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# **A Trainers Guide to Trainers Training Module 1**

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## **Trainers Guide and Session Plans**

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## Preliminary Note

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We assume that preparations to this Trainers Training Module I have been completed in line with the specifications mentioned in the handouts. Please refer to the enclosed **Checklist for a Seminar**.

### Before the seminar:

Before the participants can enter the seminar hall, make sure that the following is in order and ready for use at the seminar:

1. Seating arrangements should be arranged in a way that creates a good working environment.

You can move the tables so they stand in a U-shaped form or you can create small "Islands" group tables for 4-5 participants.

The U-shape form ensures that you easily keep eye contact with all participants at all times, and it encourages discussions amongst the participants. Alternatively, the Island-shaped forms can ensure group spirits and a safe working environment. Depending of your room/table opportunities you can arrange the seminar room.

2. Equipment & educational aids should be ready for use.

**Check projector and laptop** for focus, clarity and angle. Also ensure that a plug point with the right voltage is available.

**Clean the white board.** Sometimes people have been using permanent markers on the white board. If so, you can erase the writings either by using alcohol and if this is not available, you can remove the permanent ink by carefully overwriting with a whiteboard marker and follow the lines exactly on the whiteboard, while immediately wiping with a cloth (remember to write your name on the board).

**Remove all permanent markers** from the proximity of the white board (white board markers works perfectly well on flipcharts therefore there is really no need to have permanent markers in use during the seminar).

**If you intend to use a video camera, please check:**

- a) Systems compatibility between the video camera and the projector/laptop, and
- b) Run a video test – check-up picture and sound qualities.

Make sure that your **electronic files / power point slides** are in order, and that your **session notes** are prepared and arranged on your table. Your **handouts** must be sorted out and ready for distribution.

**Stationeries** (writing pads, pens, registration forms etc.) should be distributed on the tables of the participants.

All these preparations ensure that your seminar starts off on an efficient and active way. It enhances your credibility, and it will help you to overcome initial nervousness.

August 2013

## Session Plan 1 / Opening of Programme

Learning Objectives:

Time: 10 min.

Educational Aids	Time	Keywords
		<p>The opening is deliberately allocated very short time. This is because it takes away time from the actual participatory learning process.</p> <p>Sometimes unions insist on more elaborate openings for political reasons, and you just have to adjust the time accordingly in the programme.</p> <p>All you really need to say in the opening session is your wish that this seminar will be beneficiary to the participants and to your vote of thanks to the people/organisations that made it possible.</p> <p>However, very often during openings a row of chairs for the dignitaries are placed in the front of the participants. Before you proceed to do the actual introduction of the programme, ensure that the chairs (and the dignitaries) are moved away so the "stage is set" for the seminar.</p>

## Session Plan 2 / Introduction of staff and participants, group duties and Programme Overview

### Learning Objectives:

- To introduce participants to each other.
- To create an atmosphere conducive for learning and participation.
- To give participants an idea of what can be expected in the coming five (5) days.

**Time: 1 hour 40 minutes**

Topics/ Educational Aids	Time	Keywords
Exercise on introduction of participants (Interview)	60 minutes	<p>Divide the participants into groups of two each. Distribute the <u>Activity Sheet 1 on Participants' Introduction</u> and ask them to interview one another and the interview should include the following information:</p> <ul style="list-style-type: none"> <li>☞ Name</li> <li>☞ Age</li> <li>☞ Position in union</li> <li>☞ Trade Union experience</li> <li>☞ Expectations from this seminar</li> </ul> <p>Facilitate the introduction of the participants and also introduce yourself and the other staff to the participants.</p>
Lecture Board/Flip-Chart (Workshop Discipline)	10 minutes	<p>Explain to the participants that they will be spending five days for the specific reason of acquiring knowledge on TTM I. Therefore, in order to attain these objectives and to spend five pleasant days they have to formulate workshop rules. They will have to abide by these workshop rules all five days.</p> <p>Ask the participants for suggestions to the workshop rules and write their suggestions on the flip chart. Suggestions for inclusion in the code of ethics can be: smoking policy, speaking policy (when and how), breaks, cell phone policy etc. For their reference, you can choose to distribute to the participants an already prepared Workshop Rules (see attached).</p> <p>After its completion, underline to the participants that these rules are formulated by themselves so they will also have to abide by them. The workshop rules will be posted on the wall during all the five days of the seminar and any violations to them shall be pointed out (example for punishment could be singing, dancing and/or telling a story etc.).</p>

Group duties and task	15 minutes	Divide the participants into three or four different groups and explain in detail daily duties to each group. Inform them that they will carry out their prescribed duties daily regarding administrative matters, reports, attendance and for telling jokes (if three groups, then one group has 2 duties).
DTDA Educational strategy	5 minutes	Explain very briefly the DTDA Education strategy with focus on local follow-up activities and participatory methods. Trainers should refer to the strategy included in the manual.
Daily schedule / programme overview  page 10 can be used as keywords	10 minutes	Distribute the programme and explain flow and objectives.  The Objectives of TTM I are:  <b>Identify</b> priorities, problems and training needs of the union;  <b>Provide</b> basic knowledge and skill in programme design;  <b>Develop</b> a module of a local activity following the systematic approach to training design, and  <b>Practice and discuss</b> an appropriate evaluation instruments.
Camera	During the workshop	Explain that you – as the facilitator of the workshop - will take a close-up photo of each participant.  Do not forget to say that the photos will be kept in the organizations education department/ or in a project office, if any.

## **Workshop Discipline**

### **Example for Trainers**

1. Daily Sessions start at 8:00 in the morning with 15-minute break at 10:00 in the morning. Lunch is at 12:00 noon;
2. Afternoon sessions start at 13:00 in the afternoon with a break at 15:00 hours and closing at 16:00 in the afternoon;
3. Participants must be on time;
4. Cell phones are to be switched-off or to vibration mode in the seminar room;
5. Silence should be observed during sessions by facilitators and /or fellow participants;
6. No talking on the sides during presentations by facilitators and/or co-participants.
7. Raise your hand if you have some comments and/or questions. Do not blur out your comments or questions before the floor is given to you.
8. Promote and Respect discipline during the entire workshop.
9. Do not interrupt fellow participants while they present or raise a point.
10. During discussions everyone should be calm. Avoid long and out-of-topic talks. Speak briefly and straight to the point.
11. Try to understand all other participants' questions.

## Workshop Group Duties and Tasks

### Example for Trainers

Sample Table of Group Duties and Tasks.

Every morning these issues are presented / checked-up upon.

GROUPS/DAY	Day 2	Day 3	Day 4	Day 5
Group1	Administration	Attendance	Energizer	Reporting
Group2	Attendance	Energizer	Reporting	Administration
Group3	Energizer	Reporting	Administration	Attendance
Group4	Reporting	Administration	Attendance	Energizer

Administration: Daily group check-ups to ensure that rooms are fine (no mess etc.) - do we have flipcharts and materials, pens and markers etc.?

Attendance: Group keeps reports on attendance (absent or late participants);

Energizer: Group ensures a daily energizer (exercises, jokes etc.), and

Reporting: Group reports on all key point and conclusions from the topics of the day.

## Session Plan 3 / Why Trade Union Education

### Activity

#### Learning Objectives:

- To explain the importance and role of education in trade union.
- To define the aims of trade union education.

**Time: 110 minutes**

Educational Aids	Time	Keywords
Whiteboard/ Black-board/ Flipchart	5 minutes	<p><b>Introduction</b></p> <p>Introduce the topic/activity and set the pace for the group work:</p> <p style="text-align: center;">Why Trade Union Education</p> <p>Unless the unions recognize the role that education plays in the pursuit of all other aspects of trade unionism, no significant educational activity will be under-taken by them.</p>
Activity Sheet 2	45 minutes	<p><b>Body</b></p> <p>Divide the participants into four groups of five (5) members each, but consider the groupings as temporary.</p> <p>At a later stage, you will form the final groupings once you have more or less considered the strengths of each participant.</p> <p>Distribute the Activity Sheet 2. Ask one of the participants to read it.</p> <p>Underline the <u>OBJECTIVE</u> and the <u>TASK</u> of the Activity. Ask the participants for any questions and/or clarifications.</p> <p>Administer and monitor the progress of the group work.</p>
	60 minutes.	<p>Moderate the presentations of the group outputs and comments. Note down outputs and comments referring to the political, organizational, etc. activities of the unions, and relate them to education when processing.</p> <p><b>Summarize and conclude:</b></p> <p>Trade union education plays an important role in the political, organizational, and other functions of the unions.</p>

## Session Plan 4 / Systematic Approach in Training Programme Design





### Learning Objectives:

- To describe the different steps followed in designing training programmes.
- To identify the different output documents produced under each step in the process.

**Time: 30 minutes**

Educational Aids	Time	Keywords
Whiteboard/ Blackboard/ Flipchart	5 minutes.	<b>Introduction</b> Open up this topic by asking: <u>Why do we structure our activities?</u> - To develop a plan with ensures most efficient flow of actions; <u>What is the idea with systematic approach?</u> - To ensure best possible learning process in relation to the topic and the target group.
Power point slides Projector/laptop	15 minutes	<b>Body</b> Explain the systematic approach step by step. Stress that every output in each step will be utilized as input to the next. Use the power point slides (enclosed in two slides) to explain the different steps in the systematic approach in training programme design.



		<div data-bbox="548 195 1352 804">  <h2>Formulating Aims and Objectives</h2> <ol style="list-style-type: none"> <li>1. Obtain information about the trainees (the needs)</li> <li>2. Design Training objectives - always consider psychological principles of learning</li> <li>3. Determine and structure contents</li> <li>4. Select training method</li> </ol>  <p>TTM</p> </div> <div data-bbox="548 898 1373 1524">  <h2>Formulating Aims and Objectives</h2> <ol style="list-style-type: none"> <li>5. Design training aids and training materials</li> <li>6. Work out a time-table</li> <li>7. Arrange training facilities</li> <li>8. Run the event</li> <li>9. Evaluate the training</li> </ol>  <p>TTM</p> </div>
	5 minutes.	<b>Stage Check</b> Check participants and their understanding of the whole process
	5 minutes	<b>Summary</b> - Summarise the 9 steps.

## Session Plan 5 / Identifying Training Needs

### Learning Objectives:

- To define training needs.
- To identify problems or issues of the unions that can be solved by using training and/or education.
- To prioritize the training needs of the unions.

**Time: 140 minutes**

Educational Aids	Time	Keywords
White board	10 minutes	<p><b>Introduction</b></p> <p>a. WHY TRADE UNION EDUCATION? leads to: WHAT ARE THE TRAINING PROGRAMMES? (that unions should implement?).</p> <p>b. Trade union training programs are generally designed and implemented to solve specific problems of the union which can be answered by training.</p> <p>Define Training Needs: The capability (the skills and the knowledge) required by the union to perform its role effectively and efficiently.</p> <p>Introduce the topic/activity and set the pace for the group work:</p> <p>Key Points:</p> <ul style="list-style-type: none"> <li>Focus on problems and needs</li> <li>Priorities</li> <li>Output on flipcharts and select a presenter</li> <li>60 minutes to do the assignment</li> </ul> <p>Distribute activity sheet 3 (Identifying training needs)</p>
Activity sheet 3	60 minutes	<p><b>Body</b></p> <p>Ongoing group work</p>
Group outputs	60 minutes.	<p><b>Body - Presentations</b></p> <p>Before processing the outputs, explain that:</p> <p>Not all problems of the unions can be solved by training. Some of the problems are organizational in nature, and may need to be solved through restructuring the union or through building up new structures. Other problems can only be solved through national legislations.</p>

		<p>It is however correct to assume that training has an impact on the final resolution of these problems.</p> <p>By using Question and Answers (Q/A), the trainer can carefully support each group and its problem and needs analysis to identify what can be immediately solved through trade union training. It is essential when prioritizing training needs.</p>
	5 minutes.	<p><b>Stage check</b></p> <p>Ask all participants - why we do identify needs and problems?</p>
	5 minutes.	<p><b>Summary</b></p> <p>Key points:</p> <ul style="list-style-type: none"> <li>- Investigate needs and problems before identifying your activity, and</li> <li>- Analyze if it can be solved by training.</li> </ul>

## Session Plan 6 / Setting Training Objectives

### Learning Objectives:

- To identify the Initial Behaviours and Terminal Behaviours of participants of a given seminar.
- To formulate the Aims and Objectives of a local activity.

Time: 55 minutes

Educational Aids	Time	Keywords
	5 minutes.	<p><b>Introduction</b></p> <p>Introduce the topic. When we develop our seminar objectives we need to focus on:</p> <ul style="list-style-type: none"> <li>- Initial and Terminal Behaviour, and</li> <li>- Objectives and Aims.</li> </ul> <p>Ask the participants to take a look of the outputs from previous exercises (problems and needs).</p> <p>Point out one of the problems/needs which can be solved by training - example:</p> <p><u>Workers get injured because they do not use PPE</u></p> <p>(PPT: personal protection equipment)</p> <p>Explain that initial behaviour is actions and attitudes of the participants prior to the training.</p> <p>Ask what will be the initial behaviour for our selected problem?</p>
Whiteboard	20 minutes.	<p><b>Body</b></p> <p>Write the answers from participants on the whiteboard and explain:</p> <p>INITIAL BEHAVIOUR - the pattern of activities of the target participants before attending the seminar.</p> <p>Present our selected problem: <u>Workers do not use PPE</u></p> <p>Explain that:</p> <p>TERMINAL BEHAVIOURS are the actions that the participants will do (or will not do) after attending the seminar.</p> <p>Ask participants - what will then be our terminal behaviour for our situation? <u>Workers use the PPE</u></p> <p>Explain that:</p> <p>OBJECTIVES - are statements of what the participants should be able to do immediately after a seminar. The objectives should be achievable and measurable. It means our terminal behaviour lead to our</p>

		<p>objectives.</p> <p>Ask: can you give an example for our selected issue?</p> <p><u>Participants can explain why to use PPE and can demonstrate how to use PPE.</u></p> <p>The outputs of activities are means by which the trainer can measure whether the objectives have been achieved or not.</p> <p>Explain that:</p> <p>The AIM is the overall goal of the union for implementing the seminar. It is not expected that the AIM can be achieved immediately after the seminar, and it is understood that the AIM can only be achieved after a series of seminars.</p> <p>For this exercise, our long term aim could for instance be:</p> <p><u>The level of working accidents is declining.</u></p> <p>Explain that:</p> <p>Clear AIMS and OBJECTIVES help the trainer in identifying the CONTENTS, MATERIALS and METHODS for the seminar.</p> <p>Select at least one more training need from the previous group work output as examples and use Q/A to involve participants in pointing out and develop:</p> <ul style="list-style-type: none"> <li>- Initial and terminal behaviour;</li> <li>- Objective and aims.</li> </ul>
Whiteboard	10 minutes.	<p><b>Stage check</b></p> <p>Ask - What is:</p> <p>Initial behaviour - terminal behaviour?</p> <p>What is important when we create our objective and what is our aim?</p> <p>Provide feedback to the answers.</p>
page 19 of the handouts		<p>Distribute/ask participants to look at page 19 of the handout. Pick out 2 or 3 from each of the classification of terms presented in the handouts and explain:</p> <p>AMBIGUOUS TERMS - are statements of behaviours in which the actions are not observable.</p> <p>PRECISE TERMS - are statements of actions which are clearly observable (one can see or hear someone list, write, recite, label, etc.).</p> <p>It is easier to measure and verify if learning had taken place if precise terms are used in formulating objectives.</p>
	5 minutes	<p><b>Summary</b> - Summarize and conclude.</p>

## Session Plan 7 / Identifying Training Needs and Objectives

### Activity

#### Learning Objectives:

- To identify Initial Behaviours and Terminal Behaviours of participants of a given seminar.
- To formulate the Aims and Objectives of a local activity.

**Time: 130 minutes:**

Educational Aids	Time	Keywords
Activity Sheet 4 (page 20 of the handouts)	10 minutes	<p><b>Introduction</b></p> <p>Distribute the activity sheet and explain the exercise to the participants. Ask the participants if they have any questions or further clarifications regarding the activity sheet.</p> <p>Continue motivating the participants to ask for further clarifications and explanations until you are sure that they have clearly understood the Objectives and Tasks of the exercise.</p> <p>NOTE: It is important at this stage that the participants will be able to perform this exercise as correctly as possible since all the other succeeding discussions and activities will largely depend on the out-come of this exercise.</p>
Activity Sheet 4 / Flipchart	60 minutes.	<p><b>Body</b></p> <p>Distribute relevant materials as flipcharts, markers etc. for this activity. Monitor the progress of the group work from time to time and ensure that the groups are moving in the right direction.</p>
Group outputs	60 minutes.	<p>Moderate discussions and comments to the group outputs. Ensure that everybody participates in the discussions. You may direct questions to specific 'silent' participants during the past sessions if need be.</p> <p>The following questions (points to ponder) for discussions can help in processing the group outputs:</p> <ol style="list-style-type: none"> <li>Are the Initial and Terminal Behaviour statements of actions or statements of feelings or understanding?</li> <li>Are the statements of Initial and Terminal Behaviour observable?</li> <li>Are the AIMS statements of long-range goals?</li> <li>Are the OBJECTIVES stated in precise terms? Are they easily measurable?</li> <li>Are the OBJECTIVES realistically achievable given that a local activity is for two days maximum? Summarize, conclude and add additional points raised and discussed in their explanations.</li> </ol>

## Session Plan 8 / Determining and Structuring Contents

### Learning Objectives:

- To determine and structure the contents of a local activity.

Time: 65 minutes:

Educational Aids	Time	Keywords																								
Whiteboard/ Black-board	5 minutes	<b>Introduction</b> Introduce this topic and explain to the participants that: Since we have already decided (process by process) that we need a seminar to 1) solve some of the problems of the union (Identifying Training Needs), 2) identify what we want our participants to do after attending the seminar (Terminal Behaviour) and 3) what we want the participants to achieve at the end of the seminar (Learning Objectives), we proceed with identifying what (programme content) to teach our participants in relation to the three points.																								
Whiteboard/ Black-board	10 minutes.	<b>Body</b> Proceed by explaining how to determine contents. a. The <u>OBJECTIVES</u> define the parameters for the content; Illustrate a table on the whiteboard to structure your topic and provide a good overview. <table border="1" data-bbox="625 1186 1445 1753"> <thead> <tr> <th></th><th>Saturday</th><th>Sunday</th></tr> </thead> <tbody> <tr> <td>0830-0900</td><td></td><td></td></tr> <tr> <td>0900-1000</td><td></td><td></td></tr> <tr> <td>1000-1100</td><td></td><td></td></tr> <tr> <td>1100-1200</td><td></td><td></td></tr> <tr> <td>1200-1230</td><td></td><td></td></tr> <tr> <td>1230 -1330</td><td></td><td></td></tr> <tr> <td>1330- 1500</td><td></td><td></td></tr> </tbody> </table> b. CONTENTS are the topics to be conducted to achieve the OBJECTIVES, and c. Once the OBJECTIVES are clearly formulated, then CONTENTS can		Saturday	Sunday	0830-0900			0900-1000			1000-1100			1100-1200			1200-1230			1230 -1330			1330- 1500		
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		<p>be determined relatively fast.</p> <p>NOTE: At this stage it is useful re-emphasize the input-output relationship between the different steps in curriculum design.</p>
Power point slide on Structuring Contents page 23 of the handouts	10 minutes.	<p>Structuring Contents.</p> <p>Present the chart described on page 23 of the handouts. Explain that this particular scheme is useful because one can easily identify the topics and timing of the seminar in one glance.</p> <ul style="list-style-type: none"> <li>- Determine content, and</li> <li>- Structure content.</li> </ul> <p>NOTE: Programmes should be inter-linked. Key points: “Inter – linked” means that one session + exercises are linked to the next one in order to enhance learning.</p>
	20 minutes	<p>Proceed with an exercise on Determining Contents. In this exercise, all the participants need to do (in the same groups) is to list down the topics of their seminars utilizing the Objectives as their point of departure.</p> <p>The Structuring of Contents will be done at a later stage when the participants perform the exercise on Designing the Curriculum.</p>
	20 minutes	<p>In processing the group outputs, emphasize:</p> <ul style="list-style-type: none"> <li>a. The relationship between the OBJECTIVES and CONTENTS, and</li> <li>b. The sufficiency of the CONTENTS to achieve the OBJECTIVES – this means that topics should not be more or less than what is needed to achieve the OBJECTIVES.</li> </ul> <p>* MUST KNOW, not NICE TO KNOW.</p>



## Session Plan 9 / Selecting Training Methods

### Learning Objectives:

- To differentiate between participatory methods and active lectures.
- To explain the different participatory methods in learning.
- To select the appropriate training methods given a learning situation.

### Time: 1 hour 45 minutes:

Educational Aids	Time	Keywords
	2 minutes.	<b>Introduction</b> Start the session by asking the participants for examples of training methods they have used as a trainer or they have been exposed to as a participant.
Flipchart	8 minutes.	Write down all the responses on the chart. It is likely that some of the methods mentioned by the participants are not included among those discussed in the handouts. Just write them down for the moment and do the processing later.  When you think the list of methods is already exhaustive, then ask the participants which of the methods identified is likely to result in more involvement of the participants in the learning process.  Tick/Mark the methods selected.
Whiteboard/ Black-board	10 minutes.	<b>Body</b> Proceed to explain what are PARTICIPATORY METHODS and their effectiveness.  PARTICIPATORY METHODS are effective because they make use of the experiences and knowledge of the participants and involve them in the learning process.  Distribute page 25 and page 27 of the handouts (selecting training methods/participatory methods).
Flipchart/ List of Methods	5 minutes.	Amongst the methods ticked earlier, mark those which are discussed in the handouts (with a bigger tip or with a different color): <ol style="list-style-type: none"> <li>Role Play</li> <li>Group work</li> <li>Discussion</li> <li>Public Speaking</li> </ol>

		<p>e. Study Circle</p> <p>Explain that these are the most common – but not only – ways to apply PARTICIPATORY METHODS.</p>
Activity sheet 6 Training methods	5 minutes (30)	<p>Introduce page 26 and explain the individual exercise: <b>Selecting methods</b></p> <p>Distribute activity sheet 5/30 min. <i>individual exercises</i></p> <p>Emphasize Activity Sheet 6 and explain that the participants need to look at it as trainers who have selected a method appropriate for their target group.</p>
	40 minutes	<p>Make sure that all the participants had the chance to present his/her outputs during presentations. It is likely that some of the participants have chosen methods that may be different from the others. Use this opportunity to encourage discussions among themselves especially on the reasons for their choice.</p>
	5 minutes	<p>Summarize and conclude. Emphasize why PARTICIPATORY METHODS are prioritised in most trade union training.</p> <p>Key points:</p> <p><b>Summarize and conclude:</b></p> <ul style="list-style-type: none"> <li>• I hear - I forget</li> <li>• I see – I remember</li> <li>• I do- I understand</li> </ul>

## Session Plan 10 / Participatory Methods

### Activity

#### Learning Objectives:

- To describe ROLE PLAYS and explain its effectiveness as a participatory learning method.
- To identify the different things to consider in using ROLE PLAYS in learning situations.

#### Time: 130 minutes:

Educational Aids	Time	Keywords
		<b>Introduction</b> Before going ahead with the exercise, read carefully the Activity Sheets again and make sure that you are quite clear about what the exercise is all about. ROLE PLAYS are quite difficult to handle and process.
Activity Sheet 7 b.c.d. <b>7a is a trainer sheet (do not distribute 7a)</b>	10 minutes.	<b>Body</b> Explain the role play first. At this point, the explanations would include only those points or information that applies to all the players concerned. You need only to elaborate on the Objectives and the Tasks. Note that the Objectives in this case are two. One is the Objective of the Role Play ("To develop arguments and to develop negotiating skills"). The other one is the Objective of the Exercise ("To get a better appreciation of how ROLE PLAYS work"). Both should be clearly explained to the participants because they will have a bearing on the discussions later.
	10 minutes.	Ask for volunteers from the participants who will be playing the roles of Management (4-6 persons), Union Representatives (4-6 persons), and Observers (the remainder of the class). You can also choose to divide the role players/observers by lucky draws (put 20 numbers in a bowl and draw).
Activity Sheets	10 minutes.	Once the players have been identified (with each group segregated from each other), then distribute their respective briefings. The Observers get all briefings. Before each group proceeds to work on their respective arguments and comments, explain clearly to each group what the role play is all about. You need to make sure that everything is clear to everyone since ROLE PLAYS are not that easy to facilitate.
	30 minutes.	Proceed with administering the preparatory work needed by each group

		<p>for the role play.</p> <p>Set up the stage for the role play.</p> <p>You need to discuss with the Observers' Group how to go about observing and commenting on the role plays. You will most likely receive many ideas from the participants about certain points to comment on regarding role plays relating to negotiations.</p>
	45 minutes.	<p>Facilitate the role play.</p> <p>During the role play, you will be playing dual roles.</p> <p>a. Observe first carefully the psychological factors involved in the role play. You may encourage the players to internalize their roles, but do not let them play them to an extreme extent where emotional damages to the players (individual as well as their relationship amongst each other) may occur.</p> <p>b. Secondly, observe the role play and take down notes on how well both parties played their roles. Make sure to contribute to the procedural aspects of NEGOTIATION during the discussions after the exercise.</p>
	<p>5 minutes.</p> <p>20 minutes.</p>	<p>Process the role plays.</p> <p>Allocate some time to participants to shed off their roles before proceeding with feed-back on the role plays.</p> <p>Ask each side of the bargaining table how they found the exercise. Underline and note down comments referring to both the procedural aspects of NEGOTIATION as well as their opinions about the role plays as a teaching method.</p> <p>Do the same with the Observers' Group.</p> <p>While this seminar is primarily about trainers training, this exercise also allows you with an opportunity to present your views and experiences about trade union negotiations and bargaining. Utilise the situation and present your knowledge and experiences during the discussions.</p>

## Session Plan 11 / Active Learning and Training Aids

### Learning Objectives:

- To explain what active lecture is and its effectiveness as a participatory learning method.
- To identify the different educational aids for active lectures.

### Time: 60 minutes:

Educational Aids	Time	Keywords
	5 minutes.	<p><b>Introduction</b></p> <p>Explain to participants that there are skills and knowledge that can be delivered through lecture.</p> <p>Draw out opinions from them on this statement by asking the question: How would the participants (with almost zero knowledge and experience) learn about labour laws? We need a resource person who can deliver the knowledge in an interesting and entertaining way through an active lecture.</p> <p>Generally, lectures should not be longer than 45 minutes. To present an interesting lecture the trainer must have a natural breakpoint every 5 - 10 minutes.</p> <p>A natural breakpoint could be utilizing some educational aids.</p>
	10 minutes.	<p><b>Body</b></p> <p>Proceed with the session by asking the participants for examples of training aids they have used as a trainer or have been exposed to as a participant.</p>
Flipchart/Board	10 minutes.	Write down all the responses on the flipchart/board. It is likely that some of the aids mentioned by the participants will be the same ones as presented in the handouts.
	15 minutes.	If you find the list of the learning aids exhaustive, then explain and/or describe the aids to the participants, how they are developed and how they are utilized during lectures.
Power Point slides on Training Aids	15 minutes.	<p>Proceed with explaining how to use Training Aids. Use the power point slides but try as much as possible to draw out the points in the PP from the participants first.</p> <p>Emphasize the relationship between the amount of learning and the number of senses addressed in a learning session.</p>
	5 minutes.	<p>Distribute page 33, 34 and 35 of the handout</p> <p>Summarise and conclude.</p>

## Session Plan 12 / Public Speaking

### Learning Objectives:

- To teach about communication skills during public speaking.
- To give participants an opportunity to exercise public speaking.

**Time: 2 hours 45 minutes:**

Educational Aids	Time	Keywords
	2 minutes.	<b>Introduction</b> Explain that when we do public speaking as trade union leaders or as trainers it is important to know how to use your communication skills
	18 minutes.	<b>Body</b> Ask participants to provide examples on what to be aware off when speaking in public. Write down the answers at the whiteboard. Give feedback and keep focus at <u>key points</u> : - Your materials (ready, clear and checked); - Your topic (aim and objective of your session); - Specific changes (beliefs/attitudes) in your participants; - Timing and process (intro-body-conclusions/connected steps); <u>During public speaking:</u> - Eye contact; - Body language; - Voice, and - Use of equipment (do not stand in front of projector etc.).
Activity sheet 8	5 minutes.	Distribute and explain about individual exercises on public speaking.
	20 minutes.	<i>Preparation time for public speaking.</i>
	120 minutes.	Monitor the flow of presentations. After each of the presentations you must provide a brief feedback (3 minutes) on following: Was the story/topic/task clearly presented? Eye contact - Voice - Body language - flow - etc.
	5 minutes.	<b>Summary</b> - summarize the key points

## Session Plan 13 / Curriculum Design

### Learning Objectives:

- To review on the different steps followed in the systematic designing of training programmes.
- To identify the different output documents produced under each step in the process.

### Time: 25 minutes:

Educational Aids	Time	Keywords
Power point on steps in Curriculum Design  Whiteboard/ Black-board	10 minutes	<p><b>Introduction</b></p> <p>Utilize the power points to emphasize and clarify responses from participants. Ask the participants what the outputs are in each step (Q/A) in order to provide additional explanation for each step in the process, Write the responses on the board.</p> <p><b>Body</b></p> <p>Relate each step in the process to its respective output and stress that every output in each step is utilized as input to the next step.</p> <p>At this stage, you need not really elaborate much since most of the key learning points had already been discussed in previous sessions. You can consider your review as done when all the steps in the Curriculum Design had been identified and explained by the participants and the following information drawn out from them:</p> <ul style="list-style-type: none"> <li>• Title of the Programme</li> <li>• Aims</li> <li>• Objectives</li> <li>• Programme Content</li> <li>• Training Methods</li> <li>• Training Materials/Aids</li> </ul>
Flipchart/ Power point/ page 23 of the handouts	10 minutes.	<p>Present a copy of the chart (either on power points or on flipchart) described on page 23 of the handout.</p> <p>Explain the chart and the timing indicated and remind the participants about inter-linking the sessions:</p> <p>Use the learning experiences previously gained (session) in the next session.</p> <p>Also emphasize that "exercises should follow lectures" in order for the participants to internalize the newly acquired knowledge.</p>

		<p>Lastly, remind the participants briefly on the following tips on “Sequencing of Topics” that may be useful for the participants when organizing the contents of their trade union programme (decide for instance a session priority amongst the topics and/or subject content they have identified.</p> <ul style="list-style-type: none"> <li>a) From Known to Unknown</li> <li>b) From Concrete to Abstracts</li> <li>c) From Observation to Reasoning</li> <li>d) From Simple to Complex</li> <li>e) From General to Particular</li> <li>f) According to the Logical Procedure of Doing the Process</li> </ul>
	5 minutes	<b>Summarize</b>



## Session Plan 14 / Curriculum Design

### Activity

#### Learning Objectives:

- To review the different steps followed in the systematic designing of training programmes.
- To identify different output documents produced under each step in the process.

**Time: 145 minutes:**

Educational Aids	Time	Keywords
Activity Sheet 9 of the handouts, page 35	5 minutes.	<b>Introduction</b> Distribute the Activity Sheet 9 and carefully explain objective, task and duration of the exercise.
Group outputs posted on the walls	13 minutes.	<b>Body</b> Explain to participants what is expected of them from the exercise as background information by introducing: The different learning experiences that the participants have so far gone through during the last three (3) days were in effect hands-on practice of how to go through the different steps involved in curriculum design. Each step produced specific outputs or information corresponding to specific parts of a curriculum. All groups have jointly to list all these outputs in a single document with the contents of the programme and programme schedule compiled in a suggested scheme or format. NOTE: The scheme or format to be used in the above exercise is the same as the one described on page 23 of the handouts and as presented and explained in the earlier lecture. The same groupings which had been formed and worked on the exercises starting with the first exercise on Identifying Training Needs will be working on this exercise. Ask the participants if they have any further questions or need for clarifications. Since this is the culminating exercise of the whole process of curriculum design, it is important that participants do not doubt what they are supposed to do in this exercise. The output in this exercise will be their starting point when they submit their local follow-up activity proposals. Distribute the stationery and supplies needed and proceed with the activities.

	60 minutes.	Administer and monitor progress of the group work regularly.
Group outputs	45 minutes	<p>Facilitate the group presentations of the outputs from this exercise.</p> <p>When presenting, make sure that the presenter is another member of the group and not the same one who reported in the preceding group exercise.</p> <p>Before the presentations you should lecture on:</p> <p><u>Power point - Computer/laptop and projector.</u></p> <p>Before you explain how to use the projector:</p> <p>Check-up function (Screen/power/connection/picture).</p> <p>During the presentations it is possible to cover the bulb/lens by covering it with a paper (it may create improved attention and can be used as natural break point).</p> <p>Basically, the discussions about the presentations and outputs should focus on:</p> <ol style="list-style-type: none"> <li>Whether the curricula contains basic information required and is correctly formulated;</li> <li>Whether timing for each of the session is realistic;</li> <li>Whether the sessions in the curriculum are inter-linked, and</li> <li>Whether opportunities exist after each lecture to internalize acquired knowledge through participatory methods.</li> </ol>

## Session Plan 15 / Designing Lectures and Exercises

### Learning Objectives:

- To draft the outline of an active lecture.
- To design an exercise/activity sheet.

**Time: 250 minutes:**

Educational Aids	Time	Keywords
Whiteboard	5 minutes.	<p><b>Introduction</b></p> <p>Introduce the topic by opening up for informal discussions on how a recipe book can assist someone in cooking.</p> <p>Write inputs from the participants on the board and underline those responses which are more or less similar to the following key points:</p> <ol style="list-style-type: none"> <li>Steps and/or procedures;</li> <li>Guide;</li> <li>What "ingredients" to use, and</li> <li>How much time to spend on each step.</li> </ol>
	15 minutes.	<p><b>Body</b></p> <p>With the above responses as point of departure, explain what is a:</p> <p><b>SESSION PLAN:</b></p> <ul style="list-style-type: none"> <li>- is a guide to help a trainer to deliver his active lecture sessions;</li> <li>- allows a trainer to get back to his session or the topics of his session if the session deviated a little or if the trainer was distracted, and</li> <li>- is a reference point for the trainer every time he feels empty and/or forgets key learning points in the middle of a session.</li> </ul> <p>SESSION PLANS should contain:</p> <ol style="list-style-type: none"> <li>KEYWORDS</li> <li>AIDS /METHODS</li> <li>TIMING</li> </ol> <p>NOTE: The SESSION PLAN is a guide and do not need to be followed rigidly. Each trainer is nevertheless encouraged to be creative in the application of the SESSION PLAN.</p>

Show power point page 37 or illustrate	15 minutes.	Present the suggested format of a Session Plan. Explain to participants the rationale of arranging the different columns (AIDS, METHOD, TIME,
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<p>on the White board the suggested format of a session plan</p>	<p>KEY WORDS) into this format.</p> <p>Explain the different parts or information that should be present in the Session Plan:</p> <p style="text-align: center;"><b>LEARNING OBJECTIVES</b></p> <p>The Learning Objectives are more detailed descriptions of what the participants will be able to do at the end of each session. The same process of analysis applied in coming up with Initial and Terminal Behaviours of participants, and in the formulation of Learning Objectives for a local activity should likewise be applied here.</p> <p style="text-align: center;"><b>SESSION TIME</b></p> <p>It is the amount of time (usually in minutes) that is needed to achieve the Learning Objectives specified in a given session. The time prescribed in the Session Plan should be consistent with the time indicated in the Curriculum.</p> <p style="text-align: center;"><b>AIDS/METHODS</b></p> <p>These are the learning aids and materials needed to effectively impart the key learning points of the session. This column should likewise briefly describe what the training aid is about, and what type. You may put some drawings or illustrations in this column in lieu of a pre-prepared training aid.</p> <p>It will also support your overview of session flow if the training methods are mentioned in this column.</p> <p style="text-align: center;"><b>TIME</b></p> <p>These are blocks of time (also usually in minutes) from the allocated SESSION TIME needed to present the learning points of a sub-topic within the session. The aggregate total of these timings should be equal to the time allocated for the whole session.</p> <p style="text-align: center;"><b>KEYWORDS /KEY POINTS</b></p> <p>These are the specific learning points that a trainer normally imparts to the participants. They usually consist of definitions of terms, identifications, enumerations, explanations and examples, analysis, and rationales.</p> <p>One need neither write down in this column the whole paragraph nor what you plan to say exactly word for word during the session. One or two words will be sufficient to lead to the rest of the key learning points.</p> <p>The decision on how elaborate a session plan needs to be depends largely on the level (or preference) of the trainer/s using the session plans.</p> <p>To reinforce learning in this session, discuss with the participants the example presented on page 37 of the handouts. Ask the participants for comments.</p>
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Pages of the handouts	20 minutes.	<p>With examples of Activity Sheets from the handouts, explain that:</p> <p>ACTIVITY SHEETS - are descriptions of activities undertaken by participants to reinforce new knowledge acquired;</p> <p>OBJECTIVES - of exercises are clearly formulated so that participants are aware of what is expected of them. OBJECTIVES likewise assist the participants in relating the exercise to the learning points of the session;</p> <p>TASKS - describe clearly and precisely what the participants are going to do, and what the expected outputs are from the exercise.</p> <p>Refer to the list of precise terms on page 19 of the handouts.</p> <p>It is equally important that the participants are clear as how the outputs should be presented – by using flipcharts, whiteboards and/or power point slides.</p> <p>Timings for both the activity and for the reporting should also be indicated.</p>
Activity Sheet 10 Pages 37	5 minutes	Distribute the Activity Sheet 10 and explain the exercise to the participants. Ensure that the Objectives and the Tasks of the exercise are clear to the participants.
	90 minutes.	Administer and monitor the group work. If necessary, provide further explanations to each group about the exercise when you do your monitoring "rounds".
Group outputs	90 minutes	<p>The presentations should include the curriculum. This is to enable the participants to clearly relate the curriculum to the session plans and activity sheets.</p> <p>Make sure to focus the comments during feed-back on outputs and reports on the following:</p> <ul style="list-style-type: none"> <li>a. Clarity of the formulation of the session objectives;</li> <li>b. Consistency of the timings in the curriculum and in the session plans and exercises;</li> <li>c. The appropriateness of the learning aids indicated in the session plan;</li> <li>d. Clarity of the objectives and tasks of the exercises;</li> <li>e. Sufficient time slots allocated in the exercise in relation to the method used;</li> <li>f. Presentation of the outputs (in the exercises), and</li> <li>g. Presentation of the outputs of this exercise.</li> </ul> <p>NOTE: Point out at this stage to which extent participants have now improved their presentation techniques compared to the beginning.</p>

	10 minutes.	Summarize and conclude session with the session's keywords and major points raised as feed-back.

## Session Plan 16 / Administrative Arrangements of Training (Check list)

### Learning Objectives:

- To identify administrative tasks to be undertaken in organizing training programme.
- To make a detailed checklist for each of the groups and their local activities.

### Time: 105 minutes:

Educational Aids	Time	Keywords
Flipchart/Whiteboard	10 minutes.	<b>Introduction</b> Ask for inputs from participants on the different activities which have to be undertaken and/or organised before the actual running of a local follow-up activity. Use Question-and-Answer techniques. Process and write the responses on a flipchart. Ask about what should be checked/prepared before the local follow-up activity?
Activity Sheet 11	5 minutes.	Distribute Activity Sheet 11 and handout page 39. Introduce the exercise by asking one of the participants to read out the Activity Sheet 11. Underline importance, objectives, and tasks of the exercise. Ensure that the task is clear to all participants and that any ambiguity regarding the exercises is clarified.
Activity Sheet 11	45 minutes.	<b>Body:</b> Use same previous groups that developed the curriculum. Administer and supervise the group work. Monitor the progress of the group work from time to time.
Group outputs	35 minutes	Draw out comments and/or questions from the participants regarding the outputs, and facilitate the discussions. Check outputs for inconsistencies in terms of e.g. deadlines of activities. Venue and programme dates must have been decided first before sending out the invitations to the participants etc.
Flipchart/whiteboard	5 minutes.	<b>Stage checks and summarize:</b> Training has to be well organized. Administrative arrangements should be handled carefully. Detailed organization of administrative arrangements varies as they are dependent on local factors.
White board	5 minutes.	(administrative arrangements) Summarize the key issues.

## Session Plan 17 / Training Evaluation

### Learning Objectives:

- To define what evaluation means.
- To explain the different levels on which training evaluation can be carried out.

**Time: 45 minutes**

Educational Aids	Time	Keywords
Flipchart/ Whiteboard	5 minutes	<b>Introduction</b> Prepare the question: What does training evaluation mean? Why evaluate? Put questions either on a flipchart or on a whiteboard before session start.
Evaluation sheet for the seminar as resource paper for the trainer	25 minutes.	<b>Body</b> Pose the first two questions to participants. Thereafter process and write down their responses. Responses from participants may vary. Provide feedback and focus on developing a joint understanding on the <u>meaning of evaluation</u> and <u>why evaluation</u> : <u>Why?:</u> <ol style="list-style-type: none"> <li>to measure success of seminars and local follow-up activities;</li> <li>to find out whether the results of the seminar and/or local follow-up activities satisfy the training needs;</li> <li>to find out whether objectives of the seminar have been achieved, and</li> <li>to find out ways of improving the programme.</li> </ol> <u>Ask:</u> When you go back home and implement your local activities/seminars which areas of the activity will you evaluate on? Write down answers in headlines at the whiteboard and cluster answers below the following headline areas of evaluation: <i>A. Programme design, B. Course content. C. Methodology.</i> <i>D. Venue and facilities. E. Resource persons.</i> <u>Ask for responses to each headline:</u> Which kind of evaluation questions would you like to ask for this area/issue/-topic? The responses from participants (evaluation questions) must refer to the respective headlines (areas/sub-area) from the previous questions.



<p>Whiteboard/ Flipchart</p> <p>Why Evaluate?</p> <p>Handout page 41, 42 and 43</p>	<p>15 minutes</p>	<p><b>Stage check and summary:</b></p> <p>Ask about:</p> <p>EVALUATION - is asking sensible questions by participants about various aspects of the training – its administrative arrangements, training methodologies, materials, venues, accommodation, trainers, etc. - in order to improve the programme.</p> <p>Thereafter emphasize and re-mention <u>why</u> evaluation is important:</p> <ul style="list-style-type: none"> <li>a. to measure success of seminars;</li> <li>b. to find out whether the results of the seminar satisfy the training needs;</li> <li>c. to find out whether the objectives of the seminar have been achieved, and</li> <li>d. to find out ways of improving the programme.</li> </ul> <p>Training activities have to be evaluated if we are to find out if we have achieved our objectives and if the results satisfy the original training needs.</p> <p>Distribute handout page 41, 42 and 43 (levels of evaluation and example of Questionnaire).</p>
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## Session Plan 18 / Follow-up Activities

### Learning Objectives:

- To explain the importance of follow-up actions in trade union training.
- To explain the different follow-up actions that could be undertaken after an educational event.
- To enumerate the different requirements which has to be submitted to avail of the local follow-up activity opportunity provided for by your trade union organization and DTDA.
- To identify the different documents that has to be sent to the project office after conducting the local follow-up activities.
- To prepare a draft of a proposed budget for your local follow-up activity.

### Time: 60 minutes:

Educational Aids	Time	Keywords
Whiteboard handouts page 44	15 minutes	<p><b>Introduction</b></p> <p>Ask participants, <b>why</b> do we do follow-up activities?</p> <p>Note the answers on the whiteboard.</p> <p>Provide feed-back in relation to the following:</p> <ul style="list-style-type: none"> <li>• For trade union education to create a real organizational impact on the unions, training of unionists should go beyond a single event. To achieve results that benefit the unions, trained trade unionists must be maintained and their skills development must continue by providing them with opportunities to implement any new learning gained.</li> <li>• Local follow-up activities provide participants with a sense of belonging, importance and commitment to the trade union movement.</li> </ul> <p>Ask participants if they can mention ways to do follow-ups?</p> <p>Note the answers at the whiteboard.</p> <p>Provide feedback and distribute page 44 in the handouts.</p> <p>Explain that now we have discussed follow-ups in general and we will now continue with discussing <u>specific follow-up</u> activities you (as new trainers) need to implement after this module 1 to be able to get access to module 2</p> <p>And here we also need to focus on:</p> <ul style="list-style-type: none"> <li>• The relationship between the amount of money invested by the unions for training its members and the return in terms of activities for the union.</li> </ul>
Power point for module-based ap-	10 minutes.	<p><b>Body</b></p> <p>Review the DTDA strategy of the module-based approach to</p>

proach to Workers Education.		<p>Workers' Education. Ask the participants why the union would want this model and criteria.</p> <p>Relate responses to the importance of FOLLOW-UP on our strategy activities as follows:</p>
Power point on Strategy on Trainers Training and Production of Materials	10 minutes.	<p>Introduce the local follow-up activity and further explain that:</p> <p>DTDA (and the cooperating trade union organisation) intend to provide follow-up activities of trainers training. To get further training, one of the criteria is:</p> <ul style="list-style-type: none"> <li>a. The participant(s) must have conducted at least one local follow-up activity in which they have used some of the methods presented during the Module I seminar.</li> </ul>
Whiteboard Handout page 45-46		<p>DTDA is aware that one of the more pressing problems of the unions concerns funds for educational activities especially at the local level.</p> <p>DTDA is prepared to fund these local activities to some extent. To qualify for this opportunity, a local follow-up activity proposal must be submitted with the following information by the participant:</p> <ul style="list-style-type: none"> <li>a. Title</li> <li>b. Target Group</li> <li>c. Initial Behaviour</li> <li>d. Terminal Behaviour</li> <li>e. Aim</li> <li>f. Objectives</li> <li>g. Programme and Time-Table</li> <li>h. Venue</li> <li>i. Dates</li> <li>j. Budget</li> <li>k. Date of attendance at the Module I</li> </ul>
	20 minutes.	<p>Explain the budgetary limits for the local follow-up activities or refer to an upcoming follow-up letter/email on the same that participants will receive in near future.</p> <ul style="list-style-type: none"> <li>a. Payments to speakers are not allowed - we expect them to conduct the sessions themselves;</li> <li>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;</li> <li>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</li> </ul>

		<p>contributions to the programme expense on the part of the union;</p> <ul style="list-style-type: none"> <li>d. Payments of per diem to the participants are not allowed. Expenses for travel, lunch and snacks are of course allowed, and</li> <li>e. Since the local follow-up activities are non-residential, costs for accommodation are excluded in the programme expenses.</li> </ul> <p>Also during budget discussions, it is important that the participants clearly understand the rationale for the funding assistance - that it provides an opportunity for participants to practice what they have learned and for the benefits of trade union education to reach the grassroots.</p> <p>At this stage, it is also important that you get a clear idea of how much a local follow-up activity costs. This will assist you when discussing costs and funding for the activity with the trade union organisation leadership.</p>
Whiteboard	5 minutes.	<p>Present the different documents that the participants should send after they have conducted their local activities.</p> <ul style="list-style-type: none"> <li>a. A brief report</li> <li>b. Statement of Accounts supported by original copies of bills and vouchers</li> <li>c. List of participants/registration forms</li> <li>d. No. of female/male participants</li> <li>e. Ensure that everything is clear on the part of the participants as to the different post seminar requirements. It will also help if a brief discussion on the content of the report could be undertaken.</li> <li>f. Photos from your local follow-up activity.</li> </ul> <p><b>Stage checks and summary.</b></p>

## Session Plan 19 / Summary

**Learning Objectives:** To provide participants with the possibility to clarify possible doubts in the topics.  
To emphasize main points in each of the topics.

**Time: 45 minutes:**

Educational Aids	Time	Keywords
Active lecture White board	5 minutes	<p><b>Introduction:</b></p> <p>Explain that the class jointly will develop a summary of the week to avoid any significant misunderstanding of the topics.</p> <p>Encourage participants to ask questions if they have any doubts in any of the topics.</p>
Active lecture White board Q/A	30 minutes	<p><b>Body:</b></p> <p>List down the main topics one-by-one:</p> <p>For each topic trainers ask participants to explain the topics. For instance:</p> <p><u>Why do we need trade union education?</u></p> <p><u>Why do we need to identify needs? etc.</u></p> <ul style="list-style-type: none"> <li>• Trade Union Education</li> <li>• Identifying training needs</li> <li>• Training objective setting</li> <li>• Determine and structure content</li> <li>• Training methods / participatory methods</li> <li>• Training aids</li> <li>• Public speaking</li> <li>• Curriculum design</li> <li>• Designing lecture and exercises</li> <li>• Checklist</li> <li>• Training evaluation</li> <li>• Follow-up</li> </ul>
	10 minutes	<p>Ask participants for any other details or questions related to this topic or any other issue.</p> <p>Provide feedback to participants.</p>

## Session Plan 20 / Programme Evaluation and Closing

### Learning Objectives:

- To accomplish written evaluation of the seminar through a pre-prepared evaluation questionnaire.
- To present strengths and weaknesses of the seminar orally.
- To identify different preparations and activities undertaken in connection with follow-up actions.

**Time: 60 minutes**

Educational Aids	Time	Keywords
Evaluation Questionnaires pages 47 and 48 in the handout	10 minutes.	<b>Introduction</b> Distribute to participants the evaluation questionnaires on pages 47 and 48 . Explain carefully the instructions on how to fill-in the questionnaire as well as the different items in the questionnaire. Provide sufficient time for participants to go through each item in the questionnaire and ask for any clarifications.
Questionnaires page 46 and 47 in the handout	20 minutes	<b>Body</b> Administer the questionnaires. Emphasize to participants that they do not have to write their names on the questionnaire, but that they must fill-out all items.
	15 minutes	Usually, the first few minutes before the actual closing of the programme is devoted to an oral evaluation of the seminar. It is important that you take note of this oral evaluation and make efforts to check its consistency with the results from the written evaluation earlier completed.
	15 minutes.	The closing - just like the opening – has been allocated very short time deliberately because it takes time from the actual participatory learning process.

## Session Plan 21 / Preparing an Annual Training Plan

### Alternative extra session

#### Learning Objectives:

- To identify possible helpful steps when prioritizing training needs that may be included in the union's annual training plan.
- To explain the two main criteria in identifying training needs to be included in the union annual training plan.
- To differentiate between what is an urgent training need from what is an important training need.

#### Time: 30 minutes:

Educational Aids	Time	Keywords
Group outputs on Identifying Training Needs	5 minutes.	<b>Introduction</b> Introduce the topic by asking the participants about the process they went through in prioritizing the training needs they have identified during the exercise on Identification of Training Needs.
Whiteboard/ Flip-charts		Process responses and relate them to the present topic. Note down the training priorities that participants have identified based on what is important and what is urgent.
Whiteboard/ Flip-charts	10 minutes.	<b>PRIORITIZING TRAINING NEEDS</b> Before any annual training plan can be prepared for the union, its training needs must first be prioritized. Explain the following steps which will be helpful in prioritizing training needs: <ol style="list-style-type: none"> <li>Consult with the union.</li> <li>Check each training need.</li> <li>Summarize findings.</li> <li>Review summary with union leadership.</li> <li>Keep plans simple.</li> </ol>
	10 minutes.	Explain the two general criteria in identifying training needs prior to be included in the annual training plans of the union: What is important - and what is not - is a political decision. This means that priorities are to be carefully discussed with the union leadership. Priority training needs may differ from the urgent needs. Ideally, first priority is given to training needs that are both urgent and important, while second priority is given to those that are urgent but relatively less important.
	5 minutes.	<b>Stage check and summary</b> (distribute page 48 of the handouts).

## Session Plans 22 / Preparing of Training Plan

### Activity

#### Learning Objectives:

- To prepare an annual training plan for the union based on identified and prioritized training needs.

**Time: 120 minutes:**

Educational Aids	Time	Keywords
Activity Sheet	10 minutes.	<b>Introduction</b> Distribute the Activity Sheets and explain to the participants the AIM and TASK(S) of the exercise. Clarify the different columns in the suggested format for the annual training plan. Distribute transparencies, pens and other needed supplies and proceed with the exercise.
Activity Sheet	50 minutes.	<b>Body</b> Facilitate/supervise the activity. Discuss from time to time with the participants the progress of their work. The discussion should lead to the basis for prioritizing of their identified training needs and inclusion in the training plan.
Group outputs	45 minutes.	Draw out comments and/or questions from the participants regarding the outputs, and facilitate the discussions. Direct comments and discussions on the importance and/or urgency of the items listed in the plans.
	15 minutes	<b>Summarize</b> by relating the group outputs to the learning objectives of the sessions and exercises.



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