Trade-union education attaches importance to the topics covered (in our training) and their content. This is quite natural.

Trade-union education, from the local to the European level, is education in the service of trade-union action, socio-political in nature. It helps to build an identity, which in turn assumes a collective dimension, promoting the strategies and pursuing the objectives that the democratic decision-making bodies of trade unions define and approve.

European trade-union education, promoted by ETUI and the member organisations of the European Trade Union Confederation, adds a further dimension: the multiculturalism and diversity that are so specific and so enriching for the European Union.

The globalisation process and the current European framework [1], on the one hand, and the prevailing crisis on the other (with austerity policies and the right of exception [2]), together with the ways in which companies and workers' lifestyles are changing, are constantly raising new challenges for trade-union representatives. Almost everything is expected of them and victories are only possible through collective action. Today, the work of making proposals, negotiating, defending, communicating and mobilising requires ever more advanced knowledge and skills.

All this reinforces the need and importance of education and training for trade unionists.

Our education and training effort must therefore focus on efficiency, on the impact it has on participants, organisations and trade-union action. This is where this ETUI guide for euro-trainers comes in. It provides us with an additional tool for effective learning and for the improvement and development of the role of euro-trainers. The improvement of educational methods and techniques guarantees results and will continue to deserve the attention of the ETUI Education Department.

Ulisses Garrido

Director, Education Department
Preface

The international landscape

Contemporary trends in the international learning and training landscape stress the need for more experiential, collaborative and sustainable learning opportunities. In Berlin, in 2008 a concerned group of development training and learning institutes met to formulate their response and action plan to address the challenges presented. The seven messages endorsed by the High Level Forum on the Effectiveness of International Development Training were as follows:

1. Address training and learning in the context of capacity development;
2. Establish guidelines for development learning programmes;
3. Identify good practices to monitor and evaluate training and learning results;
4. Strengthen local training institutes;
5. Align training and learning to local capacity needs assessment systems;
6. Harmonize training and other learning practices; and
7. Join efforts and collaborate at different levels to share information and resources.

In 2004 the International Labour Organization reiterated the importance of training with the Human Resources Development Recommendation. Point VII of the recommendation states: “Members should develop quality standards for trainers and create opportunities for trainers to meet such standards.” The ETUI Trainers’ Guide provides the opportunity for staff to enhance their skills and contribute to the development of others.

In 2009, the Belem Framework for Action: Harnessing the power and potential of adult learning and education recognized:

“the key role of adult learning and education in the achievement of the Millennium Development Goals (MDGs), Education for All (EFA) and the UN agenda for sustainable human, social, economic, cultural and environmental development, including gender equality (CEDAW and the Beijing Platform for Action).”

The Report of the High-Level Panel of Eminent Persons on the Post-2015 Development Agenda mentions that “When people escape from poverty, it is most often by joining the middle class, but to do so they will need the education, training and skills to be successful in the job market and respond to demands by business for more workers.” It also states that “Young people asked for education beyond primary schooling, not just formal but life skills and vocational training to prepare them for jobs. In countries where they have acquired good education and skills, they want access to decent jobs. They want opportunities to lift themselves out of poverty.” One of the goals, illustrated in the report is the “increase the number of young and adult women and men with the skills, including technical and vocational, needed for work.”

1 Full statement may be reviewed at: http://siteresources.worldbank.org/WBI/Resources/BerlinStatementonInternationalDevelopmentTraining.pdf
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## Acronyms

<table>
<thead>
<tr>
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<th>Description</th>
</tr>
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<tbody>
<tr>
<td>AAR</td>
<td>After Action Review</td>
</tr>
<tr>
<td>ADDIE</td>
<td>Analysis, Design, Develop, Implement, Evaluate</td>
</tr>
<tr>
<td>BLA</td>
<td>Blended Learning Approach</td>
</tr>
<tr>
<td>CDRF</td>
<td>Capacity Development Results Framework</td>
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<tr>
<td>CEDAW</td>
<td>Committee on the Elimination of Discrimination Against Women</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>ETUI</td>
<td>European Trade Union Institute</td>
</tr>
<tr>
<td>FAQ</td>
<td>Frequently Asked Questions</td>
</tr>
<tr>
<td>IRIN</td>
<td>Integrated Regional Information Network</td>
</tr>
<tr>
<td>ICT-ILO</td>
<td>International Training Centre of the International Labour Organization</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology</td>
</tr>
<tr>
<td>KSA</td>
<td>Knowledge, Skills, Attitudes</td>
</tr>
<tr>
<td>LMC</td>
<td>Learning management cycle</td>
</tr>
<tr>
<td>LNA</td>
<td>Learning Needs Assessment/Analysis</td>
</tr>
<tr>
<td>LO</td>
<td>Learning Objective</td>
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<tr>
<td>MDG</td>
<td>Millennium Development Goal</td>
</tr>
<tr>
<td>PPT</td>
<td>PowerPoint</td>
</tr>
<tr>
<td>SME</td>
<td>Subject matter expert</td>
</tr>
<tr>
<td>SWOT</td>
<td>Strengths, Weaknesses, Opportunities, Threats</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
</tr>
<tr>
<td>UNEP</td>
<td>United Nations Environment Programme</td>
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Core principles

Introduction

Overview

The ETUI Trainers’ Guide is a toolkit for regular or occasional trainers of the Trade Union movement, dealing with workers’ education and on-the-job learning.

This guide covers the four primary aspects of the learning management cycle. Information and guidelines on how best to analyse, design, develop and implement training activities is addressed.

Objectives

The ETUI Trainers’ Guide is a detailed step-by-step guide to the analysis, design, development, and implementation of effective learning programmes. Starting with the identification of needs and the definition of objectives, the guide continues through every phase of the learning management cycle. Considerations for a learner-centred approach, diversity and proactive evaluation are treated as cross-cutting themes throughout the guide.

The guide can also be used in a more targeted manner by referencing specific sections for precise challenges faced by trainers. Instructional fiches, checklists, diagrams and links to additional resources have been included within the sections of this guide. Refer to the table of contents or scan through the guide to find the practices and process of interest.

Advancing Activity Standards

The traditional approach to learning imitates the industrial approach to production. External inputs add value to the end results creating a one-directional process with very little individual engagement. A complex and globalized world increasingly requires different forms of learning opportunities in diverse contexts. Experiential learning is replacing traditional styles for many reasons, such as complex and rapidly changing career patterns.

A Blended Learning Approach

Evidence has demonstrated that blended learning composed of on-line and face-to-face activities tends to be effective. The blended approach is often the most appropriate for professionals due to financial and time constraints. Lessons are deeply embedded within the participants and their organizations when successive phases reinforce each other.

As training evolves to encompass on-line phases (often the preparatory and follow-up phases of face-to-face workshops), it is useful to retain the experiential, participatory and responsible learning practices that make face-to-face learning effective. The Design section outlines a series of possible technologies and methodologies selections. The possible phases of blended learning and suggested activities are described below.
Phase 1: At a distance

This initial phase consists of an initial period of information and knowledge sharing on an internet-based platform. Participants and resource persons introduce themselves and their experiences, and become familiar with the platform before attending the face-to-face phase training activity. This is an opportunity to activate prior learning and begin activities that will be carried over throughout the successive phases of the training.

The same online platform may be used for several editions of the activity and new participants may access an existing forum to build on the knowledge already captured. Content will be up-dated for each edition in order to ensure accuracy and relevance, as well as incorporate lessons learned from activity evaluation results. This phase includes two main elements as well as the optional features mentioned below.

1. Information sharing
   - Checklist of relevant IT requirements sent by email;
   - Agenda and other practical information;
   - Flyer with overview of the training activity by phase, including: components, duration, flow, and content;
   - Participant list;
   - Resource persons with contact information (and photos);
   - Background and reference documents, as well as instructions on which reading is required by when and for whom (depending on the results of an optional on-line learning needs assessment);
   - Frequently asked questions (FAQ).

2. Preparatory activities
   - On-line learning needs assessment. This should take no longer than 15 minutes to complete. (More information in Learning Needs Assessment section);
   - On-line learning styles test. This should take no longer than 10 minutes to complete. (More information in Learning Styles section);
   - Forum for participants to introduce themselves, express expectations and ask questions related to the activity).

3. Optional learning activities
   - There are many possible approaches. The most effective will have a connection with the intended learning outcomes;
   - An on-line test about the basic concepts of the activity to evaluate prior knowledge;
   - Necessary reading according to the needs assessment results;
   - On-line activities that activate prior knowledge, such as short written or research assignments;
   - On-line introduction to assignments, such as collecting case studies, preparing presentations or beginning activities that will be continued during the face-to-face phase.
Phase 2: Face-to-face

The face-to-face phase of the blended approach builds upon the foundation created in phase 1. The design and implementation of this phase will be aligned with the results of the learning needs assessments and a responsible management of the learning cycle (See LMC). The on-line tools introduced during the previous phase can be used to stimulate participation, share information, debrief the group and follow-up on unanswered questions.

The first key component to creating a fluid training programme is to incorporate as much as possible information collected in the previous phases. This means adapting the facilitation style, selecting appropriate methods and grouping participants in accordance with what the trainer learned about the participants during phase 1. Other aspects are as follows:

- Upload practical and organizational information about the activity, such as any changes to the agenda;
- Upload presentations, documents, pictures and other resources as they become available. Organize their storage using an e-portfolio to provide easy real-time access;
- Discussion forum or other tool to connect past and present participants of the same activity to share experiences and knowledge, and create a network of interconnected professionals or join the existing network;
- On-line database of experts for participants requiring more information on the subject matter.

Phase 3: At a distance

Although traditionally the most neglected, this follow-up phase is considered by some to be the most crucial aspect of any learning experience. It is in this phase that lessons are adapted and adopted, behaviours change, and practical questions surface. Connecting participants through an on-line forum after the face-to-face activity will provide the opportunity to:

- Explore unanswered questions or outstanding concerns in collaboration with familiar participants and experts;
- Upload participants action plans
- Share experiences about own practice with a critical approach (and as for feedback to the other participants);
- Participate in an on-line survey to evaluate the actual application of learning;
- Access additional resources, expertise and knowledge about the topic of the activity.
Learning management cycle

The Learning Management Cycle is a process that may require assistance to navigate. Countless theories have been developed in order to explain the necessary steps at various levels. For the purpose of this guide, the ADDIE model has been selected. The ADDIE acronym stands for Analysis, Design, Develop and Implement and Evaluate. Note, however, that the final concept E, or Evaluate, has been incorporated into all the sections and is herein not treated as a separate process because monitoring and evaluation are recurring processes throughout the learning management cycle. Furthermore gender and multicultural considerations are cross-cutting themes.

The following questions need to be addressed throughout the learning management cycle:

- Who are the learners? (Analyse)
  - Target group profile (Page 8)
- What are their needs? (Analyse)
  - Learning needs assessment (page 11)
- What information do they need to know and what do they need to do to achieve these objectives (knowledge, skills and attitudes)? (Design)
  - Learning objectives (page 19)
- What is the best way for them to learn the knowledge, skills and attitudes (KSA)? (Design and Develop)
  - Methodology and technology Strategy (page 29)
- Is the strategy working or should it be changed? (Develop and Implement)
  - Evaluation and revision (page 46)

The full size Learning Management Cycle diagram jointly developed by the ITC ILO and UNSSC can be found at:
http://box.net/share/hputj9mbpa
Analyse

The analysis stage of the Learning Management Cycle is essential to ensuring a strong foundation for any learning activities. Nevertheless, it can be undervalued or even overlooked due to limited resources and time. The following section provides a guide to the various steps of assessment to ensure that all important inputs are generated in the assessments. This process begins from the initial starting point. Skip forward to the appropriate section if assistance is required for an existing activity. Rushing this stage may result in the following consequences:

- The content might not be adequate (overload, badly structured, incomplete, redundant)
- The level of difficulty might be too high and frustrate the participants or too low and bore them
- The focus of the training might not be linked to the participants’ interests and needs
- The content and methodologies may be culturally irrelevant or insensitive to diversity and gender.

Understanding the target audience

Reaching the right target audience

Ensuring that assessments are conducted within the right group of people is essential to their accuracy. Disproportionate representation will adversely affect the results and potentially disrupt the design stage. In the context of conducting effective meetings, Marvin Weisbord and Sandra Janoff developed a formula for deciding which actors must be involved in any given event. The “ARE IN” approach outlines the actors to consider for steering committees and sample groups. Although, the complete picture may not always be appropriate in the context of trade unions, it is a starting point.

- Authority (decision-making and power to implement)
- Resources (allocation of human and financial contributions)
- Expertise or Experience (recognized competencies)
- Information or Insight (knowledge of subject details)
- Need (directly affected by processes or subject outcomes)

It is important to take into account key characteristics of “adult learners”. The level of engagement, willingness to engage and past experiences can have an effect on learning. See 1 for a list of possible characteristics and behaviours of an adult learner. 1 also provides valuable insights into the possible attributes of the target group. Knowing what to look for is the first step needed for finding it.

Identifying and reaching the target audience for a particular activity is an essential process.

Learning from capacity development

Learning is one piece of the puzzle of capacity development. Countless factors such as international economics, regional working cultures, local policies and many other will influence the ability of individuals and institutions to apply their competencies as change agents. In order to create the most effective learning activities, understanding the landscape within which participants operate is essential for new activities or when working with unfamiliar participant groups. The World Bank Institute stipulates in the Capacity Development Results Framework that change processes require local ownership, effectiveness, and efficient resource use to achieve development goals. This is influenced by the three characteristics outlined below. Each text box contains example question derived from the CDRF to consider when analysing learning needs.

4 The CDRF is a combination of various theories and tools. The full report can be read here: http://wbi.worldbank.org/wbi/Data/wbi/wbicms/files/drupal-acquia/wbi/CDRF.pdf

Other factors such as individual motivation can also have a positive impact, yet are difficult to measure.

It is possible that results from the analysis questions probing capacity development factors will indicate that learning does not provide the full solution to the issue at hand. In that case, revisit the content and determine whether support for the required competencies (such as encouraging policy reform) can become the main focus of the training. If factors that may challenge the use of competencies exist, provide tools to identify and address these within the local context. Customizing the training to the reality of participants will have a positive effect on the outcomes.

Identifying learning needs

Knowing what to look for

The first step is to identify the capacity gaps (shortfalls, weaknesses) within a given context at the geographical level (e.g. regional, sector), at the organizational level (e.g. functional, professional) or at the individual level.

The following questions outline some areas to investigate in order to determine where learning interventions can be most effective:

- Problems or deficits: Are there problems in the organization and/or the country which might be solved by learning activities?
Imminent changes: Are there predicted changes, such as new processes, new laws or conventions that are emerging?

Opportunities: How can the organizational strengths be utilized proactively to reach new goals or implement new strategies?

Mandated training: Are there policies which might dictate the implementation of some training? Are there mandates that must be adhered to?

**Designing and learning needs analysis**

The learning needs analysis (LNA) is a method of identifying and qualifying gaps between existing competencies (knowledge, skills and attitudes) and those that are needed for the sector, organization or individual to function effectively. Conducting a LNA will allow:

- Targeted training design
- Contextualized learning content and resources
- Identification and prioritization of learning objectives
- Efficient allocation of resources.

Learning needs analyses can be conducted at a variety of levels. Each level requires a different approach. The levels are referred to as macro, meso and micro, and explained below.

**Macro learning needs**

In the realm of international development, new policies, laws, recommendations and agendas are constantly altering approaches and learning activities must evolve accordingly. It is important to remain up-to-date on key developments for the design of effective learning activities. Custom LNA answer can be collected over several activities and analysed together on a larger scale to determine trends and respond accordingly.

**Meso learning needs**

Learning needs that arise within unions, organizations and departments should be addressed collectively wherever possible, and in consideration of the known macro level factors. The LNA should be designed to capture crucial information such as the working context and possible influences within the organization once the participant applies the learning.

Two key questions should always be considered to connect individual participants with their organization’s learning needs:

- What are the organizational needs driving this training activity?
- Are the goals and objectives of the activity contributing to addressing these needs?

**Micro learning needs**

Micro, or individual analysis identifies specific learning needs for an individual or group of individuals, so that the learning activity can be tailored to meet those needs. This analysis focuses on individuals, their current competencies in terms of knowledge, skills and attitudes and the ones they need to acquire. Questions should cover the following parameters:
What are the individual goals and objectives (in terms of knowledge, skills and attitudes) for this learning activity?

What is the profile of the target group, including existing competencies (knowledge, skills and attitudes)? (See outline in 2)

What are the competencies participants should acquire through the training based on their individual and their organization’s goals?

What is the difference between the current profile and the desired profile?

Examples for on-line needs analysis exist, but they must be customized to the activity. Ensure that the questions are clear, specific and that the number is limited to minimize the length of time required.

The following tables are checklists for designing appropriate and effective LNA questions. It is also a tool for revising activities after negative evaluations. The series of questions will identify the areas that require improvement.

**Checklist for Training and Learning Needs Analysis and Initial design**

<table>
<thead>
<tr>
<th>Questions</th>
<th>YES</th>
<th>NO</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Macro learning needs</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1. Are the training needs coherent with the Union’s strategic objectives?</td>
<td></td>
<td></td>
<td>Training and learning programmes and activities should contribute to the strategic objectives of the Union</td>
</tr>
<tr>
<td>2. Did you consult the key resource persons and stakeholders on the training design?</td>
<td></td>
<td></td>
<td>Key stakeholders and resource persons can enrich training design, and may ultimately be more motivated to participate in or promote the learning programme.</td>
</tr>
<tr>
<td>3. Did you examine whether the content is up to date with new developments of applied research centres, universities, or knowledge platforms?</td>
<td></td>
<td></td>
<td>Quality learning activities include and refer to the most recent reference tools and approaches.</td>
</tr>
<tr>
<td>4. Did you consider the specific needs of the context for which the activity is designed?</td>
<td></td>
<td></td>
<td>Needs and challenges are usually specific to a given context (including at national or regional level).</td>
</tr>
<tr>
<td>Questions</td>
<td>YES</td>
<td>NO</td>
<td>Why?</td>
</tr>
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<td>-----------</td>
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</tr>
<tr>
<td><strong>Meso learning needs</strong></td>
<td></td>
<td></td>
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<tr>
<td>5. Does the training programme (under design) respond to the expected results and objectives of the organizations concerned (or invited to the training)?</td>
<td></td>
<td></td>
<td>Organizations send participants to a learning programme because they can contribute to achieving specific objectives; e.g. contribute to the development or change process/plan. It is important to identify, preferably prior to the workshop, which competencies will support the organisations’ expected results and impact.</td>
</tr>
<tr>
<td>6. Did you identify obstacles, the removal of which would result in achieving the desired training objectives?</td>
<td></td>
<td></td>
<td>Certain organizational objectives might not be reached because of non training specific problems or obstacles (policies, structure, processes, regulations, etc.).</td>
</tr>
<tr>
<td>7. Do you foresee measures to assess the impact of the training activity at the level of the Union that sends participants?</td>
<td></td>
<td></td>
<td>Identifying indicators of achievement of the learning objectives may help you appreciate the result of the participants’ learning/training, at the benefit of their Union.</td>
</tr>
<tr>
<td>8. Does the activity's agenda foresee a moment to examine the participants’ and Unions’ expectations?</td>
<td></td>
<td></td>
<td>Hearing and considering the expectations of participants and their Unions can create trust and develop partnerships.</td>
</tr>
<tr>
<td>9. Do you know the preferred learning methods of the workers organizations represented?</td>
<td></td>
<td></td>
<td>The satisfaction of an organization after having participated in a training activity is influenced by its internal communication culture and experience in dealing with different learning methods.</td>
</tr>
<tr>
<td>10. Are you aware of the criteria that the Union will use to judge whether the learning programme has been successful</td>
<td></td>
<td></td>
<td>Unions may have quality indicators for the outcomes of the training activity e.g.: indicators and criteria of achievement in relation to their organizational development plan or with individual performance.</td>
</tr>
<tr>
<td>11. Would the impact be felt or be visible if the learning/training activity would not take place?</td>
<td></td>
<td></td>
<td>This will enable you to assess the consequences of not developing and implementing the activity.</td>
</tr>
<tr>
<td><strong>Micro learning needs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Did you check the training design with potential beneficiaries or future participants</td>
<td></td>
<td></td>
<td>This would enable the activity manager to adjust the activity’s content and objectives if major weaknesses are identified.</td>
</tr>
<tr>
<td>13. Is the training activity adapted to the needs and level of the participants (educational, institutional, technical, etc.)?</td>
<td></td>
<td></td>
<td>The learning outcomes are influenced i.e. by the level of participants. If the group is of unequal level, dissemination of basic learning contents before the activity to all the participants can enable the setting of a minimum entry level.</td>
</tr>
<tr>
<td>Questions</td>
<td>YES</td>
<td>NO</td>
<td>Why?</td>
</tr>
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<td>--------------------------------------------------------------------------</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>14. Do you know what experiences, in the subject area of the activity (negative and positive) participants and trainers have had?</td>
<td></td>
<td></td>
<td>Including good practices or lessons learnt can enrich the learning programme and improve participation and mutual exchange of experiences.</td>
</tr>
<tr>
<td>15. Are you informed about the participants’ group and individual profile: age, gender, skills and training experience?</td>
<td></td>
<td></td>
<td>The profile of the group of participants can influence the training design. The group’s degree of diversity or homogeneity can influence the learning dynamics.</td>
</tr>
<tr>
<td>16. Did you examine how participants prefer to learn?</td>
<td></td>
<td></td>
<td>Certain participants, based on their experience, may have preferences for specific learning methods (case studies, group work, exercises, presentation of their own situation, etc.). This should be considered in the design, in particular for tailor-made activities.</td>
</tr>
<tr>
<td>17. Are you aware of the job profile and professional competencies for which the training is recommended?</td>
<td></td>
<td></td>
<td>A mapping can be undertaken of the common and specific competencies related to the overall job profile of the participants.</td>
</tr>
<tr>
<td>18. Can the training help bridge the gaps between the standards of performance and the actual performance of participants?</td>
<td></td>
<td></td>
<td>The training may contribute to strengthening common and specific job competencies that contribute to better performance. ‘Entry’ and ‘Exit’ questionnaires or tests can be developed.</td>
</tr>
<tr>
<td>Learning process and content</td>
<td></td>
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<tr>
<td>19. Are the characteristics of the problem to be addressed by the activity and the expected impact clear?</td>
<td></td>
<td></td>
<td>It is important to clearly define and explicitly express the problem that led to the need for the learning/training programme.</td>
</tr>
<tr>
<td>20. If the activity was organized before, did you re-visit the last activity’s evaluation results?</td>
<td></td>
<td></td>
<td>Revisiting the evaluation results of a similar previous training can help you identifying the learning components that need to be adjusted.</td>
</tr>
<tr>
<td>21. Is your training material up-to-date or will new learning/training material have to be developed?</td>
<td></td>
<td></td>
<td>Delivering high quality learning events means including the most recent knowledge and learning tools in the training support material.</td>
</tr>
<tr>
<td>22. Do you foresee a follow-up or monitoring system of the training activity?</td>
<td></td>
<td></td>
<td>The training needs analysis can enable you to develop a set of measurable indicators of achievement, that can be compared before and after the training.</td>
</tr>
<tr>
<td>23. Is there a gender-related issue in the organization? Did you take into account the gender dimension in the content?</td>
<td></td>
<td></td>
<td>During the needs assessment a gender analysis can help understand, develop and implement gender-sensitive training. Mainstreaming gender is a strategy for making the concerns and experiences of women and men an integral part of the design and implementation so that they benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality.</td>
</tr>
</tbody>
</table>
### Questions YES NO Why?

<table>
<thead>
<tr>
<th>Knowledge sharing and access to information</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Can your activity benefit from inputs (content, methods,) from other training activities or programmes of trade unions?</td>
</tr>
<tr>
<td>25. Do you foresee different techniques to facilitate learning? Enough?</td>
</tr>
<tr>
<td>26. Do you foresee a learning kit including flexible tools and learning instruments?</td>
</tr>
<tr>
<td>27. Can your training benefit from the evaluation results of similar activities or programmes?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Utilizing assessment results</th>
</tr>
</thead>
<tbody>
<tr>
<td>28. Are the competencies expressed in the LNA effectively utilized in the design of the activity?</td>
</tr>
<tr>
<td>29. Did you refer to the training needs and the expected results in the activity description?</td>
</tr>
<tr>
<td>30. Will the learning needs analysis outcomes be explained during an introductory session?</td>
</tr>
</tbody>
</table>

### Other practical needs

**Accessibility**

In addition to the learning needs outlined above, participants may have a series of other needs that must be met in order to ensure successful learning. These may include dietary needs, accessibility challenges, audio-visual impairments, or other considerations. Decide whether to capture these needs in the analysis stage, or in later communications. Regardless of the methods, other practical needs must be known prior to the ‘Develop’ stage of the learning management cycle.
Languages

It may be useful to evaluate passive language ability for multilingual activities. The current tendency is to assess simply the primary language of choice. However, capturing information about second and third language capacities may be useful during the implementation stage.

Interests

For customized or longer activities, assessing the interests of participants will provide key information for the later design and development. Pose questions that capture their subject matter, regional characteristics or other subtleties that can be translated into engaging case studies, examples or the selection of subject matter experts. The more the particularities of a group of participants are understood, the more the activity can be designed to their needs. Don’t create an assessment that is overly long.

Certification

Certificates or diplomas demonstrating successful completion of activities can be essential for some participants’ or for their reporting. If applicable, include a question in the needs assessment to understand whether a certificate/diploma is important for a sizable portion of the participants.

Learning styles

Understanding learning styles enables learning to be oriented according to the preferred method of participants. To some extent everyone requires different stimuli. Therefore, to maximise the learning potential of each individual, each learning style should be considered. Taking into account the diversity of participants will be an important aspect in the design and development phases. It is important not only to consider the interplay of different participant learning styles, but also the impact of the facilitator and expert learning styles, as this will effect communication. A complete list and description of learning styles is available in Annex 3. The diagram below illustrates the best known theory on learning styles, David Kolb’s Experiential Theory.

Kolb’s Experiential Learning Theory

Source: www.archimuse.com
Assessment tools

In order to get the most accurate information from the LNA, learning styles, and cultural considerations, a variety of methods can be used. Designing a combination of the following tools will provide diverse insights from several perspectives.

- Interviews
- Surveys
- Focus groups
- Direct observation
- Consultation with persons in key positions, or with specific knowledge
- 360 degree evaluations
- Review of relevant literature

Design

The results from the various forms of assessments will establish the foundation for the design of the learning activity. The first step of the design process is to define the learning objectives according to the macro-, meso- and micro-learning needs identified. Form follows function, and the next step of the design process is to structure the content according to a logical, accumulative approach and then proceed to the selection of methodologies and technologies.

Defining learning objectives

Learning objectives are an essential starting point for any learning activity. They guide decisions on the content and methodologies, as well as serve as an important promotional tool to clearly communicate the purpose of the learning activity. They must be observable and measurable in their contribution to the knowledge, skills and attitudes of participants.

Tips on elaborating learning objectives:

- Refer to pre-course surveys and the learning needs assessment to identify the key competencies that needs to be learned through the activity
- Answer the questions, “What do you want to have happen?” and “What is expected to change as a result of this activity?”
- Focus on results of the learning experiences not on what the participants will do during the activity. Explicitly state what the participant will be able to do as a result of instruction.
- Start the objective with “by the end of this activity, participants will be able to…” We need to state the objective for the participant, not the objective of the training.
- Use action verbs from the Bloom taxonomy (illustration on following page) and avoid verbs that leave room for interpretation such as “know, understand, be aware of, ...”

6 For list of tips applicable to in-person and distance interviews, see: [http://www.recordforall.com/podcast-interview-tips.htm](http://www.recordforall.com/podcast-interview-tips.htm)
7 For instructions on conducting a focus group, see resource list of screencast, footnote 18
Consider how you will evaluate whether the learning objective/s was met:

- If your objective is that the participants will be able to apply the new knowledge in their context, you need to plan follow-up activities (coaching, peer support, etc.) after the face to face event to facilitate and evaluate this application.
- Blended activities are an opportunity to address higher impact learning objectives due to the added value of Phase 1 (activating prior-knowledge and building group dynamics) and Phase 3 (follow-up activities facilitating application). An objective can become more achievable if given a 6 week timeframe vs. a 1 or 2 week timeframe.

Make sure your objectives are SMART (S – Specific, M – Measurable, A – Achievable, R – Relevant, T – Timely)

<table>
<thead>
<tr>
<th>Specific</th>
<th>Measurable</th>
<th>Achievable</th>
<th>Relevant</th>
<th>Timely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do the objectives specify what participants need to achieve (does it answer the questions: who, what, when, where, how, why)?</td>
<td>Is it measurable? How will you assess it?</td>
<td>Is the objective realistically achievable with the resources you have (i.e. time)?</td>
<td>Are the objectives linked with competencies that were identified in the analysis?</td>
<td>When do you want to achieve the set objectives?</td>
</tr>
</tbody>
</table>
The table below contains several examples of learning objectives before, and after the SMART criteria were applied:

<table>
<thead>
<tr>
<th>Examples of learning objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Original LO</strong></td>
</tr>
<tr>
<td>During the activity, participants will simulate the financial implications of social protection programmes using a tailor-made software.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>The objective of the activity is to introduce participants to the basic principles of project management for development</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>The immediate objective of the activity is to provide training for trade union staff who can act as a focal points for information technology, understand new trends in technology and organize the development of a web site.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>The objective of the activity is to expose participants to the importance and complementarity of the needs and roles of social partners at each stage of the policy cycle.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>By the end of this activity, participants will be able to competently design and operate project financial management systems and execute corresponding payments, disbursements in accordance with sound professional standards and the harmonized requirements of donors and governments.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>By the end of this activity, participants will be able to foster communication between the different parties involved.</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

By the end of this activity, participants will be able to:   |
- Apply the basic project management principles to development projects. |
- Develop a website |
- Describe the new trends in technology |
- Explain different financial implications of social protection programmes |
- Define the needs and roles of social partners at each stage of the policy cycle and explain their complementarity. |
- Design appropriate financial management systems for development projects; |
- Implement financial systems in development projects; |
- Apply payment/disbursement procedures in accordance with sound professional standards and the harmonised requirements of donors and governments. |
- Organize a discussion forum on topic x, facilitating discussions between representatives from the various parties. |

**Concept centred vs. activity centred** |
**Specific and measurable** |
**Active vs. passive** |
**Attainable, appropriately limited in scope and within the participant’s control and influence.**
Examples of learning objectives

<table>
<thead>
<tr>
<th>Original LO</th>
<th>SMART LO</th>
<th>Explanation</th>
</tr>
</thead>
</table>
| By the end of this activity, participants will be able to promote and facilitate gender mainstreaming in their context. | By the end of this activity, participants will be able to:  
- Develop documents that define, explain, and provide examples of gender mainstreaming in order to assist organizations who are considering or have already started integrating gender mainstreaming in their activities. | Relevant: Measures outputs or results (not activities)  
Includes products, accomplishments |
| By the end of this activity, participants will know and understand the provisions of major international labour standard | By the end of this activity, participants will be able to:  
- Interpret the provisions of major international labour standards;  
- Apply international labour standards practically in their day-to-day activities to protect and promote fundamental principles and rights at work. | Active vs. passive  
Specific (avoiding verbs like “know” and “understand”)

Identifying and addressing prior knowledge

Define the entry criteria or knowledge level that participants must demonstrate to be selected to participate in the training. This may include language proficiency as well as an appropriate level of experience with the subject matter. In the next section dealing with structuring and sequencing of the content, the CMap tool is referred to in order to discuss identifying the prerequisite knowledge needed prior to introducing the activity concepts.

Participants’ prior knowledge is not always an element which can be controlled. However, because prior knowledge can serve as either an obstacle to understanding or as the foundation for new learning, it must be taken into consideration.

Insufficient background knowledge impedes new learning as people learn and remember new information best when it can be connected to prior knowledge. A firm understanding of the participants’ prior knowledge in the analysis is a critical factor that must be considered and can be gained through a learning needs assessment that assesses what the current knowledge of the participants is, not only the desired knowledge.

Knowledge levels of participants can be clustered in 3 categories: beginner, intermediate, and expert. **Beginners** have little or no prior knowledge and are usually best served by a more directive learning structure as it allows a gradual building of knowledge. **Intermediate and expert** levels have accumulated knowledge and experience and are able to collaboratively build knowledge. If some of that knowledge is based on misconceptions it is the trainer’s responsibility to help correct this.
When participants range from beginner to expert levels, it is important to try to level the prior knowledge before the face to face activity. For non blended activities, the more advanced participants can be matched with beginner levels in collaborative activities and can serve as coaches.

**Strategies for leveling knowledge**

<table>
<thead>
<tr>
<th>Beginner level</th>
<th>Intermediate and expert levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How</strong></td>
<td>Build knowledge in a directive, deductive way for the beginners to make sure they can engage in analysis, synthesis, and evaluation of concepts.</td>
</tr>
<tr>
<td><strong>Tools</strong></td>
<td>Provide participants with key resources such as articles, podcasts, presentations, glossary, a mindmap of the core concepts, a self-guided learning module.</td>
</tr>
</tbody>
</table>

**Structuring the content**

**Approaches to presenting the content**

There are different theories regarding how to structure content, the most common being deductive (moving from general to specific content) and inductive (moving from specific to general content). Use the explanations below to help elaborate a structure that is most appropriate for the content and participants of your activity.

**Deductive approach**

Also called directive approach – it is best suited for beginners or participants that prefer more structure in general. The structure proceeds as follows:

1. **Information**
2. **Example**
3. **Practice**
4. **Feedback**

Present information by defining new concepts and explaining their interrelationship with other concepts. Illustrate the content with examples, images, diagrams, demonstrations, model solutions, scenarios, case studies, and sample performances. Engage participants by integrating participatory learning methodologies and technology tools (page 29) allowing them to put in practice the information shared. Conclude with feedback, which could be in the form of a group discussion, a peer review or another debrief method.

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11 For more information on Mindmapping: [http://www.box.net/shared/h7f4mjc293](http://www.box.net/shared/h7f4mjc293)
12 For more information on Self-guided learning: [http://www.box.net/shared/na12ez3p26](http://www.box.net/shared/na12ez3p26)
13 ACTRAV is the acronym for the ILO’s Workers’ Activities.
14 For more information on Discussion forums: [http://www.box.net/shared/qq5i4zh76n](http://www.box.net/shared/qq5i4zh76n)
This approach is recommended when participants have limited experience and basic knowledge to enable them to understand the general information. A deep level of understanding is not necessarily required. It is best suited for declarative knowledge, such as facts, simple concepts and models.

**Inductive approach**

Also known as experiential or guided-discovery – it is suggested for experienced or expert level participants, it allows for divergent thinking and emphasizes problem solving skills. The structure typically proceeds as follows:

The content moves from specific to general. Observations are made through an activity or discussion then sorted into a concept or generalization. It may begin by presenting examples and directing participants to observe and describe the examples and look for patterns. Participants then discuss their interpretations and the facilitator can provide the theory related to the concept.

This approach is best suited when participants have experience and knowledge and need to deal with complex strategies and/or models. While more time consuming, it is probably one of the most effective ways of reaching a deep level of understanding. To maximise your time, use some “leading questions,” to guide the participants through their discovery. It is suggested for strategic knowledge and problem solving.

**Types of learning**

Determining which approach to apply for each learner is not an exact science. The decisions on how to structure the learning should be based on:

- The information gathered in the assessment: The participant’s knowledge levels and learning styles,
- The time constraints: the inductive approach usually requires more time in the design, development and implementation phases;
- The content: the next section presents different strategies to select and present content.
Learning approaches are not exclusive and can be combined within one activity, maximising learning and taking into consideration constraints and participants’ needs and preferences.

**Prioritizing the content**

Finding the right balance of content is crucial to maximizing the impact of a learning activity. Too little content will bore participants who will lose focus. Overloading the participants will stifle their creativity and restrict memory retention. Distinguish what content is “need to know” compared to “nice to know.” The second category of content may be explored on line during a blended activity or provided as additional information on the activity’s website.

If you are have a substantial amount of “need to know” content, using methodologies such as Mindmapping with CMaps is an easy and highly visual solution. It can help you in clustering and sequencing the content. The mindmap itself can be reused to communicate with partners and experts in the next stages of the design process. Other visual tools, such as graphics can help structure and sequence the activity content. Two standard design approaches to content structure are linear and modular.

**Linear design**

A linear design forces interdependency between the various learning components. Each activity builds upon the next to create a direction in the learning path.

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**An ITC-ILO example**

The Joint Union/Management Negotiation Skills from the Social Dialogue unit is an example of a linear design as each concept builds on the previous ones and a participant must follow the whole sequence of sessions.

15 The instructional fiche on Mindmapping can be found here: [http://www.box.net/shared/h7f4mjcz93](http://www.box.net/shared/h7f4mjcz93)
Modular design

Modular designs are open ended, much like a tool box where many tools can be used together and the participant decides what to build with them. There can be synergy between components, or a session can stand alone. Sessions require knowledge from previous sessions.

Outline of a course

DAY ONE
1. Introduction and overview of the course
2. Social dialogue, ILO conventions and recommendations
3. Obstacles to effective negotiation
4. How conflict develops into a dispute
5. Approaches and processes in managing conflict and resolving disputes

DAY TWO
6. The negotiation process

DAY THREE
7. Needs based joint problem solving
8. Conducting effective meetings
9. Practicing negotiation skills

DAY FOUR AND FIVE
10. Negotiation role plays
11. Closure
**ITC ILO examples**

The Competency Based Human Resources Development workshop is based on a modular design in the sense that participants can choose to attend one or more sessions, combining them to their needs and preferences.

Learning academies are also built on a modular design as participants choose which sessions to attend, without needing to follow a sequence or without imposed combinations. The summer Academy on Sustainable Enterprise Development is a two week intensive course on the fundamentals of enterprise development designed around a modular structure adaptable to individual learning needs with a unique overview of enterprise development tools and practices.

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**Example of a learning sequence**

Following is an example of a learning module with content and activities sequenced based on Robert Gagne’s “Nine Events of Instruction”.

1. **Build group dynamics** (through icebreakers, online café or informal discussions).
2. **Gain attention and motivate**.
   - Engage participants from the start by involving them in collaborative and practical activities by asking questions, initiating discussions, entertaining them with games, stories, pictures, anecdotes, or quotes;
   - Show relevance, demonstrate how the activity will help participants achieve their goals and is linked to their interests (based on data from the learning needs assessment);
   - Help participants gain confidence by giving them a detailed activity outline: the content covered and links to references so they can feel more prepared and by providing material at the appropriate level;
   - Make learning rewarding by incorporating praise, encouragement at an appropriate level for the audience.
3. **Describe learning objectives** so that participants know what will be the expected outcomes.
4. **Describe and recall previous knowledge**:
   - Inform them of the pre-requisite skills so they see the relationship between the new content and what they already know;
   - Question participants with a test;
   - Offer a self-guided learning module including tests.
5. **Follow with the content**:
   - Use different approaches (inductive/deductive) and different mediums (text, demonstrations, multimedia, graphics, audio files, animations).
6. **Provide guidance for learning through discussion, examples and cases**.
7. **Elicit learning** through practice, participatory activities, engaging assignments.
8. **Provide feedback**.
9. **Assess learning** through mini-quizzes, questions.
10. **Enhance retention and transfer**:
    - Provide opportunities for additional guided practice, or problem-solving opportunities in a more realistic situation or simulations. This can be done on line in a blended activity.

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16 For more information follow this link: [http://ide.ed.psu.edu/idde/9events.htm](http://ide.ed.psu.edu/idde/9events.htm)
Sequencing the content

Planning a content intensive session first thing in the morning or right after lunch might not be very effective, even if you use an energizer. Instead, opt for participatory activities where key but simple concepts are presented (e.g. awareness activity on rights-based approach or a “knowledge expedition” activity where participants must “sell” their individual ideas to others. The fun element of the activity appeals to participants and usually motivates them.

Edgar Dale’s cone of learning

After two weeks we tend to remember:

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 70% of what we say
- 90% of what we do

Selecting learning methods

Training designers will select the most appropriate learning methods according to the objectives of the workshop. Active, experiential and engaging learning will have to be applied in most cases, in order to support longer lasting learning. The Cone of Learning shows the level of retention and its relation to the learning methods. Participants must be given the opportunity to apply the information, practice the skills, and receive feedback throughout the learning activity.

Blending methodology and technology

If you are designing a (three phased) blended learning activity, identify which content is best suited for distance learning and the face-to-face sessions according to the complexity of the matter, amount of technical information to cover and time needed for individual or group work. Content is often most easily communicated through complementary methods. The table below demonstrates one possible series of activities to deal with subject matter in various forms. Doing so can also address the challenge of diverse learning styles within a group of participants.

17 Image source: www.networkthought.org
Blended learning approach

<table>
<thead>
<tr>
<th>PHASE 1</th>
<th>PHASE 2</th>
<th>PHASE 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>Face to face</td>
<td>Online</td>
</tr>
<tr>
<td>Give a document (e.g. article, report, project plan) to read and/or a podcast to listen to and have participants take an online quiz to make sure they did the activity and understood the concepts.</td>
<td>Use a case study approach in order that participants apply the concepts.</td>
<td>Ask participants to collaborate on a joint project through a wiki or to individually submit their individual project proposal on a discussion forum and to peer-review one proposal per participant.</td>
</tr>
</tbody>
</table>

Participatory learning methodologies

There are a large number of experiential and participatory learning methodologies. In order to provide information and instructions for their effective implementation, a series of “fiches” are made available in this guide. The instructional fiches are designed to provide inspiration to trainers. However they can be modified in countless ways to suit specific learning contexts. Selecting the right methodology to actively engage participants and effectively convey the subject matter can be a challenge. There is no simple or standard formula for doing so. The objectives of the session will determine the approach trainers will select.

Summary of participatory learning methodologies

- **After Action Review**
  A fast and participatory review method that provides structure to reflection processes performed in small groups. Four leading questions guide objective evaluations immediately after activities in order to identify next steps and examine outcomes.

- **Brainstorming**
  Quick, easy and inclusive method to capture a large quantity of creative ideas. These may define concepts, identify consequences or address challenges, for example. It is an effective means to overcome preconceived ideas.

- **Case Study**
  Examination (in groups or as individual) of a scenario that conveys key information in a holistic manner. Can be used to introduce key concepts, demonstrate practices, apply theory and develop individual analytical skills. Real scenarios or carefully constructed cases can be used.

- **Expert Panel**
  Arrangement that allows complex or technical information to be communicated through the varied perspectives of experts. Can take the form of a debate, synthesis of several inputs around a central theme or subject. Participant involvement is usually limited to Questions and Answers.

- **Fish Bowl**
  Active method for the facilitation of dialogue between experts. This alternative to traditional debates or presentations is often used as a substitute for panels because the hierarchical divisions are reduced and participants can engage with the experts.

- **Jigsaw**
  Cooperative learning strategy to review information and perform critical analysis to formulate understanding of small parts of a larger scenario. After understanding a specific element, participants present their findings to each other in order to collectively gain perspective on the larger topic.
Knowledge Fair
Participatory event for sharing knowledge and promoting innovative ideas and practices. Excellent platform to empower individuals and small organizations, as well as establish networks around a theme. Can generate high volume of inputs in limited time.

Open Space
Facilitated participatory creation of an agenda to examine the most relevant issues to groups of any size. Schedules are generated according to the needs and skills present to plan a series of sessions that may include brainstorming, networking, knowledge sharing and action planning.

Participatory Modeling
Active method for generating three-dimensional models of relationships between actors, structures or process flows. Can demonstrate diverse interpretations, nuanced linkages or new concepts in an engaging, and highly creative manner. Fosters cognitive stimulation that assists creativity.

Peer Assist
Participatory method for peer learning on specific cases, experiences and challenges. Participants perform collaborative analysis to provide feedback for the issues presented. Tacit knowledge and best practices are exchanged to generate a multidimensional exchange of information.

Role Play
Simulation exercise where participants enact scenarios in various roles. Provides a safe environment to explore theories, challenges and potential decisions through interaction, observation, reflection and feedback. This is often used to train trainers.

Round Robin
Rapid and intense series of rotations to engage with several subject matters in one session. This can introduce technical knowledge, activate past learning, cross-fertilize ideas and inform solutions by presenting content in a personal and interactive manner.

Sociometrics
Method to illustrate and measure social systems and dynamics. Can spread awareness of interconnections, foster enhanced networks, help manage conflict and create a collaborative working environment. Often used as ice-breakers as they usually are creative, active and fun introductory exercises.

Storytelling
Captivating method for sharing knowledge. The highly relatable presentation of an authentic experience encourages active listening and memory retention. It also may convey key lessons, values, and nuances that are not obvious in a more static document style. Can promote team building. It is not suitable for routine situations.

SWOT Analysis
This method examines the Strengths, Weaknesses, Opportunities and Threats relating to a project or organization. It is an assessment tool designed to identify and address influential factors. It is used to achieve objectives in organizational development or strategic planning using a systems approach.

Thinking Hats
Method for critical analysis of complex situations from six perspectives. Can help create awareness, minimize confrontation, illustrate diversity and construct accurate scenarios. This is a participatory exercise suitable for multi-dimensional subject matter.
Timelines
Method translated from a business tool for illustrating the progression of projects, institutions, processes or ideas. Visually reconciles multiple action items, historical milestones, complex developments. This can be used to plan, or reflect on historic or future scenarios.

Top 100 Lists
A simple and dynamic method for capturing a large quantity of quality ideas. Whether it is used to break the ice or brainstorm solutions, this method strengthens participants’ own creative capacity. It forces profound thinking and can activate past learning.

World Café
Open and creative dialogue is encouraged through this method, designed to share experiences and insights. Moving in rotations through several working groups evokes a collective knowledge and cross-fertilization that is capable of illustrating new ideas and solving problems.

Collaborative learning technologies

Today, there are countless open source (free) technologies that are well suited for active learning and blended learning. These technologies can be adapted and adopted for a wide variety of scenarios. They enhance the scale and scope of activities and provide an unprecedented ability to reach participants in their workplace. This has proven particularly effective when complex challenges are best addressed in context. Knowledge sharing is improved by the technologies as more than ever before, everyone can be an agent in the learning process. Below is a summary of a variety of learning technologies.

Summary of collaborative learning technologies

- **Audience Response Systems (clickers)**
  Audience Response Systems or “clickers” are a tool used to quickly get feedback from a group in order to make adjustments to improve teaching and learning. Audiences can anonymously answer questions using a handheld device. It engages participants that might otherwise not contribute to discussions. They can be used as an icebreaker, to check for prior knowledge, identify misconceptions, gauge opinions, stimulate debate or as a form of assessment.

- **Blogs**
  Website for regular articles and links on a particular subject on which visitors can comment, making it an interactive tool. Can combine text, images, and links to other blogs, web pages, and media related to the topic concerned. Blogs can be used to express opinions, disseminate information, share expertise, for peer to peer development or reflection.

- **Discussion Forums**
  A discussion forum, or message board, is an online discussion site to hold ongoing conversations in the form of short posts. The objectives are to generate dialogue, solicit feedback, provide direct answers to questions, share and discuss practices/ideas, create knowledge. It can also be an informal forum for team building and networking. For multilingual participants, can facilitate asynchronous interaction using automated translation.

- **Mindmappening**
  A mindmap is a diagram representing words, ideas or tasks linked to and arranged around a key word or idea. Can generate, visualize, structure, and classify ideas, and be an aid in problem solving, decision making, strategic analysis, debriefing, collaborative brainstorming. Also possible without technology, using writing walls or paper.
Podcasting
Shared audio file posted on the internet. Can be downloaded to a computer, an MP3 player, a smart phone. Accommodates different learning styles and can help overcome literacy problems or visual disabilities. Podcasts are often used for interviews with subject matter experts.

Presentations
Visual aids that can support and reinforce the narration of a speaker or trainer. Interactivity can be added using images, videos and through the use of Audience Response Systems. High impact for some learning styles.

Screenrecasting
Shares a computer screen via video presentation in real-time with audio or other elements. Can be recorded and reused, is suitable for tutorials, introductions to distance learning, training on technical concept or procedures, convey knowledge from an expert that cannot be present or as a promotional tool launching a learning activity.

Self-Guided Learning
Asynchronous self-paced e-learning tool created using a combination of tools. Convenient to develop when content is already available and adequate and can easily be transformed into an e-learning module. Often used for phases of distance learning or blended learning and focuses on training for knowledge, including communicating information, sharing guidelines, and explaining instructions. It can serve as an orientation tool to level previous knowledge or to follow-up with an activity covering more advanced or job-specific topics.

Social Bookmarking
Is a way to store, organize, search and share your bookmarks on a web based site as opposed to from your desktop, allowing you to access them from different locations. You can use it to establish a knowledge repository on a specific topic, to share resources among participants and with experts, for collaborative research.

Social Networking
Grouping of individuals or organizations to explore common interests. Social networking sites provide various ways for users to interact, such as chat, messaging, video, voice chat, file sharing, blogging and discussion groups. Can be used for the social and interactive aspects of learning activities.

Wikis
A wiki is a web site that allows you to add, edit and modify content collaboratively and at a distance. Excellent tool for creating and managing joint documents or projects, such as FAQs, checklists, case studies, timelines or action plans.

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**Scenario illustrating possible combination of tools**

If participants need to learn about a new convention or a new compliance measure:

- Short, self-paced e-Learning modules to convey basic information.
- A webinar for information on how to apply it, exceptions, practical examples, etc. Participants can ask questions to subject matter experts. Note: This discussion could take place in a face to face setting in the 2nd phase of a blended learning activity.
- A discussion forum for questions or concerns that arise after the virtual classroom sessions. In some cases, a general content forum is used but for more complex or larger impact change, a dedicated forum can be created.
Low Bandwidth collaboration tools

There are several tools that support technology enhanced learning in a low bandwidth context.

Off-line tools can be retrieved from the following blogpost:

Comparing and combining methodology and technology

The following table was produced in order to navigate the possible uses and combinations of learning methodologies and technologies. It is designed only as an introduction, to provide inspiration for the application of effective approaches.

<table>
<thead>
<tr>
<th>Category of learning objectives</th>
<th>Learning verbs</th>
<th>Possible learning strategies</th>
<th>Evaluation examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>classify, compare, describe, exemplify, explain, find/locate, highlight, infer, interpret, recognize, remember, summarize</td>
<td>brainstorming, case study, expert panel, fish bowl, jigsaw, knowledge fair, lecture, participatory modeling, presentation, question-and-answer, review sessions, round robin, self-awareness exercises/tests, small group discussion, sociometrics, storytelling, teaching others, thinking others, world café</td>
<td>Commenting or annotating content, Blog as a journal, mindmapping, RSS feeds, social bookmarking, social networking, web-based instruction</td>
</tr>
<tr>
<td>Application</td>
<td>carry out, editing, execute, implement, Share, upload</td>
<td>action plan, case study, demonstration, future search, guided practice with feedback, knowledge fair, lab, live or video demonstration, open space, peer assist, role play, SWOT analysis</td>
<td>collaborating on a wiki, creating podcast interviews or webcasts, making a presentation, Self-guided learning, Sharenet, etc., uploading/sharing material via Flickr, virtual field trips using Google maps</td>
</tr>
<tr>
<td>Category of learning objectives</td>
<td>Learning verbs</td>
<td>Possible learning strategies</td>
<td>Evaluation examples</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------</td>
<td>-----------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>attribute, differentiate, integrate, linking, organize, outline, structure</td>
<td>brainstorming, case study, fish bowl, future search, jigsaw, mindmapping, open space, participatory modeling, peer assist, role play, knowledge fair, round robin, sociometrics, SWOT analysis, thinking hats, trouble-shooting, world café</td>
<td>blog entries, discussion forums, excel spreadsheets/charts, Mindmapping (SWOT or mindmap), online surveys</td>
</tr>
<tr>
<td>Checking</td>
<td>check/test, collaborate, comment, critique, experiment, hypothesize, network</td>
<td>after action review, case study, debate, expert panel, field experience, future search, knowledge fair, peer assist, reflective writing, role play, sociometrics, SWOT analysis, thinking hats, world café</td>
<td>blogging or posting to a discussion forum, evaluate an online discussion, judge a business plan, social networking, online discussion, peer evaluation</td>
</tr>
<tr>
<td>Creating</td>
<td>blog, collaborate on design, generate, make plan, produce, publish</td>
<td>brainstorming, future search, mindmapping, open space, open space, participatory modeling, project plan design, storytelling, SWOT analysis, thinking hats, world café</td>
<td>blogging, e-portfolio, Flickr, wikis</td>
</tr>
<tr>
<td>Category of learning objectives</td>
<td>Learning verbs</td>
<td>Possible learning strategies</td>
<td>Evaluation examples</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------------------------</td>
<td>--------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Communicating</td>
<td>collaborate, comment, contribute, debate, moderate, negotiate, review</td>
<td>after action, review, brainstorming, case study, expert panel, fish bowl, jigsaw, knowledge fair, peer assist, role play, round robin, sociometrics, storytelling, world café</td>
<td>blogging, social networking, twitter discussion forums, video conferencing, wiki</td>
</tr>
</tbody>
</table>

Example of a learning design worksheet

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Evaluation</th>
<th>Teaching Strategies</th>
<th>Face-to-face/Online connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a specific, learner-centered, measureable objective</td>
<td>How you will evaluate the students on this objective? What is the best format for the evaluation?</td>
<td>What teaching activity you will use to prepare students to meet objective? What is the best format for the teaching strategies?</td>
<td>How are the face-to-face activities connected to the online activities?</td>
</tr>
<tr>
<td>At the end of this activity, participants will be able to evaluate development project proposals for (target group).</td>
<td>Participants will individually submit an evaluation for an actual project proposal and will each peer review one evaluation.</td>
<td>An expert will discuss principles of project evaluation. Participants will collaboratively work on a project evaluation.</td>
<td>The evaluation method is explained and applied in a collaborative activity. It is put in practice with a concrete project and discussed online.</td>
</tr>
</tbody>
</table>

Other elements to consider

Ice-breakers

Ice-breakers can be used for building group dynamics, energize participants and introduce the subject matter. The most effective approaches incorporate all three elements, typically by examining the participants’ experience with the activity topics. They can be sociograms, games, questions, self-assessments, or other stimulating activities.

Step 1: What “ice” needs to be broken?

If you are bringing together people of different levels in an organization for an open discussion, the “ice” may come from the difference in status between participants. If you are bringing together people of different backgrounds, cultures and outlooks, then the “ice” may come from people’s perceptions of each other. You will have gathered this information in the assessment and will need to handle these differences sensitively.
**Step 2: Clarify the specific objectives of the ice/breaker session**

While designing and facilitating an activity, it is best to focus on similarities (rather than differences), such as a shared interest in the learning event’s outcome. An example of an icebreaker objective could be that each participant can properly pronounce each other's names. You can choose from a wide variety of icebreakers, depending on the objective you want to reach: introduction, team building, topic exploration, etc.\(^{18}\)

**Possible examples**

It is essential that icebreakers are applied in consideration of the context. They are not usually appropriate for controversial or highly personal issues. Three time-tested and well-received methods are Sociograms\(^ {19}\), Six Degrees of Separation and “Clickers”\(^ {20}\). The diagram below explains the principles of each. Note that multilingual issues must be taken into consideration at this introductory stage.

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**Online Ice-breakers**

Online ice-breakers can be conducted in Wikis\(^ {21}\) or on Discussion Forums\(^ {22}\). Here are a few examples:

- ACTRAV distance courses have a “café” discussion forum section where participants introduce themselves, discuss and post more personal information such as vacation tips or pictures, YouTube videos, etc. This forum is used throughout the course and facilitates building group dynamics.

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\(^{18}\) Examples of these 3 types of icebreakers: [http://www.mindtools.com/pages/article/newLDR_76.htm](http://www.mindtools.com/pages/article/newLDR_76.htm) or choose from an extensive list in the UNICEF Guide for Games & Exercises at [http://www.thiagi.com/games.html](http://www.thiagi.com/games.html)

\(^{19}\) For instructions see the Sociometrics fiche: [http://www.box.net/shared/vq11spcutx](http://www.box.net/shared/vq11spcutx)

\(^{20}\) For instructions see the Audience Response Systems fiche: [http://www.box.net/shared/1uhxypuozv](http://www.box.net/shared/1uhxypuozv)

\(^{21}\) For instructions see the Wiki fiche: [http://box.net/shared/271terkji7](http://box.net/shared/271terkji7)

\(^{22}\) For instructions see the Discussion Forum fiche: [http://box.net/shared/qq5i4](http://box.net/shared/qq5i4)
An innovative twist to using discussion forums is to apply voice threads. They can be used as an introductory icebreaker to have participants present themselves through audio and video features\(^{23}\). Or you can pair up participants and ask them to interview each other and present their colleagues using their picture and a short audio file.

By making these last two icebreakers a team activity, you are increasing the chance everyone will participate. Ice-breakers can also be conducted in Wikis, or using other techniques for distance learning. Pose questions or create assignments that encourage sharing and interaction at an introductory level.

**Develop**

Once the learning objectives are identified, content and activities have been blended into the workshop structure it is time to start the development of learning materials to be used with the learning activities which have been designed in the previous stage.

During this phase the material development should be validated by sample participants, colleagues and subject matter experts frequently. It should be checked against the learning objectives and activities.

Once the materials have been produced the actual coherence between materials and activities should be tested by piloting the activity. Feedback from the pilot must be integrated before implementing the activity. These two last steps may be repeated multiple times.

**purposes of learning material**

This guide holds that learning material cannot be thought of separately from the activities it is supposed to support. Learning materials are content which is transformed in order to support learning activities. Since these activities range from presentations to simulations of processes and situations, it is expected that the same content will be developed in various formats and media in order to better adapt to the learning activity need.

Based on this understanding, any piece of audio, video or text may become a useful learning material if a meaningful learning activity is designed to accompany it.

\(^{23}\) For instructions on the voice thread see the Discussion Forum fiche: [http://www.box.net/shared/qq5i4zh76n](http://www.box.net/shared/qq5i4zh76n)
Learning materials abound but may frequently be packaged in ways that are not suitable for the needs of an activity. The ever increasing digitalization of materials allow every day for faster and more flexible material development based on pre-existing materials. The web is also an important source of free materials although much care has to be put into checking copyright issues before selecting and using these materials.

Material can be developed for information delivery, self-learning, face to face learning, e-learning and so on. It may be required to be “formal” or not. It may be the backbone of an activity, but may also be created to fit into a specific session or as information delivery.

In any of these scenarios the material developed should be consistent with the design and any mismatches should be solved by altering the design or by ruling out the source of mismatch.

**A visual approach**

The impact of visual representations has long been recognized, as well as the difficulty in determining the best visual approaches. Infographics, the visual representation of information, data and knowledge is an ideal instrument to present or communicate complex information in a simple way.


The fiche on Presentations provides instructions and ideas for creating great power point presentations. Cmaps is an open source Mindmapping tool used to illustrate non-linear thoughts and processes. Word clouds are fast ways to convey results of brainstorming sessions or survey responses. Standard graphic tools can accurately demonstrate trends and other data relevant to session content. Refer to either of the following links for possible ideas: [http://www.visual-literacy.org/periodic_table/periodic_table.html](http://www.visual-literacy.org/periodic_table/periodic_table.html) or [http://www.exploratree.org.uk/explore/templates.php](http://www.exploratree.org.uk/explore/templates.php).

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24 See the Presentation fiche here: [http://www.box.net/shared/blopy6890m](http://www.box.net/shared/blopy6890m)

25 See the Mindmapping fiche here: [http://www.box.net/shared/h7f4mjcz93](http://www.box.net/shared/h7f4mjcz93)
Developing learning materials checklists

Since developing learning materials may be a costly task, here are some questions which can be addressed before starting to develop materials:

- Is it clear to which learning objective this material will be linked?
- Is the material to be developed clearly linked to a learning activity that supports also the learning objective?
- Do you know what content you will use?
- Which types of media do you want/need to use for your materials? Text? Audio? Video?
- How are you going to deliver the materials? Via Mail? Via web? Via CD? Printed?
- Do these materials exist already?
- Is there a need to develop new content? Who will do this?
- What is the effort and resources we can put into developing new materials?
- Do we have providers we can trust for this purpose?
- Will this material have to be translated? In how many languages?

Carefully considering these questions will allow the team in charge of the training to assess its capacity to have the material ready in time and within budget.

Available tools, support and processes

Consider the hardware, software and support needed to develop text, audio video and interactive material. The following table lists possible learning material formats that may be of interest and related documents which may be of use.

<table>
<thead>
<tr>
<th>Product</th>
<th>Tools</th>
<th>Additional info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Podcast</td>
<td>Camtasia, Audacity, Skype</td>
<td><a href="http://www.box.net/shared/qyhhv3p9na">http://www.box.net/shared/qyhhv3p9na</a></td>
</tr>
<tr>
<td>Screencast and online presentations</td>
<td>Camtasia, Articulate</td>
<td><a href="http://www.box.net/shared/9nomh3ozk9">http://www.box.net/shared/9nomh3ozk9</a></td>
</tr>
<tr>
<td>Presentations</td>
<td>Power Point, Prezi</td>
<td><a href="http://www.box.net/shared/blopy6890m">http://www.box.net/shared/blopy6890m</a></td>
</tr>
<tr>
<td>Concept maps</td>
<td>CMap Tools</td>
<td><a href="http://www.box.net/shared/h7f4mjcz93">http://www.box.net/shared/h7f4mjcz93</a></td>
</tr>
<tr>
<td>Banners, posters, booklets, etc.</td>
<td>Graphical design tools</td>
<td></td>
</tr>
<tr>
<td>High Quality video</td>
<td>Professional cameras</td>
<td></td>
</tr>
<tr>
<td>E-Learning platforms</td>
<td>CMS, LMS</td>
<td></td>
</tr>
<tr>
<td>Web sites and pages</td>
<td>CMS</td>
<td></td>
</tr>
</tbody>
</table>

Depending on the size and complexity of the material to be produced the trainer may need to structure the development into separate tasks to be addressed in stages. Bear in mind that even when outsourcing, time should be set apart for monitoring the development and consistency with the design.
Practical considerations during material development

Engage the experts

Many activities are complemented by the inputs, resources and interventions of subject matter experts (SME). Their valuable contributions can enrich the learning experience if they are tactfully managed.

Selecting the experts can be a challenge. Whenever possible, recruit experts that represent diversity and inclusiveness. Try to highlight these dimensions and seek experts that embody them. The points below outline some tips for managing collaboration.

- Open and clear communication from the outset about objectives, participants and processes;
- Check and cross-check that content is aligned (comprehensive but not repetitive);
- Explain the principles of learner-centred training and associated expectations, mentioning that experts that adopt this approach usually get better evaluation scores from participants;
- Provide methodological guidance;
- Establish a facilitation style and roles in advance.

In the end-of-activity evaluation, include questions that evaluate individual facilitators/experts to determine whether to engage the same experts again and to provide constructive, evidence-based feedback.

Participation from experts is an excellent opportunity to generate course material for online delivery or to be used in new editions or related activities. Using their bibliographies, interviewing them with podcasts, recording their presentations for screencasts, or just using their presentations and links or bookmarks as references can enrich the repositories of available material.

Copyright issues

Copyright refers to protection for intellectual property. Laws vary around the world, but the majority stipulate that works created by others cannot be used for different purposes without explicit permission and if necessary, the payment of royalties. This is an important point to consider when selecting music, images and resources to include in materials or use during a workshop. Always be sure to cite the source and clearly indicate the original context.

Mainstream gender

The content, methodology, and representation of participants and contributors must reflect respect for equality between women and men. The ITC-ILO Gender and Non-Discrimination Programme has produced a comprehensive manual on the matter\textsuperscript{26}. The excerpt below examines some essential factors to take into account when developing a learning activity.

The Gender and Non-Discrimination Programme has also developed a table of gender indicators for activity design with which to mainstream gender in training activities (Annex 4).

\textsuperscript{26} A manual for gender audit facilitators: the ILO participatory gender audit methodology. ILO 2007

Respect multicultural factors

An important aspect is respect for diversity and the promotion of a multicultural approach to learning. This means much more than simply counting the countries in which participants were born, but must begin at the earliest stages of the design process. First, trainers must ask themselves what is their target audience, and then they must consider how to involve people with relevant backgrounds into the creation of content and session design.

The next factor to consider is accessibility. Accessibility can refer to legal parameters or procedures, social restrictions such as class mobility, physical barriers, economic challenges and technological considerations, such as access to information technology. The following section outlines some basic considerations for on-line and face-to-face phases of a blended learning approach.

27 For the comparison of two cultural learning theories see “Training of Trainers: A facilitation skills programme for potential trainers/facilitators.” United Nations Office at Nairobi, pages 80-82 at: http://www.box.net/shared/o6z8sfgnzu
Phase 1 (on line)

The first step of any training with on-line components is to send the IT checklist to participants. Following the receipt and confirmation of this, post all relevant information on line. Early and complete information sharing will reduce the burden faced by those with expensive, slow or inconvenient internet access.

It is important to carefully select clear and simple language when groups have diverse native languages. Always explain abbreviations and avoid the use of (local) sayings. Visual communication should be assessed to ensure that images, icons and symbols respect the participants’ backgrounds and realities.

Phase 2 (face to face)

It has been demonstrated that exploring culturally-relevant scenarios improves the impact of learning. Wherever possible, seek to replicate the language cues that participants will encounter when they return home. This can be done by scanning regional and national documents on the subject matter. The results should also be communicated with experts so that their interventions may be made more relevant, or that they explain the meaning of different terminology. This will enhance the overall impact of the activity.

In addition to linguistics, the content of sessions must be culturally appropriate. Simply translating a text into another language is rarely sufficient. Select (or create) scenarios that are relatable for the participants when using methodologies such as case studies (http://www.box.net/shared/so7qk3txgl), Jigsaw (http://www.box.net/shared/fsjlc9dn8s), or Peer Assist (http://www.box.net/shared/jtn1ex8b1l). This can be a challenge with multicultural groups, but it is often sufficient to minimize taboo or culturally specific objects from the scenario and replace them with more general elements.

Contemporary research has demonstrated that to a certain extent, different learning patterns are developed and propagated in different cultures. Although it is difficult and dangerous to derive standardized cultural learning approaches from cultural observations, working with the participants in advance, reviewing culturally relevant examples and selecting experts and collaborators from those cultures will improve the impact of activities.

Phase 3 (on line)

In addition to the cultural considerations from Phases 1 and 2, understanding the working environment, communication flows and knowledge sharing parameters is essential in this phase. To ensure participation in follow-up activities and encourage ongoing exchange, design systems that respect the cultural realities of participants, including holidays and working hours, for example. Provide relevant tools and tips for participants to share information and formulate questions and reflections in an appropriate manner.

Additional factors

The United Nations Educational, Scientific and Cultural Organization (UNESCO) produced a series of multicultural considerations and possible verification approaches for the design and implementation of multicultural learning events.

Universal design

People concerned with accessibility for people with disabilities often advocate “Universal Design”. This is an approach that considers all participants, regardless of diverse forms of sensory and physical limitations. After identifying participant disabilities in the assessment, invite them to express their needs and preferences, and then take the time to validate the preferences personally.

When developing the distance components of blended learning consider that participants with special needs likely have adapted workstations and special software to enhance accessibility, such as screen readers\(^29\). Often, it is just a matter of adapting the workstation at home, the design of the web tools or the software. A great example of a website designed with this in mind is http://www.un.org/disabilities/. Try to consistently use large fonts and high contrast pages to avoid redesigning material across different editions of the same workshop.

Some people might insist on the strict use of the right “politically correct” terminology - it is important to point out that not everyone uses the same terminology or considers the same terminology to be the most “correct” or appropriate one. A degree of flexibility should be permitted and it is important to remind always give each other the “benefit of the doubt”. Ground rules can help to establish terminology. Someone who frequently starts discussions on terminology can be asked to draft a glossary after training hours, to be distributed later during the training.

Always ask the persons with disabilities what kind of assistance they need and ask them to proactively point out when they need help - they are the ones who know best.

Many wheelchair users consider the chair to be “part of their body”. It is important not to lean on it or use it in a manner that the person might not approve of.

Try to ensure accessibility everywhere, according to the disability: physical access for wheelchair users and people with walking difficulties (including accessible classrooms, vehicles for study tours, accessible toilets nearby, etc.). Make sure that the training room set-up allows everyone to move around freely. Take into account similar considerations for visually impaired participants.

Consider using an extra assistant to provide support to participants with disabilities whenever there is need, for example, assisting a blind person to move around during a world cafe, fishbowl or other exercises.

During exercises, when a wheelchair user is present, it might be better if everyone sits down (instead of standing in a circle), so everyone is at the same level. When in doubt, ask the disabled person about their preferences. Try to get on the same “level” when talking to a wheelchair user by kneeling, or sitting, for example.

Avoid carrying a wheelchair user as some are sensitive to “being carried” by others, or being observed when they are lifted by a platform (for example, to access a bus or overcome stairs). The best thing is to do is to consult with them and validate what they are comfortable with.

You can choose between different assistive devices to accommodate visually disabled participants. You can use software that read computer screens (some participants may bring their own software and install it).

Take note that PPTs and pdfs cannot be printed in Braille, they have to be converted in a word document. As PPTs often do not translate one-to-one into a word document (so additional text boxes do not get converted), you should review the document before printing. Consider the fact that not all visually disabled people read Braille - usually only those ones who have been born blind or acquired blindness before the age of 15. Always ask what the visually disabled participant prefers and what assistive device they would like to use.

Although rarely faced with intellectual disabled participants, mental health problems are on the rise in society and so are the chances you will face these problems in a group. A participant might have a mental health problem, without disclosing it or without it being visible. This might cause them difficulty in understanding or expressing certain concepts or make them sensitive to aggressive speech or criticism.

\(^29\) For more information see http://www.readthewords.com/
This can be the case for people who have gone through traumatic episodes. It is important to consider this and to try and keep the tone and terminology used to a level that is conducive.

Require everyone to speak into a microphone to accommodate hearing disabled participants that need to wear headphones.

For hearing disabled participants who need sign language translators (use two translators so they can alternate), consider the fact that sign language can be very different even between countries with the same language and select the translators accordingly. Do not forget to make provisions for the translation costs.

The following links will provide additional information on accessibility issues:

- [http://www.washington.edu/doit/Brochures/Technology/equal_access_uddl.html](http://www.washington.edu/doit/Brochures/Technology/equal_access_uddl.html)

### Green considerations

Ensuring that training activities respect the environment and minimize waste is becoming increasingly important. In 2007 the Statement of the Chief Executives Board for Co-ordination of the United Nations committed to “moving our respective organisations towards climate neutrality in our headquarters and United Nations centres for our facility operations and travel.” In addition to protecting the environment, the United Nations Environment Programme\(^\text{30}\) states that green meetings can:

- Reduce costs through energy conservation, waste reduction and local procurement;
- Create a positive reputation through visible commitment to sustainability principles;
- Promote environmental innovation by enhancing the demand for sustainable products and services;
- Raise awareness among participants, staff and service providers;
- Influence decision-making by demonstrating responsible behaviours;
- Spread best practices within the Centre and other organizations involved in the activity.

For larger activities, consider developing a green(ing) strategy from the outset of the design process. This should include clear and measurable greening objectives; a communication strategy (with contributors, service providers and participants); as well as a set of specific ‘green’ criteria for monitoring and evaluation.

There are many measures that can help green any type or size of activity. Below are some simple steps to reduce consumption and waste generation:

- Use electronic resources for information sharing, such as on-line platforms and email communications, instead of paper prints;
- Use recycled paper and products;
- Promote the reuse of writing materials and sharing of paper resources;
- Set up recycling facilities within the training room(s) and inform participants of their presence;
- Encourage participants to use public transportation (or bicycle) to and from the training location.

\(^{30}\) Points paraphrased from the UNEP, Green Meeting Guide 2009. ICLEI Local Governments for Sustainability.
When email or other on-line based communications are difficult (for example for long and technical resources), use ink saving fonts (e.g. Spranq Ecofont uses nearly 20% less ink than regular fonts), narrow margins and print double sided.

The Green Meeting Guide produced by the UNEP, Sustainable United Nations and Local Governments for Sustainability, contains comprehensive methods, tools and checklists for implementing green training activities and meetings. It can be reviewed at the following link: http://www.unglobalcompact.org/docs/issues_doc/Environment/Green_Meeting_Guide_WEB.pdf

Piloting activities

Following the design and development stages of a training activity, it is important to pilot the activity prior to its official launch or roll out. This will mediate the expectations of participants in the first edition and give the manager and facilitator room to adjust the design according to observations.

It is particularly important to elaborate an evaluation strategy in advance of any pilot phase. This should include daily evaluations from the participants while content and methodologies are still fresh in their minds, as well as a comprehensive end-of-activity evaluation. Including a questionnaire that compare the participants’ expectations with the training outcomes; this will help validate the definition of objectives compared to the design of the activity.

Another aspect of the evaluation of the pilot phase is the daily de-briefing between the facilitators, experts and support staff. After Action Review is an easy tool to examine the results of a session, module or entire training. Use either a grid drawn on a flip-chart or writing wall for a participatory debriefing that will outline possible improvements of the current practices. The diagram below shows the four areas to examine with an AAR.

- Reflect on results
- Analyze outcomes
- Revisit objectives
- Discuss expected results
- Identify best and worst practices
- Discuss solutions and next steps
- Brainstorm possible causes
- Analyze proposed causes

31 Download the font for free at: http://www.ecofont.com/en then ask MIS to set it up on your desktop.
32 See the After Action Review fiche at: http://www.box.net/shared/f6v4us1c36
Another approach that will generate valuable feedback is to include an external observer in a pilot phase. This may be a colleague who is willing to actively participate and take notes. The external observer can provide insights into the participants’ reactions, as well as a critical overview of the whole training. This feedback will help improve the next edition to ensure the training has a meaningful impact for participants.

**Testing tailor-made activities**

When customized activities are designed for specific stakeholders, the implementation of the full pilot cycle is not cost effective. In order to evaluate the soundness of a tailor-made activity, identify a sample of the target group to test, or review key aspects of the activity. This may include examining the on-line platforms’ usability prior to launching it; trying a mock exercise with a methodology that may be unfamiliar to the target group; or requesting that a representative sample examines the content.

When successful modules based on theoretical or macro level concepts are reused for various tailor-made activities, be sure to re-examine the content (terminology, examples, actors and case studies) and match the key elements to those of the participants’ context.

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### Activity Development Checklist

- The activity respects and promotes diversity
- The activity is gender mainstreamed and sensitive to multicultural considerations
- Icebreakers have been incorporated in the activity to build group dynamics
- Visuals have been used whenever possible to communicate the content
- The copyright requirements for all training materials have been clarified
- A summary and overview of materials for the activity has been created
- All the learning material is developed, including written/mediated/facilitated content as well as all the participant materials (workbooks, activity guides, assignments)
- All the learning material is accompanied by learning assessments (can take the form of quizzes or activities)
- All the arrangements are confirmed for any off-site visits and study tours
- A formative evaluation has been conducted and the activity has been reviewed by:
  - Making changes to the content to make it more accurate or more effective based on feedback from subject matter experts not involved in the development process;
  - Making changes to the training design based on feedback from someone who is familiar with the target audience.
Implement

The following section outlines a series of considerations to ensure that the implementation runs as smoothly as possible from the preparation, to the first session and throughout the learning activity.

<table>
<thead>
<tr>
<th>Before you start</th>
<th>First session</th>
<th>Throughout the activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review of previous phases</td>
<td>• Introduce with icebreakers</td>
<td>• Remember facilitation roles, tips and challenges</td>
</tr>
<tr>
<td>• Prepare the logistics</td>
<td>• Clarify learning objectives</td>
<td>• Conduct debriefs</td>
</tr>
<tr>
<td>• Create the learning environment</td>
<td>• Review agenda and methodologies</td>
<td>• Record the results</td>
</tr>
<tr>
<td></td>
<td>• Establish ground rules</td>
<td>• Reflect and wrap-up</td>
</tr>
<tr>
<td></td>
<td>• Set-up feedback mechanism</td>
<td></td>
</tr>
</tbody>
</table>

**Review of previous phases**

Review the results of the design and development stages to ensure that all appropriate measures have been taken to create a strong foundation for effective facilitation. Diligent preparation will minimize challenges with the participants, but will not guarantee an easy activity.

**Learning environment**

There are many considerations to conduct a collaborative and experiential learning activity. Be sure to communicate your logistics needs, such as the ones outlined in the following sub-sections, in advance, with those responsible for organizing them to ensure that the rooms, tools and resources are available.

**Setting up the room**

*Furniture*

Creating an inviting, relaxing and safe learning environment is an important aspect of preparation for the implementation. The primary element for encouraging collaboration is seating arrangements. Traditional rows of forward facing chairs will allow the least amount of participation, while the empty circle arrangement is typically considered to be the most conducive for collaborative methods. See the instructional fiches (http://www.box.net/shared/729p7jh6ls) for ideal seating arrangements for each methodology. Also note, that some training rooms have limited furniture mobility.

*Room set-up for discussion*  
*Room set-up for de-brief*  
*Source: kstoolkit.org*  
*Source: kstoolkit.org*
Working materials

The working materials will be decided according to the objectives and the selected methodologies. These should be placed in the training room in advance. Large writing walls can be used not only as working spaces, but also dividers between working groups.

Stimulating the senses

Some participants will be greatly helped by vibrant visual cues; interesting gadgets or textures that they can engage with to stimulate their senses. Select appropriate items that are related to the activity content and that can contribute to the learning experience of participants to include within the classroom and explain the relevance. Motivational quotes and relevant reading materials are cost-effective and accessible resources.

Technical inputs

Other stimuli may include audio or visual cues. For music, audience response systems, videos or other technologies, be sure to test them in advance with the assistance of an ICT technician.

Logistics

It is recommended that teams organizing training activities create their own checklists for administrative and logistical arrangements to be considered before, during and after each type of learning events.

Introductions

Face to face activities

The format of a welcome session can vary depending on elements such as the location of the activity, local traditions, etc. Try to avoid situations where participants have to sit through several formal speeches that may result in boredom and concern about the format for the rest of the training. Involve the participants right away through an icebreaking session that allows everyone to introduce themselves.

Face to face phase of blended learning activities

Introduce team building icebreakers if the introductions have already been conducted during the online phase. Incorporating the information collected from the online phase will help create a personalized exercise for the participants.

Participants’ expectations and learning objectives

Provide an opportunity for participants to share their expectations. Assess the overlaps and gaps with the overall objectives of the activity and react accordingly. Mediate unrealistic expectations and emphasize those that most participants hold in common. Once clarified, the expectations and objectives can be referred to when focus and direction is needed throughout the sessions. A review of these initial expectations should be part of the daily and end-of-activity evaluations.
Applying methodologies in the agenda

Introduce the concept of a learner-centered approach at the same time that the agenda is presented. This is a good time to invoke the old saying:

*Tell me and I forget, show me and I remember, involve me and I understand.*

Explain that this activity will be one of experiential learning.

The majority of methods proposed in the design section are experiential based and require active collaboration and accountability from the participants. Accountability is a proven motivator to deliver results. Accountability in a learning context refers to participants’ recognition of their own agency, as well as responsibility to their peers. Creating a strong sense of belonging with the learning framework will foster active participation and later application of the lessons learned.

Ground rules

Create the list of ground rules to follow during the activity, especially if time is an issue. An alternative could be to engage the participants in generating the list. Involve them with questions related to the learning environment, or processes. Treat the establishment of ground rules as a collective agreement and adherence will surely be high. The activity code of conduct could be communicated before the face-to-face activity and then reviewed and collaboratively modified in the first session.

Be careful when using such a tool though, as severe rules with dry wording may insult some participants. Humour is an effective way to convey difficult messages.

Feedback mechanism

Daily feedback from participants on all aspects of the training (on the content and on organizational and logistic issues) allows the trainers to make changes as needed and serves in evaluating the learning activity. Here are two examples of how to apply a feedback mechanism:
1. Suggest appointing an evaluation team made up of two volunteers (called the ‘eyes and ears’) for each day of training. Their task will be to collect feedback from the group and report to the whole group the next morning; or

2. Use audience response systems as an anonymous way to gauge what the participants’ level of understanding is.

**Facilitation roles**

**Facilitators and technical trainers**

A *facilitator* is not necessarily a subject matter expert. Their strength is involving the competencies of the participants within an environment conducive to learning. They often supplement this process with the inputs of others to provide access to the most relevant and recent knowledge. Training facilitators focus on the foundations of adult education, namely, to establish existing knowledge, build on it and keep it relevant. The role is different from a trainer with subject matter expertise who takes a leading role to guide the group through an agenda designed to transmit a body of knowledge or set of skills to be acquired.

An expert *trainer* and a *facilitator* are very different roles. They have different characteristics, skills, behaviour and expectations. Ideally, one person could be both. Balancing the mediation and knowledge sharing responsibilities can however be a challenge. There is definitely a need for both approaches – knowing when to adopt which, is one of the primary competencies of a trainer. Objectivity and a commitment to diverse perspectives are necessary.

Trainers in a workshop play several roles:

- **Expert**: the trainer shares knowledge and skills, answers questions and clarifies misconceptions;
- **Facilitator**: the trainer leads the sessions in such a way that participants are encouraged to participate fully in acquiring the new knowledge and skills introduced in the workshop. The trainer strives to promote balanced values and ideals - for example, respect and equity in diversity.

Trainers can facilitate different types of learning:

- Learning about subject matter;
- Learning about the relationship between the subject matter, connected substance and/or the context;
- Learning how to apply the knowledge acquired.

**Co-Facilitation**

Co-facilitation, or collaborative facilitation between two or more people, has the potential to reduce anxiety through dividing responsibilities, diversify facilitation styles to connect with different learning styles, and enrich the content by demonstrating multiple approaches. In order to achieve these benefits it must be carefully planned and clearly articulated between the facilitators. The United Nations Office at Nairobi Training of Trainers programme elaborates three possible approaches to co-facilitation. The principles are only slightly different for on-line facilitation; as opposed to the first two options below, simply identify roles in advance.

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33 See the original source at: “Training of Trainers: A facilitation skills program for potential trainers/facilitators.” United Nations Office at Nairobi, page 47 at: [http://www.box.net/shared/o6z8sfgnzu](http://www.box.net/shared/o6z8sfgnzu)
“Speak and add” places on facilitator as the central leader of the processes where the other(s) enrich the activity by adding considerations and comments;

“Speak and chart” involves one facilitator to interact with the participants by posing questions and moderating discussions, while the second records the results;

“Duet” is the most cooperative approach whereby the facilitators are equals in the process and collaborate on an equal basis, both intervening and commenting in turn.

These methods provide a good example to the participants and create learning opportunities for the ‘joint’ facilitators. To achieve dynamic and effective co-facilitation, review expectations, approaches and understanding of the processes in advance of the sessions.

Facilitation tips

Face-to-face facilitation

The following list outlines several simple methods that make facilitation more effective.

- Make eye contact;
- Remember names;
- Refer to participant’s past points (demonstrates that they are valued);
- Repeat consistent audiovisual cues (recurring sounds or sights for activity milestones);
- Flexibility during the facilitation process by being prepared:
  - Keep extra presentation material (such as presentation slides, videos, podcasts) in case planned exercises finish earlier than expected;
  - Prepare more than one option for icebreakers and energizers to provide choices that reflect the group dynamics

On-line facilitation

Tell me and I forget, show me and I remember, involve me and I understand.

Gilly Salmon has developed a progressive model[^34] for the technical and facilitation activities and the possible results at various stages of the distance learning cycle. The model is included on the following page.

Tips for on-line facilitation

- A consistent and attentive schedule for addressing questions online should be established early-on in the activity;
- Frame comments and contributions as question in order to foster responses and reactions;
- Reflect questions back the other participants;
- Suggest that participants work together on an issue;
- Always treat divergent opinions equally, intervening if destructive disagreements seem to be forming;
- Use supportive language in individual and group communications;
- Acknowledge contributions and new ideas from participants;

[^34]: See more information here: [http://www.atimod.com](http://www.atimod.com)
React rapidly so participants do not feel neglected;

Model effective on-line behaviour by validating points and comments and including links to relevant information, or proof for certain statements. This will eventually build-up a resource rich learning space;

Create a separate space for informal discussions and exchanges, while clearly indicating the expectations and purposes of the platform components;

Make sure to have a FAQ or discussion forum devoted to technical questions. It should address common issues and respond timely to concerns to prevent participants from abandoning the platform;

Take into considerations cultural diversity in the online environment.35

Graphic facilitation

On the following page are two examples of graphic facilitation from DELTA’s Chemistry of Learning workshop and the United Nations University. Graphic facilitation is a process whereby standard facilitation methodologies are complemented by visual components. You can illustrate dynamic structures, draw diagrams and relationships of key reflections or provide infographics as technical inputs to sessions. The approaches are endless and the result is more engaging and entertaining learning.

De-briefing and reflection periods

After an activity has concluded, it is imperative to debrief the participants about what just occurred. De-briefings can be conducted by the facilitator, the participants or a combination of both.

36 View the L&T blog post on Infographics at: http://itcilo.wordpress.com/2010/03/11/visualizing-with-infographics/
Debriefing is important because it fixes what participants learned during the activity. It allows you the opportunity to correct misconceptions and provides participants to talk about discoveries they made. Ask targeted questions about the causes and consequences of various exercises to reiterate the lessons learned as well as informally evaluate the level of learning. This can be particularly helpful if the results are not as expected because it will provide the opportunity to adjust methods.

- What did you find successful?
- How did it feel?
- What did you find difficult?
- What did you find different from the way you expected it to be?
- Where do you need more practice?
- What did you learn from the activity?

**Selecting the type of debrief**

- For structured reflection the After Action Review methodology is an excellent approach;
- For technical and objective session content, individual or small group reflection is useful because repeating the issues will foster memory retention;
- For controversial content or outstanding issues: Address them in plenary so that all of the participant perspectives are shared collectively and next steps can be formulated.

“You can tell whether [someone] is clever by [their] answers. You can tell whether [someone] is wise by [their] questions.”

*Naguib Mahfouz*

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37 For debriefing games, visit [http://www.thiagi.com/games.html](http://www.thiagi.com/games.html)
38 See the After Action Review fiche at: [http://www.box.net/shared/f6v4us1c36](http://www.box.net/shared/f6v4us1c36)
Recording the results

Capturing the key points and outcomes from the sessions will create a future reference for present and future participants, as well as facilitators. Various methods can be applied:

- Taking pictures of the outputs from flip-charts and writing walls is simple and accurate. Those that best convey the messages should be selected and included in the end-of-activity resources and posted online;
- Action plans and other written products should be included on the online platform and end-of-activity resources;
- Collaborative recording: A wiki\(^{39}\) or a Google document can be used daily to record new knowledge, reflections and debriefing, making them easy to access for further reference.

Wrapping up

The concluding activity should leave participants on a positive note similar to the introductory activity. It is meant to help them realize how much learning has taken place, find a way to organize this new information and leave the training optimistic and energized.

- Mindmaps\(^{40}\): For the last day of the workshop, ask participants to draw a mindmap of what they learned. You can ask them to color code the concepts: green for concepts they were already familiar with, yellow for concepts they learned and red for concepts they would like to explore further following the face-to-face event (e.g. during the last online phase for blended events). Expose all the mindmaps on the wall and ask participants to briefly explain theirs to the group.
- Question game: Divide the group in two and ask each team to prepare 5 questions relating to the activity content. Each team has to answer the questions prepared by the other team and the team who answers the most questions correctly wins.
- Audience response systems\(^{41}\): You can use clickers to review the most important concepts, incorporating humor to make it a fun activity.

Maintaining a rhythm and focus

The “Parking lot” is a great tool to keep the discussion on topic when participants seek to address issues that:

- are not directly related to the session subject matter;
- relate to a subject that will be addressed in a later section; or
- are connected issues that will not be covered by the activity.

In any case, it can be put in the “Parking lot”. This can come in the form of anything from an online discussion thread to a flip-chart permanently placed in the classroom for the duration of the activity. Important questions, comments or concerns are recorded in the “Parking lot” to create a list of outstanding issues. The issues contained can be addressed

\(^{39}\) See the Wiki fiche at: http://www.box.net/shared/271terkJj7

\(^{40}\) For more info on mindmapping: http://www.box.net/shared/h7f4mjcz93

\(^{41}\) See the fiche on Audience response systems: http://www.box.net/shared/1uhxypuozv
throughout the activity, or if they were not foreseen within the agenda, can be returned to during the last online phase of a blended activity. The ‘Parking lot’ can also be maintained in the evenings of face-to-face training workshops.

**The importance of timely and appropriate feedback**

The impact of timely and appropriate feedback is essential to maximise the learning process, to maintain focus, to provide direction, to improve processes and actions. Feedback must be:

- Detailed and given often during the activity;
- Honest but encouraging, so it is not taken as criticism;
- Linked to the learning objectives;
- Adapted to the participant’s maturity and cultural sensitivities;
- Practical so participant can apply it.

Encourage self and peer feedback, both are powerful learning tools. People learn more through higher order learning skills (reflection, analysis, critique) as well as by benefiting from other views and experiences.

**Facilitation challenges**

A facilitator can face an unpredictable array of challenges, emanating from the participants or the environment. Here are some examples of challenges and suggestions on how to deal with them.

**Tardiness**

- Collaboratively set a rule at the outset of the activity (include in the code of conduct) as to a penalty for late-comers. Select an activity, such as telling a story or sharing a quote with is relevant and suitable for the group of participants.

**Silence**

- The course of action depends on the reason for the silence. A question might be unclear and need rewording or there could be a participant around whom the others are shy. You also need to consider that cultures interpret silence in different ways and it does not always need to be filled. Judgment on a case by case basis will help you decide whether to wait out the silence, move on the next subject or confront it directly by inquiring about the cause.
- For shy participants, use smaller groups to discuss topics (e.g. pair work).
- If participants are falling asleep, use energizers. These are activities that can be used any time the facilitator feels the group energy needs boosting. They are intended to be quick, activities that get people moving, laughing, and at ease. They are ideal for the outset of an activity or after the lunch break as they help participants re-focus their attention.

**Disinterest**

- If one or more participants are carrying on simultaneous private conversations, you ask them a question pertaining to the discussed topic or ask them if they would like to share with the rest of the group, or if they could save their conversation for later.
Monopolizing the conversation

- When facing dominating participants, you can say you would like to hear from someone who has not expressed their opinion yet or you would like to hear a different opinion on the subject. If the participant continues to monopolize the discussion, suggest to continue the conversation at the break.

Negativity

- Do not get into an argument/debate with a participant that is in disagreement with you, simply agree to disagree or go back to the group and ask them to respond.
- For participants who complain, ask them to propose solutions or suggest them to put down their complaints on paper and document them and reassure them they will be reviewed. You can also talk to them during a break so they feel they have the opportunity to express their dissatisfaction.

In general, let the group deal with the difficult participant but if an intervention becomes necessary, you should refer back to the ground rules. Use the following graph as a guideline to determine the level of intervention needed.

Applying appropriate humour in challenging situations always lightens the mood and reduces stress. This can be used to address the situations above, or to reinforce certain structures of the learning activity, such as the schedule.

Evaluation

The evaluation of training can be addressed as a strategic function with the purpose of contributing to increased quality, accountability and transparency to donors, partners and constituents.

Evaluation approaches can materialize through the institutionalization of standard tools.

- The end-of-activity questionnaire provides feedback on participants’ immediate satisfaction with the various components of each training activity.
- Standardized tools will enable training organizers process statistical information on participants’ satisfaction and identify trends, strengths and areas for improvement in training activities and services.
The following diagram outlines the necessary processes for evaluations, from the most basic assessment of reaction to the most profound assessment of impact.

<table>
<thead>
<tr>
<th>Level</th>
<th>What is measured</th>
<th>How to yield positive results</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reaction of participants: what they thought and felt about the training</td>
<td>If the micro/individual participant needs were properly assessed with a pre-workshop survey, integrated in the design and applied in the implementation of the activity, the reaction evaluation should be positive.</td>
<td>Standard end-of-activity questionnaire: usually available in paper or an on-line version, it then provides the group results in “real time”, thus enabling trainers to review the results with participants and get feedback immediately.</td>
</tr>
<tr>
<td>2</td>
<td>Learning: the resulting increase in knowledge or capability</td>
<td>Design the learning activity according to the pre-workshop surveys and the learning needs analysis.</td>
<td>Pre- and post-learning assessment: two anonymous self-evaluation forms, administered before and after the training. Participants are asked to self-report their level of knowledge on specific topics of the activity. The pre-test obtains a baseline level of competencies regarding the content of the training. It could be done on the 1st day of the face-to-face, in the first online phase of a blended activity, or incorporated in the learning needs analysis. Evaluation of the learning can be incorporated throughout the activity through methods such as audience response systems to check participants’ knowledge after each session.</td>
</tr>
</tbody>
</table>
## Level 3: Application

**What is measured**
- Application: extent of behavior and capability improvement and implementation/application

**How to yield positive results**
- The learning needs analysis should orient the training activity in a way that will make it easier for the participants to apply the knowledge learned.
- By helping retention of knowledge through follow-up activities and support once participants are back in their context.

**Tools**
- Follow-up: through mentoring from experts, peer coaching and collaboration on discussion forums or live synchronous sessions, participants can share application best practices and challenges.

## Level 4: Impact

**What is measured**
- Impact: the effects on the environment or on the participant’s organization resulting from the transfer of learning

**How to yield positive results**
- You must first clearly address and define the organizational needs in the analysis to be able to measure the impact of the activity.
- Because this assessment is complex, it is not done systematically at the end of each activity. You can select some activities for which you assessed the organizational needs.

**Tools**
- Follow-up questionnaire to former participants: elicits information on the ways in which participants and their organizations benefited from the training.
- In order to reach this level of assessment, the organizational needs should be clearly addressed and defined in the learning needs analysis in order to measure the result of the learning activity.

## Final thoughts

### The product

This guide is a comprehensive overview of the key considerations for the creation of a learning activity from start to finish. It reflects a learner-centered approach and supports the drive to offer enhanced learning opportunities for the many beneficiaries of ETUI’s services. It can be used according to the specific needs of Trade Union trainers and is particularly practical in conjunction with the instructional fiches explaining the methodologies and technologies referred to in the design section.

### The future

It is suggested that a writing workshop be organized to fully adapt and contextualize this guide for Trade Unions, Trade Union trainers and their training practices. Specific examples and illustrations can enrich the guide and embed it in the organizational context where it will be used.
Bibliography


Stone, T., Blending Web 2.0 Technologies with Traditional Formal Learning: A Guide for CLOs and Training Managers. Element K.


UNICEF AND UNSSC. *How to run and organize learning workshops*. http://www.box.net/shared/82kqcfdev0

Annex 1

Profile of an adult learner

- Characteristics and behaviours of adult learners may include:
  - Internal motivation
  - Eager to learn and develop (making up for lost time, incentives)
  - Goal directed
  - Active or passive learners depending on personality (introvert vs extrovert)
  - Independent
  - Self-responsible
  - Self-disciplined
  - Varied expectations
  - Vulnerable
  - Critical/challenging about content and presentation
  - More established emotional framework and way of seeing the world (attitudes, assumptions, values)
  - Fear of unknown
  - Fear of change/conservative
  - Fear of making a fool of self – more considered and less spontaneous
  - Need to be stimulated
  - Need to know where going
  - Concerned about application of content
  - Sharing of experiences
  - Integrate with others’ experiences i.e. be able to relate to others’ experience even if not experienced exactly the same thing
  - Mature
  - Competitive
  - Develop own impressions
  - Reflective
  - Evasive
  - More heavily impacted on by external stressors i.e. come into training with concerns about work issues, financial or family problems
  - Longer attention span but more selective about what give attention to – want to see value/purpose of the learning
Annex 2

Checking the profile of the target group

➤ Function/Position *
➤ Educational background *
➤ Age *
➤ Gender *
➤ Critical issues
➤ Previous training
➤ Motivation
➤ Expectations *
➤ Experience *
➤ Infrastructure/connection
➤ Language *
➤ Finance / income level
➤ Nationality *
➤ Available time
➤ How do you know about *
➤ Member of professional body
➤ Disability
➤ Dietary / needs

* Information requested in the ITC-ILO Nomination Form
Annex 3

The different ways people learn and why it matters

The ‘Creator’ (Diverging style)

Their strengths are absorbing information through concrete experience and processing it through powers of observation. Their imaginative ability enables you to generate many alternative ideas. They love brainstorming and are interested in people, as well as very feeling-oriented.

They can become overwhelmed by alternatives and indecisiveness. They must make an effort not to prioritize urgent challenges above important challenges, or treat mere symptoms as challenges.

The ‘Planner’ (Assimilating style)

They have the ability to perceive new information abstractly and process disparate observations into integrated rational explanations. They are good at inductive reasoning and the creation of models and theories. These systematic planners are great goal setters.

Their style often overlooks the practical implications. Be aware of the danger of engaging in premature discussions of solutions and ensure that critical facts are known.

The ‘Decision maker’ (Converging style)

They are able to take in new information in the abstract and process it into concrete solutions. They use hypothetical deductive reasoning to arrive at a single best solution to a question or problem. Their great strength is the ability to solve problems and make decisions.

They can be hasty or define problems prematurely. They must be encouraged to avoid narrowing their focus early on or creating unproductive conflict and competition.

The ‘Do-er’ (Accommodating style)

They are able to understand new information clearly and transform it actively. They have the ability to adapt to changing circumstances. Their strengths are doing things, carrying out plans and tasks and getting involved in new experiences. They are more likely to want to learn and work with others, and are comfortable learning through practical experience.

They can be seen as ‘pushy’ and impatient. They may spend a lot of time making trivial improvements or taking the wrong action. They must seek to win commitment from the rest of the team before taking action.
## Annex 4

### Gender indicators for activity design

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Ideal target</th>
<th>Base-line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of organisations representing women’s interests at Govt. or NGO level included as partner/beneficiary organisations</td>
<td>More than 1 in each activity</td>
<td></td>
</tr>
<tr>
<td>Total Number of women participants in all the courses</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Percentage of women in each course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of curricula having undergone a gender screening and subsequent adjustment</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>Number of gender-sensitized experts’ interventions</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>Number of ad-hoc specific women/gender sessions introduced</td>
<td>One in each activity</td>
<td></td>
</tr>
<tr>
<td>Number of gender-specific pieces of information/documentation made available to participants</td>
<td>More than 1 document for every activity</td>
<td></td>
</tr>
<tr>
<td>Number of specific collaborations/joint activities with a gender focus planned with the corresponding ILO InFocus Programmes</td>
<td>More than 1 per Programme</td>
<td></td>
</tr>
<tr>
<td>Number of new gender-sensitised training materials developed or of existing materials screened.</td>
<td>All materials used</td>
<td></td>
</tr>
<tr>
<td>Number of new women-specific programmes (designed, proposed, implemented)</td>
<td>At least one per year per Technical Programme</td>
<td></td>
</tr>
<tr>
<td>Number of briefing meeting with staff in the Programme on women and gender issues organised</td>
<td>Every month</td>
<td></td>
</tr>
<tr>
<td>Number of quotations of women and gender issues in official policy and strategy documents</td>
<td>More than once in each document</td>
<td></td>
</tr>
<tr>
<td>Amount of resources ear-marked to this effect</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>