



Development of Climate Resilient Integrated Coastal Zone Management (ICZM) Plan for the North Coast of Egypt

Deliverable 3.2.2: Design and Assistance to Initiate a
Corresponding TOT Program

UNDP / Contract no. PSU/2020/003/0000029410

Date: 4 September 2023

| Rev.no. | Date | Description | Prepared by | Verified by | Approved by |
|---------|------------|-------------|---------------|-------------|-------------|
| 03 | 04-09-2023 | Final | YE | IE | MML |
| 02 | 24-07-2023 | Final | YE | MML | MML |
| 01 | 13-06-2023 | Final | YE/YR/JAD/IES | MML | MML |
| 00 | 01-05-2023 | Draft | YE/JAD/IES | MML | MML |

List of Abbreviations

| | |
|--------|--|
| CDM | : Crisis and disaster management |
| CMIC | : Coastal Monitoring Information Centre |
| CoRI | : Coastal research Institute |
| DRI | : Drainage Research Institute |
| DTM | : Digital Terrain Model |
| ECRI | : Environmental and Climate change Research Institute |
| EEAA | : Egyptian Environmental Affairs Agency |
| EMA | : Egyptian Meteorological Authority |
| FOU | : Forecast operator training |
| GARPAD | : General Authority for Reconstruction Projects and Agricultural Development |
| GOPP | : General Organization for Physical Planning |
| GU | : User training in GIS |
| HDU | : User training in Flood modelling |
| HRI | : Hydraulic Research Institute |
| IA | : Implementing Agencies |
| ICZM | : Integrated Coastal Zone Management |
| KPI | : Key Performance Indicator |
| LFPA | : The Lakes & Fish Resources Protection & Development Agency |
| LU | : User training in Lit-pack modelling |
| M&E | : Monitoring and Evaluation |
| MALR | : Ministry of Agriculture and Land Reclamation |
| MOEE | : Ministry of Electrical and Energy |
| MPED | : Ministry of Planning and Economic Development |
| MWRI | : Ministry of Water Resource and Irrigation |
| NARSS | : National Authority for Remote Sensing and Space Sciences |
| NDA | : Nile Delta Aquifer |
| NIOF | : National Institute for Oceanography & Fisheries |
| NUCA | : New Urban Communities Authority |
| NWRC | : National Water Research Centre |
| PMU | : Project Management Unit |
| RIGW | : Research Institute for Groundwater |
| RU | : User training in Risk assessment/ cost benefit analysis |
| SPA | : Egyptian General Authority for Shores Protection |
| SWI | : Saltwater Intrusion |
| TNA | : Training Needs Assessment |
| TOR | : Terms of Reference |
| ToT | : Training of Trainers |
| UNDP | : United Nations Development Program |
| WU | : User training in MIKE 21 SW Wave modelling |

Contents

| | | |
|----------|---|----|
| 1. | Introduction..... | 6 |
| 2. | Linking ICZM Overall Objectives with TOT Program..... | 7 |
| 3. | TOT Program Logical Framework..... | 7 |
| 4. | TOT Program Milestones..... | 8 |
| 4.1. | ICZM TOT Goals and Objectives | 8 |
| 4.2. | TOT Course Details..... | 8 |
| 4.3. | The Role of Training of Trainers Program TOT | 10 |
| 4.4. | Alignment between the Training of Trainers (TOT) Program and the Ambassadors Program..... | 11 |
| 5. | TOT Manual Design, Develop and Deliver | 11 |
| 5.1. | Training Course Design | 12 |
| 5.1.1. | Design Steps Checklist | 12 |
| 5.1.2. | Gap Analysis Template | 12 |
| 5.1.3. | Needs Analysis Tools..... | 12 |
| 5.1.4. | Learning Objectives Template..... | 13 |
| 5.1.5. | Learning Objectives (example)..... | 13 |
| 5.1.6. | Evaluation Strategy | 13 |
| 5.1.7. | Level 1 Reaction Evaluation (example) | 14 |
| 5.1.8. | Level 2 Learning Evaluation (Example)..... | 15 |
| 5.1.9. | Level 3 Behavior Evaluation (Example) | 15 |
| 5.1.10. | Level 4 Results Evaluation..... | 17 |
| 5.2. | Training Course Development | 17 |
| 5.2.1. | Development Steps Checklist | 17 |
| 5.2.2. | List of Learning Activities..... | 17 |
| 5.2.3. | Learning Activities Plan Template..... | 18 |
| 5.2.4. | Learning Activities Plan (Example)..... | 18 |
| 5.2.5. | Presentation Template..... | 19 |
| 5.2.6. | Visual Aid Guidelines..... | 20 |
| 5.2.6.1. | Visual Aid Guidelines (Examples)..... | 21 |
| 5.3. | Workshops Delivery | 27 |
| 5.3.1. | Delivery Steps Checklist..... | 27 |
| 5.3.2. | Delivery Skills Guidelines | 27 |
| 5.3.3. | Workshop Opening Guidelines..... | 28 |
| 5.3.4. | Conducting Learning Activity Guidelines | 29 |
| 5.3.5. | Debriefing a Learning Activity Guidelines | 29 |

| | | |
|----------|---|----|
| 5.3.6. | Closing a Workshop Guidelines | 29 |
| 5.3.7. | Daily Programme Example | 29 |
| 5.3.8. | Facilitator's Guide Template | 30 |
| 5.3.8.1. | Facilitator's Guide Example..... | 31 |
| 6. | Table of Contents of The TOT Arabic Training Manual | 35 |
| 7. | References | 35 |

| | |
|-----------------|----|
| Appendix 1..... | 36 |
|-----------------|----|

1. Introduction

This **Deliverable 3.2.2 Design and Assistance to Initiate a Corresponding TOT Program** presents a Training of Trainer (TOT) program for a number of selected candidates from different stakeholders to build their professional skills for transferring and exchanging their skills and knowledge gained from the project capacity building program to other candidates and coastal management practitioners. This TOT program includes a diversity of capacities (e.g. presentation skills, policy positions, day-to-day management and dealing with the national and local media). The program is planned to be implemented by NIRAS.

The Training of Trainers (TOT) model is intended to engage master trainers in coaching new trainees that are less experienced within a particular topic. A TOT can build a pool of competent instructors who can then teach the material to other people. Instead of having just one trainer who teaches a course for a long time, there are multiple trainers teaching the same course at the same time in the TOT model. This means a new participant typically gets to watch an experienced trainer teach, complete the exercises, and then practice teaching segments to other participants. The master trainer and trainer participants should use the ICZM Professional Development Best Practices.

To prepare for designing the TOT program, a thorough needs and gap assessment survey has been carried out of the present capacity and skill levels in the governmental agencies and institutions. The results are presented in Deliverable 3.1.1, see Ref [1].

After that, Deliverable 3.2.1 presented the design and implementation of a modular capacity and training program for stakeholders to build skills for professional development of coastal management practitioners, in a diversity of capacities Ref [2].

As presented in Deliverable 3.2.1 the tool training and TOT program is a stepwise program in 3 levels:

- **Level 1: Tool Training**
Users capable of operating the tools
(All ICZM Practitioners)
- **Level 2: Super Users Tools Training**
Users capable of using the tools and key responsibilities for maintaining and updating the tools in the ICZM context.
(Selected number from Level 1, based on the entrance exams results)
- **Level 3: Training of Trainers (TOT)**
TOT Selected candidates capable of transferring and exchanging the accepted knowledge to other ICZM practitioners.
The criteria for selecting TOT candidates should be as follows:
Rate of discipline in attending trainings.
The degree of positive participation and interaction while attending the trainings
Team spirit and cooperation with the participants and the coach
NIRAS and PMU will coordinate together to rank the super users participants in descending order and select the top ranked of them

The TOT programme is designed to ensure the sustainability of the Capacity Building Program that supports the new ICZM organisational set-up elaborated under Deliverable 2.1.1 presented in Ref. [4].

The present report focuses on **Level 3: Training of Trainers**. For detailed information of the overall capacity building program and Level 1 and Level 2 of the tool training please refer to Deliverable 3.2.1.

2. Linking ICZM Overall Objectives with TOT Program

The TOT Program will help the selected ICZM candidates expose their natural potential as trainers while giving them the basic, yet essential, skills needed to effectively train and develop others. In this program, they will learn how to become professional trainers, being able to identify training needs, build effective training materials and how to understand and assess their audience. The training topics have been identified in light of the internationally recognized standards for training the trainers as shown below in the table in section 4.2, in a way that helps ensure the sustainability of the project results and outputs.

Training of trainers is a general program during which participants are trained on three internationally recognized topics: 1) Design of the training program, 2) Development of the training program, 3) Delivery of the training program, which have been explained in detail with their Sub- Subjects on pages 10-35. For more information refer to:

Bob Powers, Instructor Excellence,

Mastering The Delivery of Training , San Francisco : Jossey-Bass Publishers 1992

المدرّب مبدعاً- العوامل السبعة للتغيير- موسوعة مدربين بارعون

د. عبد الرحمن توفيق وآخرون

اصدارات بمبيك 2003

Selected candidates will also learn how to lead their training virtually, to create impactful learning experiences, the classroom and online trainer needs to master the ways of engaging the learner, motivating them and guiding their attention, all through masterful facilitation mixed with the ability to build positive and strong group dynamics.

3. TOT Program Logical Framework

The TOT activities are integrated parts of the Project TOR implicitly described in a number of Deliverables as presented in the next section.

The program will focus on the development and implementation of a TOT program on ICZM and climate change risk management for institutions and stakeholders involved in the long-term management of the Egyptian North Coast.

Qualified and well-trained staff is a key factor for successful implementation of ICZM principles.

The capacity-building program, in Level 1 and Level 2 activities, will create the basis for a thorough understanding of various aspects of coastal management for ICZM and climate change adaptation. As well as promoting collaborative

networks equipped with the necessary skills, knowledge and attitudes to undertake different tasks involved in the climate change adaptation and planning of the coastal areas of Egypt.

4. TOT Program Milestones

4.1. ICZM TOT Goals and Objectives

The main goal of the ICZM TOT model is to prepare instructors to present information effectively, respond to participant questions, and lead activities that reinforce learning.

Other goals include ensuring that trainers can:

- Direct participants to supplementary resources and reference materials.
- Lead discussions.
- Listen effectively.
- Make accurate observations.
- Help participants link the training to their jobs.

Trainer participants also learn the importance of maintaining eye contact, presenting a positive attitude, speaking in a clear voice, gesturing appropriately, and maintaining interest and dispelling confusion.

The main objectives of attending a TOT Program is to ensure that participants will be able to:

1. Apply current practices in delivering a training on a selected evidence-based program.
2. Deliver proven facilitative skills to promote learner engagement, reflective practice, critical thinking, and skill acquisition.
3. Show mastery in delivering key training strategies commonly used; such as, brainstorming, processing/ process checks, roleplays, and practice sessions.
4. Use appropriate levels of intervention when managing difficult training situations, including disruptive learner behaviours.
5. Initiate a personal plan of action to strengthen their training and facilitation skill.

4.2. TOT Course Details

NIRAS will assist with the implementation of the TOT program by conducting the following training sessions. It is anticipated that the TOT program will continue after these sessions, without the involvement of NIRAS, to maintain, improve, and develop training skills and knowledge sharing.

| | |
|-------------------|---|
| Duration: | 3 Days Training Course July 2024 |
| Who will benefit: | <ul style="list-style-type: none"> • Max. 20 Selected Candidates • MOP, SPA, NUCA, EEAA, MOE, MWRI, GOPP and Coastal Governorates Representatives |
| Prerequisites: | <ul style="list-style-type: none"> • The trainees will be selected from the Super Users (Level2) program. |

| | |
|-------------------------|---|
| Purpose: | <p>The main objectives of attending a TOT is to ensure that participants will be able to:</p> <ol style="list-style-type: none"> 1. Apply current practices in delivering a training on a selected evidence-based program. 2. Deliver proven facilitative skills to promote learner engagement, reflective practice, critical thinking, and skill acquisition. 3. Show mastery in delivering key training strategies commonly used; such as, brainstorming, processing/ process checks, roleplays, and practice sessions. 4. Use appropriate levels of intervention when managing difficult training situations, including disruptive learner behaviours. 5. Initiate a personal plan of action to strengthen their training and facilitation skill. |
| Subjects: | <p>The training topics are divided into three parts as follows:</p> <p>Part I: Design</p> <ul style="list-style-type: none"> ▪ Gap analysis ▪ Needs analysis ▪ Writing learning objectives ▪ Evaluation of learning <p>Part II: Development</p> <ul style="list-style-type: none"> ▪ Adult learning styles ▪ Active learning methodology ▪ Sequencing learning activities ▪ Policy positions <p>Part III: Delivery</p> <ul style="list-style-type: none"> ▪ Presentation skills ▪ Dealing with the national and local media ▪ Day-to-day management ▪ Managing interaction ▪ Facilitating learning activities |
| Additional Information: | Venue: TBD in coordination with PMU |

4.3. The Role of Training of Trainers Program TOT

Training of trainers is important as it helps the ICZM practitioners impart their respective trainings more efficiently and effectively. It actually gives them an opportunity to work on their skills and core competencies and come out with something more exciting, innovative and unique, eventually benefitting the end users- after the end of the advisory mission of NIRAS team.

The transfer of knowledge and skills through technical assistance in the form of training, enabling the improvements in the performance to be measured, will achieve the Project's ICZM targets.

An increase in skills, knowledge, efficiency and effectiveness of individual employees will result in an overall increase in performance of each utility. These improvements will be measured in terms of performance indicators and will provide a noticeable improvement in service to customers.

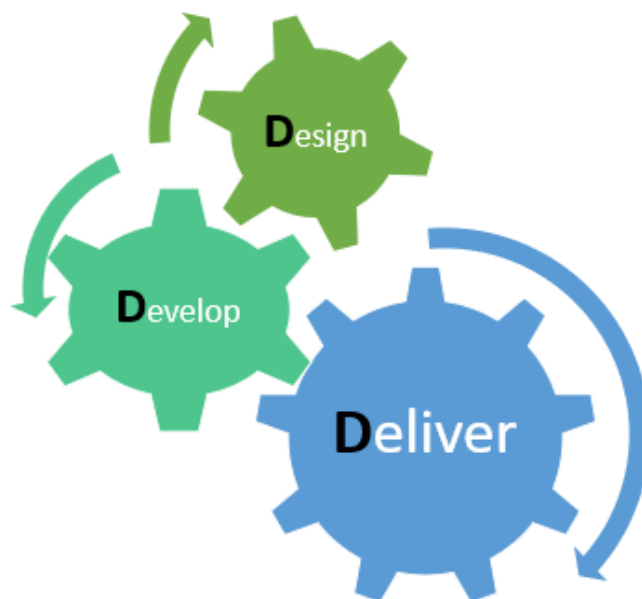
This report highlights the methodology and main findings of the TOT, which will ensure the sustainability of the positive impact of the training courses; which will assist each Implementing Agency in the Project to achieve its Project's targets.

The Training of Trainers Course strengthens selected ICZM candidate skills as a trainer and optimizes the development and delivery of his programs. Using the "3Ds Model" (Design, Develop, and Deliver) (elaborated further in Section 5) as a framework.

We emphasize here that all ICZM project activities and deliverables are harmonious so we build Deliverable 2.2.1 for the stakeholder's analysis to ensure the participation of all institutions, so that we will ask the participants to prepare their presentations in in the third day based on their backgrounds and their roles in their institutions.

By the end of the TOT Course, selected participants will be able to:

- Define the difference between training, learning, facilitating, and presenting.
- Recognize the different hats of the trainer.
- Assess personal type and participant type and develop a proper training style
- Gain the experience of how to design a training material.
- Deliver effective and interactive training sessions
- Managing difficult behaviours by handling them professionally



To make sure that the program will continue after NIRAS end the project, we presented here in this deliverable how to evaluate the effectiveness of training at various levels using proper data collection methods and instruments for each level of evaluation. In addition to section 5.1.6 in this deliverable 3.2.2 Evaluation Strategy which measure the impact of the program, please also refer to deliverable 3.1.1 sections 8.2.1, 8.2.2 and 8.2.3. These sections presented more detailed methodology of M&E for all ICZM trainings.

We also advice to use the 360-Degree evaluation form, PMU should send these forms to the high managerial level of the participants to follow up the performance of each participant in his daily work after the workshop.

This will be a very efficient and effective tool to measure the impact of the pro-gram in the short, middle and long terms.

4.4. Alignment between the Training of Trainers (TOT) Program and the Ambassadors Program

To ensure the institutional and technical sustainability of the project, two integrated programs have been designed:

1. The **Training of Trainers Program**: which will consist of selected candidates from the technical cadres only who participated in the workshops, and then the technical trainings related to the technical subjects based on the tests prepared for their selection.
2. The **Ambassadors Program**: which will consist of candidates selected from all technical and administrative specializations in the project, from all ministries and governorates.

Coordination will be made with the Project Management Unit (PMU) to ensure that no staff participates in the two programs simultaneously.

5. TOT Manual Design, Develop and Deliver

Purpose of TOT Manual "3Ds Model":

- Improve institutional capacity of ICZM stakeholders in designing, developing, and delivering training on ICZM tools and activities
- Outline a standard process for creating high-quality, active learning workshops.
- Provide checklists, guidelines, and templates to support training providers in the process of designing, developing, and delivering effective training for their stakeholders.

Design of the TOT course

The TOT workshops will consist of a mix of experts' presentations, small group activities, and plenary discussions. The participants are expected to be actively engaged in the training activities.

TOT Course Topics

The training topics are divided into three parts:

Part I: Design

- Gap analysis
- Needs analysis
- Writing learning objectives
- Evaluation of learning

Part II: Development

- Adult learning styles
- Active learning methodology
- Sequencing learning activities

Part III: Delivery

- Presentation skills
- Managing interaction
- Facilitating learning activities

5.1. Training Course Design

In the design phase of the learning-development process, the workshop developer assesses the training need, sets the learning objectives, and identifies the how to learning will be evaluated.


5.1.1. Design Steps Checklist

1. Conduct a gap analysis to assess current performance level of target learners
2. Assess expected performance level of target learners
3. Identify performance gap
4. Set behavioral goals and objectives
5. Plan evaluation strategy

5.1.2. Gap Analysis Template

We emphasize here that all ICZM project activities and deliverables are harmonious so we build on Deliverable 2.2.1 for the stakeholder's analysis to ensure the participation of all institutions as it is done in Delivery 3.1.1.

So we will do the gap analysis with the selected candidates immediately after selecting them in coordination with PMU

| Current Level or Performance | The GAP | Expected Level of Performance |
|--|---|--|
| What is the situation now? |  | What performance is desired? |
| <ul style="list-style-type: none"> • Learners' current knowledge, skills and attitudes • Personal factors that affect performance • Organizational factors that affect performance • Factors related to learners' access to learning | | <ul style="list-style-type: none"> • Performance standards • Factors influencing maintenance of the behavior |

5.1.3. Needs Analysis Tools

- Open-ended questionnaires
- Close-ended questionnaires
- Individual or group interviews
- Observation

- Analysis of documents

What information will be collected to complete the needs analysis?

| Information Needed | Tool to Use | Rationale for using |
|--------------------|-------------|---------------------|
| | | |
| | | |

5.1.4. Learning Objectives Template

Formulate the learning outcomes by writing behavioural goals and objectives that explain the learning to be achieved. Goals are usually broad statements; objectives focus on outputs that demonstrate accomplishment of the learning goal.

| By the end of the session, participants will be able to: | |
|--|--|
| Learning Goal | (Begin with an action verb; use behavioural terms) |
| Learning Objectives: | <ul style="list-style-type: none"> • (Begin with an action verb; use behavioural terms) • • |

5.1.5. Learning Objectives (example)

Here is an example of learning goals and objectives that were written on the topic of needs assessment for ICZM's Training of Trainers workshop.

| By the end of the session, participants will be able to: | |
|--|--|
| Learning Goal | Conduct a learning needs assessment using a gap analysis. |
| Learning Objectives: | <ul style="list-style-type: none"> • Differentiate between training needs and other organizational factors that affect performance. • Use assessment tools to gather information relevant to the learners' current and expected levels of performance. • Identify and describe the performance gap to be addressed by a learning intervention.) |

5.1.6. Evaluation Strategy

We advise to adapt the below criteria that will be mentioned in this section in light of the deliverable 2.2.1 stakeholders analysis, please also refer to deliverable 3.1.1 sections 8.2.1, 8.2.2 and 8.2.3. These sections presented more detailed methodology of M&E for all ICZM trainings.

Determine which levels of evaluation will be most important to assess in order to ensure success of the learning intervention, using Kirkpatrick's Model:

| Level | Name | Central Question |
|-------|-----------|--|
| 1 | Reaction | Did the learners like the experience and did they find it useful and enjoyable? |
| 2 | Learning | Did the learners achieve the learning objectives that were set? |
| 3 | Behaviour | Are the learners able to apply their learning in the world? |
| 4 | Results | Were the outcomes achieved valuable to the organization and individual? (benefit-cost analysis) |

See examples of Levels 1 to 4 evaluations in the following section.

5.1.7. Level 1 Reaction Evaluation (example)

Use the scale below to indicate your opinion on each of the following statements:

5 = strongly agree

4 = agree

3 = neutral

2 = disagree

1 = strongly disagree

| No. | Central Question/ Explanation | 5 | 4 | 3 | 2 | 1 |
|-----|---|---|---|---|---|---|
| 1 | This course was relevant to work I do on my job | 5 | 4 | 3 | 2 | 1 |
| 2 | I was able to achieve the course objectives. | 5 | 4 | 3 | 2 | 1 |
| 3 | The course was interesting. | 5 | 4 | 3 | 2 | 1 |
| 4 | The course provided me with practical information. | 5 | 4 | 3 | 2 | 1 |
| 5 | The course materials helped me in my learning. | 5 | 4 | 3 | 2 | 1 |
| 6 | The course activities were well designed relevant to my work. | 5 | 4 | 3 | 2 | 1 |
| 7 | The trainer facilitated the workshop effectively. | 5 | 4 | 3 | 2 | 1 |
| 8 | The course was well organized. | 5 | 4 | 3 | 2 | 1 |
| 9 | Overall, the course was well worth the time that I spent in it. | 5 | 4 | 3 | 2 | 1 |

Comments: -----

5.1.8. Level 2 Learning Evaluation (Example)

An effective method of assessing the achievement of learning objectives during the workshop/training is by conducting pre- and post-workshop tests. A pre-test (diagnosis test) is given to diagnose level of knowledge/skills of learners on the topics covered by the workshop. After completing the workshop, post-test will be conducted to assess level of progress in each learner by measuring difference between his/her scores in post and pre-tests. It is critical to remember that the post-test must contain different questions from the pre-test, but with the same level of difficulty and same number of questions on each (sub) topic. Below is an example of two questions on the same topic asked in pre- and post-tests in a training course on survey sampling:

Pre-test:

Q1. Sampling Distribution of an Estimator

- a. Relates to distribution of size of units in sample.
- b. Is determined by the value of the population parameter.
- c. Describes how the values of the estimate varies over selection of different samples of the same size following the same sampling scheme.
- d. Of sample mean is necessarily a normal distribution.
- e. I do not know

Post-test:

Q1. Every estimate from a random sample is a random variable, because:

- a. It has a sampling distribution.
- b. It has a normal distribution.
- c. Its values vary over selection of different samples of the same size following the same sampling design.
- d. Both (a) and (c).
- e. I do not know

5.1.9. Level 3 Behavior Evaluation (Example)

Despite difficulties in assessing the long-term organisational and individual impact of training, many training providers attempt to understand the extent to which the learning is being applied in the field. Follow-up surveys are simple methods that may be used to assess to what extent knowledge and skills learned during training activities were applied in real work. A more objective method of assessment is through action plans developed during the workshops. Participants may be asked to develop an action plan, which they wish to implement upon return to their organisations. Action plan could be a direct implementation of methods and procedures introduced during the workshop or transferring the knowledge gained to other members of the organization. Follow-up surveys then will focus on implementation of the action plans. It is also possible to assess behavioural changes through evaluations immediately after the training activity. Following is an example of behavioural evaluation survey:

Circle the word that best summarises your opinion regarding the following statements:

| No. | Central Question/ Explanation | High | Average | Low |
|-----|---|------|---------|-----|
| 1 | Before the course, my level of knowledge on this topic was: | | | |
| 2 | After the course, my level of knowledge on this topic was: | | | |
| 3 | Before the course, my level of ability to use the skills in the course was: | | | |
| 4 | After the course, my level of ability to use the skills in the course was: | | | |

5. What are you able to do now on the job that you could not do before this course?

6. Which aspects of the course were most useful in helping you gain and apply the knowledge and skills?

7. What has stopped you from using something you learning in the course back on the job?

8. Would you recommend this course to others in the organisation?

Please explain the reasons for your answer:

360 Degree Evaluation Form

Since the human factor is the most important capital in any work system, a 360-degree evaluation model has been developed to evaluate job performance periodically. The idea of a 360-degree evaluation is based on conducting a comprehensive evaluation process for the trainee / employee after attending an advanced training program or obtaining educational grants from his employer, in order to measure the return on human investment. The name refers to the evaluation process that includes four levels, as follows:

The first level: It is the trainee/employee's self-evaluation of his performance after training or grant

The second level: It is the evaluation from the lower functional level of the trainee/employee's performance curve after training or grant

The third level: which is the evaluation from the same job level of the trainee/employee's performance curve after training or grant

The fourth level: It is the evaluation from the highest functional level of the trainee/employee's performance curve after training or grant

Please refer to Annex 1 for a sample of the 360 Degree Evaluation Forms to be distributed.

Methodology:

1- Based on the results of the entrance exams, whomsoever passed the exams will receive the evaluation forms to be submitted by himself and other mentioned administration levels on the first day of the training sessions.

2- The evaluation form is delivered to the trainee/employee after the end of the training or grant, and he is asked to coordinate with the aforementioned job levels to fill out the form and hand it over again to the entity requesting the evaluation. Evaluation student.

2- The evaluation range from 1 to 5, where 1 is inappropriate, 2 is poor, 3 is good, 4 is very good, 5 is excellent.

3- Evaluation scores are collected in each evaluation level separately, with a simplified description of the meaning of the evaluation score resulting from each level written.

4- If the average evaluation score is less than good, it is recommended that the entity requesting the evaluation communicate with the administration at the trainee/employee's workplace to find out the obstacles and analyze them.

5- The greater the number of evaluators, the more accurate the results, so that the percentage of evaluators to the number of employees at the same job level is not less than 10%.

5.1.10. Level 4 Results Evaluation

| | |
|-----|----|
| Yes | No |
|-----|----|

A Level 4 evaluation identifies the impact of training as a method to achieve benefits such as financial gains, increased efficiency, cost savings, etc. This level of training may be difficult to implement because it may be problematic to isolate variables that prove the impact of training. Nevertheless, a Level 4 evaluation asks an important question: "Was the training workshop worth the investment?"

5.2. Training Course Development

In the development phase of the learning-development process, the workshop developer creates learning modules that will help the learners achieve the learning goals and objectives. The workshop developer pays close attention to varying the type and sequence of learning activities in order to enhance the learners' engagement and respond to several adult learning styles. In this phase, the workshop developer also creates audio-visual and written materials to support the learning.

5.2.1. Development Steps Checklist

1. Create a conceptual frame by grouping and combining learning goals & objectives into learning modules.
2. Arrange the modules into a logical sequence that will develop the learners' knowledge and confidence as the move through the experience.
3. Identify and sequence learning activities within each module; use a variety of learning activities to take into account the learners' different learning styles.
4. Set time -frames for activities and determine workshop schedule.
5. Create logical, transitional links between modules that help learners understand the direction and flow of the learning.
6. Develop visual aids and written materials to support the learning experience.

5.2.2. List of Learning Activities

| Activities | Purpose |
|----------------------|---|
| Application Exercise | Identify steps or actions to use in learners' own |
| Case Study | Identify concepts and skills in a specific environment; |

| Activities | Purpose |
|----------------------|---|
| | Apply knowledge |
| Demonstration | Observe skills in action, usually by instructor or experienced performer |
| Discussion | Draw on learner's experience; encourage application; identify challenges and obstacles |
| Fish Bowl | Observe skills in action; provide feedback |
| Games & Simulations | Discover learners' habitual tendencies; establish a need to change; experience and analyse underlying issues; practice skills |
| Featurette | Introduce new area of content; convey conceptual, historical or theoretical information |
| Pen & Paper Exercise | Identify concepts and knowledge; practice and test knowledge |
| Personal Reflection | Create awareness of concept; encourage learner's emotional involvement |
| Reading/ Self Study | Introduce new area of content; gain broader background on topic |
| Role Play | Establish the need to change; practice skills in a work-related context |
| Video Clip | Provide information; set a mood; demonstrate interaction |
| Visualization | Engage learners' imagination |

5.2.3. Learning Activities Plan Template

| | |
|--------------------------|--|
| Module: (name) | |
| Learning Goal/Objective: | |
| Timing | Activity |
| (listed in Minutes) | (Describe training technique/participant activity) |

5.2.4. Learning Activities Plan (Example)

| |
|---------------------------------|
| Module: (name): Feedback Skills |
|---------------------------------|

| Learning Goal/Objective: By the end of this module, learners will be able give specific, behavioural feedback in ways that promote cooperation and learning. | |
|--|---|
| Timing (listed in Minutes) | Activity (Describe training technique/participant activity) |
| 10 | Learners write down examples of positive and negative feedback they have received in the past; share with partner. (reflection) |
| 15 | Facilitator delivers interactive presentation on effective feedback, including making it specific and behavioural; elicits examples from learners. (featurette) |
| 10 | Learners complete workbook exercise on distinguishing effective examples of feedback using the criteria mentioned in the facilitator's presentation. (pen and paper exercise) |
| 10 | Learners write down examples of feedback to their real-life work colleagues. (Application exercise). |
| 10 | Facilitator provides examples of effective feedback in front of the class. (demonstration) |
| 20 | Learners practice giving feedback in triads with each having a turn to play giver of feedback, receiver of feedback, observer. (role play) |
| 15 | Facilitator debriefs learning from role-play and gives out an additional handout on giving feedback in "challenging" or special situations. (reading & discussion) |
| 15 | Learners conduct small-group discussion on how they will apply learning and then summarise comments for the large group. (Application exercise & discussion.) |

5.2.5. Presentation Template

| | |
|------------------|--|
| Listener Profile | |
| OPENING | Purpose Agenda Benefits |
| BODY | Development Structuring Techniques Rhetorical Strategies |
| CLOSE | Recap of Agenda |

| | |
|--|-------------------|
| | Take Away Message |
|--|-------------------|

Organisation worksheet

Opening

| | | |
|--------------------------|--------|----------|
| | | |
| Purpose (Title Slide) | Agenda | Benefits |

Body

| | | |
|-------------|------------------------|-----------------------|
| | | |
| Development | Structuring Techniques | Rhetorical Strategies |

Closing

| | |
|-----------------|-------------------|
| | |
| Recap of Agenda | Take away message |

5.2.6. Visual Aid Guidelines

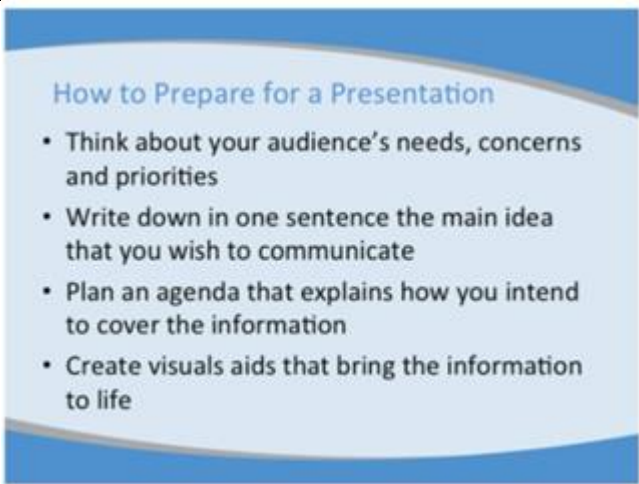

- Make visual aids simple.
- Make them large.
- Limit words.


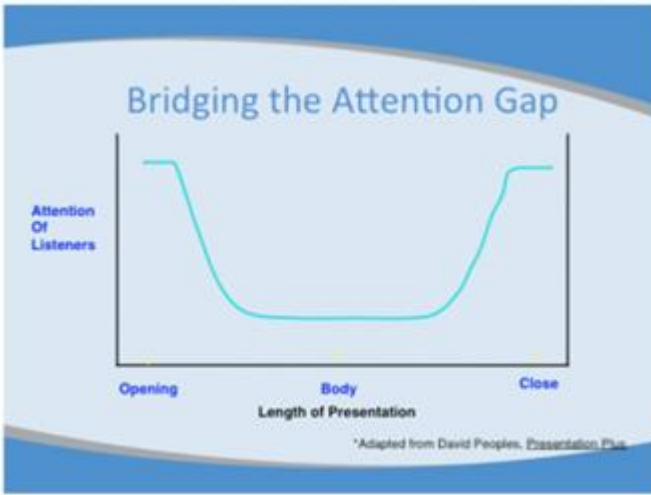
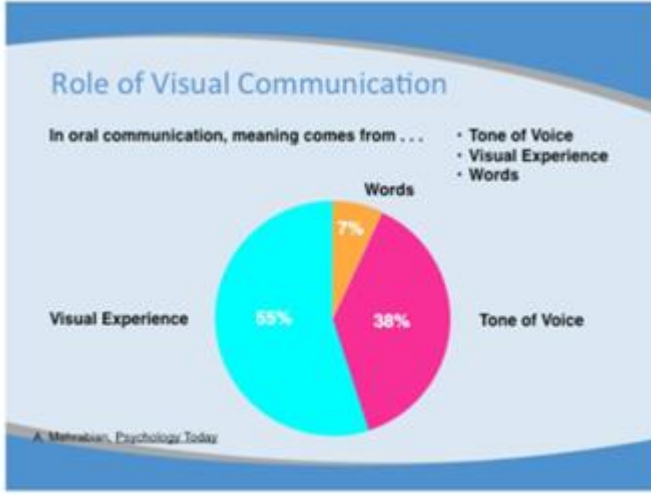
- Represent ideas conceptually by means of graphics.
- Use a standard template that keeps the headings and formats consistent from slide to slide.
- Use a colour palette of 6-8 colours. Do not overwhelm the listener with colours, graphics, and animation.
- Position visual aids at the side of the room (not the centre) whenever possible.
- Create anticipation through verbal transitions.
- Interact with visual aids by pointing and revealing information gradually.
- Talk your listeners, not to your visual aids.

5.2.6.1. Visual Aid Guidelines (Examples)

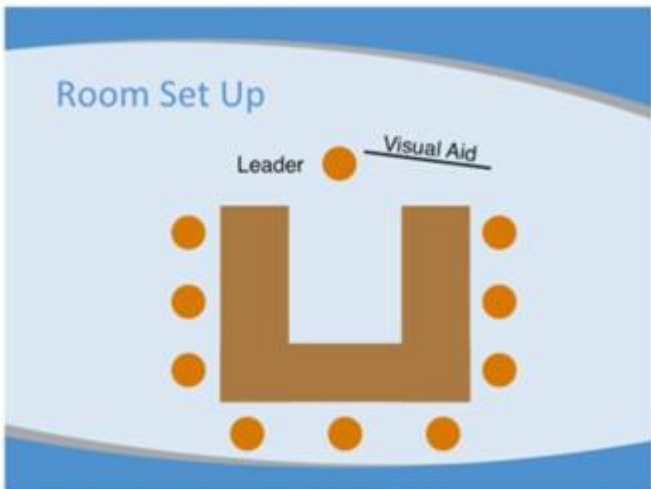
Here are some examples of PowerPoint slides and some tips for increasing their impact:

Table 5-1 Visual Aids Guidelines

| Slide | Comment |
|---|---|
|  | <p>Use bullets. Bullets are the most versatile way of structuring visual aids.</p> <p>Keep in mind, though, that you must try to make them as simple as possible.</p> <p>Do not try to recreate the whole text of your presentation. Instead, let's look at the following slide ...</p> |
|  | <p>Reduce the number of words.</p> <p>Let the bullets serve as "prompts" for the ideas that you wish to deliver.</p> <p>This way you can glance at the bullet, turn to the audience, and then state your main point.</p> |

| Slide | Comment |
|---|---|
|  | <p>Clip art and photographs add impact to your visual aids and also make them more memorable.</p> |
|  | <p>Keeping your listeners' attention is not easy. In fact, there seems to be a natural, inverted curve as the listeners settle into listening— no matter how interesting your topic.</p> <p>The advantage of visual aids is that each one creates novelty and tends to regain your listeners' attention as it is revealed.</p> <p>Also, visuals allow you to work with two channels of communication: not just with the listeners' ears, but with their eyes too.</p> |
|  | <p>Use a pie chart to compare percentages.</p> <p>Which of these three channels (tone of voice, visual experience, words) conveys the most information? According to Albert Mehrabian, a pioneer in the field of communication research, fully 55% of an oral message is grasped by the listeners' eyes. What he meant by 'visual experience' was all the visual aspects of the communicator and his/her message: the eyes, facial expression, posture, perceived nervousness, etc.</p> <p>What's more, it is more likely that they will remember it too.</p> |

| Slide | Comment | | | | | | | | | | | | |
|---|--|---------------|--------------|-------------|-----|-----|-------------|-----|-----|-----------------|-----|-----|---|
| <div><h3>Visuals Increase Retention</h3><table border="1"><thead><tr><th>Method</th><th>After 3 hours</th><th>After 3 days</th></tr></thead><tbody><tr><td>Verbal Only</td><td>70%</td><td>10%</td></tr><tr><td>Visual Only</td><td>72%</td><td>20%</td></tr><tr><td>Verbal & Visual</td><td>85%</td><td>65%</td></tr></tbody></table><p><small>*University of Minnesota Study Quoted in Cheryl Hamilton, Communicating for Results</small></p></div> | Method | After 3 hours | After 3 days | Verbal Only | 70% | 10% | Visual Only | 72% | 20% | Verbal & Visual | 85% | 65% | <p>In a study done at the University of Minnesota, the researchers found that using both the visual and verbal channels was more effective than using either by itself.</p> <p>This was particularly so when they looked at retention of the information after three days.</p> <p>So, to make sure that your listeners remember what you say, give them a visual!</p> |
| Method | After 3 hours | After 3 days | | | | | | | | | | | |
| Verbal Only | 70% | 10% | | | | | | | | | | | |
| Visual Only | 72% | 20% | | | | | | | | | | | |
| Verbal & Visual | 85% | 65% | | | | | | | | | | | |
| <div><h3>Using PowerPoint</h3><div><div><p>+</p><ul style="list-style-type: none">• High impact• Easy to create• Good for standardized messages</div><div><p>-</p><ul style="list-style-type: none">• Technical difficulties• Somewhat inflexible• Transitions can be difficult</div></div></div> | <p>Show your argument visually.</p> <p>For example, you can discuss the advantages and disadvantages of an idea by displaying them visually. With current computer technology, visual aids are quite easy to create.</p> <p>Probably the easiest way is to create the visual aids on your laptop and use a projector to display them. You see the advantages above.</p> <p>Nevertheless, there are some potential disadvantages as well: If you are doing a presentation offsite and you are concerned about technical 'glitches,' it is often a good idea to print out hard copy and take it along as a backup.</p> | | | | | | | | | | | | |
| <div><h3>Presenting as a Team</h3><div><div>Step 1</div><div>Step 2</div><div>Step 3</div><div>Step 4</div></div><div><div>Plan</div><div>Prepare</div><div>Practice</div><div>Present</div></div></div> | <p>In this example, we show that effective team presentations involve a series of four steps.</p> | | | | | | | | | | | | |

| Slide | Comment |
|---|---|
|  | <p>In this example, we show the best placement for the visual aid — to the side.</p> <p>Do not make the mistake of placing your visual aids in the center of the room.</p> <p>Remember: you, as the presenter and leader of the discussion, should be the center of attention. Your visual aids should be what their name implies: aids to getting your ideas across to your listeners.</p> |

Here are three examples of how we could use visual aids to improve our slides and increase impact of our presentation. Slides with ✗ sign are before improvement and slides with ✓ sign are after making improvements.

Example 1:

✗

- **Weights:** The relative importance of various economic activities is different and these differentials need to be reflected while measuring the performance of the entire industrial sector. With a view to achieving this, each item included in the item basket is given appropriate weight. Weight is generally determined on the basis of the gross value added (GVA) from that industrial activity.
- **Base period:** The IIP is a weighted average of the production relatives. The production relative is the ratio of the production in the current period to the reference period. This reference period is called the base period. The base period is selected taking into consideration its normality, proximity to the comparison period, availability of all relevant data.

Measurement Concepts

Weights

- Reflect relative importance of economic activity
- Apply to each item in the basket
- Indicate the gross value added (GVA) of that industry

Base period

- Denotes a reference period
- Takes into consideration normality, proximity to the comparison period, availability of relevant data



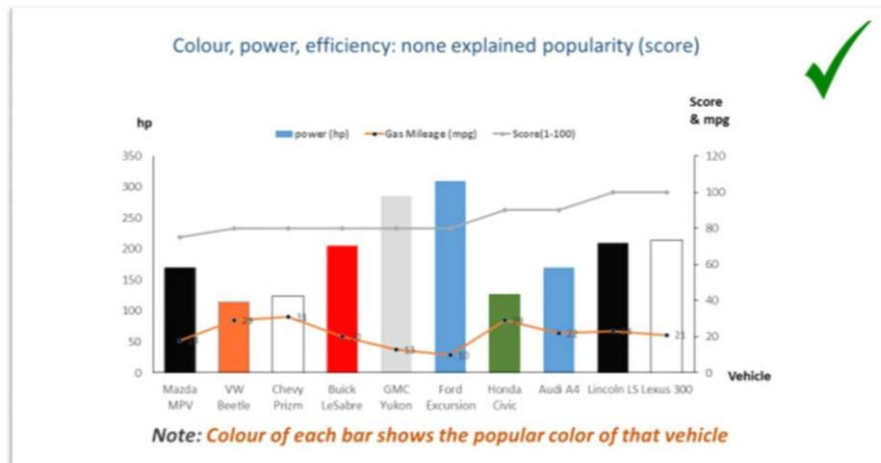
Rationale for Improvement

- Find ways to minimize the number of words on your slide by organizing the information visually.
- Include a heading that summarizes the main point of the slide.
- Use bullets to list items, explain reasons or provide examples.
- Make the bullets parallel, that is, begin each one with the same part of speech (verb, verb, and verb) or (noun, noun, noun).
- Animate the slides so you can present one item at a time. In this way, you are able to focus what you are saying and keep your audience's attention.

Example 2:

| VEHICLE | POPULAR COLOR | HORSE POWER (hp) | GAS MILEAGE (mpg) | SCORE RECEIVED (1- 100) | PREFE- RENCE RATING | NO OF UNITS OWNED |
|-----------------|------------------|------------------------|-------------------------|-------------------------------|---------------------------|-------------------------|
| Audi A4 | BLACK | 170 | 22 | 90 | 5 | 1 |
| Buick LeSabre | RED | 205 | 20 | 80 | 5 | 1 |
| Chevy Blazer | RED | 190 | 15 | 75 | 4 | 1 |
| Chevy Prizm | WHITE | 125 | 31 | 80 | 5 | 1 |
| Ford Excursion | BLUE | 310 | 10 | 80 | 5 | 1 |
| GMC Yukon | GREY | 285 | 13 | 80 | 3 | 2 |
| Honda Civic | GREEN | 127 | 29 | 90 | 2 | 2 |
| Hyundai Elantra | BLACK | 140 | 25 | 90 | 5 | 1 |
| Lexus 300 | WHITE | 215 | 21 | 100 | 3 | 1 |
| Lincoln LS | BLACK | 210 | 23 | 100 | 5 | 1 |
| Mazda MPV | BLUE | 170 | 18 | 75 | 5 | 3 |
| Olds Alero | BLUE | 140 | 23 | 70 | 4 | 1 |
| Toyota Camry | RED | 194 | 21 | 80 | 3 | 2 |
| VW Beetle | ORANGE | 115 | 29 | 80 | 2 | 1 |



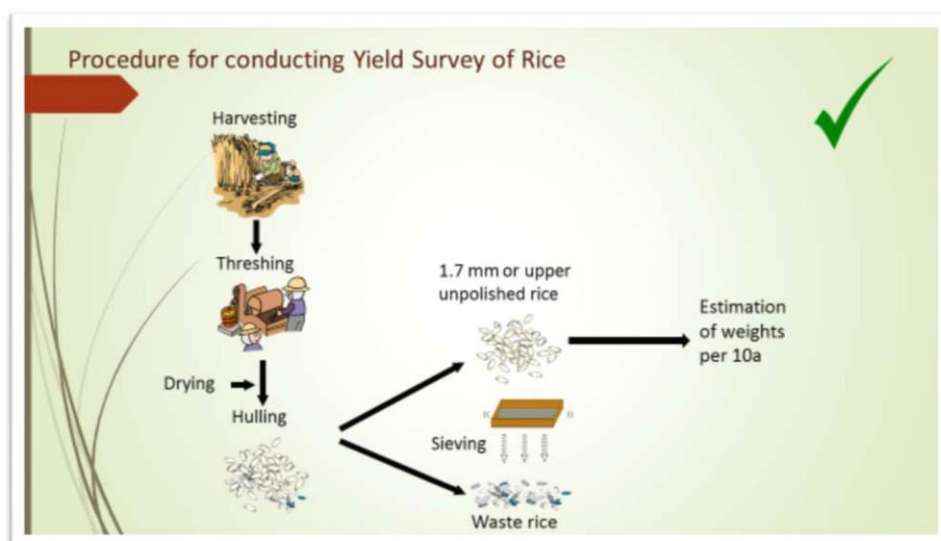


Rationale for Improvements:

- Use graphics to show relationships.
- Remember: with charts and graphs, less is more.
- Create graphics to show the audience what the data mean, not simply what they are.
- Determine your main point and include it in your heading.
- Use graphics that allow your audience to compare data and see relationships.
- Eliminate any information on the slide that is not relevant to your main point.

Example 3:





Rationale for Improvements:

- Use photographs and clip art to increase the impact and retention of your presentation content.
- Help the audience understand a concept or process by providing visual images.
- Use animation, when appropriate, to add one image at a time as you explain it.

5.3. Workshops Delivery

In the delivery phase of the learning-development process, the workshop developer organizes the learning environment and creates a positive climate that engages the learners and promotes achievement of the learning objectives. In the role of facilitator, the workshop developer positions the training content effectively by explaining its relationship to the learners' background and priorities, and he/she uses verbal transitions to create logical links between modules. Moreover, he/she uses effective interaction skills and group-process skills to keep the learning on track. The workshop developer also creates support documents such as the daily programme for learners and the facilitator's guide.

5.3.1. Delivery Steps Checklist

1. List all set-up requirements beforehand and make sure someone is in charge of providing them. These include a laptop, projector & remote control, easel and flip chart, copies of training materials, tent cards for learners' names, enough tables and chairs, etc.
2. Get to the training room an hour early to set up the room, test the equipment, and make sure all materials are organized and ready to use. (Bring back-up copies of your slides and training materials on a thumb drive.)
3. Obtain the phone number of the venue's technical support team in case a problem rises during the day.
4. Find out how to operate the room lighting and adjust the room temperature.
5. Confirm arrangements regarding break times and lunch with provider, if appropriate.
6. Locate and check the restroom facilities.
7. Greet participants and welcome them as they arrive.

5.3.2. Delivery Skills Guidelines

You are the message!

Your nonverbal communication is very important for building rapport and creating a positive climate in the workshop.

Here are some reminders about how to maximize the impact of your delivery skills:

- Eye contact is a key communication skill.
- Good eye contact helps you stay focused and increases the confidence you project.
- Look at each of your listeners for one complete thought.
- That way you keep them involved also. When you look at your listeners, you gain feedback.
- Good eye contact helps you understand the impact your words and presence are having on your audience.
- If pacing or shifting is a concern for you, concentrate on planting your feet.
- Then you can redirect your energy into more positive uses such as gestures and facial expression.
- On the other hand, try moving purposefully, making eye contact with different members of the group.
- Occasional non-words like “um” or “ah” are not a problem. They become distracting only when you use them repetitiously. Your listeners quit listening and begin counting non-words.
- Use pauses instead: They smooth out your delivery and help you demonstrate greater confidence.
- Pauses are also an effective way of modulating a fast speaking pace.
- Do not try to slow down the way you say your words—you will sound stilted. Instead, put in pauses after key words and at the end of complete thoughts.
- Gestures are natural. Most people use them when speaking conversationally.
- Gestures make you more interesting because they add a visual dimension to your communication. They also increase your intonation. Loosen up, be yourself and feel free to use your hands to express yourself.
- When it comes to intonation, the more variety, the better. In some cases, you may want to raise the volume of your voice to increase the confidence you project.
- In addition, by experimenting with different levels of volume, you can add interest. Just be careful not to let your voice trail off at the end of sentences. In other cases, you may want to add more intonation to decrease monotone and to hold your listeners' attention more effectively.
- Do not be afraid to be enthusiastic about what you are saying. Remember, your energy projects confidence and makes your presentation more interesting to your audience.

5.3.3. Workshop Opening Guidelines

Anticipate the answers to your learners' questions.

Answer these in a clear and logical way within the first few minutes of the workshop:

- Explain the purpose of the workshop from the learners' point of view.
- What is the main value or utility of this workshop? What are they expected to achieve?
- List the learning objectives and explain how these support the purpose.
- Describe the agenda of the workshop and how the learning objectives will be achieved.
- Establish the credibility of the workshop by mentioning how it was designed and developed.
- Include the results of the needs assessment and your expertise as a facilitator.
- Ask participants to introduce themselves in a way that allows them to explain their background and knowledge.

5.3.4. Conducting Learning Activity Guidelines

- Provide transitions between activities so learners understand how each activity fits within the sequence designed to achieve the learning outcomes.
- Mention a need or issue that the learners face.
- Explain the benefit of the upcoming activity and how it will help them address the need.
- Give a name to the activity and explain how it relates to the course content.
- Explain steps and timing for completing the activity.

5.3.5. Debriefing a Learning Activity Guidelines

There are many kinds of learning activities, with different aims and procedures. However, there are several general principles for making an activity meaningful and increasing its impact.

- Start with the learners with most at stake (often, the ones practicing the skills.)
- Ask: "What went well? What could you have done differently? What might you do differently next time?"
- Get feedback from the "receivers" of the activity.
- Ask: "What stood out for you? What was most effective? How could this have been even more effective?"
- Ask other participants for their feedback
- Synthesize the comments by asking the group to summarize what they have learned.
- Ask: "What are some points to remember for the future?" "How will you apply this in your work?"
- Explain guidelines for the workshop; set clear expectations about staying on time, use of smart phones, managing interaction, etc.; ask learners to commit to these guidelines or negotiate them if there are any concerns.
- Consider doing a small-group discussion where participants discuss and list their expectations for the workshop. Post these on a wall or easel so they can be followed up on during the workshop.
- Post learners' comments on a flipchart. This is often a good way to "focus" the learning for later recall.

5.3.6. Closing a Workshop Guidelines

During the closing of a workshop, the main task is to set the learners up to apply what they have learned in the "real world."

- Provide a summary of the workshop: review the purpose and agenda that has been followed.
- Encourage learners to do a self-assessment of their learning. For example, ask them to complete a worksheet on their strengths and areas for development.
- Ask learners to write an action plan. Suggest that they write down their objectives, including time frames and opportunities for practicing them.
- Let them know the organizational resources that are available for continuing their development; provide a list of references for those interested in following up on their learning.
- Encourage learners to connect with each other after the workshop to build community and report on their successes and progress.

5.3.7. Daily Programme Example

A daily programme provides an agenda for the workshop/ training and sets out how the learning objectives will be achieved. It outlines the topics and activities so that participants understand the flow of the workshop.

Table 5-2 Example of Daily Programme

| Time | Activity | Notes |
|-------|--------------------------|-------------------------------|
| 09.00 | Welcome and introduction | Name – age – tasks – working- |

| | | |
|-------|---|---|
| | The participants introduce themselves to each other | location - expectations |
| 09.30 | Introduction to the training program and the nature of communication | Presentation |
| 11.00 | Coffee Break | |
| 11.30 | Criteria for the assessment of communication skills; coding and de-coding Communication Skills assessment exercise | Presentation Questions and answers |
| 13.30 | Lunch Break | |
| 14.30 | Planning face-to-face communication The communication cycle The 7 C's of Communication | Exercises and presentations Open discussion, questions and answers |
| 16.30 | End of day 1 | |

5.3.8. Facilitator's Guide Template

A facilitator's guide includes:

- A list of set-up requirements
- Step-by-step instructions used by the facilitator to deliver the workshop
- Key content points to convey in the workshop
- Instructions on when to use specific visual aids
- (Name of Workshop)

Facilitator's Guide (template)

- Course Materials
- Participant workbooks
- Participant handouts
- Venues
- PowerPoint slide presentation
- Room Set Up & Audio-visual Supplies
- Four tables with four participants per table
- PowerPoint projector & screen
- One easel & flipchart
- Flip chart markers

Pre-work

(Module Number & Name)

(Length)

| Timing | Visual Aid | Steps |
|--------|--------------------------|---|
| 9.00 | (paste in copy of slide) | Topic Name (length of topic) • (Step by step instructions) (length in minutes) |

5.3.8.1. Facilitator's Guide Example

Train- the- Trainer Workshop

Facilitator's Guide

- Course Materials
- Participant workbooks
- Participant handouts
- KOLB Learning Style Inventories
- Name tents for participants
- PowerPoint slide presentation

Room Set Up & Audiovisual Supplies

- Four tables with four participants per table
- PowerPoint projector & screen
- Laptop for each participant
- Three easels & flipcharts
- Flip chart markers


Pre-work



Participants are expected to come prepared to work on an individual learning project. The topic could be an idea for a workshop that they intend to develop in the future or one that they are currently involved with.

Module 1: Conducting a Needs Assessment

3.5 hours

| Timing | Visual Aid | Steps |
|--------|---|--|
| 9:00 |  | Introduction (45 minutes) Welcome participants. Introduce yourself and explain the purpose of workshop: "An opportunity to gain a process for developing focused active-learning workshops that focus on the needs of your stake holders." |

| Timing | Visual Aid | Steps |
|--------|---|---|
| 9:45 |  | <p>Explain that the learning process that we will be using involves three steps:</p> <p>Design – identifying the needs and formulating focused learning objectives</p> <p>Development – creating and sequencing active learning activities</p> <p>Delivery – facilitating active learning, which involves listening, presenting, and managing the group dynamics.</p> <p>(2 min)</p> |
| 10:15 | | <p>Explain Workshop Objectives</p> <p>(2 min)</p> |
| 10:17 |  | <p>Give overview of the results of the needs survey conducted before the workshop. (5 min)</p> <p>Explain the agenda. (2 min)</p> <p>Ask participants to introduce themselves briefly using bullets on the slide as a way to keep the introductions brief and focused. (15 min)</p> <p>Ask participants to talk in their table groups about their expectations. (5-10 minutes); debrief by asking groups to report out one point at a time; post on flipchart (10 min)</p> <p>Explain workshop guidelines.</p> <p>(2 min)</p> <p>Opening a Training Session</p> <p>(30 min)</p> |

| Timing | Visual Aid | Steps |
|-------------|---|---|
| | | <p>State: "The opening of a workshop is an important moment because it creates an impression and 'sets the frame ' for the activities that follow."</p> <p>Ask participants to reflect on their experience up to this point in the workshop, using p.6 to write down their impressions. (5 mins)</p> <p>Ask them to share their comments with their colleagues. (5 min)</p> |
| 11:30 |  | <p>Debrief using a flip chart, posting "Things to do" "Things to avoid." (15 min)</p> <p>Summarize by explaining that a good opening anticipates the participants' questions, answers them briefly, and sets up a positive climate for openness and learning. (5 min)</p> |
| 12:00-12:30 |  | <p>Identifying a Learning Need (30 min)</p> <p>Ask participants to read and do case study on page 8; (5 min) then, discuss with table group. (5 min)</p> <p>Debrief by asking: "What will happen if the training programmed is conducted without doing a needs assessment?"</p> <p>Elicit participant responses and summarize by saying: "When you create a learning intervention, you are working with an organizational system; it is important to make sure that the intervention fits so it addresses the real need." (5 min)</p> |

| Timing | Visual Aid | Steps |
|--------|------------|---|
| | | Briefly mention when NOT to use training. (5 min) |

6. Table of Contents of The TOT Arabic Training Manual

| مرحلة تنفيذ البرنامج | مرحلة تطوير البرنامج | مرحلة تصميم البرنامج |
|--|---|-------------------------------------|
| 1. جاذبية الافتتاح واذابة الجليد والتعارف | 1. وضع أجندة التدريب وتوزيع الجلسات | 1. قياس الفجوات التدريبية |
| 2. عرض المادة التدريبية لكل البرنامج بطريقة مشوقة وإدارة وقت التدريب | 2. اعداد المادة التدريبية في ضوء مخرجات مرحلة التصميم | 2. أدوات تحليل الاحتياجات التدريبية |
| 3. استخدام مهارات لغة الجسد بطريقة احترافية | 3. تحديد الأدوات التدريبية المناسبة لكل جلسة تدريبية (محاضرة- حالات عملية- لعب أدوار- فيديو توضيحي.....الح) | 3. وضع الأهداف التعليمية |
| 3.1 الاتصال البصري | 4. تقسيم المادة التدريبية لكل جلسة الى ثلاثة أجزاء الأول هو الافتتاح الثاني هو الموضوع الرئيسي الثالث هو الختام | 4. وضع استراتيجية التقييم |
| 3.2 الإشارات بالأيدي والرأس | 5. التأكد من جودة العروض التقديمية والمعينات التدريبية الصوتية والمرئية | 4.1 تقييم المادة التدريبية |
| 3.3 الحركة داخل القاعة | 5.1 اتباع المعايير الخاصة بشرائح العرض | 4.2 تقييم المتدربين |
| 4. الأداء التفاعلي للمدرب والمتدربين | 5.2 اتباع المعايير الخاصة توزيع الوقت بين المواد التدريبية والحالات العملية | 4.3 تقييم المدرب |
| 5. الختام الجيد للتدريب | | 4.4 تقييم بيئة التعلم |

7. References

[1] NIRAS, "Deliverable 3.1.1: Assessment of Capacity Needs and Training Programme for ICZM," UNDP, 2022.

Appendix 1

360 Degree Evaluation Form

360 Degree Evaluation

Since the human factor is the most important capital in any work system, a 360-degree evaluation model has been developed to evaluate job performance periodically. The idea of a 360-degree evaluation is based on conducting a comprehensive evaluation process for the trainee / employee after attending an advanced training program or obtaining educational grants from his employer, in order to measure the return on human investment. The name refers to the evaluation process that includes four levels, as follows:

The first level: It is the trainee/employee's self-evaluation of his performance after training or grant

The second level: It is the evaluation from the lower functional level of the trainee/employee's performance curve after training or grant

The third level: which is the evaluation from the same job level of the trainee/employee's performance curve after training or grant

The fourth level: It is the evaluation from the highest functional level of the trainee/employee's performance curve after training or grant

Please refer to Annex 1 for a sample of the 360 Degree Evaluation Forms to be distributed.

Methodology:

1- Based on the results of the entrance exams, whomsoever passed the exams will receive the evaluation forms to be submitted by himself and other mentioned administration levels on the first day of the training sessions.

2- The evaluation form is delivered to the trainee/employee after the end of the training or grant, and he is asked to coordinate with the aforementioned job levels to fill out the form and hand it over again to the entity requesting the evaluation. Evaluation student.

2- The evaluation range from 1 to 5, where 1 is inappropriate, 2 is poor, 3 is good, 4 is very good, 5 is excellent.

3- Evaluation scores are collected in each evaluation level separately, with a simplified description of the meaning of the evaluation score resulting from each level written.

4- If the average evaluation score is less than good, it is recommended that the entity requesting the evaluation communicate with the administration at the trainee/employee's workplace to find out the obstacles and analyze them.

5- The greater the number of evaluators, the more accurate the results, so that the percentage of evaluators to the number of employees at the same job level is not less than 10%.

360 Degree Evaluation Form

Organization Name:

Evaluation Period: From: To:

Employee/Trainee Name:

Employee Code Number:

Department: _____

First: The first level of evaluation (self-assessment) (to be completed by the concerned employee/trainee)

1- The curve of transferring experience and knowledge at different job levels

| No | Evaluation topic | Range 1-5 |
|----|--|-----------|
| 1 | Added value to the objectives of the organization / department | |
| 2 | Knowledge sharing/learning/training efficiency | |
| 3 | Quality and efficiency of performance/scientific material | |
| 4 | Increasing the use of the participatory approach in planning work and measuring training needs | |
| 5 | Unbiased relations with everyone | |
| 6 | Increase the degree of trust of your subordinates and followers | |
| 7 | Increase the degree of trust from your colleagues at the same job level | |
| 8 | Increase the degree of confidence of your superiors | |
| 9 | Efficient time management after training/grant | |
| 10 | Manage and control stress and stress | |

2- Did the administration support you to perform your role efficiently?

| No | Evaluation topic | Range 1-5 |
|----|---|-----------|
| 1 | The psychological support you got to do well | |
| 2 | Allow employees to attend meetings or trainings that are held | |

| | | |
|---|--|--|
| 3 | Providing time and aids required for efficient performance | |
| 4 | Increased leadership/delegation/confidence | |
| 5 | Allocate an additional financial incentive | |

Employee / Trainee Name:

Signature:

Date:

Organization Name: _____

Evaluation Period: From: _____ To: _____

Employee/Trainee Name: _____

Employee Code Number: _____

Department: _____

Second: The second level of evaluation (Lower Administrative Level)

1- The curve of transferring experience and knowledge at different job levels

| No | Evaluation topic | Range 1-5 |
|----|--|-----------|
| 1 | Added value to the objectives of the organization / department | |
| 2 | Knowledge sharing/learning/training efficiency | |
| 3 | Quality and efficiency of performance/scientific material | |
| 4 | Increasing the use of the participatory approach in planning work and measuring training needs | |
| 5 | Unbiased relations with everyone | |
| 6 | Increase the degree of trust of his subordinates and followers | |
| 7 | Increase the degree of trust from his colleagues at the same job level | |
| 8 | Increase the degree of confidence of his superiors | |
| 9 | Efficient time management after training/grant | |
| 10 | Manage and control stress and stress | |

2- Did the administration support him to perform his role efficiently?

| No | Evaluation topic | Range 1-5 |
|----|---|-----------|
| 1 | The psychological support he got to do well | |
| 2 | Allow employees to attend meetings or trainings that are held | |
| 3 | Providing time and aids required for efficient performance | |

| | | |
|---|--|--|
| 4 | Increased leadership/delegation/confidence | |
| 5 | Allocate an additional financial incentive | |

Evaluator Name/ Job / Signature/

Date/

Organization Name:

Evaluation Period: From: To:

Employee/Trainee Name:

Employee Code Number:

Department:_____

Third: The third level of evaluation (Same Administrative Level)

1- The curve of transferring experience and knowledge at different job levels

| No | Evaluation topic | Range 1-5 |
|----|--|-----------|
| 1 | Added value to the objectives of the organization / department | |
| 2 | Knowledge sharing/learning/training efficiency | |
| 3 | Quality and efficiency of performance/scientific material | |
| 4 | Increasing the use of the participatory approach in planning work and measuring training needs | |
| 5 | Unbiased relations with everyone | |
| 6 | Increase the degree of trust of his subordinates and followers | |
| 7 | Increase the degree of trust from his colleagues at the same job level | |
| 8 | Increase the degree of confidence of his superiors | |
| 9 | Efficient time management after training/grant | |
| 10 | Manage and control stress and stress | |

2- Did the administration support him to perform his role efficiently?

| No | Evaluation topic | Range 1-5 |
|----|---|-----------|
| 1 | The psychological support he got to do well | |
| 2 | Allow employees to attend meetings or trainings that are held | |
| 3 | Providing time and aids required for efficient performance | |

| | | |
|---|--|--|
| 4 | Increased leadership/delegation/confidence | |
| 5 | Allocate an additional financial incentive | |

Evaluator Name/ Job / Signature/

Date/

Organization Name:

Evaluation Period: From: To:

Employee/Trainee Name:

Employee Code Number:

Department:

Fourth: The fourth level of evaluation (Higher Administrative Level)

1- The curve of transferring experience and knowledge at different job levels

| No | Evaluation topic | Range 1-5 |
|----|--|-----------|
| 1 | Added value to the objectives of the organization / department | |
| 2 | Knowledge sharing/learning/training efficiency | |
| 3 | Quality and efficiency of performance/scientific material | |
| 4 | Increasing the use of the participatory approach in planning work and measuring training needs | |
| 5 | Unbiased relations with everyone | |
| 6 | Increase the degree of trust of his subordinates and followers | |
| 7 | Increase the degree of trust from his colleagues at the same job level | |
| 8 | Increase the degree of confidence of his superiors | |
| 9 | Efficient time management after training/grant | |
| 10 | Manage and control stress and stress | |

2- Did the administration support him to perform his role efficiently?

| No | Evaluation topic | Range 1-5 |
|----|---|-----------|
| 1 | The psychological support he got to do well | |
| 2 | Allow employees to attend meetings or trainings that are held | |
| 3 | Providing time and aids required for efficient performance | |

| | | |
|---|--|--|
| 4 | Increased leadership/delegation/confidence | |
| 5 | Allocate an additional financial incentive | |

Evaluator Name:

Job:

Signature:

Date: