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# Using this resource kit in preparation for a learning activity



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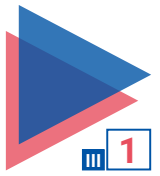
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## Tips for effective adult learning

The contents from this resource kit can be transformed into material for use to develop and deliver awareness raising training activities (e.g. lecture notes, power point presentations, guidance for group exercises, handouts, etc.)

The last section of this resource kit contains material that the user can consult should s/he wish to design and prepare a training activity tailored to a specific audience making reference to the contents of each of the thematic modules. The modules in the kit are not presented in any specific order as they are meant to be used as stand-alone resources.

Below is some practical guidance for the user on how to prepare and deliver simple awareness raising training of short duration in face-to-face contexts.

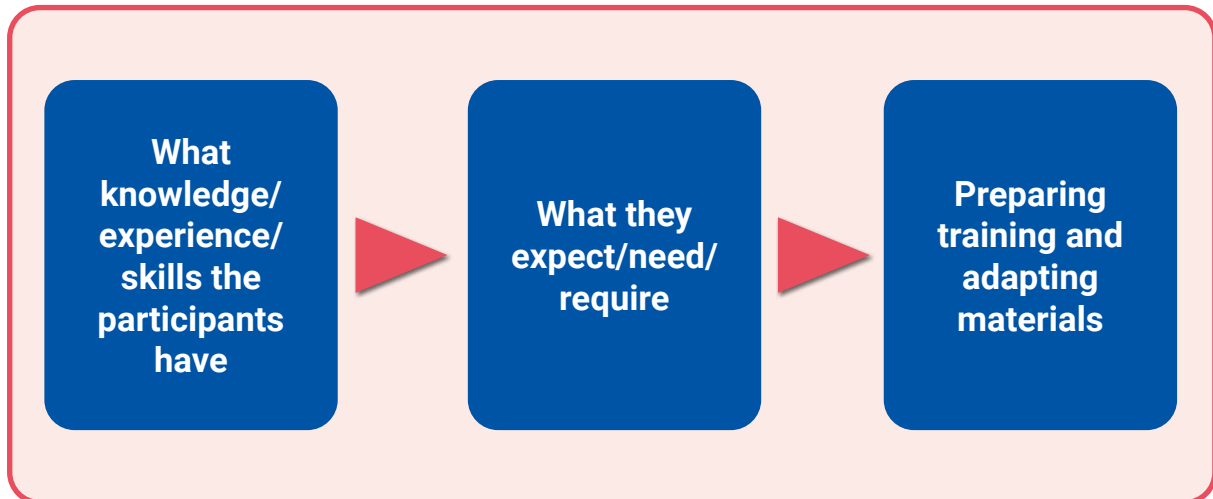
## Knowing the audience

It is important that the trainer is familiar with the background of the participants in the training session. Where possible, the trainer should learn about the participants as much as possible, either before the training or at the beginning of the session. The following can be useful for the trainer:

- ▶ Professional, education background, current job/responsibilities of each participant
- ▶ Number of years in this capacity and any previous jobs
- ▶ Past participation in training of similar nature. This would help the trainer to fix the level of instruction
- ▶ Level of language fluency (if the training will be conducted in English)

It is equally important for the trainer to know the needs of participants in terms of:

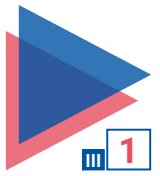
- ▶ expectations regarding new knowledge to be acquired;
- ▶ developing skills and capacity to apply new information/tools;
- ▶ changing attitudes;
- ▶ strengthening commitment.



In order to determine participants' needs, it might be useful for the trainer to conduct a brief survey or simply ask questions encouraging participants to share their knowledge, expectations and/or specific requirements for the training. This will help to design the activity and provide the participants with the information they are interested in acquiring and in a format, which eases the transmission of new knowledge.

## Defining Training Needs

Training needs assessment is a particularly useful instrument in exploring those elements of information that would need to be collected prior to planning a training activity.



## Examples of assessment methods

- Observation:
  - Minimizes interruptions to (work) routine / Requires highly skilled observer with process and content knowledge
- Questionnaires (pre course survey):
  - Can reach a large number of people in a short time / Not suitable for all target audiences (e.g. low literacy, low internet access)
- Individual Interviews:
  - Can reveal interesting, relevant and unexpected data that you may not uncover otherwise / time consuming
- Group discussions:
  - Can elicit very rich data / Can produce data which is difficult to synthesize
- Documentary review: low-cost / Data may not be representative of needs of learner
- What methods have you been exposed to in the past either as a participant or trainer ? What were the advantages/disadvantages



## Setting the objectives

For any successful training it is important to have a clear understanding of the desired outcome of a learning activity or staff development intervention. Learning objectives need to be discussed, formulated and agreed upon in advance. Some of the examples may include:

- ▶ The purpose of this half-day workshop is to familiarize the staff of the institution with the ILO, international labour standards and fundamental principles and rights at work.
- ▶ The main objective of the training session is to introduce international labour standards
- ▶ The aim of the workshop is to assist staff to further consider the practical application of fundamental principles and rights at work.

Specific learning objectives may also be proposed for each thematic module.

Such specific objectives should be contributing to the overall objective and could be listed as learning outputs of each session. For instance:

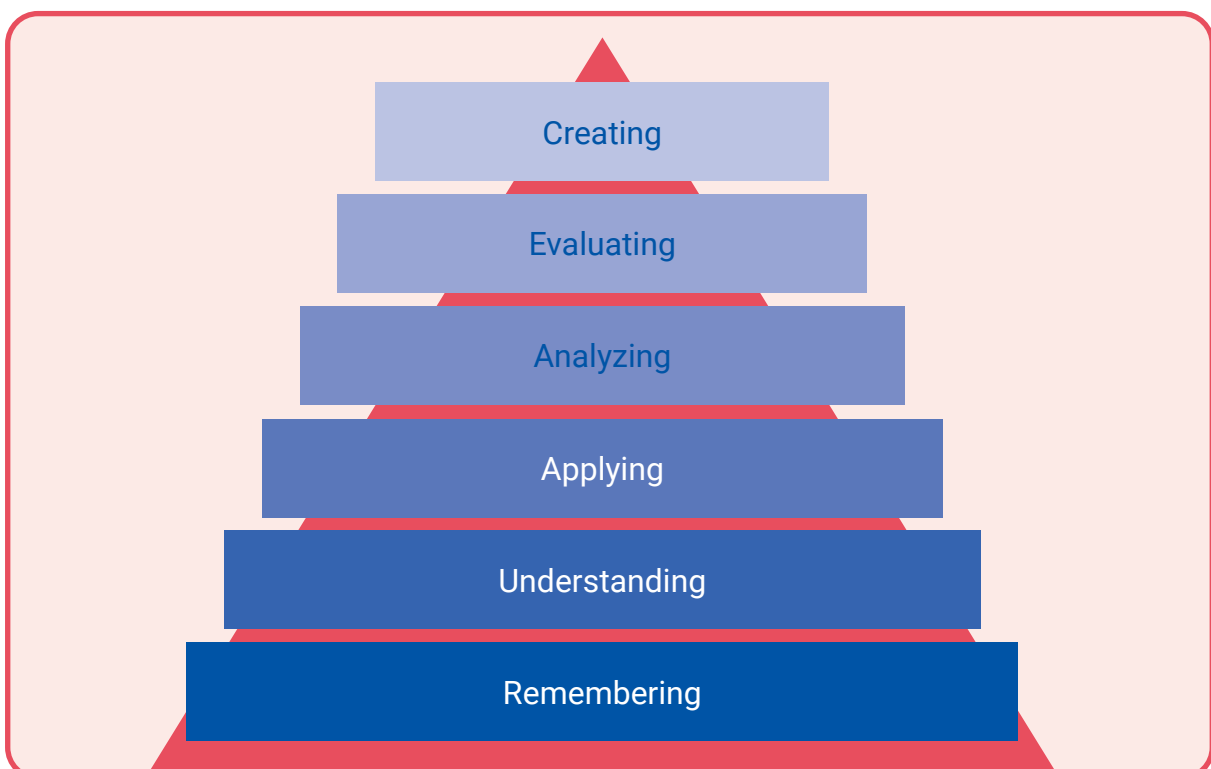
By the end of the workshop, participants will:

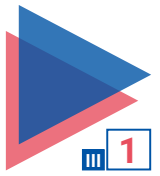
- ▶ Have an understanding of the definition of forced labour; or
- ▶ Learn about the key indicators of forced labour; or
- ▶ Discuss the benefits of social dialogue; or
- ▶ Compare the discrimination in law and in practice in their country/at their workplace, etc.

Specific objectives should reflect the key learning activities and should enable participants in these activities to understand the outcome of the training, what they are expected to learn and which issues the facilitator is expected to cover.

## How to formulate learning objectives

When defining the learning objectives of your learning activity, you may wish to refer to the “learning pyramid”, which classifies the learning objectives from a simple remembering of new facts and information to an ultimate creation and change in the daily work patterns. Please bear in mind that the complexity of the learning activity will be directly related to the chosen learning objective level.



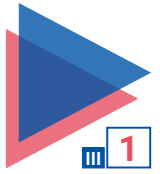


## Defining learning objectives

Category	Examples, key words (verbs), and methods/technologies for learning (activities)
<p><b>Remembering:</b> Recall or retrieve previous learned information.</p>	<p><b>Examples:</b> Recite a policy. Quote prices from memory to a customer. Recite the safety rules.</p> <p><b>Key Words:</b> The participant will be able to: define, describe, identify, know, label, list, match, name, outline, recall, recognize, reproduce, select, state</p> <p><b>Methods/technologies:</b> book marking, flash cards, rote learning based on repetition, reading, etc.</p>
<p><b>Understanding:</b> Comprehending the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.</p>	<p><b>Examples:</b> Rewrite the principles of a specific development approach. Explain in one's own words the steps for performing a complex task.</p> <p><b>Key Words:</b> The participant will be able to: comprehend, convert, defend, distinguish, estimate, explain, extend, generalize, give an example, infer, interpret, paraphrase, predict, rewrite, summarize, translate</p> <p><b>Methods/technologies:</b> create an analogy, storytelling, Internet search, etc.</p>

Category	Examples, key words (verbs), and methods/ technologies for learning (activities)
<p><b>Applying:</b> Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the workplace.</p>	<p><b>Examples:</b> Use a technical manual for a specific task. Apply a specific tool to own context.</p> <p><b>Key Words:</b> The participant will be able to: apply, change, compute, construct, demonstrate, discover, manipulate, modify, operate, predict, prepare, produce, relate, shows, solve, use</p> <p><b>Methods/technologies:</b> collaborative learning, create a process, blog, practice, etc.</p>
<p><b>Analyzing:</b> Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.</p>	<p><b>Examples:</b> Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.</p> <p><b>Key Words:</b> The participant will be able to: Analyze, break down, compare, contrast, diagram, deconstruct differentiate, discriminate, distinguish, identifies, illustrate, infer, outline, relate, select, separate</p> <p><b>Methods/technologies:</b> Fishbowl, debating, questioning what happened, run a test, etc.</p>





Category	Examples, key words (verbs), and methods/technologies for learning (activities)
<p><b>Evaluating:</b> Make judgments about the value of ideas or materials.</p>	<p><b>Examples:</b> Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.</p> <p><b>Key Words:</b> The participant will be able to: appraise, compare, conclude, contrast, criticize, critique, defend, describe, discriminate, evaluate, explain, interpret, justify, relate, summarize, support</p> <p><b>Methods/technologies:</b> survey, blogging, etc.</p>
<p><b>Creating:</b> Builds a structure or pattern from diverse elements. Put parts together jto form a whole, with emphasis on creating a new meaning or structure.</p>	<p><b>Examples:</b> Write an operations or process manual. Design an approach to perform a specific task. Integrate training from several sources to solve a problem. Revise and process to improve the outcome.</p> <p><b>Key Words:</b> The participant will be able to: categorize, combine, compile, compose, create, devise, design, explain, generate, modify, organize, plan, rearrange, reconstruct, relate, reorganize, revise, rewrite, summarize, tell, write</p> <p><b>Methods/technologies:</b> Create a new model, network with others, etc.</p>

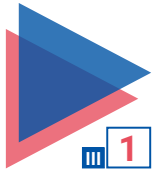
## Types of learning activities

There are different learning styles and various cultural aspects of conducting learning activities to be considered when preparing for a workshop. In certain contexts, lectures are deemed to be the most appropriate for adult learning, while other cultural dimensions may require adult learning to be built on peer-to-peer exchange or knowledge sharing among the colleagues. This resource kit does not propose a specific learning style, but rather provides some simple guidance on how to prepare and deliver training sessions for adult audiences.

### **Tips for preparing a training session:**

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- ▶ Be clear about the objectives of the training/ each session;
- ▶ Explore the needs of the audience and prepare a set of learning outcomes; conduct a brief survey, if needed;
- ▶ Have teaching and learning materials ready, revise the participants' expectations to adapt the materials if needed;
- ▶ Bear in mind that participants' capacity to remain focused is normally quite short, think of a variety of learning activities and methods that would help you to keep your audience's attention throughout the training;
- ▶ Brief the presenter/guest speaker if someone has been invited to deliver a presentation on a topic immediately relevant to the contents and objectives of the session;
- ▶ Prepare in advance resources and supporting materials like notepads, pens, flip chart and similar utensils;
- ▶ Inspect the venue for the training to see it is suitable both for lectures and group activities;
- ▶ Ensure that all the equipment such as microphones, lights, PC, projectors to be used are working;
- ▶ If a certificate of completion is to be distributed to the participants, make sure they are signed by someone in authority of a relevant agency/institution;



- ▶ If the training session warrants a detailed evaluation, prepare an evaluation sheet.

## Example of learning objectives

Below is an example of a session plan for an adult learning activity on how child and forced labour issues are addressed by businesses around the world.

<p><b>Session 3</b></p> <p><b>How are child labour and forced labour being addressed by business</b></p> <p>14h00-15h00 (1h)</p> <p><b>Facilitated by:</b> [name(s)]</p>	<p><b>Objectives:</b> participants become familiar with different initiatives and action in place by companies to address child labour and forced labour</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>▶ the role of business (and social partners) in the UNGP</li> <li>▶ how are child and forced labour issues are being addressed by businesses</li> </ul> <p><b>The role of business in the UNGP (PPT and Nestlé’s video) (15 min)</b></p> <p><b>Exercise on business action on child and forced labour (35 min):</b> participants works in groups of 3x3x3x4 and, with access to a computer, investigate and present to their peers about different initiatives of business to tackle child labour</p> <p><b>Resource materials:</b> fair recruitment; good practices; Child Labour Platform, etc</p> <p><b>Wrap-up (10 min)</b></p>
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## Size of the audience

Knowing the background of each participant, it's necessary to consider how this may affect the group dynamics during the training. If the event is intended for a small group, the trainer might want to call upon interactive learning methods and allocate more time for group exchanges. There is a possibility to build on a safe and intimate learning environment, where each participant has a possibility to contribute to the learning process. There is also a risk: small groups might not be diverse enough or participants might not have enough of previous knowledge and experience to contribute to the scheduled exercise. Thorough planning helps to mitigate similar challenges.

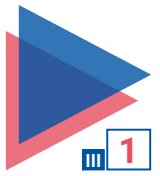
Should the group be of a large size exceeding 15-20 participants, additional considerations should be given to time management and active participation, leaving no one behind. In a larger group each member has less time to contribute to the discussion. One of the techniques used by experienced trainers is to break down large groups into smaller ones and during the plenary presentations ask each group to share the findings at the end of the discussion without repeating the previously mentioned ideas. This renders the large group discussion more constructive and easier to facilitate.

## Briefing a speaker: some important methodological aspects

### **Check out some great presentation & facilitation tips & tools!**

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- ▶ Video: Death by Powerpoint  
<http://itcilo.wordpress.com/2007/10/17/presentations/>
- ▶ ITC-ILO "Compass" - the right direction for training and learning  
<https://compass.itcilo.org/>



- ▶ [ITCILO Blog],  
<http://itcilo.wordpress.com/home/>
- ▶ PresentationZen  
<http://www.presentationzen.com/presentationzen/>

## Some facilitation tips

Keep the **word-count** on your powerpoint presentation **short** and **concise**; include pictures, graphics and charts.

Information overload “kills” the message!

On average speakers take 3 minutes per slide: **13 slides** are sufficient for a 40 minute presentation.

Every resource person will be **evaluated**.

Evaluation criteria include:

- ▶ achievement of **objectives**,
- ▶ **relevance** of contents,
- ▶ mainstreaming of gender dimension,
- ▶ **technical** and **pedagogical** skills.

Use the **powerpoint** template

How to plan your session?

<b>Learning results</b>	What do you want participants to “take home” after your session? What should they be able to understand, to do or to do differently after your session?
<b>Input</b>	Provide deep technical information.
<b>Tools</b>	Familiarise participants with practical aids they can use easily back home (checklists, manuals, guidelines, ...).
<b>Activities</b>	Involve participants and consolidate learning through interactive methods that allow for reflection, practice and exchange.

### Increasing gender relevance of your session

We are committed to achieving **equal opportunities for men and women** in the world of work.

- ▶ Use **gender-sensitive** language and illustrations
- ▶ Disaggregate **data** by sex
- ▶ Please include **at least 1 slide on gender** in your presentations
- ▶ Ask these questions:
  - How does the subject **affect** men and women **differently**?
  - **Why** does it affect them differently?
  - What can we **do about** it?

Examples:

*Is stigmatization and discrimination of certain occupations or groups tackled? Are policies and effective mechanisms in place to protect women from harassment? Is transportation provided? When do activities take place? Is childcare provided?*

Please share good practices!

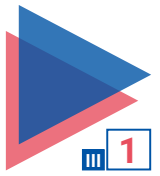
### INTERPRETATION...

#### ... IS A HARD JOB!

- ▶ Interpreters need **regular breaks** and to **finish on time!**
- ▶ If you want to **show a video**, please send us the file 4 days in advance. It is not possible to make simultaneous interpretation from videos – speech is quicker in videos than in real life.
- ▶ Please **pace your speech**, take breaks in-between sentences, don't "run" through your presentations!

**ABBREVIATIONS:** Please use as **few abbreviations as possible**. Participants, translators and interpreters have a hard time understanding what you mean or might mis-understand you!

**GRAPHS** that get copied & pasted directly into presentations, might not be editable for translators. If possible, please use editable graphs!



## What makes a good resource person?

When conducting a session, the trainer is both a trainer, facilitator and, overall, an educator. For an effective training, sharing of knowledge and ensuring learning, the following tips would be useful for a trainer/facilitator.

The subjects covered in this resource kit are highly technical topics. For this reason, the trainer/facilitator should:

- ▶ Have a warm personality, with an ability to show approval and acceptance of trainees;
- ▶ Have strong social skills, with an ability to bring the group together and control it without damaging it;
- ▶ Be able to train in a manner which generates and uses the ideas and skills of participants;
- ▶ Has organising ability, so that resources are booked and logistical arrangements smoothly handled;
- ▶ Be skilled at noticing and resolving participants' problems;
- ▶ Is enthusiastic for the subject matter and is able to put it across in an interesting way;
- ▶ Be flexible in responding to participants' changing needs;

*Adapted from Guide on Participatory Learning in Action, IIED, 1995*

## Logistics and other arrangements

Each organization/institution has its own procedures for organizing learning activities.

There however some general tips, which could be considered, namely:

- ▶ Clarifying the ownership and distributing tasks and responsibilities;
- ▶ Setting the dates and informing the participants well in advance;
- ▶ Securing the venue and arranging for necessary technical equipment and supporting materials;
- ▶ Arranging for travel and accommodation of external resources persons as well participants travelling from far away, if needed;
- ▶ Ensuring translation services of materials before the training and interpretation during the activity, should be needed;
- ▶ Contacting and briefing the team of facilitators and resource persons;
- ▶ Preparing and adapting materials to match participants' expectations and needs.

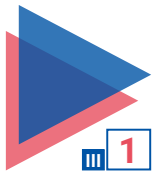
It is equally important to think about the seating arrangements during the workshop either for plenary seating or for the group work spaces. For participatory workshops seats could be arranged in "islands" or positioned in circles, so that all the participants face one another. Alternatively, seats could be arranged in a semi-circle, facing the space where the trainers would make presentations or demonstrations during the sessions. Tables may be needed for the participants to take notes or work on a visual output of the group discussions. Room setting considerations are advised not to be overlooked during the workshop preparation.

### **Tips for the training during the training sessions**

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- ▶ Invite participants to introduce themselves but manage this period in a timely manner- set a time limit for each person introducing herself or himself and indicate what type of details participants should share (like name, job title, how long at the job, name of the agency s/he works for and her/his expectations from the training); you may wish to use simple ice-breaking exercise or brainstorm the outputs of the training;





- ▶ Introduce the presenter/guest speaker at the beginning of the module;
- ▶ Ensure that the aim and the objective of the session are clearly understood by each participant;
- ▶ During the training, make sure that every participant feels comfortable to be actively engaged and to speak publicly; make sure to encourage everyone to be active; there should be no judging either by other participants or by the facilitator;
- ▶ Encourage discussions but ensure they are on the relevant topics;
- ▶ Provide examples as appropriate, make sure you refer to good practices in similar contexts;
- ▶ Blend lectures/instructions with inputs from participants on the topic;
- ▶ Ensure that each participant is aware of and is comfortable with using various technical terms and specific expressions/denominations; ensure that all the content is understood, and the information is clear;
- ▶ Allow sufficient time for questions and clarifications from participants;
- ▶ If group work is planned for any of the modules, provided a detailed explanation to the participants on the group work, how it will be organized, managed and conducted;
- ▶ Summarize the main points at the end of the session/exercise;
- ▶ Keep to the program schedule.

## Commitment and attitudes

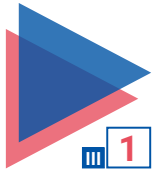
All the participants in the room have to ultimately have an ownership of any output of the training, unless it is an awareness raising or general knowledge sharing activity. In order to gain commitment or change attitudes, participants need to be comfortable openly discussing the subject and should not feel that they are being judged. Time is needed also to take into consideration different aspects, perspectives and ideas. One of the ways to achieve a trusting environment is to set a 'golden

rule' of no "right" or "wrong" opinions or ideas, underlining that different people may have a different vision of the question or may look from a different perspective on the situation. Valuing and respecting diversity is a key to successful facilitation.

## Receiving feedback on the training

Self-assessment tools can be used during follow-up exercises in the form of a quiz or questionnaire to understand the participants' level of knowledge and what information has been understood and retained.

Different types of mood meters are examples of simple self-assessment tools, which allow to quickly evaluate the overall personal impression and satisfaction of a learning activity. Below are two examples: one is the mobile application developed by Yale University to measure self-awareness and build emotional intelligence. When organizing a learning activity, the matrix could be adapted and simplified, giving to the participants a choice of "full satisfaction" or "dissatisfaction". Alternatively, another tool is an example of a simple matrix, which could be created using an Excel file. This tool has been developed by Ryazan University to assess human conditions using situational anxiety scale.



Enraged	Furious	Frustrated	Shocked	<b>M</b>	Surprised	Upbeat	Motivated	Ecstatic
Livid	Frightened	Nervous	Restless	<b>O</b>	Hyper	Cheerful	Inspired	Elated
Fuming	Apprehensive	Worried	Annoyed	<b>O</b>	Energized	Lively	Optimistic	Thrilled
Repulsed	Troubled	Uneasy	Peeved	<b>D</b>	Pleasant	Joyful	Proud	Blissful
<b>M</b>	<b>O</b>	<b>O</b>	<b>D</b>	<b>M</b>	<b>E</b>	<b>T</b>	<b>E</b>	<b>R</b>
Disgusted	Disappointed	Glum	Ashamed	<b>E</b>	Blessed	At Ease	Content	Fulfilled
Mortified	Alienated	Mopey	Apathetic	<b>T</b>	Humble	Secure	Chill	Grateful
Embarrassed	Excluded	Timid	Drained	<b>E</b>	Calm	Satisfied	Relaxed	Carefree
Alone	Down	Bored	Tired	<b>R</b>	Relieved	Restful	Tranquil	Serene

Source: Yale University website, The Mood Meter App - <http://ei.yale.edu/mood-meter-app/>

B	C	D	E	F
<b>ТЕСТ "ШКАЛА СИТУАТИВНОЙ ТРЕВОЖНОСТИ"</b>				
<i>Инструкция.</i> Прочтите внимательно каждое из приведенных ниже утверждений и выберите наиболее подходящий ответ в зависимости от того, как вы себя чувствуете				
№	Утверждения		Ответ	
1	Я спокоен			
2	Мне ничто не угрожает			
3	Я нахожусь в напряжении			
4	Я испытываю сожаление			
5	Я чувствую себя свободно			
6	Я расстроен			
7	Меня волнуют возможные неудачи		Вовсе нет	
8	Я чувствую себя отдохнувшим		Пожалуй, так	
9	Я встревожен		Верно	
10	Я испытываю чувство внутреннего удовлетворения		Совершенно верно	
11	Я уверен в себе			
12	Я нервничаю			
13	Я не нахожу себе места			
14	Я взвинчен			
15	Я не чувствую скованности, напряженности			
16	Я доволен			
17	Я озабочен			
18	Я слишком возбужден			
19	Мне радостно			
20	Мне приятно			
ИНДЕКС СИТУАТИВНОЙ ТРЕВОЖНОСТИ:			50	
<b>ВЫСОКИЙ УРОВЕНЬ</b>				

Source: THE ELEMENTS OF THE TEST COMPUTER SYSTEM FOR THE ASSESSMENT OF THE HUMAN CONDITION Gosteva Y. L., Ryazantseva A. A., Schegolkov R. Y. Ryazan

state radio engineering University [ЭЛЕМЕНТЫ ТЕСТОВОЙ КОМПЬЮТЕРНОЙ СИСТЕМЫ ОЦЕНКИ СОСТОЯНИЯ ЧЕЛОВЕКА Ю.Л. Гостева, А.А. Рязанцева, Р.Ю. Щегольков Рязанский государственный радиотехнический университет] in *Materials of the Conference Biomedsystems 2018, Ministry of Science and Higher Education of the Russian Federation* - [https://www.google.ru/url?sa=i&url=http%3A%2F%2Fwww.rsreu.ru%2Fcomponent%2Fdocman%2Fdoc\\_download%2F11775-sbornik-biomedсистemy-2018&psig=A0vVaw1EbM4bl2cCqNJ6tmlmdy-Z&ust=1585668550918000&source=images&cd=vfe&ved=2ahUKEwjOxfjmwLoAhXFB3cKHQnvDF4Qr4kDegQIARA9](https://www.google.ru/url?sa=i&url=http%3A%2F%2Fwww.rsreu.ru%2Fcomponent%2Fdocman%2Fdoc_download%2F11775-sbornik-biomedсистemy-2018&psig=A0vVaw1EbM4bl2cCqNJ6tmlmdy-Z&ust=1585668550918000&source=images&cd=vfe&ved=2ahUKEwjOxfjmwLoAhXFB3cKHQnvDF4Qr4kDegQIARA9)

It is equally important to encourage open reflection by the participants and collect their feedback. One of the ways of receiving feedback is to conduct a short exercise as a way of wrapping up a session or closing a learning activity.

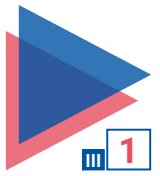
All the participants need to be arranged in a circle or hollow U, so that they all have eye contact with each other. Taking turns, participants are invited to share their experience and complete the sentence: *"I didn't like when..."*. The sentence may refer to anything that happened during the session or day and each participant may choose to say nothing or complete the sentence as many times as necessary. Keep in mind: no one should pass judgement or comment on what others have said.

Once everyone has provided feedback, the same procedure is repeated focusing on what participants have appreciated from the training , completing the sentence: *"I liked it when..."*.

You can also end by asking participants to mention one good thing they felt they had personally contributed to the group – this helps to build self-esteem.

If participants do not feel comfortable speaking in public you may ask them to write on coloured cards what they liked and disliked about the session. The cards are then pinned to a board or stuck to a piece of paper anonymously; a separate piece could be allocated for "suggestions" to collect participants' opinion about what they would like to change in future.

*Source: adapted from Donna Brandes and Howard Phillips (1990) in A Trainer's Guide for Participatory Learning and Action, IIED, 1995*



## Evaluation

Evaluation can be a useful tool to measure the overall quality of the activity, whether the objectives have been achieved and whether the training materials and content corresponded to the needs and expectations of the participants. Evaluation exercises can be particularly useful for organizing a series of events and working on ‘lessons learned’.

**Figure 1. Measuring Training Results**

	What	Who	When	How	Why
Level 1	Reaction: Did they like it?	Participants	End of learning activity	Satisfaction Survey or “Smile Sheet”	Determine level of participants’ satisfaction. May indicate need for revision
Level 2	Learning: Did they learn it?	Participants, Trainer	During, before, after learning activity	Pretest/post-test; skills application through role-plays, case studies, exercises	Identify if the trainer has been successful in delivery of course content and achieving program objectives
Level 3	Application: Did they use it?	Participants, supervisors, subordinates, peers	3 to 6 months after program completion	Surveys, interviews, observation, performance appraisal	Determine extent to which they have transferred what they learned in the classroom to the actual work situation
Level 4	Results: Did it make a difference?	Participants, control group	After completion of Level 3 follow-up	Cost-benefit analysis, tracking, operational data	Determine if benefits outweigh costs. Ascertain degree of contribution of program to organizational goals.

## Tips for the trainer at the end of the session

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- ▶ Suggest ways of accessing additional relevant materials and references for further learning (internet, the ILO resources, publications of ministries etc.);
- ▶ Invite participants to provide feedback on the sessions;
- ▶ Summarize the key outputs of the sessions and brainstorm how the gained knowledge can be used by participants in their daily work or how it can be helpful to the achievement of the mission of the institution/organization;
- ▶ Present the certificates of completion if available;
- ▶ Invite participants to fill in the evaluation sheet and collect them upon their completion;
- ▶ Thank everyone for their attention, participation and contributions during the sessions.