



ULANDSSEKRETARIATET – DTDA  
DANISH TRADE UNION DEVELOPMENT AGENCY

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# **Hand-Outs to Trainers Training Module 1**

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## Hand-outs

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## Foreword

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This revised training-of-trainers manual is derived from the understanding that training is a strategic tool for change. Trainers are an important resource base for trade unions in relation to educate trade unionists and members, while at the same time inform local union leaders on the day-to-day issues affecting its membership.

Training processes and labour markets are organic and evolve constantly and, as such, training materials need to be updated to take this into account. This revised training manual from 2019 is evidence to this fact.

On the basis of the education strategy of the DTDA (The Danish Trade Union Development Agency - formerly LO/FTF Council), this modular-based manual provides trade union trainers and educators with guidelines, power points and practical instructions that leads trainers through each stage of the three modular-based processes on how to develop and support the adult pedagogical skills of potential trainers as well as progressive trade union leaders.

It is our hope that this training-of-trainers manual will continue to empower trainers and educators in the trade union movement with adult pedagogical and facilitator competencies and methodologies. Since its launch over 20 years ago, the DTDA and its education strategy and training-of-trainer materials in this training package have demonstrated that they are relevant and useful means of developing leadership and education capacities of national centres and trade unions globally.

Much of this manual remains from the first edition in the 1990s and our consultations with ICFTU-APRO (now ITUC Asia Pacific), FES (Friedrich Ebert Stiftung), CTUC (Commonwealth Trade Union Council) and others. Therefore acknowledgement to these contributors is reiterated. Acknowledgements are also due to numerous other colleagues and partners who have collaborated and commented on various aspects of the revised manual.

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Copenhagen, January 2019

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## The Education Strategy of the DTDA

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### A Strategic Tool for Change (STC)

#### *Introduction*

The Danish Confederation of Trade Unions (FH) and its development agency DTDA (The Danish Trade Union Development Agency) has developed a training concept, which aims at achieving a host of objectives, depending on the contexts, within which, it is applied.

The concept comprise in essence of a series of trainers training modules, a group of competent trainers and resource persons combined with a systematic approach to the training and learning.

The implementation of the strategy in cooperation with a partner organisation requires a number of prerequisites, but first and foremost is; the support, the commitment and the will of the union's principal officers, to use training as a strategic tool in policy development, campaign and capacity building within the organisation.

Experience show that leaders who were ready to embrace and internalise the STC have had significant organisational results and a ready network of young committed trainers, wanting to make a difference.

To ensure this outcome it is crucial to perform a thorough, participatory needs assessment process in order to identify the realistic possibilities, policies and priorities and to determine capacity, objectives and sustainability of the organisation.

The STC combines competent trade unions leaders/activists with practical training methods. The education strategy focuses on young active leaders/activists and the importance of participants implementing their own local follow-up activities as a precondition to completing the education successfully.

It is important to utilise the practical labour market skills of the participants and at the same time combine them with the specific labour market challenges and immediate needs when using the methodologies of training and learning. The aim of this combination is to develop and support competent trade union leaders and facilitators.

The STC has been utilized as a point of departure when assessing and discussing the many different challenges and dramatic changes around the world ranging from basic awareness-raising about labour rights at the local company sites to national campaigns on broader societal issues.

The STC simultaneously supports developed trade union organisations since the various elements of the LCT in reality are tools that easily can be used separately and/or combined with existing educational structures within the partner organizations to further strengthen their internal education policies.

*Trade unions striving to become democratic, strong and legitimate organisations, with a vast number of dues paying members, need to develop education structures and a large pool of trainers as these are a prerequisite for carrying out Collective bargaining, campaigns and policy dissemination as well as training and education programmes aiming at developing appropriate services to the members.*

The point of departure for developing educational structures and a pool of trainers is the trainers' training programme: *Training a Strategic Tool for Change*, which was developed during the nineties. The training of trainers goes through training modules (TTM) and systematic membership meetings. The training of trainers is based on participatory learning techniques and practices and enable trainers to disseminate knowledge to

different target groups (leadership and members) on issues such as trade unions and human rights, basic trade unionism, gender awareness, OHS, leadership and trade union administration, collective bargaining and grievance handling.

Below is a generic illustration of the education strategy including the strategic elements employed by the STC. The strategy can be adapted to different situations and contexts depending on the partner organisation's economy, political priorities and objectives.

Strategic element 1: The selection of participants is a crucial point of departure for the whole exercise: the participants must be young and familiar with the union agenda and the values associated herewith. Preferably, they have been elected to a position within the union. Whether it is as youth, women, OHS committee representative, or as a shop steward is of less importance, the point is that he/she must have a basic understanding of the structures and the mechanics of a democratic union. The trainers training module itself should be conducted by means of modest facilities, firstly, to reduce the incentive to participate in the course, for other reasons than the content, thus, ensuring the right level of participation, secondly, to further the consideration of sustainability and continuity of the education activities, from the outset of the programme cooperation.

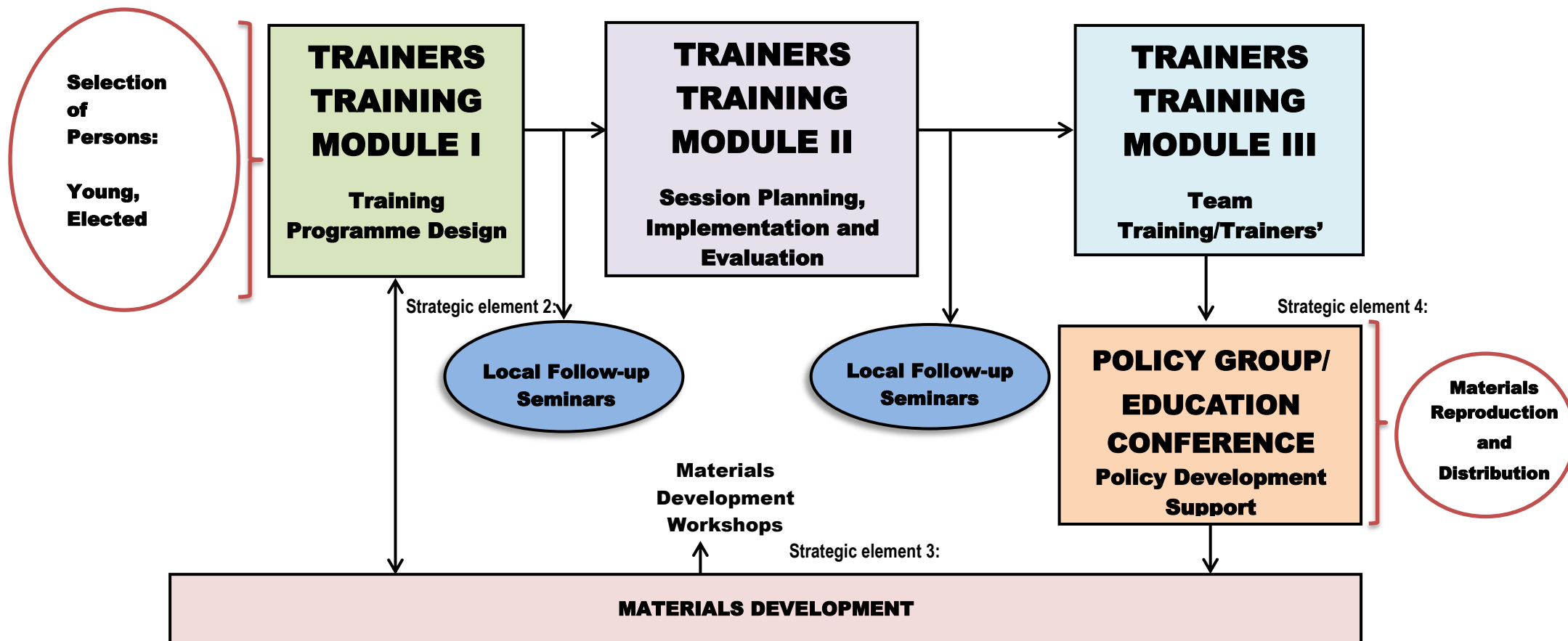
Strategic element 2: The follow-up seminar is the single most important strategic element:

1. It ensures a possibility for “on the job training” as participants can apply for a contribution to the financing of a follow-up seminar provided that the TTM I methodology is adhered to and that the activity is within the local union's priorities.
2. The follow-seminar guarantees a level of “out-reach” to rank-and-file members about labour market issues pertinent to their interests and the development objectives of the cooperation.
3. The registration and assessment of the local follow-up seminars may give an indication of the priorities of the local unions and serve as an input to the National Centre's policy development efforts.
4. The completion of a weekend seminar, including narrative and financial reporting, serve as the entrance criterion for the individual trainer to participate in the next module of the system. In this way only participants who have shown the will and ability to carry out activities with the rank-and-file members will be given the opportunity to further educate themselves.

Strategic element 3: The education materials development activities ensure that the unions have access to relevant educational materials in local languages. Simultaneously, the activities provide additional opportunities for the most talented and active young trade unionist to engage and further develop their commitment to the union agenda in a creative and stimulating environment.

Strategic element 4: Education conferences are held when a suitable number of trainers are active and the conferences provide; firstly, the principal union officers with an opportunity to explain policies and priorities to the trainers, secondly, the trainers with an opportunity to discuss with leaders and build a trainers network within the organisation. Throughout the programme, focus is on ensuring that the training activities are developed and implemented in concert with the union leadership and in accordance with the priorities of the union. If the education activities are not integrated in the policy development and implementation, they will fast become irrelevant to the development of the union and only serve as a “donor outlet” without any chance of being sustained and continued within the frame of an education department.

Strategic element 1:



The trainers are an important resource base for trade unions with their knowledge of learning systems, structures and techniques. This is particular in relation to educating members and local union leaders on issues affecting members as well as building the capacities of local union leaders to provide services to members in terms of grievance handling, collective negotiations and enforcement of national legislations (labour law) and international instruments (ILO Conventions, UDHR, CEDAW, and the like).

With emphasis on improving working and living conditions for workers, trade unions can utilise the trainers with their knowledge on pedagogical methods to train members and trade union leaders in different sectors. In addition, training and education programmes on workers' rights and concerns may support awareness raising of workers in all sectors. Furthermore, training and education programmes may also be utilised to promote knowledge and skills of shop stewards and trade union leaders from all sectors.

### **The Strategic Tool for Change (STC) will result in the following:**

#### *Establish and increase sustainable pools of trainers in the unions*

Trainers are responsible for developing and implementing training and education programmes including implementing membership meetings at plant level to raise awareness amongst members and enhance local and national trade union leaders' capacity to provide members with relevant services. The trainers are important elements in establishing education structures within the national level and/or sectoral level organisations when continuous human resource development is required.

An important element of the education strategy is to include trainers' practices when facilitating training activities that ideally leads to providing new trainers with a possibility to develop as trainers. It also provides the opportunity to involve a co-trainer so that organizations are provided with a sustainable number of trainers in the long run.

It is important to conduct follow-up practices for trainers after the basic training modules in order to ensure that skills and competencies remain within the trained pool of core trainers. The sustainability dimension is strengthened among the core trainers group by ensuring that there is always more than one core trainer facilitating a specific topic. While developing the core trainers' experiences in facilitating training (as part of follow-up activities), core trainers should also be assisted by an "apprentice" core co-trainer in the development phase.

#### *Database /Library of trainers*

An overview of trainer practices and skills must be developed in order to support the planning and monitoring of training activities. The organisation creates a database/ library in which the levels of education of the trainers as well as their academic, practical and facilitation experiences are recorded and monitored. Once training activities are planned, it is then easier for the organisation to select a qualified trainer.

#### *Potential pitfalls*

- It is inevitable that some trained trainers may leave the organization. In order to avoid potential skills-deficits, it is very important to ensure that sufficient numbers of trainers on all topics are available to retain the trainer skills within the organizations;

- Education of trainers is not enough to create a strong pool of trainers - new trainers need to practice their newly obtained skills to ensure they continuously develop as trainers;
- Continuous updates of the database/library of trainers need to be part of the daily work of organisations;
- The complete strategy is costly, but can be customised and made flexible to lower overall costs, and
- Potential security risks need to be studied and analysed before new actions are carried out.

### *Development of Education Materials*

Production groups will be established (and/or expanded) to include trainers trained (as a minimum) with a view to develop and produce education materials. Trained trainers will be provided with further training on production of simple educational materials including training on how to compose simple training materials, development of training aids and utilization of computers to develop training materials. The training will feed into the development of a learning package that includes training modules, hand-outs, session plans and training aids. Moreover, the production groups will also develop posters and brochures to support advocacy activities and campaigns for workers' rights.

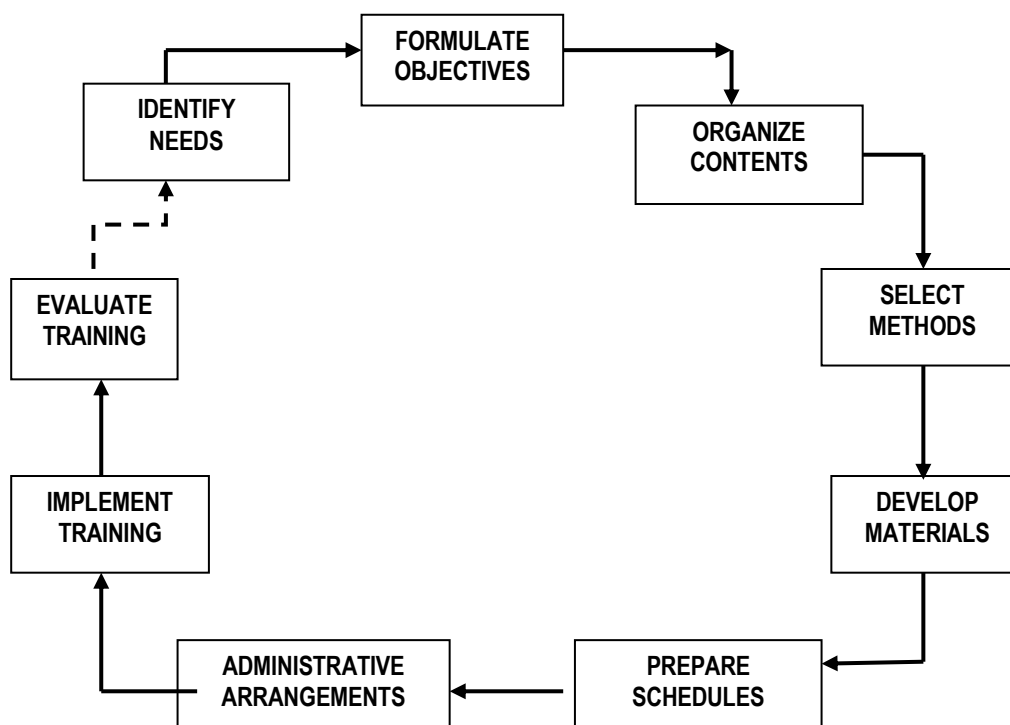
### *Development of a Training Management Information System*

Shop stewards and trade union leaders' awareness, knowledge and skills trade union organisations need to continue to provide relevant training and education programmes in order to be able to continuously update and enhance members. Members, shop stewards and trade union leaders will have different needs, while new members, shop stewards and trade union leaders will need basic awareness-raising and skills training. Others may need more advanced training and education programmes to enhance their qualifications further. Based on the feedback from members, local shop stewards and trade union leaders the elected leadership of the national unions will be able to prioritise which specific training and education programmes that should be implemented to meet the different needs. In order to monitor and plan the future needs for training programmes, a Training Management Information System will be helpful. The system will contain data concerning the number of members, elected shop stewards and union leaders and the trainings they have attended. The system will be utilised as a tool to assist the partner organisations in planning the supply of training and education programmes according to the needs of members, shop stewards and trade union leaders.



## Process Description of the Various Modules

The point of departure for all the modules implemented under the Education Strategy is the Systematic Approach to Training Programme Development illustrated below:



Below are brief key descriptions of the different modules as ideal-types. It may, however, be appropriate to customise numbers of days, budget, content, venues etc. to the specific partner situation, needs and context(s).

<p><u>Trainers Training Module 1:</u></p>	<p>Introduction of the systematic approach to training programme development to participants.</p> <p>Ideally over five days, the programme takes the participants through the different stages/processes. Concepts and key learning points in each of the stages are introduced through active lecture, and are applied through group activities in the development of a training design (curriculum) of a one-day/two-day plant level/local follow-up activity.</p> <p>After completing the 5-day Trainers' Training Module, the participants (in groups) should have produced a training design (curriculum) of a plant level one-day/two-day local activity using the method this seminar is advocating.</p>
<p><u>Trainers Training Module 2:</u></p>	<p>Whereas Trainers Training Module 1 focuses on the overall design of curriculum, TTM 2 deals on a more detailed planning, conduct, and evaluation of the different sessions contained within a training curriculum.</p>

	<p>In the various steps/procedures in the planning, implementation, and evaluation of the training sessions, again the systematic approach to training programme development is referred to.</p> <p>The programme takes off with experiential sharing amongst the participants of their training experiences – their participation in Trainers Training Module 1 and the respective training activities (plant level/local follow-up activity) implemented as a follow – up activity after participating in TTM 1.</p> <p>TTM 2 provides theoretical inputs and interrelated activities during the first two days necessary to give enough foundation towards the production of session plans (during the whole day of the 3<sup>rd</sup> day), activity sheets, hand-outs, and other materials needed for the conduct of the participants’ respective 30 - minute sessions and one activity. The sessions will be recorded on video and commented upon by other participants and trainers.</p> <p>Parts of the theoretical inputs/activities are deeper discussions with the tools for analysis, particularly on the two most important concepts introduced in the previous module: a.] Initial Behaviour, and b.] Terminal Behaviour. Additionally, the new concepts of <i>Passage Criteria</i>, <i>Learning Areas</i> and <i>Learning Levels</i> are introduced.</p>
<u>Trainers Training Module 3:</u>	<p>Kicking off with reviews of the concepts and learnings in TTM 1 and TTM 2, this module proceeds with theoretical inputs and activities on <i>Analysis of Target Groups</i> enabling the participants to adjust the sessions, objectives, and contents of a given two-day/five-day training programme in accordance with the target group and the session objectives.</p> <p>In teams, the participants will get an opportunity to conduct the adjusted training session, and thus promote team teaching and networking among the trainers in the long run.</p> <p>The reviews and further reinforcement on key concepts from TTM 1 and TTM 2 include the topics: a.] Communication; b.] Instructor’s Role; c.] Questioning Techniques; and d.] Body Language/Trainer Types.</p>
<u>Local Activities:</u>	<p>Often referred to as “Local Activities”, these follow-up activities define the very essence of the whole DTDA Education Strategy since it ensures that trade union education continuously reaches out to a larger proportion of its target groups particularly at the “grass roots”.</p> <p>After completing any of the series of courses under the strategy, each participant is given the opportunity to develop/conduct a one/two day follow-up programme based on identified needs of his/her union, and can come in the form of plant level activities, membership meetings, round table discussions or study circles. The accomplishment of the activity and the documentation hereof</p>



	<p>becomes then a prerequisite for participating in the next course.</p>
<p><u>Materials Production Module 1:</u></p>	<p>After completing TTM 1 and their follow-up activities, active trainers go through the Materials Production Module 1 that provides them with knowledge and skills in developing and producing low-cost educational materials in local languages using local technologies.</p> <p>Among the expected outputs in MPM 1 are simple pamphlets, learning elements, and information materials and are developed/adapted through the application of “simple texts, lots of illustrations” principle.</p> <p>The core group of trainers then form production groups and provided with opportunities through Production Group Meetings develop low – cost training support materials based on priorities defined by local leadership.</p>
<p><u>Materials Production Module 2:</u></p>	<p>As and when the Production Group is fully operational with the initial package of low-cost training materials developed, additional knowledge and skills in terms of developing and producing more advanced types of training materials will be provided to the trained trainers-cum-materials developers.</p> <p>Materials Production 2 originally was focused on pictures and slides, and the effective use of slides projection as a training aid. But with the advancement of multimedia technology, Materials Production 2 can instead now focus on the development of PowerPoint slides. The sessions dealing with the basic principles of pictures and photography, being the basis for slides, Power Points or otherwise, will of course, remain.</p>

<p><u>Education Conferences:</u></p>	<p>Education Conferences are avenues where political leaders and union educators discuss and assess how existing education resources and capacity can best be put into use and/or further strengthened to respond to organisational policies, development needs and priorities.</p> <p>Apart from active trainers who have completed at least TTM 2 and elected union officials, participation in the Education Conferences can be extended to other organisations with background on workers’ education for information and experience sharing.</p> <p>It is usually during Education Conferences where an established Trainers Network is endorsed by the organisation.</p>
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## Objectives, Target participants, Content, Methodology

TITLE OF THE PROGRAMME	:	DEVELOPMENT OF TRAINING CURRICULUM FOR A LOCAL FOLLOW-UP ACTIVITY - (TTM I)						
DATE	:	_____ / _____ - 20_____						
VENUE	:	_____						
ORGANISATION	:	_____						
TARGET PARTICIPANTS	:	Twenty union officials involved in Trade Union training <i>DTDA targets an equal number of male and female participants (at least 30 % female participants)</i>						
DESCRIPTION/OBJECTIVES	:	Consistent with the long and short term objectives of education and training development plan of the partner national unions and in support of their overall education policies, this seminar is designed to: <ul style="list-style-type: none"><li>• <b>Identify</b> priorities, problems and training needs of the union</li><li>• <b>Provide</b> basic knowledge and skill in programme design</li><li>• <b>Develop</b> a module of a local follow-up activity following the systematic approach to training design</li><li>• <b>Utilize</b> an appropriate evaluation instrument</li></ul>						
CONTENT	:	A. Gathering of Information on Training Needs B. Formulation of Training Objectives C. Determination and Organization of Training Components D. Selection of Training Methods E. Design of Training Aids/Training Materials F. Preparation of Schedule G. Arrangement of Training Venue H. Implementation of Training I. Evaluation of Training Programme						
METHODOLOGY	:	The following methods of learning shall be utilized: <table><tr><td><b>Active Lecture</b></td><td><b>Brainstorming</b></td></tr><tr><td><b>Discussion</b></td><td><b>Activities</b></td></tr><tr><td><b>Plenary Sessions</b></td><td><b>Group Workshop</b></td></tr></table>	<b>Active Lecture</b>	<b>Brainstorming</b>	<b>Discussion</b>	<b>Activities</b>	<b>Plenary Sessions</b>	<b>Group Workshop</b>
<b>Active Lecture</b>	<b>Brainstorming</b>							
<b>Discussion</b>	<b>Activities</b>							
<b>Plenary Sessions</b>	<b>Group Workshop</b>							
PROGRAMME ADMINISTRATOR	:	DTDA						

## Programme

### DTDA Workshop on Training of Trainers' module I

Time	DAY 1	DAY 2	DAY 3	DAY 4	Day 5
8.30 - 9.00	Registration of participants Opening Introduction of: Participants & trainers Practical information	Registration of participants  Report of day 1 Recapitulation	Registration of participants  Report of day 2 Recapitulation	Registration of participants  Report of day 3 Recapitulation	Registration of participants  Report of day 4 Recapitulation
9.00-10.00	Workshop rules Group duties Level of expectations ( Interview )	Training objective setting	Selecting training methods  Participatory methods	Curriculum design	Checklist (Group work)
10.00 – 10.15	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
10.15 – 11.00	Continued... DTDA Education Strategy  Programme overview	Training objective setting	Role play	Curriculum design (group work)	Checklist (Presentations)
11.00 – 12.00	Why trade union education? (Group work )	Training objective setting	Role play	Curriculum design (Presentation)	Training evaluation
12.00 – 13.00	<b>Lunch break</b>	<b>Lunch break</b>	<b>Lunch break</b>	<b>Lunch break</b>	<b>Lunch break</b>
13.00 – 13.30	Why trade union education? (presentations)	Training objective setting	Active lecture & using training aids (Lecture)	Designing lectures (session plans & activities)	Follow-up activities
13.30 – 14.00	Systematic approach to Curriculum design				
14.00 – 15.00	Identifying training needs (Group work)	Determining & structuring content	Public speaking	Designing lectures (session plans & activities)	Summary
15.00 – 15.15	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
15.15 – 17.00	Identifying training needs (Presentations)	Determining & structuring content	Public speaking	Designing lectures (session plans & activities)	Evaluation and Closing

**Facilitators:**

## **Introduction to Systematic Approach in Training Programme Design**

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In the following 5 day-seminar we are going to take you through the different stages of planning a curriculum for a local follow-up activity.

We shall try to go about it very systematically and follow the procedures as listed below.

By the end of the seminar you should be able to make your own curriculum using the method this seminar is advocating.

This seminar is based on the participatory methods however before each activity we have prepared a short lecture and a handout. The handouts and the activities are designed to form a "Mini Handbook" when compiled in the order they have been distributed to you, enabling you to review and reinforce the techniques used once you are back in your union.

- 1. OBTAIN INFORMATION ABOUT THE TRAINEES (THE NEEDS)**
- 2. DESIGN TRAINING OBJECTIVES**
- 3. DETERMINE AND STRUCTURE CONTENTS**
- 4. SELECT TRAINING METHODS**
- 5. DESIGN TRAINING AIDS & TRAINING MATERIALS**
- 6. WORK OUT A TIME-TABLE**
- 7. ARRANGE TRAINING FACILITIES**
- 8. RUN THE EVENT**
- 9. EVALUATE THE TRAINING.**

## 1<sup>st</sup> Session

### Introduction / Activity Sheet 1

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<b>ACTIVITY</b>	: Introduction
<b>OBJECTIVES</b>	: To get to know each other better. To practice interviewing skills To practice taking notes of interview
<b>TASK</b>	: Please choose a partner you know the least and interview her/him seeking information on the following points:  <b>1. Name</b>  <b>2. Age</b>  <b>3. Position in union</b>  <b>4. Trade union experience</b>  <b>5. Expectations from this seminar</b>
<b>NOTE</b>	: Talk to your partner for 5 - 10 min.
<b>TIME</b>	: introduce her/him to the rest of the group in 2 minutes.

## 1<sup>st</sup> Session

### Why Trade Union / Activity Sheet 2

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<b>ACTIVITY</b>	: Why Trade Union Education?
<b>OBJECTIVE</b>	: To find out why unions need to educate their members. To set the aims of trade union education
<b>TASK</b>	: Discuss in your groups the importance and role of education in trade unions. Define the aims of trade union education. Put your key points on flipcharts.  Designate a presenter/reporter from your group to present the output to the rest of the participants
<b>TIME</b>	: Preparation - 45 minutes Presentation and Processing - 15 minutes per group



## 1<sup>st</sup> Session

### Identifying training needs / Activity Sheet 3

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<b>ACTIVITY</b>	: Identifying Training Needs
<b>OBJECTIVE</b>	: To identify and prioritize subjects, problems issues or training needs of your union.
<b>TASK</b>	<p>: Discuss with your group member all possible issues, problems and needs which can be answered by training.</p> <p>List the training needs according to their order of priorities on a flipchart</p> <p>Designate a presenter/reporter from your group to present the output to the rest of the participants</p>
<b>TIME</b>	<p>: Preparation - 60 minutes</p> <p>Presentation - 15 minutes per group</p>

## 2<sup>nd</sup> Session

# Curriculum Design of a Local Programme

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**AIM** : To enable the participants to design one local follow-up activity following systematic approach to curriculum design.

It is important to state a clear **AIM**. This will eventually help you to measure the effectiveness of your programme.

**OBJECTIVE** : To produce the skeleton of a curriculum design for a local follow-up activity through activities and practice.

The **OBJECTIVE** of your local follow-up activity should be stated in such a way that you can measure whether it was met by the end of the local follow-up activity.

Generally, the output of your activities will show if the objective of the activity was met.

The **AIM** represents your goals on a long term basis whereas the **OBJECTIVE** represents the immediate results of your local follow-up activity.

Clear **AIMS** and concrete **OBJECTIVES** facilitate your choice of materials and methods.

When you are in the process of defining the **AIM and OBJECTIVE** of your programme, you should consider the following points:

Who is the **target group**?

Research:

age group  
male/female  
education  
wages etc.

Once you have done this, you can determine:

- a. Initial behavior
- b. Terminal behavior

**Initial Behaviour** means the pattern of activities of your participants before they receive your training.

For example:

Working mothers do not use the day-care center facilities provided by the company.

**Terminal Behaviour** means the actions; the do's and don'ts that you want the participants to perform and observe after your training.

For example:

- The working mothers utilize the day-care center facilities.
- The working mothers attend the child and maternal care orientation programs which are conducted once a week.

Using the above-mentioned examples, it is now easy to formulate the **AIMS** and **OBJECTIVES**:

**AIM** : To assist the participants to develop their knowledge of maternal care and to identify problems related to maternal care through:

1. Utilization of the day care centre facilities, and
2. Attendance to the once a week child and maternal care orientation programmes being conducted.

**OBJECTIVES** : By the end of the workshop participants will be able to:

1. **List and discuss** problems in connection with the day care center, and
2. **Formulate** pro- and counterarguments for the reasoning given for the non-use of the center.

(Remember there may be many good reasons as to why the women have not used the centre. That is why it is important to do the research **BEFORE** and **AFTER** you formulate the **AIMS** and **OBJECTIVES**.)

When you have reached this stage, you can proceed to design your curriculum for the local follow-up activity.

The terms **INITIAL BEHAVIOR** AND **TERMINAL BEHAVIOR** have been introduced to assist you to formulate specific and concrete learning objectives for your local follow-up activity.

By looking into the behaviour of your participants **before** and **after** your training, you force participants to be concrete when formulating the learning objectives of your local follow-up activity.

A lot of learning objectives are poorly written. Poorly in the sense that it is impossible to **measure after the training** whether any learning has taken place.



If the trainer has a clear understanding of the **Terminal Behaviour** of the participants, s/he will be able express the learning objective clearly and to avoid very broad, vague or ambiguous concepts.

### AVOID AMBIGUOUS TERMS LIKE:

to know	to understand	to enjoy
to believe	to appreciate	to have faith in
to learn	to think	

### NO:

☹ After the OSH local follow-up activity the participants have increased their knowledge and skills concerning OSH.

It is going to be a lot easier to **measure** and **verify** that learning has taken place if you use precise terms in your objectives.

### YES:

☺ After the OSH local follow-up activity the participants are able to list down 3 hazards in garment sector, show how to use 4 types of Personal Protective Equipment (PPE) and explain the text of article 14 and 15 in the labour law.

### USE PRECISE TERMS LIKE:

to write	to define	to recite
to state	to identify	to name
to differentiate	to recall	to solve
to construct	to label	to list
to select	to compare	to measure
to contrast	to underline	

Let us take a look at the example again:

**OBJECTIVES** : By the end of the workshop participants will be able to:

**List and discuss** problems in connection with the day care center, and

**Formulate** pro- and counterarguments for the reasoning given for the non-use of the centre.

The terms **list**, **discuss** and **formulate** are precise terms with which you can check that the learning objectives have been met simply by asking your participants to list, discuss and formulate.

If they are unable to perform, then at least you know by now that you have to change your activity to meet the learning objectives.

## 2<sup>nd</sup> Session

### Setting Training Objective / Activity Sheet 4

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**ACTIVITY** : Identifying Aims and Objectives of your local follow-up activity.

**OBJECTIVE** : **The local follow-up activity must deal specifically with?**

To identify the **AIMS** and **OBJECTIVES** of your local follow-up activity by determining:

**INITIAL BEHAVIOR**

and

**TERMINAL BEHAVIOR**

of your participants.

**TASK** : Utilizing any of the identified subjects/issues, discuss with your group members the initial and terminal behaviour of your participants.

Identify your aims and objectives of the local follow-up activity.

List the initial behaviour, the terminal behaviour, your aims and objectives on a flipchart

Designate your group presenter to present the output to the rest of the participants.

**TIME** : Preparation - 60 minutes

Presentation - 15 minutes per group

## 2<sup>nd</sup> Session

### Curriculum Design of a Local Follow-up Activity

Let us take a look at the steps that must be taken in designing the trade union programme:

1. OBTAIN INFORMATION ABOUT THE TRAINEES (THE NEEDS)
2. DESIGN TRAINING OBJECTIVES
3. DETERMINE AND STRUCTURE CONTENTS
4. SELECT TRAINING METHODS
5. DESIGN TRAINING AIDS & TRAINING MATERIALS
6. WORK OUT A TIME-TABLE
7. ARRANGE TRAINING FACILITIES
8. RUN THE EVENT
9. EVALUATE THE TRAINING.

Following above steps, the next stage in your design of a trade union programme is determining the contents based on the objectives you have formulated in the earlier activity. If your training objectives are clear and precisely formulated, determining the contents of your trade union programme will be smooth and easy as there is normally a one-to-one correspondence between the OBJECTIVES and CONTENTS (see table below).

OBJECTIVES	TOPICS/SUBJECTS
1.] Define what a trade union is	1.] What is a Trade Union?
2.] Explain the role and importance of trade unions	2.1] Objectives of Trade Unions 2.2] Importance of Trade Unions 2.3] Activities of Trade Unions
3.] Discuss the advantage of being a trade union member	3.] Why Join a Trade Union?

When you have identified the contents of your trade union programme, you need to arrange the different topics/subjects according to the order (sequence) in which each of the topics will be conducted.

The following tips on “*Sequencing of Topics*” can be useful for the participants in determining which should be the first session, second session and onwards, amongst the topics and/or subject content they have identified.

- a) From Known to Unknown – in a Gender Awareness training for example, the topic “*Biological Differences between Male and Female*” comes first before the topic “*Gender Definition*”. The former is a subject matter universally known to everyone of age while the latter is a conceptual knowledge NOT known to all.

Organizing the contents of your trade union programme using this method allows for easy introduction of unknown principles using familiar concepts.

- b) From Concrete to Abstracts – simply means putting what is concretely experienced by the participants as the starting topics before discussing a topic that is not immediately tangible amongst the participants. For instance, starting a Workers’ Rights workshop with the topic “*Identifying Problems at the Workplace*” provides opportunities for discussion on concrete problems through which the discussion of the more abstract topic “*What Is Workers’ Right*” can then follow.
- c) From Observation to Reasoning – this method places as the first topic those that provide the participants with opportunities to observe followed by topics where learning gained from the previous topics is applied.

In an occupational health and safety programme for example, the topics “*Types of Chemicals*” and “*Chemical Hazards*” are taken up first before the topic “*Proper Handling of Chemicals*”.

- d) From Simple to Complex – this method of organizing the contents of a trade union training programme puts the most simple and easily understandable topic/subject in the beginning of the programme, the not as simple as the next topic, with the most complex or difficult topic being the last.

Note that in the given example on Page 23 of the handouts, the first topic is “*Identifying Needs and Problems at the Workplace*” because it is a simple topic. The topic “*Rights and Problems*” is placed as the last one because it requires more complicated skills of analyzing violations of workers’ rights.

- e) From General to Particular – On *knowledge workshops* such as “Contents of a Standard CBA”, the programme normally begins with a general description of what a CBA is and what are the different sections it should contain.

This is then followed-up by discussions of each of the particular section within a standard CBA format.

- f) According to the Logical Procedure of Doing the Process – this method of organizing topics/subjects normally applies to *skills workshops* such as “Registering a Union”, “Operating the Multi-Media Projector”, “Developing a Curriculum”, and the like.

In this method of organizing contents, the different steps (topic contents) identified are sequenced in the programme according to the order in which they are performed – that is, the first step in the set of procedures as the first topic, the second step as the next topic, and so forth.

When you "DETERMINE AND STRUCTURE CONTENTS", it is also advisable to use the chart described below. It gives you the opportunity to make an **interlinked** programme. **Inter-linked** means that one session plus activity is linked to the next one in order to enhance the points

**In other words to use the learning experiences achieved during the previous session.**

#### A local programme

	Friday	Saturday	Sunday
0830 - 0900	Opening and Introduction		
0900 - 1000	Needs & problems at the workplace (group work)		
1000 - 1100	Labour law & rights (lecture)		
1100 - 1200	Rights & problems (group work)		
1200 - 1230	Lunch		
1230 - 1330	Rights & problems (presentations/feedback)		
1330 -1500	Action & solutions		



## 3<sup>rd</sup> Session / Activity Sheet 5

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<b>ACTIVITY</b>	:	Determining and structuring contents
<b>OBJECTIVE</b>	:	To determine and structure the contents of a local follow-up activity
<b>TASK</b>	:	To determining content/topics for in relation to selected objectives
<b>TIME</b>	:	Preparation - 30 minutes

Discuss in your groups which sub-topics you need to reach in your earlier developed local follow-up activity objective(s).

Select a group member to do a brief presentation of your selected topics

## Selecting Training methods

When "SELECTING TRAINING METHODS", we can choose to utilize "**PARTICIPATORY METHODS**" or "**LECTURES**". Participatory methods are generally more time consuming than lectures, but they give instant feedback about the learning process and provide participants with experience. Lectures can be greatly enhanced by use of audiovisual aids and questions; we call it "**ACTIVE LECTURES**".

### PARTICIPATORY METHODS

1. ROLEPLAYS
2. DISCUSSIONS
3. GROUP WORK
4. GAMES
5. PUBLIC SPEAKING
6. STUDY CIRCLES

### Aids for ACTIVE LECTURES

1. DVD/VIDEO
2. COMPUTERS
3. PROJECTOR
4. FLIP CHARTS
5. BLACK/WHITE BOARD
6. POWER POINTS

Generally, no one single method is "better" than the other. They are to be treated as different tools a trainer can use to achieve his/her goal.

**The art is to choose the right tool to the right task.**

In a trade union context a mixture with emphasis on **PARTICIPATORY METHODS** will prove the most efficient because participatory methods and techniques build **MOTIVATION**.

This means when selecting training methods we have to consider:

### Why is the person participating?

For example:

If you are a clerk taking a course (may be you even paid yourself) to become more qualified and eventually getting a promotion, you are **directly motivated** and willing to endure a lot of boring lectures trying to capture whatever wisdom there might be to it.

If you are an experienced trade unionist or a worker with a lifespan of experience, you have a lot to contribute with.

May be you were appointed by your union to join a local follow-up activity.

You look forward to make new friends and to discuss trade union politics with fellow trade unionists. You are not likely to enjoy lengthy lectures on subjects you may already have formed opinions on. Your **motivation is indirect** and will be developed and enhanced through participation.

On the other hand there are skills and knowledge that has to be delivered through lectures. How would you for instance learn about labour laws only through group work?

It would be difficult - so we need a **resource person** who can deliver the knowledge in an interesting and entertaining way through an active lecture.

When we have had the lecture we could for instance use a **role play** to get the newly acquired knowledge "under our skin".

## 3<sup>rd</sup> Session

### Training Methods / Activity Sheet 6

<b>ACTIVITY</b>	:	Selection of Training Methods
<b>OBJECTIVE</b>	:	Select the appropriate training method for effective training and state the reason for selecting the method.
<b>TASK</b>	:	Using the given learning situation, identify/state training methods you find most suitable.  Each participant should be ready to discuss his/her own output.
<b>TIME</b>	:	Preparation - 30 minutes

#### LEARNING SITUATIONS

Training Situations	Possible Aids/Methods Chosen Why?
1. <b>Safety</b> Participants to comply with company regulations concerning the protection of eyes and the avoidance of common hazards	
2. <b>Result of a local follow-up activity</b> Participants to describe the effect of the seminar they have just attended	
3. <b>Interview</b> Shop steward to improve their ability to conduct interview of a complaining member	

**PARTICIPATORY METHODS** are so far more effective because it makes the participants use their experience and knowledge and maybe put it in another context.

There are different ways to choose from when applying this method:

In **ROLE PLAYS** the participants are just like actors and actresses in a movie or television programme.

For example:                      The scene is a women's committee meeting. One participant pretends that she is the Chair presiding over the meeting; one is an organizer reporting her monthly accomplishment, one acts as the secretary taking down the minutes and the rest as board members. By doing the assigned role, the participants can put up a show on how a meeting is conducted.

## **GROUP WORK**

Is basically "**doing things together**", which is what we have been actually doing since the beginning of this seminar. To make any **Group Work** productive, it is important that the **AIM**, **TASK**, and **TIME** of an assigned **ACTIVITY** is clear to the group. Every participant should actively participate and make contributions in order to build motivation and enhance the individual learning process.

## **In DISCUSSION**

Where a topic for instance is about "employment equality of women" - the participants talk and express their own ideas and opinions about the topic. During the discussions, they may ask each other questions, argue or agree on some points.

The trainer guides the flow of discussions.

## **PUBLIC SPEAKING**

Every time a participant is called to present or offer to say something in front of the other participants, it is actually public speaking. This does not make it an easy skill to perform. Besides, different people have different ways to communicate. The bottom line is that if a person feels confident when addressing a crowd, he or she usually communicates more effectively. This confidence can be enhanced through practice. We have enclosed three suggestions for activities in public speaking.

## **STUDY CIRCLE**

When a group of workers decide that they want to study and learn from each other's experience they form a study circle. The group can meet in private homes, in the workplace or in the union house. The circle assigns a study circle leader who is responsible for minutes and organizing of the meetings. The method is very efficient when defining needs and guidelines for example for an Occupational, Health and Safety Committee.

## 3<sup>rd</sup> Session

### Negotiating Maternity Pay / Activity Sheet 7 a

(Trainer Sheet – do not distribute)

**OBJECTIVES** : To develop skills in utilizing participatory methods  
To develop arguments for maternity pay  
To develop negotiating skills

**TASK** : You will be asked to play one of the following:

- a company manager
- a union representative
- an observer

**TIME** :

Preparation time		30 minutes
Role Play	-	30 minutes
Feedback	-	30 minutes

The role play takes place in a large private company. 30% of the workforce is female. The union representatives have arranged a meeting with management to discuss the question of paid maternity leave.

A foreign company is looking into the possibility of setting up a similar production in the country.

**Management** is expecting a very big order in two months. The profits derived from this order would enable it to modernize the operation and prevent the other company from establishing the production. The order will require a lot of overtime work from the workers. If management does not get the cooperation of the workers, it will provide the foreign company with just the break it needs to start a production.

Management wants to maintain good relations with the unions for the time being.

The **Union** has heard the rumours that a foreign company has plans to start a similar production in the country. They fear that this could lead to modernization, new machines and subsequently retrenchment of workers. It could also mean new better paid jobs for the best qualified workers.

The union does not want to facilitate this development by calling a strike, but, on the other hand the Union needs to be able to show a result on the maternity leave issue to its members.

**Observers' brief** - You are to observe a meeting between a team of union representatives and management. Comment on the following:

- How well did the union side present their arguments?
- Were their objectives clear?
- Did they work well as a team?
- What could have been improved?

**Remember: This is a confidential sheet. Don't share with neither management nor workers. Observers get all briefings.**

## Negotiating Maternity Pay / Activity Sheet 7 b

### (MANAGEMENT GROUP)

**OBJECTIVES** : To develop skills in utilizing participatory methods

To develop arguments for maternity pay

To develop negotiating skills

**TASK** : You will be asked to play one of the following:

- a company manager
- a union representative
- an observer

**TIME** : Role Play - 30 minutes

Feedback - 30 minutes

The role play takes place in a large, private company. 30% of the workforce is female. The union representatives have arranged a meeting with management to discuss the question of paid maternity leave.

### Manager's brief

You are managers in a private company. Union representatives have made an appointment to discuss the issue of maternity pay. You know that company policy allows only 12 weeks unpaid leave.

A foreign company is looking into the possibility of setting up a similar production in the country.

You are expecting a very big order in two months. The profits derived from this order would enable you to modernize your operation and to prevent the other company from establishing the production.

The order will require a lot of overtime work from the workers.

If you do not get the cooperation of the workers, you will provide the foreign company with just the break it needs to start a production.

You want to maintain good relations with the unions for the time being. Prepare your case and present it at the meeting.

**Remember: This is a confidential sheet. Do not share with workers. Observers get all briefings.**

## Negotiating Maternity Pay / Activity Sheet 7 c

### (WORKERS' GROUP)

**OBJECTIVES** :

- To develop skills in utilizing participatory methods
- To develop arguments for maternity pay
- To develop negotiating skills

**TASK** :

You will be asked to play one of the following:

- a company manager
- a union representative
- an observer

**TIME** :

Role Play	-	30 minutes
Feedback	-	30 minutes

The role play takes place in a large, private company. 30% of the workforce is female. The union representatives have arranged a meeting with management to discuss the question of paid maternity leave.

### Union Representative's brief

At your workplace you are entitled to 12 weeks unpaid maternity leave. You have had several complaints from women members that they cannot manage without pay when they take maternity leave. You have decided to take the matter up with management.

Rumours will know that a foreign company has plans to start a similar production in the country. There is some fear that this could lead to modernization, new machines and subsequently retrenchment of workers.

It could also mean new better paid jobs for the best qualified workers.

You do not want to facilitate this development by calling a strike, but on the other hand; you need to be able to show a result on the maternity leave issue to you members.

Prepare your arguments and put them forward at the meeting.

**Remember: This is a confidential sheet. Do not share with management. Observers get all briefings.**

## Negotiating Maternity Pay / Activity Sheet 7 d

### (OBSERVERS' GROUP)

**OBJECTIVES** :

- To develop skills in utilizing participatory methods
- To develop arguments for maternity pay
- To develop negotiating skills

**TASK** :

You will be asked to play one of the following:

- a company manager
- a union representative
- an observer

**TIME** :

Role Play	-	30 minutes
Processing	-	30 minutes

The role play takes place in a large, private company. 30% of the workforce is female. The union representatives have arranged a meeting with management to discuss the question of paid maternity leave.

### Observers' brief

You are to observe a meeting between a team of union representatives and management. Comment on the following:

- How well did the union/management side present their arguments?
- Were their objectives clear?
- Did they work well as a team?
- What could have been improved?

**Remember: This is a confidential sheet. Do not share with neither management nor workers. Observers get all briefings.**



## **3<sup>rd</sup> Session**

### **Public Speaking / Activity Sheet 8**

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**ACTIVITY** : **PUBLIC SPEAKING**

**OBJECTIVES** : To practice public speaking through sharing of opinions, exchange of views, and argumentation on a certain issue or by telling story.

#### **ACTIVITY A**

**TASK** : Tell the group your opinion, views or observation on the following:

**(Issues: open)**

You are given 3-5 minutes each to express yourself.

#### **ACTIVITY B**

**TASK** : Tell the group how you will handle a given situation.

**(Situation: Open)**

You are given 3-5 minutes to express yourself.

#### **ACTIVITY C**

**TASK** : As best as you can, describe to your fellow participants a given object without mentioning its name.

When you have given enough description, ask them - "NAME IT"

Apart from using and knowing the **PARTICIPATORY METHODS** we must be able to deliver a **lecture** in a convincing and entertaining way.

We must give an **ACTIVE LECTURE**.

This is where the educational aids come in.

Generally lectures much longer than **45 min** are not effective.

Further, a trainer must have a **"natural break point"** every **5-10 minutes** to keep the attention of participants.

A **"natural break point"** could be to utilize some educational aids like:

- FILM/DVD/Video /Audio
- Projector/Power point show
- Smart board
- Flipchart
- Black/White board
- Handouts

You could also seek to interrupt your stream of talking by question/answer (Q/A) sessions.

When your 45 min. comes to an end you should have an activity well prepared beforehand for your participants. It gives your participants a chance to talk, discuss; participate - and provides you with the opportunity to check whether they have understood your lecture!!

You can form your activity as a **role play, group work or discussions**.

When you prepare group work then use the techniques shown in this handout. Clearly state:

- **ACTIVITY**
- **OBJECTIVE**
- **TASK**
- **TIME**

Let us just take a look at the materials within your reach in your local follow-up activity:

## **THE PROJECTOR**

If a **PROJECTOR** is available, you need another electronic equipment to show/play the content.

Mainly laptops are used but also other electronic equipment (smart phones, tablets, DVDs etc.) can be connected to a projector.

They are helpful to explain complex problems. You easily switch between computer programs, but you can show films and mix a lot of information.

**Remember:** It can be tough for the audience to look at a projector show (so take care of timing). Do not only use projector because you may risk losing the attention of participants. Therefore:

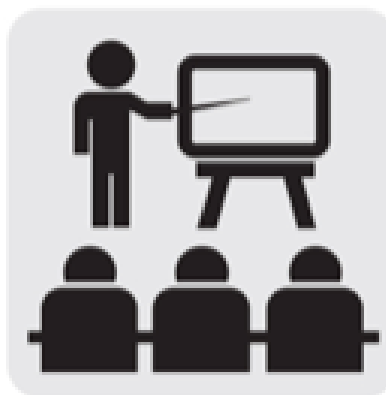
Still, keep it simple as a lot of collars and a great mix can confuse the audience, and

Always check your equipment before the presentation

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## **THE FLIPCHARTS**

You should prepare **flipcharts** with the basic points of your lecture.



This is most helpful to keep the sequence of your lecture.

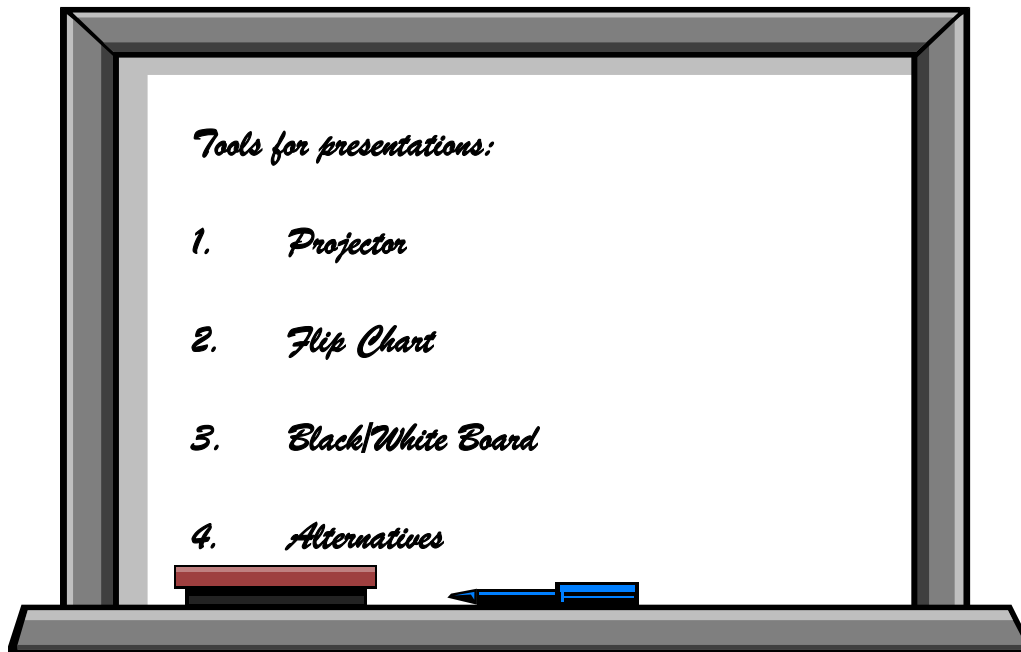
Further it provides you the possibility to go back and repeat your points if necessary.

**Remember:** Write on the **Flipchart** with big letters enabling all participants to see the words or the figures.

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## THE BLACK/WHITE BOARD

The **Black Boards** or the **White Boards** are very good to make additional explanations and drawings on.



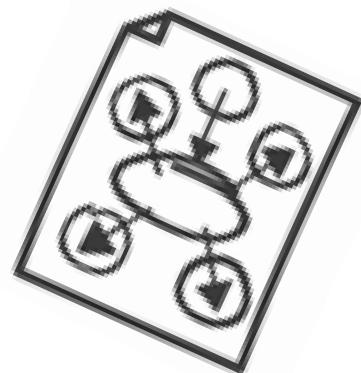
**Remember:** Do not turn your back to the participants when you are talking! Keep the **black/white board** tidy!

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## HANDOUTS

The **Handouts** are useful for the participants to study when they are back in their union and want to review the local follow-up activity.

**Remember:** Generally distribute your handouts **after** your session.



## 4<sup>th</sup> Session

### Curriculum Design / Activity Sheet 9

**ACTIVITY** : Curriculum Design

**OBJECTIVE** : To create a curriculum for a local follow-up activity

**TASK** : You will work with the group that was formed in the first activity.

You should use the **AIM** determined in a previous activity to create your curriculum.

Focus points for the task:

- Title of programme
- Aim
- Objective
- Target group
- Inter-linked sessions
- Timing

You should use the scheme described on page 23 in this handout.

(Transfer it to an electronic file)

Present your findings in plenary

**TIME** : 60 minutes



## Session Objectives

Just like we have analyzed the behaviour (initial & terminal) of the participants to design the learning objectives of the local follow-up activity we should go through the same process to design the:

### Learning Objectives of the individual Session.

Again, a clearly conceived idea of **what** it is we want participants to learn will make it a lot easier to structure the content of the active lecture and to design the following activity.

For example:

The learning objectives of the second session page 21 - 22 "Curriculum Design" are to enable the participants to:

- \* create an inter-linked curriculum for a local follow-up activity;
- \* utilize the scheme described on page 23, and
- \* differentiate between participatory methods and an active lecture.

You have just gone through an activity page 36 in which we have asked you to do just that. The AIM of this activity is to reinforce the stated learning objectives and to give the trainer an idea as to how well the learning has taken place.

Everybody knows the feeling of suddenly going blank and forgetting everything in front of a group of people. To avoid this unpleasant and highly stressful situation we suggest you use a **SESSION PLAN**.

It is like a recipe on how you are going to deliver your active lecture. It should contain **Keywords**, mention of **Aids** and **timing**.

Once you have done it, then you do not have to follow it rigidly. The advantage is that it ensures that you will always be able to "get back" to your topic if distracted

<b>Session Plan for Active Lecture</b> : "Labour law"		
<b>Learning Objectives</b> : "Can explain labour law articles on maternity leave"		
Keywords	Time	Aids
<u>Lecture on Labour law</u> Article 11 and 12 Sub topic: Maternity leave	20 minutes	Whiteboard Handouts no. 2 maternity leave
<u>Group work / labour law</u> a. Explain group work b. Distribute activity sheet c. Divide into 3 groups d. Group work	Total 45 minutes 5 minutes 5 5 30	Activity Sheet no 2.

## 4<sup>th</sup> Session

### Session Planning / Activity Sheet 10

ACTIVITY	:	SESSION PLANNING
OBJECTIVES	:	<p>To draft the outline of one <u>active lecture</u>.</p> <p>To design one <u>activity</u></p>
TASK	:	<p>Once you have structured your curriculum, you should design the <b>session plan</b> of one session showing:</p> <ul style="list-style-type: none"> <li>➤ <u>Session Objectives</u></li> <li>➤ <u>Breakpoints</u></li> <li>➤ <u>Educational aids</u></li> <li>➤ <u>Key words</u></li> <li>➤ <u>Time allotment</u></li> </ul> <p>You could use the format showed on page 37.</p> <p>(Produce it in an electronic form and present it using the projector)</p> <p>When you have done this,</p> <p style="text-align: center;"><b>design an activity</b> or activity sheet</p> <p>in order to reinforce your active lecture.</p> <p>Please use the same format as this activity has been presented in (see page 36).</p> <p>Transfer it to a flipchart or power point.</p> <p>Present your findings to the participants.</p>
TIME	:	120 minutes



## 4<sup>th</sup> Session

### Administrative Arrangements and Training Evaluation

Training has to be well organized. In addition to the subject matter, methods, materials and aids to be used, there are other details to be considered. The arrangements should be carefully handled. Detailed organization varies as they are dependent on local factors. Part of training organizing is to follow certain procedures called "checklist".

An example of a checklist is described below:

#### CHECKLIST FOR A LOCAL FOLLOW UP ACTIVITY

Item Description	Who is Responsible	Deadline	Remarks
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

A training organizer must prepare a detailed list like the one shown below:

1. **Planning meeting** (objectives, target group, subject matter/method)
2. **Determination** of time, place, participants, and staff required, and others
3. **Invitation/announcements** to participants, resource person, National Centre
4. **Budgeting** (food, honorarium, transportation rentals, reproduction, and other)
5. **Materials and Equipment** needed (paper, tape, pencil, ball pens, video equipment, projector and similar items)
6. **Forms** (attendance sheet, vouchers, participants list)
7. **Programme schedule**, sessions, speakers, etc.
8. **Report** preparation, typing, printing
9. **Summarizing expenses**
10. **Follow-up** (plan of action for next programme and information to participants).



## 5<sup>th</sup> Session

### Training Checklist / Activity Sheet 11

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<b>ACTIVITY</b>	:	PREPARATION OF TRAINING CHECKLIST						
<b>OBJECTIVE</b>	:	To make a detailed checklist of your local follow-up activity.						
<b>TASK</b>	:	<p>Use the same group which developed the curriculum and write a detailed checklist for your local program. Base your list on the format shown on page 39</p> <p>(Transfer it to an electronic form - word/power point etc.)</p> <p>Designate your group presenter to report to the rest of the participants.</p>						
<b>TIME</b>	:	<table><tr><td>Preparation</td><td>-</td><td>60 minutes</td></tr><tr><td>Presentation and Processing</td><td>-</td><td>15 minutes per group</td></tr></table>	Preparation	-	60 minutes	Presentation and Processing	-	15 minutes per group
Preparation	-	60 minutes						
Presentation and Processing	-	15 minutes per group						

## What Does Training Evaluation Mean?

**EVALUATION** is a matter of common sense and of asking sensible questions about the training. How it was conducted and how to improve it?

Training activities have to be evaluated if we are to find out whether we are **achieving our objectives** and if the **results satisfy the training needs**.

Evaluation can be carried out on the following levels:

### REACTION LEVEL:

Provides information on the participants' opinions and attitudes towards the trainer, the methods, the subject matter and their degree of participation

For example:     What can you say about the training program?  
                         Did you get something good from it?  
                         Were the speakers clear enough in teaching?  
                         Was the training place comfortable?  
                         Were you given reading materials/handouts?

### LEARNING LEVEL:

Provides information on the effects of learning in terms of knowledge acquired, skills and attitudes of the participants

For example:     What additional know-how or information you got out of the programme?  
                         Were they useful to you?

### JOB BEHAVIOR LEVEL:

Transfer of the acquired knowledge, skills and attitudes into their behaviour back on the job

For example:     How did the training help you do your job/role in the union?

### FUNCTIONAL LEVEL:

Effects of training to the overall functioning of an organization

For example:     How did the training help/contribute in your Union activities and operation?

It is not practical, however, to evaluate on every level. A single training event like a **local follow-up activity** can only be concerned with the **reaction and learning level**.

The selection of evaluation criteria depends on the **objectives** of the training.

For Example: If your training objective is to persuade women to take more responsible positions in the union. The evaluation must show whether the training has provided the participants with the information which encourage active participation of women in union activities.

Participants' reactions for feedback purposes and future programmes can be obtained through the use of questionnaires with open or multiple-choice questions.

### Example: **EVALUATION QUESTIONNAIRE**

**Please do not write your name on this form. Your comments will help to improve this programme.**

1. What can you say about the overall administration of the training programme ? **POOR/SATISFACTORY/EXCELLENT**  
  
Why?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
2. Were you provided with enough information prior to the programme? **YES/NO**  
  
If **NO**, what was missing?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
3. Do you have a clear understanding of the aim and objectives of the programme? **YES/NO**  
  
If **YES**, please state the objectives as you have perceived them.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
4. Does the training programme cover adequate information? **YES/NO**  
  
If **NO**, what topic(s) could have been added? ... Deleted?  
\_\_\_\_\_

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5. What part of the programme do you find most useful?

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6. In your opinion, what are the strengths and weaknesses of this programme?

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Why?

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7. How do you find the methodology utilized?

**POOR/SATISFACTORY/EXCELLENT**

8. How did you find the competency overall?

**POOR/SATISFACTORY/EXCELLENT**

Overall performance of the trainer(s)?

Why?

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9. What could be done to improve the programme?

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10. Will you recommend or encourage your colleagues to attend this programme in the future?

**YES/NO**

Why?

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11. Other comments?

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Thank you for your cooperation!

## Local Follow-up Activities

A very important issue to any education is **FOLLOW UP**.

**Follow-up** is any action you take that involves a former participant.

It could be:

- **A letter** informing about the evaluation of the programme and about future programs;
- **A meeting** dealing with the objectives of the local follow-up activity;
- **A poster** on the workplace reminding participants of the decisions taken on the local follow-up activity;
- **The formation of committees** on the workplace like education, safety or women committees;
- **A simple phone call** to enquire how the participant is doing and whether anything is happening/ changing as a result of the local follow-up activity;
- **An invitation** to the next programme, and
- **A social** evening.

For trade union training to succeed, continuity is of paramount importance.

Training is expensive and it is generally difficult to measure results - that is why the human resources developed through the trade union training must be utilized and maintained.

Apart from proper planning, budgeting and implementation of educational programmes, **follow-ups** are necessary to secure continuity.

The follow-up helps building commitment to the trade union movement by giving the individual activist a feeling of belonging and importance to the movement.

The turn-over of trade union activists is by far too large. This is basically caused by the fact that everything (or almost everything) is being done on a volunteer basis.

If an educational event like a local follow-up activity, course or workshop is seen by the participants as an isolated event, chances are that they easy forget commitments and action plans.

If we, on the other hand, ensure a proper **follow-up**, we are much more likely to get a "pay off" on all our educational endeavours, namely:

*The strengthening of the Unions for the betterment of the conditions of the working class*

The \_\_\_\_\_ and the DTDA intend to have follow-up activities of the trainers training.

To get further training one of the criteria is that:

**You must have conducted at least one local follow-up activity** in which you have used some of the methods presented during this local follow-up activity.

We are aware that not all unions have funds to run local follow-up activities. Consequently, the \_\_\_\_\_ and the DTDA provide the opportunity for trained trainers to run a local training activity on their own sponsored by the DTDA. To avail this opportunity you must:

Send a proposal (at least one month in advance of the local follow-up activity) to the responsible organisation stating:

- TARGET GROUP
- INITIAL BEHAVIOR
- TERMINAL BEHAVIOR
- AIM
- OBJECTIVES
- EVALUATION INSTRUMENT
- PROGRAMME
- VENUE
- DATES
- BUDGET
- DATE OF YOUR ATTENDANCE TO MODULE I

The local follow-up activity is non-residential and the budget must not exceed \_\_\_\_\_

#### BUDGET BREAK DOWN:

(20 participants)		Local Currency
Lunch/snacks 20 @ XX (2 days)	=	_____
Rent of room/hall .....	=	_____
Materials (stationary etc)	=	_____
Coordinators meals + transport	=	_____
Miscellaneous .....	=	_____
<hr/>		
Total expenditure max.	=	_____

## DTDA guidelines for funds in relation to local follow-up activities

- a. Payments to speakers are not allowed - we expect them to conduct the sessions themselves;
- b. Contributions to the programme expense from the union - this of course depends on the capability of the union. However, the idea of contributions (as an indication of self-reliance) should be encouraged even at this early stage;
- c. Seminar halls, if it can be provided by the union, should be availed free of charge. In such a case, the rent of hall should not be included among the expense items and should be treated as contributions to the programme expense on the part of the union;
- d. Payments of per diem to the participants are not allowed. Expenses for travel, lunch and snacks are of course allowed, and
- e. Since the local follow-up activities are non-residential, costs for accommodation are excluded in the programme expenses.

## REPORTS:

When you have conducted your local follow-up activity you must send:

- a brief report with group and workshop photoes;
- a statement of accounts supported by bills and vouchers, and
- a list of participants. Specify no. of female participants to the responsible organisation.

We hope you will utilize this opportunity for the benefit of your union.

**Insert name of responsible partner organisations/DTDA**

Outline of a report (example):

<p><b><i>Conducted by mr./mrs....</i></b></p> <p><b><i>Local Activity on:.....</i></b></p> <p><b><i>Date: .....</i></b></p> <p><b><i>Key Issues:.....</i></b></p> <p>(..)</p> <p>(..)</p>
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## Programme Evaluation

To the participant:

In order to improve and strengthen the programme you have just completed, kindly answer the following questions sincerely and honestly.

**Please note that you do not have to write your name.**

Please rate the following programme components in terms of the indicators provided using the numerical choices which best describe your opinion. Put a check on the numerical scale provided at the right opposite each item.

<u>Adjectival Rating</u>	<u>Numerical Rating</u>
Outstanding	5
Very good	4
Good	3
Fair	2
Inadequate	1

DATE: \_\_\_\_\_

PROGRAMME TITLE: \_\_\_\_\_

PERIOD OF PROGRAMME: \_\_\_\_\_

VENUE: \_\_\_\_\_

### PROGRAMME COMPONENT INDICATORS

### RATING

#### A. PROGRAMME DESIGN AND ORGANIZATION

5 4 3 2 1

1. Time allotment and scheduling of activities

— — — — —

2. Understanding of/and discussion of objectives  
At the start of the program

— — — — —

3. Organization of course activities

— — — — —

4. Learning at the end of the programme

— — — — —

5. Attainment of objectives

— — — — —

#### B. COURSE CONTENT

5 4 3 2 1

1. Course content in relation to the objectives

— — — — —

2. Extent of relevance of the course content  
to the participants needs

— — — — —





- ### C. PROGRAMME METHODOLOGY

- #### D. TRAINING VENUE/FACILITIES

- ### E. RESOURCE PERSON(S)

- F. OTHER COMMENTS: \_\_\_\_\_

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## (ALTERNATIVE ACTIVITIES)

### Preparing an Annual Training Plan

#### Prioritizing Training Needs

Before any **Annual Training Plan** can be prepared for your union, it is important to prioritise training needs.

The following steps will be helpful:

1. **Consult** with your Union;
2. **Check** each training needs systematically with the suggested checklist:
  - a. What is needed? Is this need immediate?
  - b. Is this need permanent or temporary?
  - c. What causes it? Is it a part of a larger need?
  - d. What are the needs which can be developed?
  - e. Who can and should do the training?
  - f. How much time is needed for training?
  - g. What is the probable cost of training?
3. **Summarize** your findings;
4. **Review** your summary with the Union leadership, and
5. **Keep your plans simple.**

#### Preparing the Annual Training Plan

A trainer cannot attend to all of a Union's training needs at the same time. This is due to his limited resources such as time, money and facilities. A trainer must therefore have a scheme for prioritizing training needs and problems and incorporating these prioritized needs into the Annual Training Plan.

Two general criteria in identifying training needs to be included in the Annual Training Plan are:

1. Importance
2. Urgency

What is **important** and what is not, - is a **political** decision. This means that you have to carefully discuss with the principal officers of your union what the **priorities** are.

These priorities may differ from the **urgent** needs.

For example, if the workers in a factory lose their fingers in a machine, there is an **urgent** need to educate them on Occupational Health and Safety. Whereas, the **priority** of the union may emphasize on leadership training - to enable local leaders to negotiate better with management to have dangerous machines removed.

Ideally, first priority is given to training needs which are **both** urgent and important, and second priority to those which are urgent but relatively less important.

## 5<sup>th</sup> Session

### Alternative training topics / Activity Sheet 12

**ACTIVITY :** PREPARATION OF A TRAINING PLAN

**AIM :** To prepare an Annual Training Plan for the Union based on priority programs and their corresponding budget proposals.

**TASK :** Based on your identified training needs or problems and issues which can be addressed by training, prepare your annual training plan using the suggested format.

#### ANNUAL TRAINING PLAN

Training Programme	Target Date	Duration	Budget
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Transfer your output in a transparency.

**TIME :**

Preparation	-	60 minutes
Presentation	-	10 minutes



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DANISH TRADE UNION DEVELOPMENT AGENCY

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