?”
- Reframe the questions in your own words. This way you can control your understanding and strengthen the statements.
- Summarize discussions. Make sure everyone understands and that discussions go the direction you want them to go.
- Emphasize statements by speaking from your own experience. You could say: “This reminds me of something that happened last year.”

# **TRAINING TECHNIQUE: PRESENTATION**

## **DESCRIPTION**

Presentation helps facilitate information, theories or principles to experts on that topic. Presentation forms are different: from direct lecture to certain involvement of participants by means of asking questions and discussion. Content and form of presentation depend on the lecturer more than any other training technique.

## **USAGE**

- Introduce a new topic to participants
- Provide an overview or synthesis
- Provide facts, statistics
- Reach large audience

## **ADVANTAGES**

- Covers a lot of materials in short period of time
- Usable in large group
- Each participant chooses what is important for themselves
- Can precede more practical techniques of training
- Lecturer is more in control of situation

## **THINGS YOU SHOULD BE AWARE OF BEFORE YOU DECIDE TO USE PRESENTATION/LECTURE**

- It is based on one-way communication
- It does not use practicing by participants themselves
- Role of a participant is passive
- Lecturer needs certain skills to present effectively
- It is not suitable to change behavior or to gain skills
- Participant does not remember much unless there is a practical technique following the lecture
- Presentation is common in more formal situations

## **PROCEDURE**

1. Introduce the topic – tell participants what you are going to tell them.
2. Tell them what you need to tell them – give the content and use visual aid.
3. Summarize key points given – tell participants what you were talking about.
4. Prompt participants to ask questions.



## **PRESENTATION**

1. What is my goal?
2. How to begin?
3. How will I reach my goal?
4. How to measure the result?

## **TEXT OF PRESENTATION**

### **INTRODUCTION**

- Introduce the topic
- Explain goals of the lecture/presentation/workshop
- Give timeframe
- Allow questions

### **CONTENT**

- Choose appropriate form
- Check names, data, quotations
- Give examples
- Use pauses
- Use questions
- Use key words on transparencies / flipcharts
- Keep the time

### **CONCLUSION**

- Brief summary of key points
- Go back to goals/reasons of the lecture / workshop
- Allow questions

## QUESTIONS

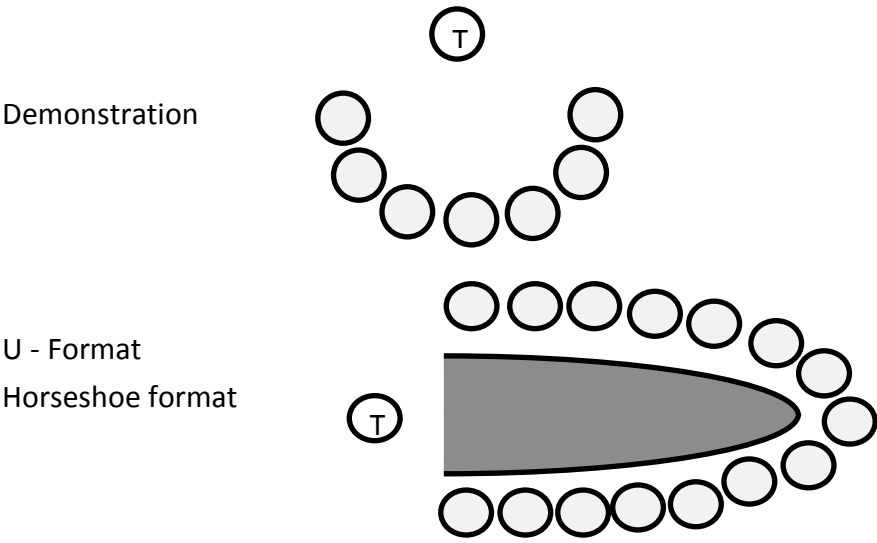
1. Activate the whole group, not only one person
2. Allow one question at the time, do not combine questions
3. Be specific and clear
4. Do not add more information after a question is asked
5. Give enough time to think about it
6. Rephrase the question in other words when it is misinterpreted or not clear

## **POSSIBLE AREAS IN TRAINING TO BE ROLE PLAYED/MODELED**

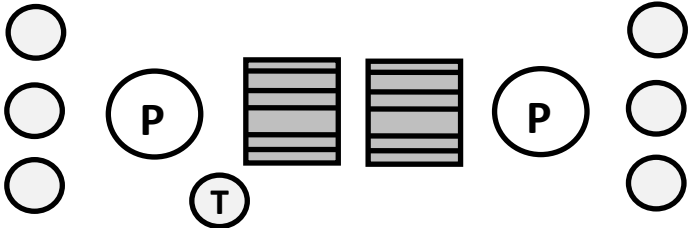
(Inspiration hints)

- Presentation of the idea (NGO, project) in the different communities, like city authorities, rural population, minority group, community group started to form
- Interview with the guest linked to topic (founder, foundation representative, corporate representative, government agency representative, beneficiary group)
- Recruiting volunteers
- Negotiation with volunteers, solving troubles with volunteers, expression of disagreement, critical feedback to volunteers in the case of dissatisfaction
- Group decision making, meetings
- Crisis situation, situations that demand urgent response problem solving in NGO
- Discussion/negotiation with clients of NGO services
- Inner relationships in the NGO (coping with "strange behaving boss", discussions between the board and the executive staff of the NGO, discussions of the different interests groups in the NGO)
- Working with media (interviews with journalists, press conferences)
- Negotiations with bureaucracy (local governments, authorities, contractors)
- Civic group assembly meeting to establish the organization  
Meetings to (re)define the mission of the organization  
Negotiations with registering bodies

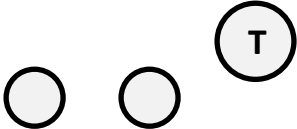
# ROLE PLAY APPROACH



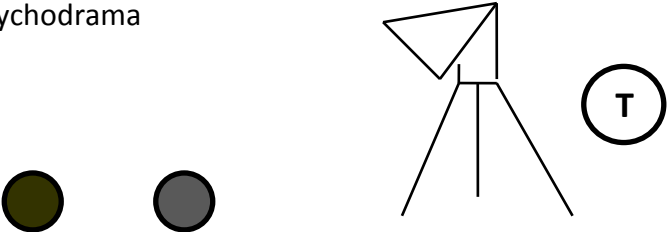
Role play with instruction and elaborated group recommendation (simulation)



Role play without instruction and with or without camera and without group recommendation



Psychodrama



# TRAINING TECHNIQUE: SIMULATION/ CASE STUDY

## DESCRIPTION

*Simulation is a written description of some hypothetical situation to be used for analyses and discussion.*

## USAGE

- Discuss common problems in a typical situation
- Provides safe opportunity to strengthen problem solving skills
- Initiates group discussion and group creation to solve a problem

## ADVANTAGES

- Participant can experience being in a certain situation
- Provides an opportunity of unexpected solutions
- Hypothetical situation does not contain personal risks
- Participants are involved

## THINGS YOU SHOULD BE AWARE OF BEFORE YOU DECIDE TO USE CASE STUDY/SIMULATION

- Simulation has to be close to experience of participants
- Problems are very often complex and manifold
- There is not one correct answer
- Requires much preparation time if you prepare simulation yourself
- Discussion questions should be prepared thoroughly

## PROCEDURE

1. Introduce the simulation – give instructions
2. Allow participants to get familiar with the instructions
3. Ask questions for discussion or introduce the problem to be solved
4. Participants work on the instructions
5. Ask participants to present their solutions/answers
6. Ask participants what they have learned from the simulation
7. Ask participants how relevant the case is in their own daily routine
8. Summarize it

# **TRAINING TECHNIQUE: DECISION-MAKING SIMULATION**

## **DESCRIPTION**

- Allows participants to experience decision-making in a “real” situation without fearing the consequences of their decisions.
- Simulation is a way to use knowledge, and explore attitudes in the context of everyday situations.

## **ADVANTAGES**

- Simulation is practical
- Participants are able to discover problems and to react to them
- High level involvement of participants
- Immediate feedback

## **THINGS YOU SHOULD BE AWARE OF BEFORE YOU DECIDE TO USE CASE STUDY/SIMULATION**

- Simulation is time consuming
- Lecturer should be well prepared and should have all required materials in advance
- Simulation is often simplified and not reflecting the complexity of the real world

## **PROCEDURE**

1. Prepare participants so they know they will be playing certain roles
2. Introduce objectives, rules and time frame of simulation
3. Do the simulation
4. Ask participants for their reactions
5. Ask participants what they have learned from the simulation and set some rules based on it
6. Ask participants how relevant the simulation is in their own daily routine
7. Summarize it

# **TRAINING TECHNIQUE: SMALL GROUP DISCUSSION**

## **DESCRIPTION**

Small group discussion allows participants to exchange experience and ideas or to solve a problem together.

## **USAGE**

- Develops problem solving skills
- Helps participants to learn from each other
- Gives participants more responsibility in the education process
- Supports team work
- Clarifies personal values

## **ADVANTAGES**

- Participants are more in control over their own learning
- Activates partnership
- Enables strengthening and clarification of principles by means of discussion

## **THINGS YOU SHOULD BE AWARE OF BEFORE YOU DECIDE TO USE SMALL GROUP DISCUSSION**

- Topic given to the group should be very clear
- Group should be aware of time limit for discussion
- Participants should be able to listen to each other even if they do not agree
- Discussion should not be led by one or two people
- Questions help managing the discussion
- Each participant should be encouraged to participate in discussion

## **PROCEDURE**

1. Divide participants into groups of 4 to 7
2. Give instruction describing what the group should discuss
3. Ask each group to appoint a facilitator and a reporter and to assign a person who will present group results to the larger audience.
4. Check if each group understands the task
5. Give groups enough time to discuss – discussion should not be targeted to the lecturer
6. Ask one person from each group to summarize outcomes of their respective groups (this can be a solution to a problem, answers to a question, summary of ideas-thoughts)
7. Identify joint topics which came out of small group presentations
8. Ask participants what they have learned from the exercise
9. Ask participants how they can use what they have learned

## HOW TO DIVIDE THE TRAINING GROUP INTO SUB-GROUPS

When working with groups, we often need (for a longer or shorter time) to divide the trainees into sub-groups of similar size. Of course, we can leave it up to them, which sometimes prove to be the best way of doing it; however, the disadvantage is that it may sometimes take longer. In some situations, trainees tend to form groups of friends, while other trainees remain isolated all the time. Sometimes it may even initiate a socio-metric discussion on why some people are always given preference, which may not always be beneficial either. The opposite extreme is to leave it up to chance, and simply divide the trainees by random into as many groups as necessary. The advantage of this method is that it separates friends from one another who usually tend to sit together at the training. A disadvantage is people who get confused easily: they may jump from group to group, looking desperately for their own group.

The following are some examples of how to divide trainees in the groups as a compromise between a completely spontaneous self-directing way and a random division.

### 1. Find your own sub-group!

Trainer introduces a criterion for formation of sub-groups and assigns a corner in the room for every sub-group. Trainees go to stand in the corner assigned for the sub-group they decided to join. It is useful if the names of the sub-groups are somehow related to the subject of the training. The names of the sub-groups may be:

- a) elements: “fire”, “water”, “earth”, “air”
- b) statements: “yes”, “no”, “maybe”, “I don’t know”
- c) colors: “white”, “black”, “orange”, “green”, “purple”
- d) times of the day: (morning, lunch, evening, night) or seasons: (spring, summer, fall, winter)
- e) sayings the trainees may identify with: favorite meals, drinks, etc.

### 2. Similarities

Sub-groups are created based on a criterion, a certain feature common to all, something they have in common. Trainees may need some time to discuss what group they belong too. This division is meaningful if we want to base the discussion on experience or practices shared by all. It may have an unfavorable impact if the sub-groups only foster the existing barriers in the training group. Examples of the criteria:

- a) “Make sub-groups according to the zodiac signs of your date of birth” (if the trainer needs less than 12 sub-groups, he/she should try to merge the signs into fewer groups of similar size)
- b) “Make groups based on your position as a brother or sister within your family (i.e. elder – middle – younger brother/sister – the only child)” In case of more complicated family structures, discussion may arise as to what category step brothers and sisters belong to. The trainer should probably leave the decision up to the trainee: “join the group that you feel you want to join...”



- c) Responsibility for others at work - (“those holding a manager’s position and responsible for several departments – those responsible for one team – deputies – those currently responsible for themselves only and nobody else)
- d) Divide groups based on the color of their eyes (similar type of shoes, similar haircut, the same size of your palms – “compare your palms”)
- e) Create groups according to regions you come from (a region you come from/you like/where you would like to live/your partner or a close person comes from/you know least, etc.)
- f) A similar product or an object of identification. Trainees are assigned a task to produce something (e.g. a simple drawing) or choose one of the things they have on them (a lighter, keys, paper tissues, a coin, etc.) The groups shall consist of people that produced a similar thing or hold a similar object.

### **3. “Representation“**

If the trainer needs various expressions of a certain criterion to be represented in every group, the trainer may first want the trainees to be sorted according to that criterion and then:

- either divide the trainees standing in the line into sub-groups by counting off 1, 2, 3, 1, 2, 3 (depending on the number of subgroups we want), or
- merge the beginning of the line with its end and divide the groups so it is made sure that both poles with extreme characteristics are represented in all sub-groups.

The criterion based on which the trainees are sorted in a line may be:

- a) length of practice in some activity
- b) rate/level of past experience in the subject of the training – based on their own understanding of the experience
- c) “what age I feel like being“
- d) the size of the place, town I work in
- e) “amount of theoretical data in this field that I would like to learn...”

### **4. “Ringing” (Marking):**

Ornithologists ring birds to get information about them in order to sort them into sub-groups. A similar method may be used to put training participants into groups by random or intentional marking. The marks may not be obvious from the very beginning. The following are examples of marks designating the sub-groups:

- a) color dots of four-five different colors on name tags that the trainees get at the start of the training (or folders containing handouts that are distributed to the trainees may be of different colors),
- b) a color label on the bottom of the chair,
- c) a small gift (an eraser, a pencil, a balloon, a card from a card game, a postcard, etc.) handed out to the trainees before they are divided into sub-groups
- d) a color dot glued by the trainer on trainees’ foreheads or backs (without trainees being able to see them). The task is that trainees have to find out what color their dots are without speaking, and sort themselves into relevant sub-groups by color.

## **5. Inviting:**

Trainer asks for four volunteers (or chooses four people randomly) and places them into the corners of the room, with the remainder of the group standing in the middle.

Version a) Each of the four trainees standing in the corner invites somebody from the middle group to join him/her in the corner (sub-group). Then, that person invites somebody else to do the same, and so on until every member of the big group is in a sub-group.

Version b) Someone from the big group chooses one of the four people in the corners and joins his/her sub-group. Another member of the big group chooses some other corner, etc., until all corners are filled evenly.

This method will necessarily reveal sympathies and antipathy within the group, which may not be pleasant mainly for those who are not picked by anybody. Trainers should consider when this method is appropriate and when it is not. In case we need more sub-groups (5,6,7), it is recommended to start with a higher number of volunteers (and create as many corners in the room as possible, which is time consuming as well as demanding in terms of investment and construction and may sometimes increase the costs considerably).

## EXPERIENTIAL METHODS AND GAMES

In a way, games and acquiring knowledge through emotional experience is like returning to childhood. It reveals the unused, and sometimes also unexplored, capacities inside us that we have forgotten about or never enjoyed to the fullest.

For people that are open to non-traditional situations and use more than their left brain hemisphere in the learning process, experiential methods and games will be a “nutritional ingredient” in their training. Such people are happy if there are unexpected situations, laughter as well as disappointment, competition as well as cooperation in their learning. Games used in training have many advantages. Within training they allow for:

- A feeling of ease, non-commitment and freedom: “it’s not for real; it’s just a game...”
- Participants’ own activity – you cannot remain passive in a game. Even being passive is interpreted as a certain type of behavior. Passivity is also an expression of an attitude or strategy.
- The possibility of full participation without all relevant theoretical knowledge. In many games and experiential activities previous knowledge is not crucial. Also, people without a specific education may come up with good ideas and be successful in a new situation.
- A right to one’s own point of view. Because working methods are mostly based on doing things and personal experience, the games do not necessarily promote general truths and universal knowledge. Instead, they accept that every person may have a different experience and is the greatest expert in his/her own inner world.
- A possibility to explore. A possibility to realize things that have not occurred to the participant yet despite years of theoretical study, as well as things one does not realize until finding himself/herself in a specifically new situation where the trainee can see himself/herself and others as if in a mirror.
- A possibility to test one’s ideas or behavior in a safe model situation where mistakes do not have immediate catastrophic financial or interpersonal consequences.

### **Recommendations for the use of experiential methods and games in training**

1. No game is of universal use. What worked excellently in one training situation may be a failure in other conditions.
2. A game is a stimulating situation. Apart from an experience, its purpose in a training context is also knowledge. A game without a debriefing is not very meaningful in most cases. A debriefing should be at least as long as the game itself.
3. A game requires a specific environment. It should be applied in appropriate conditions.
4. A game should harmonize with the language, experience and the world of trainees. When offering an experiential game, the trainer should make sure it is not insensitive to the trainees’ values and experiences.
5. A game is effective in training only if professionally prepared, tested and applied by a trainer comfortable with such an approach.
6. Every game used in a training requires improvisation, adaptation to the real situation. In some cases, the trainer must even have courage to totally change the format, forget about the game and be confident in his/her own improvisation and observe his/her sense or intuition.

## THE TRAINER'S STYLE

### EXPERT / "ACADEMIC"

- stressing primarily on the ratio
- instructor - "directive teacher"
- analyst – looking mostly for facts and scientifically proved data
- presents training material in a serious way
- he/she owns the knowledge that is delivered/ transferred to trainees

### "THERAPIST"

- focus on relationships, rather than content
- group dynamics is used and provoked
- orientation primarily on emotions and analysis of the individual issues and example cases from the practice

### "SHOWMAN"

- the whole trainer's performance reminds one of a well prepared piece in a theatre
- conjuring tricks, lots of prepared jokes, entertainment elements in presentation
- the attention of the training 'audience' is provoked all the time
- responsibility for getting information and knowledge lies on trainer
- the trainees do not have much opportunities to test/try/cultivate own skills

### COACH / "SHERPA"

- thought stimulating and provoking, provokes them to think and to be active
- "non-directive" looking for coherences, authentic person , gets himself/herself involved
- main interest is in putting forward helpful questions, the responsibility for looking for answers/solutions is given to trainees

## RULES FOR GIVING FEEDBACK

**Feedback** provides information which the receiver may use to change his behavior and can be used to avoid a situation where our partner would have to use non-verbal signs and intuition to know what we are thinking.

### What should feedback be like?

- Descriptive — not evaluative
- Specific — not general
- Should concern behavior — not features
- Should not only account for your needs but also for the needs and possibilities of your partner
- Should be expressed directly after a problem arises

### How to provide feedback?

- Give a detailed description of the situation and problem (avoid words like “always”, “never”).
- Concentrate on what can be changed.
- With your partner, present or develop a strategy for solving a problem and future action.
- Allow the other person not to agree with your feedback.
- Give alternative, positive suggestions.
- Check to see if the information was understood.
- Control your emotions.
- Give **information** - not advice.

You can also use the *sandwich* technique: start from something positive (praise, acknowledgment for work) later express your critical comments and in the end show that you're convinced that things will change for the better.

# WHAT TO THINK ABOUT WHEN PREPARING FOR A TRAINING SESSION

## THINKING ABOUT IT AS A WHOLE

### Objectives:

- Goals of the meeting
- What is to be the final product – skills, knowledge, contacts among the participants, agreements...?
- Goals and logical order of individual topic blocks

### Process-related issues:

- When to use training and when to use facilitation
- Other process-related issues – presentations of guests, donors, discussions of guests and participants

### Participants:

- What we know about them, what they have in common, how they differ – how it can make our situation easier or more complicated – how to adjust the program – to facilitate, to train skills, to present the theory, to create a network among them, to play games.
- What are the participants like – what might they want, are they at an equal level in terms of information, of previous participation, and at similar educational levels?
- What does the client expect? What do participants expect? Potential conflicts related to the topic, personalities, etc.

### Environment:

- What is the room? Do we fit? What can be done outside of the room?

## THINKING ABOUT TOPIC BLOCKS

- After we created the logical order of topic blocks
- What fits in terms of content – theory
- What activity or simulation game to use to start
- Other games, activities, and simulation games related to the topic
- Time required for individual blocks – how much time to spend on what

## ALTERNATIVES

- Alternative program, what to do when there is a problem with the topic, guest, or participants
- Additional program if there is time left
- What to leave out if there is not enough time

## LOGISTICS

- Manuals, instructions for simulation games and other extra materials on paper
- Order forms, invoice forms, cash (to reimburse travel expenses of participants, cash receipts)
- Books to give out or to show, which relate to the training topic, annual reports
- Video-camera, camera, and other equipment
- Ropes, balls, and other materials for games
- Markers, flipchart paper, pens, pencils
- Attendance sheets, certificates

## **BASIC RULES FOR GROUP DISCUSSIONS**

- Time limit of the meeting or discussion is set.
- Objectives and expected outcomes/decisions of the meeting are set, as well as agenda with time limits are set.
- Facilitator of the meeting is agreed on, recorder as well.
- Facilitator has information whether each participant can stay the whole time of the meeting, or when they need to leave. (This enables facilitator to structure the meeting in a way to include important decision-making before people leave.)

### **RULES BETWEEN PARTICIPANTS:**

- Only one person speaks at a time
- Time limit is kept and one turn takes 2-3 minutes per person (Depending on the size of a group and time available, time limit might be longer)
- Everybody participates equally, nobody dominates
- Everyone has a right to express their opinion without being rejected by the others
- It is OK if someone does not agree
- Speakers take turns one by one (facilitator watches the sequencing)

### **RULES FOR MEETINGS' FACILITATOR:**

- Gets approval on discussion rules
- Gets approval on expected results and agenda
- Identifies the objective of the meeting and expected outputs
- Keeps order of speakers in the discussion
- Suggests procedures on how to proceed in the meeting and gets approval for it
- Listens to the ideas and does not dominate the discussion
- Makes sure the discussion sticks to the topic and does not veer off
- Makes sure everyone actively participates
- Watches the time and the fact that information is being recorded (it is good if there is a recorder and everyone can make sure everything important is being recorded)

## TOOLS OF A FACILITATOR

### At the beginning of a meeting:

### Get approval for:

- Program and results
- Time
- Rules
- Roles
- Methods of decision-making

### During the meeting:

- Make suggestions on how the group will proceed (process proposals)
- Get approval for how the group will make decisions
- Listen as an ally
- Educate the group (advertisement of the process)
- Ask open ended questions
- Be positive, encourage participation

## WHAT TO DO IF THINGS GO WRONG

- Boomerang questions (return questions)
- Focus on keeping and renewing of the content and process
- Say what is going on
- Avoid fighting about process
- Support agreements on process
- Do not be defensive
- Use body language
- Use humor
- Defend others from personal attacks



## NEEDS ASSESMENT AND EVALUATION OF THE TRAINING

WHEN	PURPOSE	HOW
<b>BEFORE TRAINING</b>	<ol style="list-style-type: none"> <li>1. To adopt/tune the training to participants needs/preferences</li> <li>2. To assess the possibilities for learning that is being prepared and to find out the best approach for handouts/exercises preparation</li> </ol>	<ul style="list-style-type: none"> <li>• Questionnaires and rating scales</li> <li>• Focus groups(s)</li> <li>• Delphi method</li> <li>• Structured interviews (with leaders, employees or volunteers, board members)</li> <li>• Experts meeting (e.g. Ngo leaders, donors Forum...)</li> </ul>
<b>DURING TRAINING</b>	<ol style="list-style-type: none"> <li>1. To get participants' reactions/feelings</li> <li>2. To assess the learning that is taking place and realize small changes if needed</li> </ol>	<ul style="list-style-type: none"> <li>• Evaluation inventory or questionnaire (with semi-open, closed questions or rating scales)</li> <li>• Informal comments and feedback (with the possibilities for metaphors, analogies, non-finished sentences, etc....)</li> <li>• Observation and analysis of the satisfaction and progress of participants</li> <li>• Feedback exercises (verbal and non-verbal)</li> <li>• Group verbal feedback</li> </ul>
<b>AFTER TRAINING</b>	<ol style="list-style-type: none"> <li>1. Are the skills being used?</li> <li>2. Determine impact on individual behavior and on organization/ program</li> </ol>	<ul style="list-style-type: none"> <li>• Direct or phone interviews with former trainees and respective respondents</li> <li>• "on the job" observation</li> <li>• Referring to reports and documents</li> <li>• Questionnaires</li> <li>• Direct or indirect supervisory sessions</li> <li>• Assessment by independent evaluator</li> </ul>

## EVALUATION CHECK LIST OF THE TRAINING

### ***Contents of the training***

Mediated experience

1	2	3	4	5
---	---	---	---	---

-Unsatisfied      -rather unsatisfied      -neutral                      -satisfied                      -very satisfied

Choice of the theme

1	2	3	4	5
---	---	---	---	---

### ***Acquiring social skills***

Applicability in practice

1	2	3	4	5
---	---	---	---	---

Level of acquired skills

1	2	3	4	5
---	---	---	---	---

### ***Methods of training***

Groups

1	2	3	4	5
---	---	---	---	---

From the individual's point of view

1	2	3	4	5
---	---	---	---	---

### ***The trainer's approach***

To the whole group

1	2	3	4	5
---	---	---	---	---

To individuals

1	2	3	4	5
---	---	---	---	---

**Organization of the training**

Environment

1	2	3	4	5
---	---	---	---	---

Time of the training

1	2	3	4	5
---	---	---	---	---

Size and composition of the group

1	2	3	4	5
---	---	---	---	---

Length of the training

1	2	3	4	5
---	---	---	---	---

**General evaluation**

Parts of the program which were of importance to you

Parts of the program you remember the most

How can we improve the training? Please write your proposals.

# EXERCISES

## IS THAT TRAINING? (WARM-UP EXERCISE)

### Learning objectives:

- To warm up people, let them clarify for themselves how to understand the term training, how to differ that from the terms like, unstructured unfocused discussion, academic teaching, negotiation, coaching, arguing, etc.

**Time required:** 20 minutes

### Material required:

- Flipchart sheets with markers,
- Video recorder with TV set,
- DVD with 6 pieces of the prepared 30 sec. shots showing pieces from the film, ad hoc situations with the 2-3 persons, group, shouting or smiling, discussing, sport event, street shot or the nature shot without people, etc.
- 2 working sheets for participants (attached in Supplement).

### Process description:

- The trainer introduces the warm-up exercise with: sometimes there is no one understanding of the word "training".
- General feeling is that we are speaking about the same subject, but are we really?
- The participants are distributed the worksheets No.1. They are asked to look at 6 short TV shots and to assess if what they see shows training or not. They write their conclusions on the worksheet.

Afterwards, the trainer asks them to present their assessment and explain their opinion to the group. The group tries to look for common agreement in assessing the video/TV clips.

The participants are then distributed worksheets No.2 and they try again to jointly assess the video clips- now using the criteria from the worksheets No.2. They will probably come to a common and shared agreement about the assessment.

The trainers will help facilitate the joint discussion and summarize.

### Worksheet No.1:

Situation shown in shot No.:	Is that training?  YES/NO	Why? (your explanation/comments)
1	Y/N	
2	Y/N	
3	Y/N	
4	Y/N	
5	Y/N	
6	Y/N	

**Worksheet No.2:**

Let us try to use these criteria (characteristics of the training) to assess the projected situations.

<b>Situation shown in shot No.:</b>	<b>Is that training? YES/NO</b>	<b>Are the people in the position of trainer(s) and trainees present?</b>	<b>Can the relationship in the situation be described as learning/skills and knowledge delivery?</b>	<b>Is the delivery of knowledge/skills done in a participatory way?</b>	<b>Are the trainees active, is their own activity visible?</b>	<b>Are there specific training tools used (like role play, exercise, or small group discussion, etc.)?</b>
1	Y/N					
2	Y/N					
3	Y/N					
4	Y/N					
5	Y/N					
6	Y/N					

## Warm-up exercise:

### What do you like/dislike about training? (Warm-up exercise)

#### Learning objectives:

- to warm people up, let them speak about trainings
- Get the participants to understand the advantages and disadvantages of the participatory types of gaining skills and knowledge

**Time required:** 15 minutes

#### Material required:

- Flipchart sheets with labels,
- Training room large enough to enable moving of the participants.

#### Process description:

The trainer puts 6-8 regular size sheets of paper on the floor.

There is 2-3 m distance between the papers.

The papers are visibly labeled with markers with words like:

"Wild discussions"

"Crazy Games"

"Listening"

"Full attention/Full participation"

"Joy and funny climate"

"Hard work in small groups"

"Discovery"

"Rules"

"Role play", etc

(There are a lot of useable terms, like: icebreakers, Breaks, Coffee time, handouts, real life situations, trainees, or words connected with specific content oriented training like: evaluation, monitoring, standards of quality, project management, etc).

The trainer asks all participants to walk around the room, look at the labels and finally stop beside the sheet of paper with the topic that the participant is most interested in talking about.

The trainer will then ask them to speak for 5-10 minutes in the subgroups about why they are interested in the selected topic. The whole group will then discuss their individual motives for selecting the topics, which goes on for another 5-10 minutes.

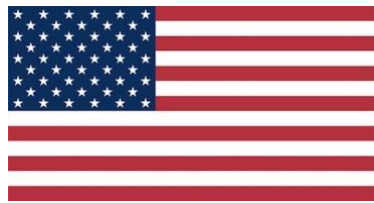
The trainers help facilitate the joint brief discussion and after that summarizes, mentioning that there is a chance that a few of these topics will be discussed in more detail during the training.

#### Debriefing points:

1. Who is interested in more topics?
2. Which topic is missing for you?
3. Which topic in the "training frame" is so complex that it cannot be covered by any training?
4. Which topic might be of specific interest especially for your group?
5. If we do the opposite exercise, (with identifying the "training connected" words, that are of no interest to anybody from that group) which words will apply? Are we able to find the words of no interest, to anybody?

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