Training & Workshop Manual

For training & workshops in PPRD East 3 Programme

Version 1.1

PPRD EAST3 Together for a safer future
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Pelastusopisto Emergency Services Academy Finland
Ministerstvo Vnútra Slovenskej Republiky
cima Research Foundation
Croce Rossa Italiana
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About this manual

This document is the training & workshop manual for PPRD East 3 programme's trainings & workshops. Provided by the training coordination office (TCO) of the programme (ESAF) the aim of the manual is to guide planning, facilitating, assessing and evaluating the trainings provided within the PPRD East 3 in order to ensure coherent training events. This manual introduces basic elements for organising PPRD East 3 trainings & workshops, but it does not address issues such as theories of learning, being a trainer etc. The focus is on how to plan and implement trainings & workshops.

First part of this manual focuses on designing and delivering of a typical training or workshop event, when it is held on location. Some of its basic design elements are applicable to all trainings or workshops, whether they are on location or online. The last part of the manual focuses on different types of online training or workshop events and gives advice on how to plan and deliver them.

We hope you find this manual helpful while creating training and workshop events in PPRD East 3 programme.

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Distribution of responsibilities

Clear division of responsibilities between Training coordination office (TCO), work package expert, project management (MSB), partner country (PC) and even event venue must be defined to produce good quality events throughout the programme. In general, different responsibilities have been set as follows:

MSB:

- Logistic arrangements (incl. travel, accommodation, meals etc.)
- Collection and distribution of reports
- Budgetary oversight
- Quality assurance and approval of concept note (and reporting) based on programme proposal and activity plan (Team Leader)

TCO (ESAF)

- Supports work packages in all phases of the training/ workshop cycle (see page 5.), if needed, but with focus on planning (e.g. learning objectives, assessment and evaluation methodology)
- Ensures all training events follow the same overall structure and visual appearance
- Acts as main focal point to CIMA in terms of Moodle requests

Work package

- Appoints a **Contact point** who will be the main focal point throughout the process
- Initiates the planning process, based on a need for training event. Follow the Activity Planning Check List.
- Provides subject expertise to the event
- Possible contracts for trainers/lecturers
- Selects the participants nominated by PCs
- Is responsible for delivering the event
- Follows the overall structure and methodologies of PPRD East 3 trainings
- Compiles a report after the event

Partner Country

- Coordinate nomination of participants to the training or workshop
- Supports WPs with event design, especially with venue selection and practical issues regarding the venue

CIMA

- Provides administration for PPRD East 3 Moodle platform by
    - Creating user profiles
    - Supporting with visual design (if needed)
    - Troubleshooting

More detailed list of responsibilities can be found in annex 3, Activity Planning Checklist.

About document handling

All documents related to PPRD East 3 training and workshops (including this manual and its annexes) will be available in MSB Sharepoint (Documents\2. Work Packages\2.2 Work package B – TRAININGS). In the Sharepoint there will also be a pre-made folder structure for all work packages which should be used to store all training or workshop-related material, such as activity planning checklist, participants info sheets, reports etc. This reduces the need for sending documents via e-mail and makes the work of both TCO and WPs easier.

All training or workshop material will be stored in Moodle (provided by CIMA) regardless of the method of the event.

Training & Workshop cycle

This manual is organised in sections that follow the phases of the training & workshop cycle. Each section guides on what to consider during each phase.

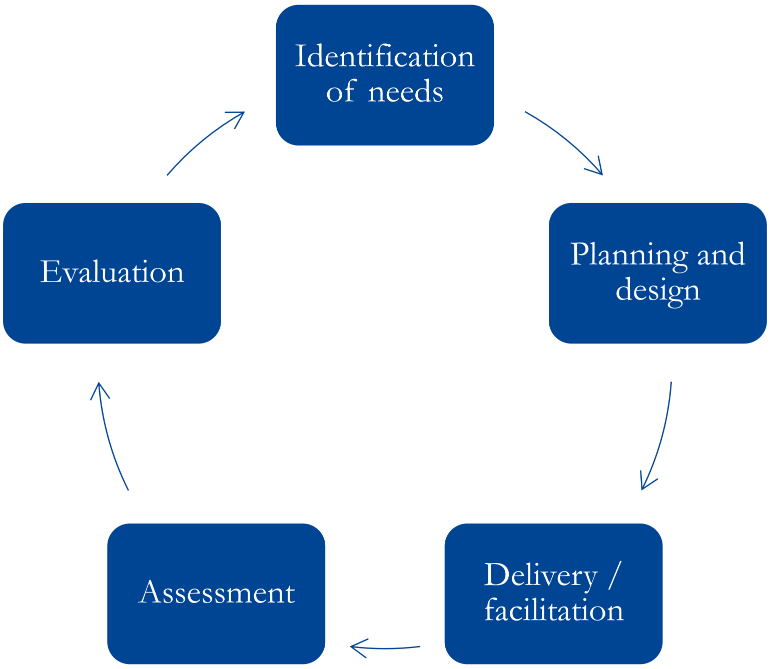


Figure 1 Training & workshop Cycle

Identifying needs

- Starting point - and the last point - of the cycle: what is the rationale behind this training or workshop?
- What is the need we answer to with this training or workshop event?
- Identifying the target audience
- Identifying the entry criteria
- Identifying the overall aim of the training or workshop
- Preliminary draft of the learning outcomes / learning objectives

Planning and design

- Defining the learning objectives
- Preparing resources for the training or workshop
- Preparing the sessions
- Preparing learning materials
- Creating a safe and accessible learning environment
- Creating a plan for assessment and evaluation

Delivery and facilitation

- Establishing ground rules for the training or workshop
- Carrying out administrative requirements, e.g. participants lists

- Applying varied and motivating teaching / learning methods
- Recognising / applying differentiation in teaching / learning materials and approaches
- Following the plan - adapting when necessary, but keep records on what has been taught

Assessment

- Providing feedback and feedforward for learners
- Ensuring assessment methods are fair, valid and reliable
- Making sure the learners are aware of how they are assessed
- Preparing and utilising a variety of formative/summative assessment methods

Evaluation

- Evaluating teaching / learning sessions using different methods
- Encouraging the participants to give feedback
- Compiling report of the training or workshop event including summary of the feedback and issues to consider / points to develop for the next training or workshop event

1. Identification of needs

Identification of the capacity gaps have been carried out during the first stages of the PPRD East 3 programme. Based on the preliminary assessment, a training roadmap together with activity plans for each work package and country have been created for the partner countries. However, should there be emerging and pressing new needs, the training road map may be revised together with activity plans
At the first phase of the training cycle, one has the overall rationale and/or exact need behind the training or workshop and perhaps already have an initial idea of what the training or workshop is going to involve and how it will be organized. Once the overall aim of the training or workshop event is drafter or defined, a decision should be made about the method of execution; will this be an online event, onsite event or a mixture of both? This decision is important as it determines many aspects of the entire planning phase. The second part of the manual addresses the specific issues to consider when bringing online learning methods into the training or workshop - in general, the same phases of the training cycle and related tasks apply in all training or workshop events.

Identifying the target audience and entry criteria

Identifying the target audience is crucial both to ensure that the training or workshop is provided for the right people in right places, but also to the learning experience the participants will receive. Offering a training or workshop too difficult or too easy in relation to the participants knowledge / skill level has a substantial effect on motivating the participant - so make sure the target audience is carefully descripted also to those involved in participant selection.

Usually target audience is derived from the capacity needs: a need to train or educate a certain group of people of certain issue is identified. The training organization should make very clear, who the training or workshop is aimed for.

Things to consider when determining target audience:

- Who do I need to train?

- What do they know already?
- What knowledge and skills they should at least have before entering the training or workshop?
- Will the potential target audience be large or small group of people?

Based on this considerations, entry / selection criteria is formulated.

Target audience is derived from the training needs.

Selection criteria

Selection criteria for the training or workshop should be clearly made and communicated in the invitation letter. Well-made criteria serve two functions:

- They give the possible applicants a good view of who the training or workshop is aimed at, resulting more suitable candidates (thus less work in the participant selection phase)
- Selecting participants from the candidates becomes easier, when the criteria have been defined clearly. It also helps in case there is a need to explain selection decisions afterwards, since it has been clearly stated who is applicable to the training or workshop, and who isn't.
- E.g.
  - the participant has basic knowledge of disaster risk management (Notice: conceptions of "basic level" might vary)
  - the participant has at least 5 years of working experience in the field of emergency response
  - the participant has sufficient level of spoken English

Gender balance

To ensure both sexes have equal possibilities to take part in the training events, some practical issues has to be considered during the planning phase.

Is the event going to take place in time where both sexes have equal possibilities to join? For example, is it possible to have children in day-care during the training? For that reason, events outside office hours should be avoided.

If you can predict one sex is going to be under-represented over the other, take this into consideration during the selection phase by – for example – requesting participating countries to nominate participants from both sexes. If possible, aim for balance of genders in course participants.

Selection process

In order to all the candidates receive due process during the selection phase, the selection process should be well planned and standardized. It is important to note, that all eligible applicants are treated equally throughout the selection process - regardless of e.g., their sex, age, disability, ethnicity or religious belief.

In practice, it is recommended to follow the following principles:

- To avoid any suspicions of biases towards some of the candidates, the participant selection is never made by one person, but rather a small group (2-3) people.
- All reasoning behind the decisions (regardless of if the candidate is selected or not) should be written down in case there are disagreements afterwards. Template for this is provided (annex 12) and
- When communicating the selection decision to the candidates, selection criteria should be well stated, along with information about who made the selection. The candidate should be able to see, who made the decision and on what grounds. Transparency is important as it gives the candidates less reason to doubt the justification of the decision.

Selected participants are requested to fill in a Participant information and travel registration form (annex 14). Information from that note is then compiled into Participant information and travel registration – All participants -table (annex 4) by the event organizer.

Communications

Communication in the early stages is made through partner countries' training focal points, who will relay the information to relevant recipients/actors. Later, when the participants have been identified, course-related practical information can be sent directly to them, although keeping the focal points informed as well.

Participants are expected to have questions related to the event. It is recommended to appoint a single or as few as possible contact point(s) for the activity coordination, such as a shared e-mail address for all the incoming enquiries. Questions could then be relayed to relevant recipients, such as venue management or WP contact person. The aim is to make contacting the organizers as easy as possible for the participants.

At early stages it should be agreed with the focal points

- How to promote the course, keeping the target group in mind?
- Who is the point of contact for event related questions?

PPRD East 3 Activity Concept note template (annex 1.) should be used for creating and communicating training or workshop description

2. Planning

Planning phase can be seen as the most important phase of the overall process, as it lays the foundation for successful execution of the course. It is also a time-consuming phase and therefore adequate amount of time needs to be organized for it.

Implementing lessons identified from previous trainings or workshops

One of the first tasks for those responsible for planning the training or workshop should be to get hold of reports and evaluations from previous similar events. What were the issues that didn't work and should be changed? What were the good practices that should be kept? This emphasizes the meaning of good reporting practices as a method for organizational learning.

Best practices and other notable issues may affect several entities within the training organization, for example technical support personnel, administrative personnel or trainers. Therefore, lessons identified from previous training events should be made available to anyone in the organization to whom it might be useful from the point of view of planning.

First tasks of the planning should be checking the reports from previous similar trainings or workshops.

PPRD East 3 Cross-cutting issues in training or workshop planning

In the development of the concept note and learning objectives, **integrate a gender and human rights perspective**. Formulations should be tailored to the specific training topic/exercise scenario and examples may include to understand how different groups in a population are affected by disasters in different ways or to identify when to collect and analyse disaster risk data disaggregated by sex, age and disability.

Integrate an environmental perspective in the design, implementation and evaluation of training and exercises. This could include training need assessments, scenario development, testing skills related to environmental emergencies, environmental perspective inclusion in course curricula and material (such as case studies, scenarios etc.). For this to happen, it is important that trainers and facilitators have the skills or adequate support top apply an environmental perspective in the delivery of training.

A separate CCI Checklist (annex 15) has been created to help you during the planning phase, to better include programme CCIs into the event design. Reviewing and filling out the CCI checklist is one part of the overall

Setting the learning objectives

The importance of learning objectives cannot be overstated. They give the participants clear indication of what the training or workshop is aiming to achieve and if there is new information for them to learn. In that way, clearly stated learning objectives can help you to have exactly the kind of applicants you are aiming for.

Learning objectives also give you as the organiser of the training or workshop a way of easily compare if the event reached its goal or not. In some cases, you may even test the participants at the end of the training or workshop to determine if the learning objectives have been fulfilled. This is difficult, if the objectives are unclear on unmeasurable.

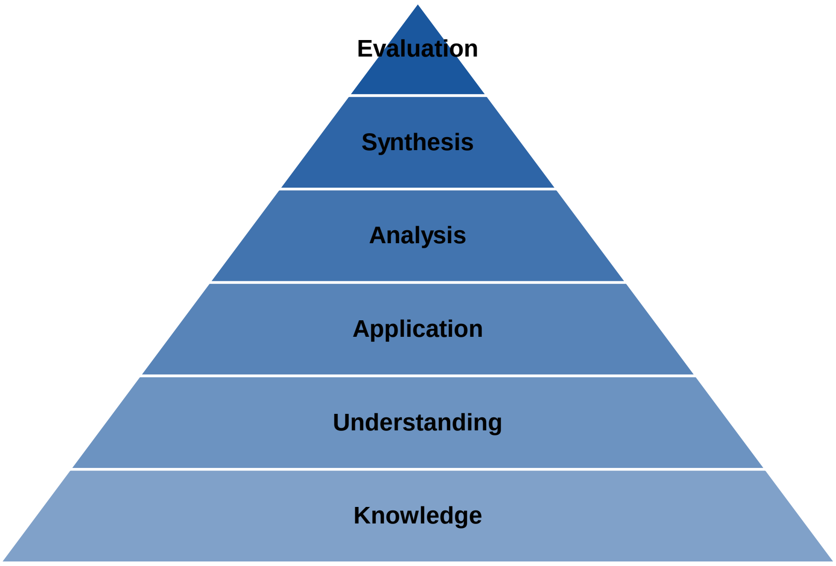
When setting the learning objectives, various methods can be used. In PPRD East 3 the chosen method is one of the mostly used one, that is the Bloom's taxonomy. The six steps of the taxonomy's cognitive domain include six levels of learning:

1. **Knowledge** (able to remember things by heart)
   a. Participant can list, define, recognize, find, etc.
2. **Understanding** (able to understand and interpret what they mean)
   a. Participant can categorize, separate, explain, summarize, etc.
3. **Application** (able to apply the knowledge in correct situations)
   a. Participant can apply, count, generalize, count, etc...

4. **Analysis** (able to independently analyse interactions between different issues)
    a. Participant can analyse, estimate, combine, criticize, etc.
5. **Synthesis** (able to independently combine information and estimate its effects)
    a. Participant can plan, adjust, develop, etc.
6. **Evaluation** (able to evaluate how the learned can used in other situations)
    a. Participant can justify, compare, explain, interpret, put into proportion, etc.

PPRD East 3 programme training and workshop events' learning objectives are formulated in accordance with Bloom's taxonomy. The learning objectives should answer to question of what the participant *is able to* after the training event.
For example:
After the course, the participants are able to:
- *Explain the basic principles of European Civil Protection Mechanism*
- *Define different types of modules and how to apply them in different emergency scenarios*
- *Estimate the effectiveness of a single GFFF module in a forest fire situation*

Using Bloom's taxonomy, one can define the level of knowledge one aims to achieve via attending the training. This also offers the possible applicants a clear view of what the course is about.



Picture 1: Bloom's taxonomy pyramid

Resources for the training event: trainers, lecturers and role players

The organization in charge of planning and executing the training or workshop may or may not have the needed trainer / lecturer capacity. If trainers or other facilitators need to be recruited from outside the organization, this should be planned well ahead and taken into consideration in very early stages of the planning process. Questions to be considered here are:

- What are the basic requirements for the trainers/lecturers?
- Do we (as an organization) have the needed trainer/lecturer capacity?
    - If we do, is it available for the training?
    - If we don't, they should be identified, contacted and "booked" in early stage
- If they are coming from outside the organization, their salaries and other possible benefits should be determined before contacting them.

Aim for gender balance when selecting trainers or facilitators. Actively try to avoid gender stereotyping by seeking female trainers and facilitators for technical areas that they are commonly not associated with in the context, and vice versa for men.

Including the teaching resources in the planning process is recommended. Involvement in planning not only increases the substance expertise in the planning and offers different viewpoints on the organising of the event, but also gives the trainers a more positive experience and increases the commitment level.

If there is a need for role players within the training or workshop, this need should be identified early also. Requirements for role players may not be as high as for trainers or lecturers, but that does not mean they are necessarily easy to acquire.

In case contracting personnel outside the programme is required, contact MSB for instructions.

Aim for gender balance when selecting trainers.

Language and interpretation

Training or workshop language is one of the key considerations in the planning phase. Russian language is usually well known in the partner countries, although in some cases (especially with younger participants) English is the main foreign language used. Interpretation services are available through the program, but resources for that are limited. Overall, decision on which language to use is made by the event organizer, in case by case basis. Before agreeing on use of interpretation services, MSB should be consulted as resources for the service have to secured. Please consider following aspects before making the decision.

English as training or workshop language

If English is used as training or workshop language, it should be informed in the course description so that partner country training focal points can take it into consideration when selecting participants.

Even if participants are expected to have sufficient knowledge of the English language, trainers and other staff should avoid speaking very fast and using specialized terms or abbreviations during the event delivery.

Russian as training or workshop language

Use of Russian as event language reduces the limitations of language skills as part of selection criteria for participants. This option, however, almost always means that some sort of interpretation services are needed. These services could be provided by PPRD East 3 program, but resources from the partner countries could be considered as well. A low-cost -solution could sometimes be an English-speaking colleague. This would probably result in turn-based translation, which significantly increases the time used for lecturing, which in turn should be considered when creating the timetable for the event.

Professional simultaneous interpretation is costly but an effective solution that requires sufficient facilities and technology (e.g. separate booth/room for the translator). Please consult MSB before agreeing on this option.

Following set of questions should be considered when deciding the event language:

- Can all participants use English?
- What is the level of language skills needed? Common European language skills grid could be used by the participants for self-assessment: language-skills-self-assessment-grid_en.pdf (europa.eu)
- Will the material be used by other, possibly non-English speakers afterwards? Do we need translation for the material in the Moodle?

Overall, there is no clear advice or directive on this matter to give. The consideration has to be made case by case, the target group and subject matter in mind. WP B's recommendation would be to use English as event language whenever possible and only when absolutely needed, rely on different methods of interpretation.

Session/lesson planning

Each session / lesson of the PPRD East 3 training event is expected to be well planned. Plans should be in written, to make sure they are easy to evaluate and duplicate for future courses. This also refers to the sustainability of the trainings: within the programme, we wish that the participants of the trainings provided can share the gained knowledge / skills further on. The training coordination office can then support the PC's and WP's to plan and execute trainings, where the lesson plans are highly useful.

Consider at least these issues:

- duration of the session / lesson
- session / lesson objectives
- specified content
- Methodology
- Training material
- Lecturer

PPRD East 3 Session plan template (annex 2.) should be used for creating and communicating training description in more extensive trainings.

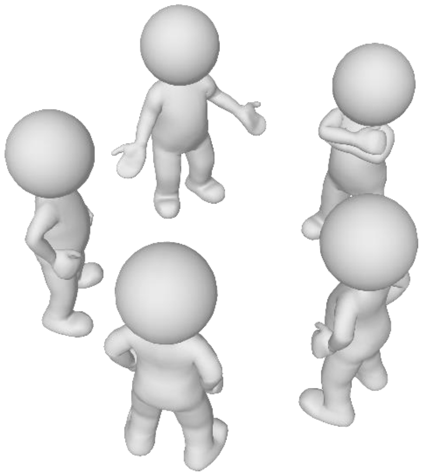
As participants all have different learning techniques, try to vary your training methods during the training or workshop as well. There should be possibilities for group work as well as individual reflection, practical learning as well as discussions or lecturer-driven sessions. Shift responsibilities in the groups and aim for gender balance while sharing responsibilities.

Prepare training material

Training material should be prepared well in advance. When creating the material, pay special attention to the language, especially if it is in English. All participants - even those with basic language skills - should be able to read and understand the text. So avoid complicated words and expressions.

Remember to use PPRD East 3 templates for power point and word! They can be found from MSB's Sharepoint here: [1. Project (general)/ Communication/ Templates]

Pre-training tasks



A good method of activating and involving the participants in the training, is to use pre-training tasks. Pre-training tasks are given early on, before the training and they should usually be finished before the training starts.

Pre-training tasks serve several purposes.

- They give you understanding on the level on knowledge the participants have.
- They even out possible differences the participants may have in their knowledge.
- The participants become familiar with the subject before the training, allowing more in-depth handling of the subject during the training.

Things to consider when creating pre-training tasks:

- Make sure the tasks are well connected to the training's learning objectives.
- What will be the platform for the tasks? Is there an online platform (Moodle for example) or is e-mail or other methods used instead?
- Create simple instructions for the tasks and a way of asking advice if needed.
- Make sure the participants receive feedback of the tasks, either before the course or during it.

Safe and accessible learning environment

Learning environment is the physical, psychological (and social) setting in which learning takes place - it can also be virtual. It includes the space where the training or workshop event is organised, but also how it is arranged and furnished, routines, materials and equipment, planned and unplanned activities and the people who are present.

The environment where the training or workshop will take place, should be chosen and designed so that it promotes learning. The aim is to build an environment which makes everyone (audience as well as lecturers/trainers) feel comfortable with mutual trust and respect. Plan ahead on how to make everyone feel that they are respected part of the group, and they can confidently and freely express their thoughts.

Distracting noises and views should be minimized so that participants can easily focus on the training. If possible, move classroom sessions away from busy hallways and building renovating work.

Consider:

- Security & safety issues: special needs of the audience, the location of the training etc.

- Accessibility (logistics, transportation, parking)
  - Ensure the event venue is accessible for everyone, including people with disabilities.
  - Ensure training facilities and training materials are accessible to people with disabilities (e.g., people with visual, hearing and physical impairment).
- How to set up the space?
  - Seating order to match your delivery methods (group works or seminar-type seating?)
  - Ensure the venue is not coded in an offensive manner and that all participants are made to feel welcome.
- Restrooms
  - Consider if toilets and changing rooms might need to be segregated for women and men to ensure everyone feels comfortable.
- Refreshments
  - Have healthy snacks and drinks available, avoid using bowls where everyone comes to pick up snacks (risk for health).
- Power supplies, possibility to use computers etc, WiFi…

In addition to physical safety and security, also the psychological safety has to be considered. Easy feedback mechanism to report possible misconduct (e.g. sexual harassment) should to be established and communicated.

Creating a timetable

A timetable for the training or workshop is needed by both the trainers/facilitators and participants. A simple version of the timetable should be created early, to be disseminated to the participants. This version might only represent basic information, such as when and where the event will start, how long the days will be and when will it end. In many cases participants appreciate even a simple timetable early on, and one with more detailed information can follow later.

When creating a timetable, one should pay attention to at least following things:

- Display time clearly. Time zone used should be shown too, especially when organizing an online training and if the participants will join from different time zones.
- Headline of the session should give the participant a clear view of the subject of the session.
- When considering the time needed for a lecture, keep it loose rather than too tight. It is always a good idea to leave some time for discussions and being ahead of schedule (rather than behind) is not usually a major problem.
- Display times for coffee and lunch breaks so the participants know when to expect a break.
- Do the participants need to move between sessions, to another room? Remember to reserve some time in the timetable for these transits also.
- For face-to-face trainings, a 45-minute session should be considered maximum.
- If creating an online training, short breaks after 30 minutes of session are recommended, as it is very exhausting to follow an online session. This should also be taken into considering while planning the sessions.

Planning meetings

Planning meetings is an important part of the overall planning process. First meeting should involve all relevant persons, including trainers: WP experts, TCO (ESAF) and Admin (MSB) Following meetings could be thematic and therefore involve only the people relevant to that specific theme.

Purpose of the planning meetings is to make sure everyone has similar and clear view of the aim, timing and methods of the training event. Planning meeting is also a good place to share responsibilities among different actors and do follow-up on previously assigned tasks. Number and frequency of the meetings vary case by case, but usually last meeting is held 2 weeks prior the training. The final meeting is usually just to make sure that every aspect of the event has been taken care of. It is requested to use the Activity planning Checklist (annex 3.) in this point. The 2-week period before the event allows some time to react to any unexpected last-minute challenges.

3. Delivery and facilitation

Delivery phase of the training cycle is the phase when the actual training or workshop/event takes place. At this point most work is usually done by the trainers, facilitators (and evaluators), and effort put to planning starts to pay off. Implementation phase is crucial in the sense that it is now, when the participants form their opinion on the training or workshop. Well planned and executed trainings or workshops gives good impression of you, your trainers and your organization.
Specific hints and tips are given to the support functions of a high-quality training. Otherwise, the delivery and facilitation part of the training cycle focus on execution of the lesson plans by applying varied and motivating teaching / learning methods.

Avoid long sessions. 45 minutes is enough for face-to-face - trainings, 30 minutes for online sessions.

Support functions

Support functions are essential part of the training event. Careful planning, attention to details and anticipation is essential and ensure that practical matters run smoothly. Comprehensive communication towards service providers, trainers and participants is also important. It is useful to collect all relevant information in one document, e.g., Activity planning Checklist (annex 3.) to keep track what is done. Task sheet is divided into planning, execution and feedback/reporting phases. Participant registration should allow a sufficient amount of time for the practical arrangements.

Participant info is an information management tool for all relevant information to be recorded regarding the participants. Participant info should be kept up to date and it serves everyone involved in organizing the training.

Information letters should be sent to the participants, no later than one month before the event.

PPRD East 3 template for information letter (annex 5.) should be used.

Travel

MSB as consortium lead will be in charge of travel arrangements. This information should be compiled in the Logistical Note which should be sent to the Admin Officer at pprdeast3@msb.se.

Environmental footprint should be considered when making travel plans.

Accommodation

Inform the participants in time who is in charge of booking and financing the accommodation. Things to be considered are:

- training agenda
- distance/transportation between training location and accommodation
  - also consider: is the route safe and accessible for all participants?
- single or double rooms (note male/female partition and accessibility)
- space for animals e.g. rescue dogs.

Meals

Mealtimes/coffee breaks should be planned in accordance with the training or workshop agenda. If meals are offered to the participants by PPRD East 3, you can deal with all the details e.g. special diets, variety etc. directly with the service provider. Make initial reservations as early as possible and provide more accurate information once available. If meals are not included, it is useful to make a survey of the meal providers nearby and inform the participants of the options available.

Meals are also good way to promote your organization's environmental values and show participants you are taking environment into consideration in your actions.

Material/equipment

If material is distributed to the participants, plan what needs to be printed and what can be loaded e.g. to learning platform. It is recommendable to ask the trainers about their needs well in advance. In case of radios, phones or other electrical equipment, make sure that the items are working properly and fully loaded before handing those out.

Insurances

In case something breaks, or someone gets hurt, insurance policies should be clear. It is important to note, that during PPRD East 3 programme, the programme itself does not provide insurance cover for training event participants or staff. Therefore, they should have their own insurance covered. This needs to be communicated clearly prior the event.

PPRDE 3 programme does not provide insurance to the participants. Make sure they are aware of that.

Venue accessibility

How the admittance to the training or workshop venue is arranged? Depending on the procedures, make sure that the trainers and participants have appropriate access to the areas required. It is also advisable to inform outsiders about the policies such as restricted areas etc. If keys, nametags or any other items for passing are delivered, it is recommended to have up-to-date list and collect items back systematically.

ICT support

It is essential to test ICT equipment, access to network and programs in advance. If training participants need to have their own devices and applications, they should be comprehensively informed what is needed. Remote access is also advisable to test before the training starts. Ensure if additional usernames/accesses are needed and contact your local ICT support if necessary.

Training or workshop logistics

Training or workshop logistics basically covers all needs and movement including people and material. It is advisable that someone has the general understanding when and where everything should be. Planning meetings and training programme are good starting points when planning logistics. Those help to understand the time frame to put things in order on time. List of potential logistical action points can be found in the Activity planning checklist (annex 3.).

Environmental footprint should be considered when planning the logistics.

Photographs/videos

If training sessions are photographed or filmed, information should be given to the participants in the beginning of the event. Participants should be requested to sign a photo consent form (annex 6.) at the beginning of the event. Participants should also be instructed how they can use/publish pictures or videos which they take themselves.

Safety issues in on-location events

Safety issues should be a priority and imbedded in every phase of face-to-face training or workshop. In practice safety issues could include (but not limited to):

- Short safety info before starting the event, including nearest emergency exits, assembly points and instructions in case of emergencies. Example of this can be found as annex 9 of this document.
- Clear instructions on safety regulations, especially during practical trainings sessions, including a standard "safe word" which indicates a real emergency and stops all other activity. Acknowledgement of the instructions is recommended to be confirmed by participant's signature.
- Commitment to abiding safety regulations, such as wearing a helmet when necessary. Trainers have great responsibility to give example to the participants by abiding to the rules be themselves and by pointing out any deviations from the safety regulations.
- Organization providing the course should be able to provide the participants with good quality safety equipment.
- Establishing a feedback and complaints mechanism that will facilitate participants to provide their feedback and report misconducts, including cases of sexual harassments and abuse in the training and exercise environment. **Routines and guidelines to handle cases of misconducts should be developed.** Centralized guidelines are under development. Meanwhile, rules for handling misconduct should be set separately per event. In addition, all staff involved in training delivery should sign a Code of Conduct (annex 13) clearly outlining expected behaviours in the training environment.

Create "house rules" for the course together with the participants.

Safety issues can be seen as a very effective way to affect the impression of your organization. If indifference to safety issues is demonstrated, it sends a clear signal of the organization's attitude towards safety in general. On the other hand, if safety issues are taken seriously, it also sends a clear signal of the values the organization.

Environmental issues

As well as in planning, environmental issues should be considered also during the implementation phase. Things to consider include (but are not limited to):

- If possible, favour mass transit when arranging transportation to the training facility.
- Favour digital material and print only when necessary.
- Emphasize everyone's personal responsibility to reduce energy consumption and taking care of the environment in all possible ways.
- Take environment in account, when serving food and drinks, e.g. trying to avoid unnecessary waste and preferring locally produced products.

Just like safety related issues, environmental issues are good way to promote your organization's values and show participants you are taking environment into consideration in your actions.

Please refer to the CCI checklist for more detailed list of environmental issues to be considered.

Social media

Training and workshops are an excellent opportunity to promote your work in social media. Just make sure to follow PPRD East 3 and your host organization's guidelines with social media postings. It is recommended to advertise this opportunity to the participants also, and perhaps provide them with suggested hashtags to use with their postings.

Please refer to PPRD East 3 Social media strategy (annex 11.) for more details.

4. Assessment

Assessment of learning refers to checking what and to what extent learning has taken place - what has been the effect of the training. Assessing learning provides information on the knowledge / skill level of the participant and can also be done in order to motivate the learner to accomplish the set learning goals. It can also be used to control that the participant of a training or workshop has done what has been required and has seen effort to gain new knowledge. Naturally assessment of learning can provide information with which one can further develop the training.

Whichever type of assessment is used, a set of the assessment criteria need to be defined and they should reflect the objectives of the training or workshop and be fair, valid, reliable and ethical. This means that the process is open, learners have received the inputs with which they can undertake the assessment. *Valid* means that there is clear assessment criteria that relate to the contents of the training or workshop: so that a test measures what is supposed to measure. *Reliable*: each participant has to have equal change of performing, so the conditions of assessment are same for all. *Ethical*: performance records are confidential, safe assessment processes.

Examples of formal assessment methods:

- Assignments and projects: these are for example written assignments and they are compiled throughout the duration of the training and came provide some evidence of knowledge and understanding.
- Test papers: tests, written examinations that can provide evidence of knowledge retention and understanding. Easily aligned to specific learning outcomes.
- Multiple choice questions: choosing a correct answer. These are easier for the trainer to administer and correct.
- Observation: watching the learners as they complete a task or demonstrate a skill, often used to assess practical and technical ability.

Examples of informal assessment methods:

- Discussions: can be group- or trainer-led and can provide a good overview of knowledge and understanding levels. Attention must be paid to facilitate the discussions so that they retain focus, and all participants are given the opportunity to participate.
- Journal: form of self-assessment -> logbook of participants' progress.
- Quizzes: verbal or written, short answer responses
- Question and answer sessions: this method is often used throughout a lesson to recap, clarify and summarize key learning points.
- Scenario / simulation: learners can test their knowledge, practice new skills and try out ideas is a safe but realistic simulation or role-play exercise.

5. Evaluation

Evaluation is a process that systematically studies the meaningfulness, efficiency and impacts of a training or a workshop in relations with the objectives that have been set to it. Evaluation can provide information on the execution of a training/ workshop and / or impacts of the training or workshop that can prove whether the actions have been appropriate - and therefore help to decide whether new actions need to be taken. The foundation of evaluation is utilizing the information extracted from evaluation.

Formative and summative evaluation support each other and when evaluating a training event, both should be considered:

Formative evaluation

- evaluation of the training or workshop itself
- focus is how to develop the training or workshop
- and it is continuous evaluation

Summative evaluation

- evaluation of the outcomes (impacts) of the training or workshop
- have the set learning objectives been reached?
- it is done mainly in the end stage of a training or a workshop

Assessment of learning refers to checking what has been the effect of the training.

PPRD East 3 training event evaluation is targeted both on the training or workshop and the outcomes of the training or workshop. The objectives of the event and whether they were reached or not is evaluated. Evaluation is based on participant feedback of the training or workshop and self-evaluation of the training organizer. A shared online survey will be used to gather the feedback from the participants. This also enables coherent reporting of the PPRD East 3 training events.

Training organizers are kindly asked to request a link to the survey from the training coordination office.

Template for participant feedback form (online) can be found as annex 7 of this document. Additional training event related questions could be added on request.

Reporting

Each activity will be reported. This report includes e.g. a summary of the assessment and evaluation and issues to consider / points to develop for the next training event. The Contact person (responsible PPRD East 3 expert) is responsible for writing the report and it should be finalized no later than one month after the training event. The course report should be sent to TCO, Team Leader and the Programme Management.

The official PPRD East 3 Activity reporting template (annex 8.) is to be used when creating the report.

Together with Activity report, please provide ALL of the annexes used. Reports shall be stored in relevant activity folder in Sharepoint (MSB).

Online training events

This section of the manual is meant to be used by creators of synchronous, asynchronous and hybrid online trainings and workshops. It has been created to enable more efficient and visually cohesive planning and execution of online events during the PPRD East 3 programme.

All online training events will be built on Moodle -platform, managed by PPRD East 3 -consortium member CIMA. CIMA is responsible for Moodle-related administrative issues, e.g., creating the courses to the Moodle platform and registering participants. CIMA can also support with advanced visual elements for the course material, if needed. For coordination reasons, TCO will be the contact point between CIMA and training provider. Visual representation of the responsibilities can be found as annex 10. of this document.

Training cycle

The training cycle (see page 5.) is a common way of visualizing the whole process of planning and delivering a training event. It starts with an identified need for a training, then moves to the planning phase. After careful planning, it is time for the delivery of the training, which is followed by assessment of the delivery. Did we achieve what was intended? Last phase is the evaluation of the event - how do need to improve for the next time?

In PPRD East 3 -context, the Training coordination office is a function that should be involved in the planning phase. If requested, TCO can provide support also with evaluation phase.

Planning for online training events

Before starting the planning phase for an online training event, the contact person from the WP should contact TCO to discuss about layout and method of execution for the online event. Before contacting TCO, the following should be established:

- Target group
- Number of participants
- Overall learning objectives (using Bloom's taxonomy)

The discussion between TCO and contact person will include (but is not limited to) following agenda:

1. Overall course information
2. Refinement of learning objectives (if needed)
3. Course method (synchronous/asynchronous/mixed)
4. Visual identity of PPRDE3 -trainings
5. Need for special visual material, such as videos, animations etc.
6. Needs for an interpreter

Dialogue between TCO and the contact person should continue throughout the planning phase.

> The PPRD East 3 Moodle platform will be used for all training events; online, face-to-face and hybrid.

Synchronous training events

Definition: Synchronous online learning means that students are required to log in and participate in class at a specific time each week (e.g., online lectures at given time).

Planning and design

- Only PPRD East 3 -PowerPoint -templates should be used.
- Time and link to the test session should be included in the information letter.
- Zoom is the preferred platform to organize the synchronous training events, due to its feature of different channels for simultaneous translations.

- Lesson plan template is used when planning the sessions of the event. Session plan template can be found as annex 2. of this document.
- When planning the overall timetable, note that
    a. one session should be about 30 minutes and definitely not longer than 45 minutes
    b. after each session, there should be 5-10 minutes break
    c. if the session involves activating parts, such as discussion, group work or individual tasks, session time can be extended

Delivery

- Require cameras to be on at all times, whenever possible
    a. This significantly increases the interaction between the lecturer and participants
- In addition to the trainer providing and managing the online session, there should always be one other person, providing support, replying to questions and solving possible issues with technology.
- Use of activating methods during a session is highly recommended.
    a. Following an online session is more demanding than traditional face-to-face session and lecturer always competes of participants' attention with other distractions. So be engaging! Ask, create tasks, show videos etc. Tips for engaging your audience can be found for example here: https://symondsresearch.com/types-classroom-activities/

Assessment

- There are several ways to assess participants' learning and reaching of the learning objectives. The best method depends on various factors, such as training audience, learning objectives, time available, technology available and subject matter.
- For different methods for assessment, please refer to chapter 4 of this document.

Evaluation

- Evaluation of the course is mandatory. Preferred method is to evaluate the feedback from participants (and trainers, if applicable) and create a course report, which includes self-assessment and lessons identified.
- For additional information about course evaluation, please refer to chapter 5 of this document.

Asynchronous training events

Definition: Asynchronous online learning allows students to view instructional materials each week at any time they choose and does not include a live video lecture component.

Planning & design

- Course could consist of tasks which participants can do in their own pace, or they can be assigned with tasks per week and new tasks only upon completing the previous one.

- Moodle-course structure should always follow the following principles:
    a. Course format is "Onetopic format"
        i. You can change this from top right hand corner's wheel -> Edit settings -> Course format
    b. Headlines for different pages are
        i. Welcome
            1. Welcoming message
            2. PPRDE3 logo
            3. Your organization's logo
        ii. Course information
            1. Practical information
            2. Schedule
            3. Learning objectives
        iii. (subject related pages)
            1. one subject at time
            2. session related learning objectives
        iv. Evaluation of reaching the learning objectives
        v. Finish
            1. Closing words
            2. Link to feedback form (provided by TCO)
            3. If diploma is used, there should be an activity tracking to ensure all tasks are completed. Please contact TCO for further information.

Delivery

- If the course takes place in a defined time period (e.g., two months), time for live support sessions with (main) trainer should be organized and made available for the students (e.g. one hour in week in defined weekday). Possible need for an interpreter should be taken into consideration well ahead of the live session.

  Trainer(s) should be active throughout the course period, commenting on students' inputs and if necessary, engaging in conversation with them in the discussion boards.

Assessment

- There are several ways to assess students' learning and reaching of the learning objectives. The best method depends on various factors, such as training audience, learning objectives, time available, technology available and subject matter.
- For different methods for assessment, please refer to chapter 4 of this document.

Evaluation

- Evaluation of the course is mandatory. Preferred method is to evaluate the feedback from participants (and trainers, if applicable) and create a course report, which includes self-assessment and lessons identified.
- For additional information about course evaluation, please refer to chapter 5 of this document.

Hybrid training events

Definition: Hybrid online training is a mixture of synchronous and asynchronous learning. For example, it can include synchronous course with pre-course tasks participants do in their own time, or it can be asynchronous course with live sessions in certain points.

Advantages of a hybrid course are that it allows using best practices from both synchronous and asynchronous online learning methods. It allows the students advance in their own pace while maintaining social connection between trainer(s) and students. As a downside, hybrid course requires knowledge of both methods and is potentially very time-consuming method.

Creating a synchronous training with asynchronous pre-course tasks is probable the easiest method and therefore recommended. Regardless of the chosen method, basic principles of synchronous and asynchronous online courses should be followed.

In the very early stage of planning for a hybrid training event, the decision on what to include in the asynchronous phase and what in the synchronous phase, has to be made. They recommended basic principle is that basic knowledge of the subject is learned in the asynchronous phase. The synchronous phase should be for deepening the knowledge and the going through participants' questions.

Creating a hybrid online course is tailor-made -approach and requires Event manager to contact TCO in very early phase. Therefore, if you feel hybrid course is the best option for you, please contact TCO and we can support you with the planning.

Annexes

Training manual updates

DATE	UPDATE INFORMATION
1.3.2022	Replaced and renamed annexes 1 & 8