Trainer’s Handbook

For the National Institute of Justice of the Republic of Moldova

Rule of Law Institutional Strengthening Program (ROLISP)

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FOREWORD

The implementation of the overall judiciary reform objectives as well as the NIJ reform objectives set out in the Judiciary Reform Strategy for 2011-2016 represents a milestone of the Strategy for Development and Strengthening of Institutional, Managerial, Didactic and Scientific Capacities of NIJ for 2012 – 2016.

The Judiciary Reform Strategy for 2011-2016 approved by the Law of Moldova No. 231 of November 25, 2011, aside from a number of issues faced by the judiciary, lists some challanges in the organisation and operation of NIJ, highlighting the importance of strenghtening the quality of professional training of judges, prosecutors and other representatives of the judiciary.

The Judiciary Reform Strategy for 2011-2016, Strategy for Development and Strenghtening of Institutional, Managerial, Didactic and Sceintific Capacities of NIJ for 2012 – 2016 approved by NIJ Council Decision No. 7/2 of 25.05.2012, and the Action Plan for Strategy Implementation contain clear provisions regarding the development of trainers' professional skills, trainers' training for initial and continuous education, including training in adult education methodology that needs to be used by trainers within initial and continuous education activities.

One of the main objectives of the Strategy with regard to the development of trainers' professional skills is the development of a trainer's handbook.

Trainer's Handbook is an important final output of the activities conducted by the team of consultants who worked within the Rule of Law Institutional Strengthening Program (ROLISP) to provide support to the National Institute of Justice in developing a pool of trainers who would later train other NIJ trainers in adult teaching methodology. ROLISP is a rule of law initiative launched by the United States Agency for International Development (USAID, aimed at supporting reforms in the Moldovan judiciary. The development of this Trainer's Handbook was preceded by the Curriculum for the Training of Trainers at NIJ, approved by NIJ Council Decision No. 10/3 of 27.09.2013.

The contents of this handbook reflect the curriculum topics, aiming to achieve the objectives of the training of trainers (ToT), specifically:

1. establish a psychological contact in order to eliminate communication barriers;

2. understand the competence profile of a trainer;

3. conduct group work on an anticipatory exercise;

4. learn the characteristics of a successful presentation;

5. identify the peculiarities underlying adult education;

6. understand the learning styles;

7. analyze the training model in adult education;

8. define the active-participative training methods;

9. get familiar with the types of interaction in small groups;

10. evaluate the impact of the structure of a training material on the quality of participants' training;

11. establish the training objectives;

12. bring the training methods in line with the set objectives;

13. plan an algorithm for development of the training session plan and the training agenda;

14. apply evaluation methods and types of tools in the training activities.

It should be mentioned that this Handbook focuses particularly on forming/facilitating/developing the competences and/or skills relating to trainer's professional profile.

This Handbook shall serve as a course aid for trainers of the NIJ trainers' network and could also be used by specialists in various areas, who intend to become trainers and who will provide, in cooperation with NIJ, professional training of candidate and sitting judges and prosecutors, as well as of other individuals who contribute to the delivery of justice (such as court secretaries, chiefs of court secretariats and probation officers).

Our team of consultants wishes to note the importance of the information collected during interviews with decision-makers of the institutions promoting judiciary, who also have decision-making powers in the training of trainers (Superior Council of Magistracy, Public Prosecutor's Office, Ministry of Justice, National Legal Aid Council), and the contribution of NIJ trainers in different areas, including NIJ's administrative staff, in identifying the ToT needs within focus groups.

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1. ADULT EDUCATION

1.1. Concept and principles of adult education

Adult education is called “andragogy”, by contrast with child education, which is called “pedagogy”.

Adult education was identified in 1833 by Alexander Kapp, a German historiographer in the area of pedagogy, who introduced the term *andragogy* in science.

In terms of developmental psychology, this subject was tackled by C. G. Yung and Erik Erikson. The latter identified eight stages of psychological development in humans, of which three relate to adult life:

- ✓ Young adulthood;
- ✓ Middle adulthood;
- ✓ Late adulthood.

D.E. Super uses the criterion of positioning with relation to professional employment, identifying the age of 25-44 as the age of maturity and professional integration and identification of the specific professional area; and the age of 44-65 – as the period of maintenance in the profession, dominated by professional integration and elderly ages, characterized by professional dis-employment. Therefore, six features of adults are identified: wide self-conscience, private relations, fundamental emotional security, objective concern, self-objectivizing, relative harmony with own experiences.

Developmental psychology research shows that adults maintain their learning capacity while their motivation and needs for learning are different. Because they have to assume and to change social roles, adults need to know why they learn specific things, want to learn by experimenting, are motivated to learn when the knowledge acquired can be applied immediately and are more interested in subjects relating to their personal life or profession.

The Recommendation on the Development of Adult Education, following the General Conference of the United Nations Educational, Scientific and Cultural Organization in 1976, defines the term adult education as: “*the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behavior in the twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development”.*

Pedagogy is based on the opinion that teachers should follow exactly the standardized curriculum, the prior experience of children having a diminished importance. On the contrary, andragogy takes into account adult’s previous experience, being underlain by a clear goal that is established based on adult’s social and professional role and responsibilities. Since adults carry a rich experience (both positive and negative), they have some peculiarities which need to be taken into account when developing training programs.

In this context, it is worth noting the following peculiarities of adult learning:

1. **Adults learn better through own experience and reflection.** Learning is integrated when it is acquired through experience and deepened through reflection. There is a difference between *thinking of something* and *knowing* something. The former is related to the mind, while the latter is based on the mind, being localized in the body. Learning by *doing* allows adults to experience cognition through the body, the mind, and emotions, and therefore integrate knowledge in a different way. Learning through experience, supported by experience, provides a framework for conscientious cognition, which may be observed, examined and changed. Adults learn best when they are involved in professional experiences that are relevant for their lives and in activities with immediate application in daily life.
2. **Learning is a social process.** Knowledge is social; there is no authentic cognition separate from human feelings and socio-professional context. Even if the reading of a book is a strictly physical action, the reader associates emotions and social relations to the ideas contained in the latter. Generation of knowledge is also a social process. Ideas generated by individuals build the cognition of the others. The learning process actually means building some structures, which are more complex than what an individual may create individually. Learning is achieved through communication and cooperation with others. Group work provides the opportunity to expand the individual learning system. On the other hand, adults understand better the process and the meaning of things and experiences if they learn them in cooperation, while performing a job task. The practice of working with others and thinking of cooperation process is, by itself, a source of learning with immediate impact on adults' life and activity.
3. **Adults have the capacity to learn by shifting from the familiar to the unfamiliar things and through the capacity to assume risks.** Authentic learning is the process of shifting from the familiar to the unfamiliar things. Certainly, a learning support framework needs to be created; however, this does not mean that we have to silence conflicting voices that speak prematurely, sometimes without understanding the entire process. Adults learn from creative tensions, problems, ambiguities and multiple realities that reflect the complexity of real life. The emotional side is there as well. Adults learn when their emotions are engaged positively or negatively. Discomfort might help adults achieve some learning objectives, supported by feedback, stress management tools and understanding the fact that errors are signs of learning. These aspects should be taken into account by the trainers who open the space for communication and individual experiences. Formerly, in a silent environment where only the trainer would speak, while the trainees would listen and keep silent, there were no such challenges. In the 21st century, where everyone learns from different sources, in a room where training is conducted, there are issues that require mastery of the trainer. However, any trend that does not generate progress should be avoided.
4. **Adults learn by creating professional stories in order to give a meaning to own experiences.** A peculiarity of humans is the need to assign meaning to experiences. Examples from real life stimulate long-term memory. Therefore, often reporting by prosecutors or judges on specific situations may create a proper framework for long-term learning. Individuals, groups, and institutions may learn from their own stories, if they look at them as an observer, from various perspectives, at different levels. Adult learning is achieved and

proved by the capacity of understanding the logics of bringing examples and reporting on events, as well as by the capacity to review one's own professional approach in order to improve it.

5. **Adults learn best in an environment of structured freedom.** Adults learn within environments where they feel supported, respected and taken into consideration. They study in environments that help them work independently albeit overseen. Trainers may organize a structured learning environment if they pay attention to a variety of factors such as space, time, and workload. Therefore, the organization of group activities, with specific tasks, clear instructions and time allotted for productive thinking, generate progress and long-term learning.

The above-mentioned peculiarities are underlain by a number of principles, which, if observed, help adult learning:

- Creating and maintaining a **respectful climate** between the trainer and the trainees as well as between the trainees.
- To create a respectful climate, the trainer asks participants to establish some rules of conduct during the training hours. Here are some examples of such rules:
  - Each participant should listen actively (without interrupting the others);
  - Encourage expressing opinions and forbid remarks regarding individuals;
  - Encourage constructive comments;
  - Instruct about the use of telephones;
  - Highlight the importance of punctuality.

The trainer, as a facilitator, has to establish and maintain these rules permanently, in order to develop and strengthen mutual respect.

- Taking into account trainees' **experience** (*Adults come to training having a rich prior experience, both positive and negative. This is what determines their approach to the respective training program).*

To leverage trainees' experience, the trainer should find out their experiences and needs. Positive experiences may be included into training in order to improve learning. Negative experiences should be "thawed out", recognized and overcome. There are various methods of learning about trainees' prior experiences. For instance:

  - An opening activity may be organized where trainees could discuss in pairs various aspects of the personal and professional life and then report on their common life experiences;
  - The same type of activity may be organized in groups of 3-5 people. After having discussed based on a plan provided by the trainer, the group would present the results of the discussion to the others, on flipchart;
  - A brainstorming exercise or a structured group exercise would also be useful to create a nice working environment, reducing emotional barriers.
- Designing the program on trainees' **needs** and **availability** to participate in the training. Adults learn only when they are aware of the need for training. Therefore, the trainer should

identify participants' needs and use them as a motivation. The trainer should determine the level of participants' motivation for or resistance to such training. Such evaluation of the predisposition is fundamental in selecting the training methods. Adults' motivation for training may be the career growth, desire to learn, meeting legal requirements, etc.

Therefore, the training program should combine content that the trainer *thinks should be presented* with content that participants *believe* they need. A suggestion would be to:

- Share a short survey to assess the needs (preferably ask participants to analyze in writing a relevant situation rather than just asking them "do you think you need this or that?". People do not know what they do not know and would not be able to give an informed answer.
- Trainers should be *flexible* in order to respond to trainees' needs as they arise.
  - Ensuring **immediate** and specific **applicability** of the content.
    Adults are usually very pragmatic and learn best when they understand that the training has immediate applicability. Trainees would pay more attention to case studies, case files or problems analyzed within the course, if the corresponding information were used in their judiciary and investigative activity in the near future.
  - Getting participants involved in **solving issues** that are relevant for their situation.
    Good learning environments help adults solve problems, which are relevant for them. Settling actual problems and discussing well-grounded legal solutions from different perspectives contributes to raising trainees' interest.
  - Guiding participants to **act and then to reflect** on the results.
    The main method in adult education is trial/experimenting. The trainer should facilitate and guide this process, by which participants reflect on experiences and the lessons learned. This allows for learning, which is relevant for adults.
  - Using **critical thinking** and multiple **perspectives**.
    Critical thinking is the process of analyzing specific information, particularly statements or phrases that some pretend to be true. This makes participants reflect on the meaning of such statements, by examining the existing evidence and argument and judging the facts. Adults need to understand that, when making assumptions, they should be able to test them by examining alternative perspectives
  - Thinking of learning as of a **cooperation effort** between the trainer and the trainees.
    Adults should participate actively in all learning aspects and take responsibility for this, cooperating in order to contribute to both personal and professional development.
  - Ensure a basis for **self-guiding and continuous learning.**
    The best adult learning experience includes own projects, research and discovering. In the 21st century, it is impossible to reach personal and professional standards without continuous learning.

1.2. Training based on active participation

HOW TO ORGANISE INTERACTIVE TRAINING SEMINARS/SESSIONS?

The most frequent method used in cases when participants' level of knowledge is low is presentations structured and organized by themes. If the intention is to work with new information rather than create practical skills, presentations may be adapted to the above-mentioned learning principles. Participants would be guided in order to make sure they are not just passive listeners who collect information and memorize it for a short period.

Below a number of suggestions is presented regarding the way in which trainers could increase the assimilation of knowledge, thus making presentations more interactive.

Do not make a presentation for more than 15-20 minutes, without asking participants to take active part in performing a short task, for instance:

1. Phrase questions and address them to the group. Help the group to answer the question and avoid answering it yourself.
2. Bring specific topics of discussion in the presentation. Select an important idea that to be assimilated and ask the group's opinion. Ask some members of the group to analyze it from a certain view point and some other members – from the opposite viewpoint. Facilitate the communication between participants, where they would present each one's opinion. You may also intervene by expressing your own opinion or by making some clarifications.
3. Propose problems to be solved. Ask participants to work on them individually, and then solicit answers. Listen to different points of view. Add your own opinion to the opinions of the group.
4. Do not present information as personal discourse. Occasionally, distribute short materials (1-2 pages), problems or critical incidents to trainees; ask them to read these and then discuss them in open group.
5. Ask participants to talk to their neighbor about possible answers to a key-question. After they have formulated an opinion together, they would present it to the rest of the group. The trainer should coordinate the discussion and then return to the presentation of the legal subject.
6. Use small groups (3-5 persons) to work together in settling a problem, and then ask them to report on the solutions found. Facilitate the discussion. Ensure that ideas to be assimilated come to grass; use the opinions of participants and your own. Highlight what participants should know and be able to do, so that they can establish the main ideas that would help them solve cases, problems and perform their current job duties.
7. Address questions to participants, extract ideas from them and make them the basic content of your presentation.

RECOMMENDATIONS

In case of one type of activity where a legal topic is presented interactively, the trainer should constantly ensure the following:

- solicit arguments for the opinions expressed;
- frequently summarize;
- use specific examples;

- formulate questions for clarification;
- prove that he/she understands his/her role as a trainer and be aware that he/she is not the holder of the absolute truth. The role of the trainer is to facilitate the learning process, to moderate discussions, to act as an adviser on legal issues, and coordinate training activities, etc.);
- have an open attitude with regard to the topic of discussion, be respectful with participants and strict with regard to everything happening in the learning process; humor is an useful ingredient.

ASPECTS OF ACTIVE LEARNING

Regarding the above-mentioned statement, it should be noted that:

- **Any learning process is active**

Contemporary cognitive science has confirmed the theory of past philosophers, such as Kant, who asserted that learning is an active rather than a passive process. This means that our mind creates coherent images from a mix of impressions that would overwhelm us unless we sorted and concentrated them and transformed our experiences into concepts that make sense for us. For instance, during a conversation we pay attention to specific subjects while we ignore others. Therefore, at the stage of planning the training, it would be good to meditate on the thinking process that our training process generates. *What will the participants do? What will they think about? What will they learn?* are some of the questions that you need to address at this stage.

- **The learning process is as important as the learning content**

The way trainees learn will have a direct impact on what they learn and how well they learn. The purpose of active learning is not that of storing information but rather of helping legal professionals apply in specific professional situations their knowledge. This means that training does not focus on knowledge, but rather on developing practical skills, on forming attitudes and professional values. To achieve this, it is necessary to pay attention not only to the content of learning, but also to the **process of learning.**

Steps towards active learning

As a trainer, your role is a direct one. This means that you can create a climate that would help others learn, but you cannot learn for them. Your mission would be easier if you think of the following:

1. *Find out what is in the mind of participants.* Since expectations help filtering information, you could guide and stimulate learning by asking at the very beginning of the

training what are trainees' the goals, concerns and expectations. You could find some of their answers surprising.

2. *Explain the objectives of training and establish the rules together.* Make the connection between preparation and application in practice as clear as possible. Your colleagues should understand what you have prepared for them and why you have chosen this way of sharing with them what you have learned yourself. In addition, they should know whether you want all of them to participate, how they would be appreciated within discussions, how to support their opinions, etc. Because this process is extremely important, you will need to be very frank about what the process implies.

3. *Prepare exercises that involve active participation.* Passive listening and taking notes by trainees results in less knowledge than their active involvement through questions, dialogue and settlement of open-ended questions. Ask participants to do things that lead to personal discovery.

4. *Express your opinions frequently.* The more active the exercises, the more important it is for you to express your opinions so that participants can assess progress in an area which might be unknown to them. In addition, you should ask for their opinion about the training session (i.e. what are its strengths and weaknesses, and what aspects could be improved.)

Trainer's role

As a trainer, you have the possibility to make decisions, to guide and to be a learning source for trainees.

Even if you see yourself as the supreme authority in the area, it would still be up to the trainees to decide whether the ideas presented during the training should or not be incorporated in their personal life.

However, you should not start from the premise that training is a passive and relaxed process that happens randomly. You are the facilitator and the catalyst in the training process; you make the learning process possible via the necessary activities.

Therefore, the trainer has the responsibility to:

• help participants achieve the learning objectives;
• get all participants involved in the learning process;
• prove the relevance of the material;
• ensure that the timeframe and objectives are observed;
• raise the interest of trainees; enthusiasm + passion = interested participants;
• monitor understanding;
• listen actively;

• crate a healthy learning environment for adults.

ESTABLISH A LINK WITH THE PARTICIPANTS

Using a variety of presentation techniques, you will manage to transmit efficiently the ideas you want trainees to assimilate. Such techniques will help you create a climate that would catch adult students' attention.

Direct contact:

• Look participants in the eyes.
• Make friendly expressions of the face.
• Look around the room.

Outfit and appearance:

• Feel and behave unstrained.
• Wear proper attire. Observe the dress code.
• Tolerance will create the impression that you are willing to share your knowledge with the trainees.
• Use your hands in as more natural way as possible.

Mimics:

• Will help you deliver ideas.
• May prompt participants react as expected.
• Common gestures:
  - Rapid movements of the hands – speak of a wide area;
  - Chopping movements – highlight practical ideas and divide an idea onto several sub-points;
  - Palms facing outward – mean „stop” or rejecting an idea;
  - Palms up – invite to accepting, opening the thinking horizons or participation;
  - Hand joints up – brings participants closer to you.

Recommendations:

The advices below relate to the body language, which is decisive in transferring messages within training.

• Mimics should draw the attention on the idea rather than the gesture itself.

• Diversify the usage of gestures. Repetition of a few gestures decreases their efficiency.
• Synchronize the gestures with the phrase or the word.

- Choose your gestures attentively; better renounce to them rather than use an improper gesture.
- Using too many gestures diminishes the value – control yourself if necessary.
- Exercise making gestures beforehand, specifically if you are not used to them.

Body language:

- Establishes a link between you and the participants.
- Draws the attention of participants.
- Engages participants.
- May make the presentation more rhythmic and change the spirits.

Face expression:

- May create the desired state of mind.
- If the trainer has inspiration, the participant will not lack enthusiasm either.
- Should correspond to the situation.
- Usually the trainer is not aware of his face expression.
- May amuse trainees or may offend them.
- May divert the attention from the objectives of the presentation.

HOW ADULTS LEARN

Adults have their specific learning way, given the fact that they learn continuously at their job, and everyone has their own style. Such learning is not organized, supervised or controlled. It is based on specialized thinking that is used to perform job-related tasks within the courts and the prosecutor's offices.

1.3. Learning styles

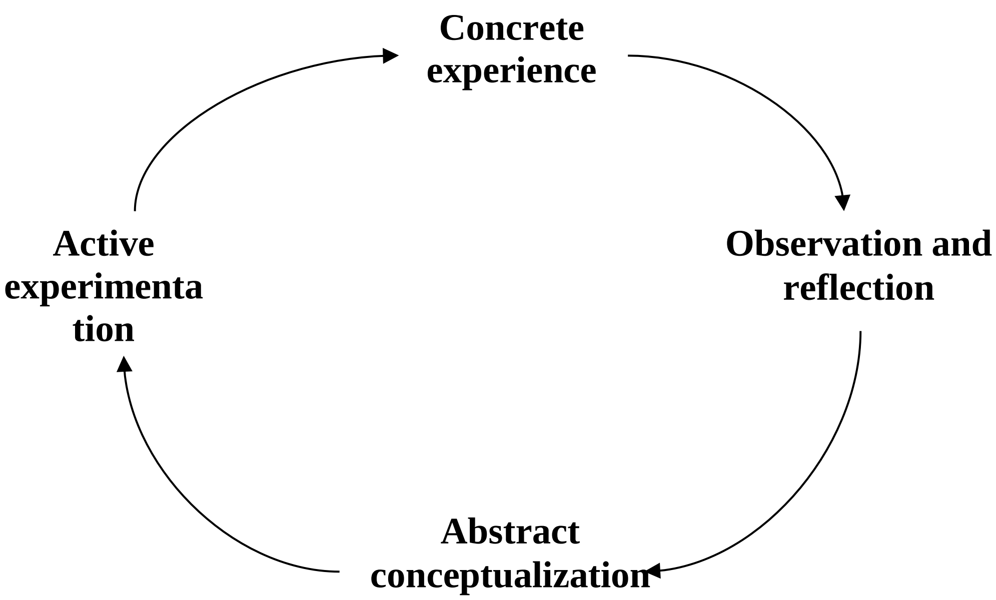
The learning style is a totality of individual characteristics of the response to procedures, techniques and methods of learning and processing information.

Every person has his/her own learning style, which they have developed throughout life. Being aware of adults' learning styles is very important for increasing the efficiency of training activities. If the trainer knows such styles, he/she may use proper training strategies.

There are various types of classification of the learning styles, however, the most relevant is David Kolb's model. Kolb developed a learning theory based on the observation of the way people learn outside the course room. Specifically, the model developed by Kolb is based on the theory of experiential learning, which describes the learning process as a cycle (*See:* Figure 1). The model is based on the way people perceive and process information. Perceptions and the processing of information influence the training process and are good indicators of the training preferences even if sometimes the latter may differ depending on the situation.

Training is conceived as a process conducted in stages.

Figure 1



Therefore, Kolb refers to four fundamental learning processes: ***active experimentation in specific situations, observing and discussing practical experience, generalized thinking, acting in a new situation,*** and establishes the premises of the latter.

Learning through concrete experience: getting involved in a specific situation (ex: a simulated trial). Participants are involved in the learning process through any active-participative training method. They are assigned concrete tasks and have the opportunity to intervene actively from various perspectives.

Observation and reflection: observation of others or self-observation. This is a stage that generates learning within adult training and consists of analyzing own experience, views, the argumentation of own options, getting away from previous knowledge, integrating new knowledge through self-regulation, feedback, etc.

Abstract conceptualization or **theory behind the practice:** creating some theories to explain the observed facts. It comes as a result of learning through concrete experience and reflection.

Active experimentation or **testing in new situations**: using the theories to settle problems and make decisions; this verifies the correctness of theory application.

Remark: If the stage of concrete experience is followed by a stage of observation and reflection, learning is called experiential.

The 4 learning styles are interconnected: a full learning process includes the four elements in a continuous spiral. The question is where and how do we start?

Kolb provides the answer to this question: each of us has a favorite learning style, which is often a combination of two of these four stages, represented in Figure 1. Therefore, we could start from the stage that is closer to us depending on the favorite learning style.

Kolb suggests that, in order for the learning to take place efficiently, people have to pass sequentially through the four stages of the learning cycle.

In order to find your favorite learning style and that of your public, we propose you to fill in/apply the questionnaire bellow in your training activities.

QUESTIONNAIRE TO IDENTIFY THE PREDOMINANT LEARNING STYLE

There is no deadline for completing this questionnaire.
The accuracy of results depends on your frankness in answering the questions.
There are no right or wrong answers.
If you agree with a statement, check it √
If you do not agree with a statement, mark it with an x
Each statement should be marked with either a √ or an x
Each answer marked with a check (√) will be assigned 1 point.

1. I have strong beliefs regarding what is right or wrong, good or bad.
2. I often act without thinking about the consequences.
3. I tend to solve the problems gradually.
4. I think formal procedures and practices limit people.
5. I am thought to be a person who always says what he/she thinks.
6. I often have the impression that actions driven by feelings are as good as those driven by a deep thinking and analysis.
7. I like work where I have time for thorough preparation and implementation.
8. I periodically want to find out about peoples' main values.
9. The most important is that things work out in practice.
10. I permanently look for new experiences.
11. When I find out about a new idea or method to approach problems, I immediately start to make a plan to implement it.
12. I like self-discipline: paying attention to my diet doing physical exercises regularly and observing a certain program, etc.
13. I am proud that everything I do I put through.
14. I get on best with analytical people who have a logical thinking rather than with spontaneous and irrational people.
15. I tend to interpret the information I get and avoid making hasty conclusions.

16. I like making decisions with big care, after having “weighed” a number of alternatives.
17. I like new and unordinary ideas rather than the practical ones.
18. I do not like disorganized things and prefer to integrate things in a coherent paradigm.
19. I accept and advocate for established procedures and policies as I consider them an efficient way of doing your job.
20. I like linking my actions to a general principle.
21. In discussions, I like going straight to the point.
22. I tend to have distant and formal relations with the people I work with.
23. I like to take the challenge of doing something new and different.
24. I like spontaneous people who like humor.
25. I pay much attention to details before making a conclusion.
26. It is difficult for me to have ideas following an impulse.
27. I prefer going straight to the point.
28. I try not to make hasty conclusions.
29. I prefer to have as many sources of information as possible.
30. Careless people who do not take things seriously annoy me.
31. Before expressing my point of view, I listen to others’.
32. I am frank about the way I feel.
33. During discussions, I like to observe how others act.
34. I prefer to react to events in a spontaneous and flexible way rather than to plan things.
35. I like time management and setting objectives.
36. I am worried when I have to hasten a work in order to observe the deadline.
37. I tend to judge people’s ideas based on their practical merits.
38. Uncommunicative and meditative people make me feel uncomfortable.
39. People who tend to hasten things often annoy me.
40. It is more important to enjoy the present than to think about the past or the future.
41. I think decisions based on a thorough analysis of all information are sounder than those based on intuition are.
42. I tend to be a perfectionist.
43. In discussions, I usually have many spontaneous ideas.
44. During meetings, I express realistic and practical ideas.
45. Most often rules are made to be violated.
46. Usually I prefer to stay aside and think all the perspectives over.
47. I often see inconsistencies and weaknesses in some people’s arguments.
48. On an average, I talk more than I listen.
49. I often see multiple practical ways of solving issues.
50. I think written reports should be short and to the point.
51. I think rational and logical thinking should rule.
52. I usually discuss concrete things with people and I do not engage in protocol discussions.
53. I like people who tackle things in a realistic way rather than a theoretic one.
54. During discussions, I lose my patience in irrelevant discussions and deviations from the subject.
55. When developing a report, I make several drafts before the final version.
56. I like trying things in order to see whether they work in practice.
57. I like finding answers through logics.
58. I like to be the one who speaks much.

59. In discussions, I often realize that I am realistic; I make people stick to the subject and avoid fantastic speculations.
60. I like to think over several alternatives before making the final decision.
61. In discussions with people, I am often the most “ardent” and I am objective.
62. In discussions I tend to be rather passive than to lead and control the conversation.
63. I like finding links between current actions and bigger long-term schemes.
64. When things go bad, I can easily overcome this and consider it a new experience.
65. I tend to reject fantastic, spontaneous ideas as being non-practical.
66. I think before I act.
67. On average, I listen more than I speak.
68. I am tough with people who cannot approach a problem logically.
69. I often think that the end justifies the means.
70. I do not care if I hurt people as long as this helps solving problems.
71. To me, the need of having objectives and plans is suffocating.
72. I am the kind of person who puts his/her soul into what he/she does.
73. I do everything that needs to be done in order to solve a problem.
74. I quickly get bored of the methodical and meticulous work.
75. I like exploring fundamental beliefs, principles and theories underlying things and events.
76. I’m always curious to know what people think.
77. I like that meetings are conducted in a methodical way, observing the agenda.
78. I avoid ambiguous and subjective topics.
79. I like the drama and tension of crises.
80. People often think I am insensible to their feelings.

Indicate on the list below the statements, which you marked with a √

2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50

43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80
Total	Total	Total	Total
Active	**Reflexive**	**Theoretician**	**Pragmatic**

Active (accommodating) people get involved fully and without limits in new experiences. They enjoy the present and current experiences. They have broad views, they are not skeptical and this makes them enthusiastic about everything new. Their philosophy is "I will try anything". These people first act and then think about the consequences. They are very active. They tackle problems through brainstorming. When they lose the "feel" of an activity, they start to look for another. Active people take the challenge of new experiences but they get bored by the implementation and long-term consolidation phase. They are sociable, get permanently involved in activities jointly with others, and tend to focus all activities around them.

Reflexive (divergent) people are those who like to "sit in the back line" in order to mediate on the experiences and observe them from different perspectives. They gather data both personally and from the people around them and prefer to analyze them attentively before making a conclusion. What matters for them is the process of collection and analysis of data about the experiences and events; this is why they tend to delay the conclusion as much as possible. They tend to take "low profile" and are distant, tolerant and patient.

Theoreticians (assimilatory) – adapt and include observations in complex but logical theories. They look at problems in a logical, vertical way, step by step. They assimilate disparate facts in concrete theories. They are perfectionists and never rest until they get things perfectly framed in logical scheme. They like analyzing and synthesizing. They like fundamental assumptions, principles, theories, models and systems of thought. They act according to the principle "If it's logical, it's good". They prefer to be absolutely sure about things and they do not like subjective judgments or superficial thinking.

Pragmatics (convergent) try out new ideas, theories and techniques to see whether they work in practice. They look for new ideas and take the first opportunity to experiment them. They are the kind of trainees who get home from the courses full of new ideas, which they want to impellent. They like moving forward and applying quickly and confidently the ideas that appeal to them. They are impatient in open discussions that require reflection. They are practical persons, keeping their feet on the ground. Their philosophy says “There is always a better way”.

2. TRAINER’S COMPETENCE PROFILE

2.1. Concept of competence and its specifics

The role of the trainers included in NIJ’s trainers network is to conduct initial and continuous training for specific categories of professionals, according to the basic attributions of the National Institute of Justice provided for in the Law No. 152-XVI of 08.06.2006. Thus, the trainer’s mission is to ensure the professional training of candidate and sitting judges and prosecutors, as well as of other individuals who contribute to the delivery of justice (such as court secretaries, heads of court secretariats and probation officers) based on curricula for initial and for continuous training respectively, approved by NIJ.

The training activity should be considered as part of the participant’s professional development, which satisfies certain needs, reflects real aspects encountered within his/her professional activity, being organized at the necessary moment. Therefore, trainers should not only show a high level of knowledge of the subject, but also have ***specific competences*** that allow them to guide and facilitate the training process for others.

Irrespectively of the field of activity, a trainer should take into account the basic principle – to follow the requirements for a training process, based on the theory and the practice of adult education. This would ensure trainee’s proper professional development.

Competence includes the following triad:

● knowledge “**I know”**;
● skills “**I am able to do”**;
● attitudes and values **“How do I do what I can do?”**

Taking into account the peculiarities of the activities in which adult education is at stake, the term ***trainer*** has several meanings.

According to definitions, ***a trainer is a training specialist who projects, conducts, evaluates and revises theoretical/practical activities and/or programs for creating and developing professional skills, conducted in specialized institutions or on the job.***

From the perspective of the occupational standard, a trainer is someone who:

● **conceives** training programs based on existing regulatory documents, occupational/professional education standards and the needs of a specific industry or area of activity, including the training of trainers.

● **develops** programs and training activities based on the identified needs and the need for training in a specific industry or filed of activity.

● **organizes** the training programs, securing all the necessary conditions for the proper conduct of the training program.

● **facilitates** the training and development process by creating learning situations proper for the development of professional competences.

● **evaluates the competences formed or developed by the participants,** as well as **one's own performance as a trainer.**

● **evaluates training programs –** both own and those proposed for evaluation for purpose of authorization.

● **studies during their entire professional carrier,** permanently developing their own trainer competences.

At the same time, all trainers have to show observance of highest ethical and professional standards.

In addition, a trainer has the role of:

- **intermediary** between knowledge and experience;
- **catalyzer** of the competence development process;
- **moderator** of discussions between groups;
- **overseer** of the quality of the activity conducted;
- **facilitator**, who makes decisions only after having evaluated the behaviors and group decisions.

The above-described roles are independent; a trainer may perform several roles at a time. It is important for the trainers to be aware of the diversity of roles, which they can perform within an institution/organization at a certain time. This would allow continuous development of capacities and professional growth. As a result, a trainer's skills may vary from simple lecturing skills to a wide range of other skills.

A trainer…

1. is not a "classical" teacher.[*]

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[*] The teacher is a specialist in a specific area and teaches a subject within the pre-university or university education system, having the capacity to conceive, organize, and develop the educational undertaking, disseminating to young generations, in an organized and planned way, knowledge and skills related to the specific subject. The difference between a teacher and a trainer is that the teacher is not required to explain what he teaches, while the trainer should show conscious competence, and bring practical examples to argument principles and theories.

2. does not teach (knowledge/information).**

3. forms new skills, attitudes and behaviors.

4. not only disseminates knowledge to participants but also gives them the opportunity to apply such knowledge.

5. uses informal working methods.

6. applies experiential learning (learning based on experience and on the applicability of knowledge).

7. not only knows what he/she talks about, but also explains what he/she knows.

8. facilitates learning (helps participants find the answers themselves).

9. is an educator; educates skills and behaviors.

10. is a good organizer.

11. is flexible.

12. does not just give lectures but is creative and original in their job.

13. should have a positive thinking, be self-confident and trust their trainees.

14. can recognize and appreciate trainees' previous experience.

15. knows how to ask for, to receive and to accept feedback.

16. should have a distributive attention in order to be able to notice all participants' reactions.

17. has the capacity to settle possible conflicts.

18. should be open, communicative and to actively support the group.

19. accepts different opinions and leverages participants' experiences.

20. has humor without being a comedian.

21. is willing to permanently self- improve and self-educate.

** The trainer uses trainees' experience in order to prove viewpoints.

Therefore, a **trainer within NIJ** is a specialist in various areas of activity (judges, prosecutors, and other specialists in law, teaching staff from higher education institutions, as well as specialists with professional skills in other areas) who have the **ability** *to* ***plan, prepare, conduct, assess and revise*** training activities and/or programs and to develop professional skills within NIJ.

A trainer needs to have the following competences:

1. Have deep knowledge in the training area and use specific terminology;

2. Be able to formulate arguments and support opinions in integrated areas;

3. Develop and promote a social and professional behavior in line with the social value system;

4. Conceive and organize training programs based on internal, national, and international legal and regulatory framework;

5. Develop training programs and activities based on the needs and demand for training identified in his/her area of activity;

6. Assess and revise permanently the activities and training programs;

7. Have skills of communication and interaction with adults and understand adult learning peculiarities;

8. Have knowledge and abilities in adult training methodology and to use modern training methodology;

9. Develop training documents;

10. To continuously conduct self-assessment and self-education.

At the same time, a trainer should also have a flawless repute, moral integrity, professional discipline, and be computer literate.

All categories of professionals/trainers from various areas of activities selected to cover INJ's training areas should, regardless of whether or not they are representatives of the judiciary and its institutions, have such high personal profile and training skills. Being contracted by NIJ, they represent this institution and therefore should achieve the objectives related to initial and continuous education.

If necessary, trainers within INJ's network should be allotted time to learn about the peculiarities and training needs of adults and how to use efficiently their training skills.

Given their important role and the difficulties faced in their activity, trainers should benefit from continuous professional development in order to acquire and maintain their skills and knowledge. Trainers specialized in a certain subject should maintain the level of expertise in that filed by permanently keeping their knowledge up to date.

2.2. Characteristics of a successful presentation

Specialists in communication assert that it is not enough to just present some interesting facts; the way of such presentation needs to be proper.

It is true that some trainers have better inborn communication skills than others. Nevertheless, all trainers should know very well the material that needs to be presented and how to present it. The content of the presentation needs to be established/developed in advance and the presentation form needs to be adapted to the public, the context, etc.

Think, speak, convince are the **key words**

Tell what you think; the public will listen to what you say; what you say should be understood; the public needs to accept what it understands; the public will use the ideas it agrees with; what is used will also be memorized.

A good presentation is characterized by a specific style, without divagations; the content and the form should match.

A lot of various factors and effects determine the success or failure of a presentation. Below are presented some general ideas that can help delivering a better presentation.

Be prepared

- Know the material.
- Know the facilities where you will make the presentation.
- Test. Check the audio and video equipment or the computer.
- Know your public; get prepared and present specifically for them.

Preparing the presentation

➢ **Get organized**

Lack of organization often makes you anxious. You will be more self-confident and able to focus your energy in the presentation, if your thoughts are well-organized.

➢ **Envision**

Imagine that you are walking around the room, meeting your participants, making the presentation with enthusiasm, answering questions, and in the end you are satisfied with your performance. Repeat this scenario in your mind, thinking of all the details of your situation.

➢ **Rehearsal**

It is recommended to have at least two rehearsals. If possible, have someone look at, record and assess you. Watch the recording, listen to the comments and make the necessary changes before the last rehearsal.

➢ **Respire**

When your muscles are strained and you feel nervous, your respiration might not be deep enough. The first thing you should do is to stand up, inspire deeply and expire relaxed a few times.

- **Focus on relaxation**

Focus on relaxation, rather than thinking about the tension. While inspiring say "I am…", and while expiring say "relaxed". Exercise for a few minutes.

- **Eliminate tension**

If you do not eliminate the increased tension, this will make your hands and feet shake. Before starting the presentation it is good to eliminate the energy through a very simple exercise (for instance, stand on your toes and then come back to the original position, repeat several times). This exercise should be done while you are alone.

- **Move**

Presenters who do not move and make no gestures are tensed. To eliminate the tension you have to allow your muscles to flex. Move; it is important to move the upper part of your body. You also need to make some steps – forward or backward, to the right or to the left. However, beware not to become as a pendulum that tires the participants out.

- **Keep the visual contact with the public**

Try to make your presentation similar to a discussion between two people. Look people in the eyes when you talk to them. Make your presentation personal and customized. This will help you relax as you will be less isolated and will learn how to react to participants' interest or lack of interest.

How to manage your time

The public will not be satisfied if you are behind schedule or if you failed to cover all the topics on the agenda.

The following suggestions are meant to help you manage your time:

- make your rehearsal in advance, aloud (speaking in your mind takes less time than speaking aloud);
- after you have rehearsed and measured the time, add some 10%-30% of time (for questions, logistical issues, etc);
- measure the time for each topic;
- at the beginning of your presentation inform the public about the agenda, and within the questions/comments session tell them about the time for each topic;

- do not wear a wristwatch because, if you look at it, the public will focus their attention on the time and this will make them careless, anxious, non-communicative and tense. Preferably, a clock should be displayed on the wall behind the public or next to your notebook, or there could be a colleague who follows the time.

What are your objectives?

Communicate the training objectives from the very beginning and then remind them at the end of the presentation. Ensure that your objectives are SMART:

S = **S**pecific (ambiguity confuses and frustrates participants);

M = **M**easurable (how would they and you know that you have achieved the objectives?);

A = Attainable (is it possible to attain the objectives within the set timeframe?);

R = **R**ealistic (is it likely to attain the objectives with the existing resources and given the time constraints for preparation, as well as the participants' level of knowledge?);

T = Time-bound (what can be done during the session? What do you expect to happen as a result of the training and by when?).

Start actively

Start your presentation as follows:

1. Content
   - introduce yourself;
   - set the objectives;
   - present the agenda;
   - explain the approach;
   - draw trainees' attention to the topics that you will present;
   - establish a psychological contact.

2. Method

Think creatively about the method you will use to introduce the topic. This could be:

- a challenging question on the topic;
- a metaphor for the general message that you want to deliver;
- a problem that could be solved as a result of the seminar;
- an anecdote.

If you fail to draw their interest and curiosity or confidence from the beginning, latter on it will be more difficult to do it.

Finish your presentation with much enthusiasm

The end of the presentation should be at least as attractive as its beginning.

The first and last impressions are crucial; participants will certainly remember easier the end of the presentation.

Sessions that end with questions might leave the public confused and frustrated. Closing a training session with a question with no answer leaves the participants without a key message.

Therefore, at the end of the presentation it is advisable to:

- summarize the main points;
- remind the objectives and confirm the achievement thereof;
- conclude by a rhetoric question, a metaphor or an anecdote regarding the topic of discussion;
- thank the public for the time allotted;
- launch a “call to action” to the trainees (an action plan);
- make a connection with the following presentation.

Getting the participation and involvement into discussion

Closed-type questions will lead to … silence. Of course, this does not happen all the time. However, if you wish to have a dialogue, open questions are much more efficient.

Questions starting with “how?”, “what?”, “why?”, “when?”, “where?”, “who?” solicit opinions, ideas, problems, statements and answers which will make you understand whether or not the message has been understood.

Participants’ attention

Often the most challenging part in a presentation is to make the public listen to you (not only hear what you say).

The lack of attention from your public might have different reasons: the information is too simple or complex; there are no visual stimuli; the trainer speaks flatly; they find the information irrelevant or outdated.

When participants think they already know everything, it is good to ask them whether they have ever read a book or watched a movie twice. They will agree that watching a movie or reading a book repeatedly has helped them find out additional information, which they have not noticed the first time.

Do not forget: people's minds should be open in order for you to be able to send them a message!

Recommendations for making a good presentation

Acting

- Change your tone of voice during the presentation.
- Plan your moves.
- Use easily memorable and suggestive short stories.
- Repeat ideas from time to time.
- Secure visual contact with the trainees in the room.
- Show a friendly attitude.
- Pay attention to controversial aspects of the presentation.
- Use visuals.

Avoid

- Avoid distractive behavior.
- Do not make jokes unless appropriate.
- Do not read the material; just follow the logical line of the presentation.

Tip

- Start with the message you consider the most important.
- Do not focus the presentation on yourself, think about the public.
- Prepare thoroughly.
- First deliver the main idea and then the details.

Verbal message

- Tone of voice: natural.
- Speak slower than during an ordinary communication.
- Explain in a natural, clear and simple way.
- Alternate the tone of voice, the volume and the rhythm.

Non-verbal communication

Active communication is more efficient if non-verbal communication is used correctly. Thus, the trainer should:

- have visual contact with the participants 80% of the time.
- approve and node when he/she agrees.
- reflect speaker's body language; however, take care not to imitate his/her posture.

Behaviors to be avoided within training seminars

Do not speak much! Let participants speak and you just moderate the discussions and give them tasks!

- **Do not** avoid visual contact with those in the room.
- **Do not** have contradictory discussions with the participants.
- **Do not** create (through your behavior, attitudes and comments) potential conflict situations.
- **Do not** allow breaking of the basic rules established jointly with the group.
- **Do not** hinder anyone's free expression (but also do not admit long and unjustified speeches)
- **Do not** criticize participants' opinions and do not make judgments.
- **Do not** allow criticism of the opinions expressed by trainees
- **Do not** allow potential conflict situations arisen to develop.
- **Do not** leave anyone outside the activities (everyone can and must contribute).
- **Do not** neglect any participant.
- **Do not** make decisions in the name and for the participants
- **Do not** project your own ambitions on the participants. Plan proper tasks which are of interest for the trainees.

Tips for a successful seminar

- Always **prepare the room in advance** (arrange the furniture; install the equipment, screen, flipchart) and **check the equipment, sockets and working tools.**
- In case of gaps or logistical (material) deficiencies **don't panic,** set your imagination and creativity to work and ... **improvise**!
- **Plan in detail** how you will conduct the seminar, **set the duration** of each part; **what and how** you will use, **what you will add up or remove** if you are behind schedule, etc.
- Arrange your working materials **in order according to the seminar plan.**
- **Avoid lecturing!** Do not speak too much! **Organize and give tasks to** participants. *(75 – 80% of the time should be dedicated to them).*
- **Use and maintain visual contact** with the room and do not forget about the body language.
- **Show confidence to trainees** and they will show you confidence in turn.
- **Leverage trainees' experience** from the beginning. You have to learn from each other within the training. This will help eliminate any risk, attitude or suspicion of superiority or dominance.
- **Ask participants to introduce themselves at the beginning.** Ask them to say something defining about themselves (they could preferably do it in pairs and

then everyone shall present publicly his/her discussion partner; this encourages shy participants (*it is easier to speak about somebody else than about yourself!!*) and this obliges everyone to participate.

- ❖ People like sharing their opinions. Give them the opportunities to do this. **Never hinder free expression of opinions** (even in case of opinions or statements that seem aberrant or stupid), but keep the debate focused on the topic.
- ❖ **DO NOT make judgments and evaluations** of the opinions expressed; trainees need to feel secure and not be afraid of appearing ridiculous (be neutral!).
- ❖ Ensure **equal participation** of all participants in the discussions as this means showing respect to everyone.
- ❖ **Listen to every participant attentively.** People need to feel that their opinion is important and that they are listened to attentively.

- ❖ Give trainees the possibility to record their questions (on a flipchart paper) or you could note them on an overhead projector sheet – when you answer one, tick it.
- ❖ **Avoid working with big groups** (the ideal group consists of 16 members; the optimal group – maximum 24 members). If you have a big group, break it into two smaller groups and eventually assign them different tasks. Then reverse the tasks and when you reunite the groups ask them to speak about both experiences. In such way all trainees will participate in all activities. If you work with two separate groups (advisably)
  - each subgroup can work on a different activity *or*
  - both subgroups can work on the same activity.

  If you work individually, monitor simultaneously or delegate the monitoring to one of the trainees.
- ❖ **Use pair and small group work (3-5 members) 50 –60 % of the time with identical or different tasks and encourage team spirit.**
- ❖ **Do not forget**: after each group activity, one representative of the group will have to report/present the results of the group activity in front of the entire class.
- ❖ After the group work, **provide positive feedback** and short observations of the activity. In such way you will encourage the reflexive process. Participants may also be asked to present their own reflections on the activity *(within a set timeframe).* Reflection may be realized through group discussions and summarized reports by group.
- ❖ Listen attentively **and record in writing any answer or contribution of trainees on the flipchart.**
- ❖ **Use color markers –** establish and use a color code (*this facilitates understanding*).
- ❖ **Change the pace and type of activity** about every 15 - 20 minutes (*too maintain participants' attention).*

- During the activities in groups/pairs set **a nice musical background** (if possible); comfort is essential for the success of the seminar.
- When you prepare the room, **make sure all participants have optimal conditions of visibility and audition**.
- **Address to trainees by their first name** and ask trainees to do the same; this creates a **partnership environment** which facilitates group processes.

Checklist for preparation of a seminar

General

Activity	Observations
Set the date, time and agenda of the seminar	
Set the venue for the seminar	

Preparation of the room for the seminar

Activity	Observations
Book the room and inspect it in advance. Meet the person who is responsible for setting up the respective room. You could even find out the contacts of the responsible person. It might happen that, although you have agreed on all details, you get here on Saturday morning and the building is closed.	
Plan the setup of the furniture (the U- or V-shapes provide a lot of advantages both for the participants and the trainer), the flipchart, the projector, and the trainer's table. Ensure that the front part of the room (where the flipchart and the projector are located) is located away from the entrance door, so that people who come in or leave the room do not disturb the others.	
Make sure that there are proper spaced for team work.	

Identify and check the switches and sockets. Make sure you will have sufficiently long extension cords to get to the sockets. Make sure the bulbs in the room are functional and have good lightening.	
Make sure you can display posters on the wall (check if you can use blue tack, scotch tape, etc.). Beware - some paintings can be seriously damaged by the materials used for attaching the posters.	

3. TRAINING METHODOLOGY, TYPES OF INTERACTION AND TRAINING MATERIALS

3.1. Concept and classification of training methods

The term “method” comes from the Greek word “*metodus”*, which means way, path. In practical terms, training methods are a totality of ways to influence participants, and procedures integrated at the level of some actions designed to contribute to achieving specific objectives of the training activities.

Trainers facilitate learning, this is why training methods should be selected not earlier than after goals and objectives have been identified and participants’ needs and level of knowledge have been analyzed. Every trainer should be able to list the detailed goals and the reasons for having selected certain training methods and techniques to the detriment of others.

The training methods and techniques should be adjusted to participants’ needs, if they are known before and during the training activity.

There are several criteria for classification of training methods. Therefore, conventionally, depending on the **focus of the method,** there are:

1. Trainer-focused methods (ex: lecture, observation, demonstration, etc.); and

2. Trainees-focused methods *(*ex: brainstorming, role-play, problem-solving, etc.)

Based on the predominant element, the following types of methods can be identified:

1. Methods where the communication action prevails:

- *explosive verbal* (ex: traditional lecture; modern lecture);
- *interrogative verbal* (ex: Socratic method, discussion, debate, brainstorming; problem solving);
- *written* (ex: critical reading, problematized reading).

2. Methods where analysis of reality prevails:

- *directly* (ex: observation);
- *indirectly* (ex: demonstration).

3. Methods where the practical, operational action prevails:

- *real* (ex: individual research, exercise, case study) ;
- *simulated* (ex: role-play, simulation).

Based on the historic criterion, there are:

1. Traditional methods (ex: Socratic method, individual research, lecture)

2. Modern methods (ex: brainstorming, debate, role-play, simulation)

Based on the organization of the training activity, there are:

1. Frontal methods (ex: demonstration);

2. Individual activity methods (ex: individual research);

3. Group work methods (ex: case study, debate);

4. Mixed methods (ex: experiment).

3.2. Description of training methods

🕮 LECTURE

The lecture is a structured presentation, using or not visual aids, intended to deliver knowledge and experiences, events, facts, concepts and principles.

Advantages of lecture:

- Is an efficient tool for presenting/explaining ideas, concepts, theories, principles, etc.
- Saves time.
- May be used with big groups of participants.
- May be used in combination with other techniques.
- The process is controlled by the trainer in order to deliver specific information.
- Is a direct method.
- A good trainer can stimulate the enthusiasm of the group through a convincing lecture.

Limitations:

1. Communication is one-way.

2. The role of the trainee is a passive one.

3. The memorizing level is low.

4. The trainer could talk to the trainees in a condescending way, which adults usually do not like.

5. Is not proper for creating practical skills and changing the attitude.

6. Few opinions which might be misleading.

7. It is an impersonal training method.

8. May be dull and boring.

9. Requires intensive preparation.

10. Assimilation of knowledge may be superficial.

A lecture may not be delivered spontaneously. It is based on specific requirements that will be highlighted as follows:

A. A lecture should be prepared. Thus, it is recommended to:

1. Know and analyze the group.

2. Establish the objectives of the intervention.

3. Determine the main ideas.

4. Select the key-subjects of the discussion.

5. Ensure a steady passage from one idea to the other.

6. Select materials and publications about training.

7. Rehearse, particularly if the topic is a new one.

B. For a successful presentation you should consider the following:

1. Dress appropriately.

2. Start in time.

3. Be credible (introduce yourself to the group).

4. Explain the objectives of the training session.

5. Present the main idea of the lecture.

6. Start with a less strict tone.

7. Keep your voice sufficiently loud and clear.

8. Adopt a more moderated rhythm at the beginning.

9. Be careful with your gestures – they send messages and may be used to consolidate the training process.

10. Avoid mannerism.

11. Listen attentively to questions.

12. Stimulate group interaction.

13. Be assertive.

15. Make a summary.

16. Try to finish the presentation in time.

C. Types of lecture

The lecture may be delivered in a traditional or a modern way (interactive, using visuals)

- **Traditional lecture** is a complex and structured form of expression, abstract in nature and with a high scientific level, which makes it possible to transfer a large volume of information within a certain timeframe. The information delivered within traditional lecture may be in the form of description and explanation, combined with various demonstrative-intuitive, logical and mathematic forms specific for each training subject. This method may be applied if the trainer wants to disseminate a big volume of information within a very short time, as well as in situations where the public is very big (hundreds of participants). This method is not recommendable since the public has the lowest concentration capacity within it.
- **Modern lecture**:

Interactive lecture is an alternative to the traditional lecture, which implies participants' involvement during the lecturing or asking trainees to summarize or make a conclusion on the presented topic, thus stimulating their interest and deepening their understanding.

A lecture using visual support implies presenting the key ideas using Power-point on screen or in print version (which would allow taking notes). This alternative of lecture aims at increasing the concentration capacity of the public for whom the slides have been prepared.

Power Point is one of the innovations of the fifth generation of training means, and the best illustrative and demonstrative, and educational means. Below are presented some tips on how to make Power Point presentations.

General considerations on Power Point presentations

1. Establish a simple format and maintain it during the entire presentation.
2. Put just one idea on a slide.
3. Chose catchy titles.
4. Use simple words and phrases.
5. Make it concise.
6. Use the same verb tense in a slide.
7. Use few prepositions, adverbs, and adjectives.
8. Do not use more than 6-8 words/row.
9. Do not use more than 50 words/slides.
10. Avoid using only capitals, they are difficult to read.

Content organization

1. List the objectives and areas to be addressed.
2. Present a bulleted summary of the content.
3. Write every point separately on a sheet of paper or a screen.

4. Add information under each point.
5. Do not include too many sub-points to avoid making it too detailed.
6. Write the conclusion.
7. Add notes that will help you during the presentation.

Different types of graphics

A. <u>LINES</u>

- to present trends;
- to present a big number of data/points;
- make it 4 lines/graphic at most;
- make the lines easily distinguishable one from another (by color and width);
- the lines of the axes should be thin;

B. <u>BARS</u>

- to show the difference between data at different times;
- use different colors between the bars;
- present the positive elements in colors different from the negative ones;
- if you need to include many data, use horizontal bars;

C. <u>CIRCLES</u>

- in order to show the components of a whole;
- use not more than 6 sections in a pie;
- the most important section should be positioned on the top right side and further in the sense of the hands of clock;
- highlight the important dates by separating the section and by using a differentiating color;
- the text should be included outside the circle
- percentages should be included outside the circle;

Selecting the colors

1. Do not select too many colors - maximum 3.
2. Use consistently one color for the background, one color for the title and one color for the text.
3. The text should have a color contrasting with that of the background.
4. You can use an open background and a light color for the text when making the presentation on the computer.
5. You can use a light color for the background and a dark color for the text in the paper presentations.
6. Select cold colors for the background and warm colors for the text.
7. Use the same colors throughout the presentation.
8. Do not combine green with red - color blind people will not be able to make the difference!

Selecting fonts (types of letters)

1. San Serifs (Helvetica and Arial) are easiest to read from distance.
2. Serifs (Times) is well readable if the text is dense.
3. Avoid too ornamented fonts (ex: Lucida Blackletter) as they are difficult to read.
4. Do not mix fonts in a presentation (not more than two fonts).
5. Check the size of the fonts.

TIPS

Get prepared: make sure that the slides are visible and deliver your message. Prepare alternatives if something goes wrong with the computer, power, video projector)

Practice your speech while you move through the slides.

Relax: if you have prepared well and have practiced, there is no reason for you to worry.

🕮 SOCRATIC METHOD

This method consists in a sequence of questions formulated by the trainer and the answers of the trainee he/she names to answer. The trainer asks and names someone to answer the question. The relation trainer-participant is a relation between the holder and the seeker of the truth. It is a *question-answer* type of method.

Even as early as Socrates era, the teaching method "question – answer" was more interesting than the "lecture". A discussion which starts with a difficult question requires an active engagement of the participants to answer and find solutions. It is much more productive for thinking than passive reception. In addition, the Socratic method catches the attention of the public.

How can an efficient hypothetical question be conceived for training purposes?

In the process of training using hypothetical questions, the answer is analyzed by asking and answering questions.

However, before using the Socratic method, we need to think about the following aspects:

- *Who is the public?* The first step in phrasing an efficient hypothetical question is to think of the public. For our immediate purposes, we will assume that the public has legal interests, although hypothetical questions may be used with any type of public. Hypothetical questions will be addressed to a specific category of public and should be neither too complicated nor too simple.
- *What is the facility or how will the trainees be involved?* The environment in which training will be conducted is important in order to determine what type of training will be delivered. Where the space is small and the discussion may be limited in time and space, an open debate of a hypothetical question with the trainer who directs and facilitates the discussion sitting in front of the public may be possible and efficient. On the other hand, a conference room may allow dividing participants into small groups in order to interpret roles within a hypothetical question model. The more capable the trainer is to get all participants involved, the more efficient the training process will be for all trainees.

- *What is the purpose of the meeting?* The general subject of the reunion is important for the hypothetical questions as the group of trainees will have a specific goal or subject of interest in order to participate in the reunion. The reunion may have a goal related to the subject of discussion, as it happens in the law classes or it may take place within a thematic conference on various topics. An element that makes the connection between the purpose of the hypothetical question and the goal of the seminar would add more interest in the participation. Thus, for instance, an aspect of professional responsibility may be introduced in a hypothetical question presented at a conference about professional ethics; an aspect of corruption may be introduced as part of a conference on the judicial reform.
- *What is the expected result?* The trainer should anticipate the results in order to be able to focus on their achievement during the conduct of the exercise with hypothetical questions. The questions to be addressed are as follows:
  - « Why is this exercise conducted? »
  - « What will the trainers learn and what will they get at the end of this exercise? »
  - « Is the exercise aimed at learning a specific aspect or a process? »

The answers will guide the trainer toward actions and exercises that would have the expected results.

The work technique in the Socratic method:

The arguments of the discussion are neither “correct” nor “incorrect”.

Hypothetical questions require trainees to synthetize conclusions by thinking. From the perspective of the trainer (and respectively that of the creator of hypothetical questions), there is no absolutely correct answer. Hypothetical questions rather give trainees a mechanism to process ideas, which lead to a conclusion, without any need for the trainer to assess the correctness of the answer. Its purpose is to stimulate thinking and debate. At the conclusion of a successful exercise, each participant will adopt a position (voluntarily or by being asked to do it) with relation the subject of debate. Through the exercise, every participant will have the capacity to understand the arguments and the thinking process of his/her opponents. Trainees may be assessed by measuring the level to which they got involved and participated in the process.

It is important to underline that, during successful debate of a hypothetical question, the trainer should not express any opinion or belief regarding the “correct” position in relation to the respective subject. When the trainer adopts a position, which is not neutral in relation to the subject of discussion, an irrelevant aspect is introduced in the process. Trainee should decide if their position is or is not the same as the trainer’s position. If it is not, the trainee will tend to change or keep his/her opinion and/or belief in order to get the approval of the authority in the room or will propose a counter-argument only because the trainer has adopted a position. In any of these situations, the intention of using a hypothetical question in order to exercise the processes of individual and independent thinking of participants is hindered. The debate gives integrity to individual thinking. The integrity of the thinking process requires that no other "agenda" exists for the exercise with hypothetical questions, except a subject of interest for the public or for the purpose of the seminar.

Advantages of the Socratic method:

- Provides trainees with a mechanism for processing ideas, which lead to a conclusion.
- Stimulates individual thinking.
- Creates a proper ground for trainees' mutual respect.

Applications:

1. When simulating and trials.

2. Within seminars for continuous education of judges and prosecutors.

DISCUSSION

Discussion is an exchange of information and ideas, impressions and opinions, critiques and proposals on a specific topic. Discussions imply examining and clarifying some concepts and ideas, consolidating and systematizing certain information and concepts. Through discussions, it is possible to make analyses and analogies, identify similarities and differences between various theories, and settle complex theoretical or practical issues that imply several alternatives.

The topics and issues subject to discussion should be written. Often questions are used in order to lead the discussion to the respective topic. The discussion may be limited to a short timeframe and then, by rotation, each participant in the group may be allowed to express their opinion regarding the topics of discussion where they want to participate. Participants may also be assigned to a specific group, depending on the objectives of a technique. The main ideas of discussions may be presented by the facilitator or the secretary.

Options:

- The discussion may be facilitated by the trainer and participants are invited or appointed to express their opinion, depending on the way the activity is organized. The activity is focused on the trainer, who holds the answers to the issue under discussion.
- Facilitators may be selected before the discussion from among the trainers, to prepare and present additional materials and documents on the topics subject to discussion. Facilitators may be the volunteers within the group.

Human resources: Facilitators – either appointed in advance, or volunteers.

Secretary – to take notes during the discussion.

Presenter – if the entire group decides so.

Advantages of discussion:

- Allows for an advanced level of interaction;
- It makes it easy to exchange experience within a small group of participants from various areas;
- Creates a relaxed environment for participants' involvement;
- May strengthen the relations and reveal aspects of common interest among the participants;
- Decision-makers may ask for the opinion of all participants in a healthy and relaxed environment.

🕮 READING

Reading is a fundamental method in the intellectual activity, being closely related to the individual research. As a training method, reading has several functions: information and documentation, training and self-training, education, etc.

By contrast with the individual research, reading is performed in order for the participants to have as wide an exposure as possible to the specialized information. The objectives followed may be individual or group-related. The important thing is that participants are able to formulate opinions in the respective area, based on the reading.

There are significant difference between reading as a method of adult education and reading as a pedagogic method. This is due to the fact that, over the time, adults have already developed some personal techniques of text reading. In this regard, in andragogy, the reading method should focus on developing a critical attitude and reflexive effort, strengthening some analogies between knowledge, transferring new knowledge, and assessing, making some value judgments based on a text. Therefore, in adult training this method may be used through specific techniques such as critical reading, problematized reading, and investigative reading.

Critical reading aims at helping the trainee understand beyond the respective text, draw conclusions and make interpretations from the context of context of the text.

Problematized reading is a guided reading technique based on questions, which are addressed by the trainer in advance; it aims at helping answers based on specific texts.

Investigative reading consists in reading some texts or original documents with a view to identifying solutions to the issues formulated by the trainer. This method may be part of the structure of a course/seminar or may be used outside it, as an independent or group task.

Advantages of reading:

- Gives the public the possibility to interpret phenomena, processes, etc.
- Stimulates analytical thinking.
- Offers the possibility of independent work.

🕮 INDIVIDUAL RESEARCH

Individual research is an assisted training method concerning a specific subject, which allows finding out details regarding that subject. The individual research study implies reading and investigation of a specific subject.

By contrast to reading, individual research has very clearly set objectives. Research is punctual and follows controversial and less elucidated aspects. In addition, it helps gathering new information in a certain area, through comparative, in depth analyses.

The principle is the passage from the known to the unknown, from what it appears to be to what it actually is and what may be discovered and assimilated as being important to trainees.

Since research aims at gathering knowledge, making discoveries and developing capacities required for creativity, such method will reproduce to a large extent the elements specific for the work in this area. Interest for research plays an important role; therefore, it is important that it responds to some aspirations that have already been established.

Advantages of individual research:

- Stimulates analytical thinking.
- Offers the possibility for independent work.
- Stimulates criticism and self-criticism and teaches participants to appraise their own performance.
- Influences significantly the development of a flexible and operating thinking.
- Gives trainers the possibility to make a realistic idea about trainees' performance level in relation to a specific subject.

Applications: To learn some new concepts, methods, law, theories and even knew knowledge.

🕮 DEBATE

The debate method may be used when a controversial problem has to be clarified. The trainer divides participants in two groups. One group has the task to find arguments in favor of a certain solution, and the other group is invited to find arguments against the respective solution.

After some preparations, the representatives of the two groups present their arguments and the actual debate takes place.

The elements of a debate are the following:

- ✓ Goal; thesis to be proven; and content;
- ✓ Structure of argumentation;
- ✓ Style.

Participants have a certain background in the area and there is a climate favorable for exchanging opinions, based on a deep analysis, which concludes with some deliberations, homologated by the trainer within a training activity. Debates aim at influencing beliefs, attitudes and even behaviors.

Work technique for debate:

1. Establish clearly the objectives followed.
2. Define clearly the concepts, principles and ideas.
3. Meet the level of understanding of the participants in the debate.
4. Assess participants' attitude to the debate.

Advantages of the debate:

1. Allows for an advanced level of interaction.
2. Develops research and documentation competences.
3. Encourages critical thinking.
4. Highlights the argumentation style.
5. Facilitates and strengthens the respect for other participants.

🕮 BRAINSTORMING

Brainstorming was popularized by Alex. F. Osborn and has a double sense:

- a method to stimulate participants' creativity, to discover innovatory solutions for problems in various areas;

- a proper framework for training activities.

Brainstorming is a procedure by which a group of participants concentrate on a specific problem and work to find solutions through the collective process of collecting proposals. Specifically, brainstorming consists in formulating as many ideas as possible, fantasist as they may seem, as a response to a statement, according to the principle *quantity generates quality*. According to this principle, in order to get viable and novel ideas, a high creative productivity needs to be ensured.

For a successful brainstorming, the following stages may be followed:

- Selecting the topic and the task;
- Soliciting from participants all possible ideas about the solution to a problem expressed as quickly as possible in short and concrete phrases, without any censorship.

<u>No criticism of any form shall be allowed.</u> None will be allowed to make negative observations.

Work technique for brainstorming:

- The topic of discussion is announced, in writing or verbally.

- The suggestions made by the group are written on the board, the flipchart or the projector, so that that all participants may see them.

- Discouraging phrasings such as *"I've tried this before. This will never give results. Who has time for this?"* are not accepted.

Options: After everyone has expressed their suggestions, some options will be shortlisted, as the most applicable or as priorities. After the list is complete, some suggestions may be eliminated if there is a consensus in the group.

Advantages of brainstorming:

1. A lot of alternatives may be proposed within a short timeframe.
2. Allows formulating opinions and/or creative appreciations about the topic of discussion, without any restrictions.
3. Gives the trainer the possibility to make a realistic idea about what participants think of a specific subject.

Steps to follow:

1. Introduce the subject.
2. Solicit ideas. Do not reject any idea, bizarre as it might be. Write them on the board or ask a participant to write them. Be quick, keep a high pace.

3. Stop when participants' ideas finish.
4. Revise the ideas. Ask for explanations where the case is and polish the idea. Consolidate similar ideas if participants agree.
5. Explain that you can only focus on three proposals and that participants should establish a priority thereof, so that all participants agree on the final decision.
6. Using the flipchart and a slower pace start an analysis process based on different criteria such as emergency, level of difficulty, finding a proper trainer for the topic, the time needs, the time available, etc.
7. After the participants have reflected on what each idea means into practice, ask them to agree on the first three ideas.
8. Make sure that there is absolute consensus.

Remark: For the session to be successful, it is important to have a moderator who can initiate and lead a discussion. The moderator may be the one who writes the ideas or he/she may delegate another person but he should take care that the discussion continues and to prevent negative thinking.

🕮 PROBLEM SOLVING

Problem solving is a process that uses participants' involvement in identifying problems, analyzing and identifying ways to correct them. Therefore, participants are organized to participate in an activity to identify problems, define them, analyze them and find solutions for them. The activity is conducted through small group work (3-5 persons).

Generally, roles are set for those who are assigned to solve a problem. Sometimes the method may be combined with the case study, role-play or simulation, depending on the training objectives.

Logistical aspects and options

May be used in groups, commissions and formal operative groups or may take place as informal discussions. Problem solving may be used in a planned frame or may be a spontaneous reaction/debate in specific situations.

Participants may only be decision-makers; the ones who might eventually benefit from solving or those who caused the problem may also join the former. The persons involved in the problem-solving process should be scrutinized attentively. If opinions, suggestions or alternatives are immediately rejected, the solution proposed from outside the group could be met with resistance and suspicion.

Advantages of problem-solving:

1. If the beneficiary of the solution is involved in the decision-making process, it is almost guaranteed that the solution would get higher acceptance.
2. By using the process itself, participants are given the possibility to learn.
3. It is possible that the participant did not have the possibility to see in a different way the perspectives acquired within the discussion.
4. More perspectives might result in a more realistic and easier applied solution.

🕮 OBSERVATION

It is a method of exploring the reality, which implies both the thorough study of some objects, phenomena and processes and the identification of natural and social laws, which may be established between the latter. Efficient research is determined by the ability to observe the reality in a conscientious way and is essential in learning and practicing any profession. Therefore, training on the job is based a lot on the observation method.

As a training method, observation is intentioned, organized and systematic. Observation within training is done by one or several persons who conduct intentionally a learning activity.

Before the observation activity, each participant will be instructed about what he would have to observe. The tool used is the observation card, which is prepared by the trainer, being based on a set of observation criteria required in order to achieve the set objectives. For instance, if the training objective relates to the conduct of a judge, prosecutor, court secretary, etc. on the job, the criteria may be:

- professional attitude;
- the language used;
- aspects of non-verbal communication ;
- interactions with the factors involved, etc.

Following the observation period, which has to be well delimited, a meeting should be organized in order to leverage the observation. Within that meeting, based on the data gathered by the participants in the training program, the trainer may bring the necessary information in order to facilitate their understanding of what is correct to do in the real, daily professional activity.

Advantages of observation:

- Gives participants the possibility to learn about phenomena, processes, regularities, etc.
- Allows learning a reality through the perception of specific facts of it.

- This is an accessible approach of learning the reality within a direct relation between the subject and the object of cognition.

Steps to follow:

1. Organize the observation.
2. Observation itself.
3. Processing the data collected.
4. Leveraging the observation.

Applications: Observation is recommended for that stage of professional education where the trainee participates in a hearing, is provided a timeframe to follow the activity of the court secretary or the prosecutor, etc.

🕮 DEMONSTRATION

Demonstration is a presentation based on action, in order to show the way some things work. The purpose of the demonstration method is for trainees to assimilate and process knowledge, starting from an intuitive source. The primary objective of the demonstration is to create a complete image and representation with a view to processing and developing generalizations and to getting trainees familiar with the correct way of performing actions. Demonstration is based on a source which generates images and representations stored in the trainee's mind, about objects, phenomena, and processes which may not be perceived in an ordinary way.

The make the training process more efficient, in some legal subjects the demonstration method may be used much wider than in others. Such subjects are: financial and economic investigations, special investigative activity, methodologies for investigation of corruption crimes and related crimes, etc. Within these subjects, demonstrations are particularly valuable, given the incidence of some techniques which may be applied using specific demonstrations, followed by applications overseen by the trainers. In addition, prior to any simulated trial, the demonstration method could be used on specific aspects or short demonstrative videos could be presented.

Advantages of demonstration:

- Results are obtained quickly.
- It is a direct and non-conventional approach.
- Participants win confidence.

- The best way to assimilate psychomotor skills.*
- Immediate opinions.

Limitations:

1. Can make a real situation appear simplistic.
2. May generate false confidence.
3. Demonstration does not represent a substitute of practice and repetition.

Applications:

1. To use devices/tools.
2. To operate processes.
3. To assimilate a skills.

🕮 EXERCISE

Exercise is a training method where the real practical/operational action prevails. Exercises are actions taken conscientiously by the trainee with the purpose of acquiring some new skills and knowledge in order to facilitate other activities and contribute to the development of other professional skills.

Due to its peculiarities, the exercise may be applied in training sequences that require control, recovery, application, and analysis of the subject based on specific objectives, which aims not only at consolidating skills, but also at developing operational capacities of knowledge and updated/deepened capacities in various training contexts, with a view to eliminating or preventing the forgetting of notions, rules, formulas, principles, theories, etc. studied within the training activities.

The exercise may be conducted individually, in pairs or in groups of 3-4 participants. The activity should be organized taking into account the training objectives and participants' profile.

Work technique of exercise: If the task of the exercise is to calculate the term of criminal sanction and deduct the pre-trial detention term (Art.88 Criminal Code of Moldova), we propose the following steps:

1) informing the trainees about the action to follow -

* The skills of making complex body motions where the physical qualities of a person combine with the intellectual ones.

Announce the task: Calculate the term of criminal sentence and for a specific case;

2) making the necessary operations for the conduct of the action -

Distribute the problem (text) to trainees to study its content;

3) integrate the operations in the structure of the action -

Establish the type of applicable sanction (for instance – imprisonment) and its term and calculate the term of pre-trial detention;

4) systematize the action depending on the general and specific purpose of training -

Deduct pre-trial detention from the final sentence according to the legal provisions of par. 3, Art. 88 of the Criminal Code of Moldova;

5) integrate the action within the training -

Establish the term of imprisonment in months and years;

6) refine the action in different context which ensure its evolvement in terms of stability and flexibility -

Determine the solution in the context of legal provisions mitigating the criminal sentence.

Advantages of the exercise:

- Form a productive thinking.
- Provides the possibility for independent work.
- Gives the possibility to analyze various methods and solutions for problems.
- Stimulates critical and self-critical thinking and teaches trainees to appreciate their results and work methods.
- Gives the possibility to identify and eliminate errors.
- Contributes significantly to the development of a flexible and operating thinking.

Applications:

1. To recognize specific notions, formula and methods.

2. To learn some concepts.

📖 **CASE STUDY**

Case study is a training method, which implies active learning and research and consists in analyzing and debating a proposed case, which enables facing directly a real life situation.

This method is used as a training tool to help trainees think efficiently. It aims at developing decision-making skills.

Cases used for training have various forms. They may be long, describing entirely an existing or former situation, or short and challenging, as a sketch. Independently of their form, case studies have the same end – to make participants synthesize conclusions from a series of facts leading to the decisions, which they may adjust to their own professional activity.

Trainer's role, aside from drawing up the case study, is to build on the results of the case study so that the participants can feel the value of their contribution and recognize the value of this effort in achieving the learning objectives.

Logistical aspects

Case studies have to be developed in advance.

Aside from the scenario itself, tasks have to be distributed with a view to focusing the discussion to a certain direction. Some of the tasks might be as follows:

- identify the problems or difficulties in this case;

- establish the order of priorities of the problems;

- prepare an action plan consisting of five stages, to solve each problem, etc.

Each group presents the conclusions resulting from the discussion.

Options:

- Each group may use the same case study.
- Each group may use a different case study or the same case study with a certain variable.
- The discussion may be led by a moderator or by a person selected among the group members.
- A hypothetical situation may be easily adopted in order to tackle to issue in question.
- A moderator may process the ideas of the discussion, extracting the similar conclusions from different groups and making the connection between them.

Advantages of case study

- Allows participants to "make a step backwards" and analyze a current or past situation without feeling personally concerned.
- May be used to raise participants' awareness about a specific issue or difficulty, without blaming a specific person or group.
- May be used to apply the skills, concepts and information acquired recently in real or hypothetical situation.

Suggestion for developing case studies:

Case study is a narration of a series of events or situations around one or several issues. There is a wide variety of issues that could make the object of a case study: judicial practice in case of a crime; difficulties in relations between humans, loss or lack of funds, unclearly defined duties for people who work together, gaps of the bureaucratic system, etc. The preparation of a clear case study starts by making sure that the narration meets the objective of the session/seminar. The objective should be analytical: identify solutions to a problem or the weaknesses and strengths of the people involved in the case. A way to structure the ideas in story writing is to use the introduction, content and conclusion. Under each of the three sections below you will find the corresponding questions to be addressed or to be answered.

1. Introduction

- Where did the situation arise and in what context? (This sets the frame for the problem/problems to be tackled in the case study).
- What are the main characters and the relation between them?
- What is the situation of these characters at the beginning of the case; what problems do they face; what are their thoughts and attitudes about these problems?

2. Contents

- What is the problem arisen?
- What are the events and the factor that contribute to the problem(s) arising?
- Where are the main characters and what are they doing?
- Are there any secondary characters in the story? Who are they and what is their relation to the situation(s)?
- What happens with the relation between the characters?
- What systematic problems are tackled and how are they developed?

3. Conclusion

- What is the stage of the problem(s) currently?
- What are the main and the secondary characters doing? What are their thoughts and feelings?
- What happened with the relation between the main characters?
- How could this situation end, in order to leave room for various interpretations?

Stages of a case study presentation:

1. Prepare the background.
2. Present the objectives of the session.
3. Present the theoretical aspects (optional).
4. Distribute the case to participants. Give them time to read the case.
5. Present the case in short. Give participants the chance to ask questions.
6. Clarify the facts of the case.
7. Give instructions for performing the task.
8. Divide the group into sub-groups. Activity in small work groups.
9. Monitor the activity of the group.
10. Lead the presentations of reports. Facilitate the discussion.
11. Summarize.
12. Apply.
13. Conclusion.

Case studies may serve for:

- Developing analyzing and problem-solving skills.
- Thinking and discussing how a certain thing can be done – planning/strategy.
- Identifying the factors/aspects in a problem; identifying the problem;
- A model or an approach of "testing the reality".
- An initial stage in the preparation for a conversation or other experimental methods.

Characteristics of training sessions where case studies are used:

- The case study is related to the goals of the session.
- There are several "correct" answers.
- There is not too much data outside the subject in the case.
- The case is as realistic as possible. The case is relevant and participants may use it to solve problems as difficult as they may be.
- The case is developed in such way as it calls to action – "What would you do?", "What do you see here?"
- The session gives all trainees the possibility to participate.

Within the case studies participants learn form their own experiences, from the experiences of other participants and those of the trainer or facilitator. Case studies should simulate real-life situations.

When developing case studies, you should take into account the following seven stages:

1. **Select a topic –** select a topic that is important and relevant for the participant and for the learning objective.

2. **Select the incident or the situation** – establish how you intend to address the problem you have selected. For instance, if you teach employment practices, your case could be the conduct of a job interview.

3. **Provide sufficient details** – provide sufficient information about the roles, objectives and details of the situation based on which participants may take proper and informed decisions.

4. **Identify and communicate the expected result** – tell participants exactly what they should do during this activity.

5. **Establish the size of the group** – establish the optimal size of the group by answering the following questions:

• Will participants be able to perform this activity in a group?

• Can this activity be conducted in pairs?

• Should the case study be conducted by each participant individually?

6. **Establish the structure of groups** – will men and women, supervisors and subordinates, people with similar duties, etc. work together?

7. **Establish the time limits** – determine the time necessary for participants to answer the questions of the case study. Also, establish at what time you should prompt participants to participate in and to finalize the discussions.

🕮 ROLE PLAY

The role play is a teaching-learning method through actions or analogical technical means, in conditions similar to the real ones.

The role play is an active learning method, based on exploring participants' experience, providing them a scenario where they have a certain role to play. This is a good method by which participants have the chance to apply theoretical elements in situations similar to those of the real life.

The main element of the role play is discussion and learning primarily from the own experience and the experience of the other participants.

The purpose of the role play is to:

- raise trainees' awareness about the multiple perspectives, values, communication styles and cultural norms and teaching them how to deal with them;

- ensure the application of various skills such as participation in a meeting, negotiation, conflict settlement, participative decision-making process;
- ensure practical skills to cope with unforeseen situations;
- identify various options for settlement of difficult situations.

Note: The purpose of the role-play should be clarified at the beginning or at the stage when conclusions are made. This will help creating a relaxed and constructive framework.

Elements of an efficient role-play:

- A relevant and realistic situation which participants could take seriously.
- A clear purpose. Role-play shall be done for a well-determined purpose.
- An unexpected element integrated in the situation, for instance, distributing different roles which contain contradictory information.
- The general information should be clear but not much, in order to make it easier to assimilate.
- Additional details which participants may invent as they move forward.
- Clear instructions for each role player.
- Precisely set timeframe.
- Tasks set for the observers.
- Careful selection of participants. Do not insist on shy participants to interpret a role – they may be excellent observers.

Options:

- Participants could chose together how their character would react and what it would respond, within the experience.
- Each participant may be recommended a way to react to the subjects in question.
- A good idea would be to allow performers to analyze their performance so that they are aware of what they did.

Work technique

Demonstrate a principle or an idea by getting presenters and/or participants involved in interpreting the roles, for instance of judge, prosecutor, lawyer, defendant, witness. Participants simulate the case as a demonstration. In most situations the scenario should be written before the session.

Advantages of the role-play:

- This technique is proper for describing delicate and conflict situations.
- May be used to help the assimilation of concepts and theories.

- Ensures the understanding/learning of behavioral patterns.
- Stimulates spontaneous problem-solving.
- Training is done through practical applications.
- The training activity has a dramatic impact.
- Is an efficient way of changing attitudes.

Limitations:

1. To get good results, competent performers are needed.
2. Lack of planning may lead to terrible results.
3. In many cases, performance is poor because of cursoriness.
4. Performers and the public could act in a cursory way.
5. Takes much time.
6. Requires a competent and experienced moderator.
7. May negatively affect sensitive people.

Applications:

1. In training activities dedicated to confrontations with conflict situations which generate tensions.
2. To stimulate emphatic behavioral patterns.
3. To understand the way human mind works.
4. To teach interpersonal skills.
5. To learn communication and negotiation skills.
6. In training sessions dedicated to sensibility.

7. To illustrate the emotional aspect of a case study.

🕮 SIMULATION

Simulation is a training method that consists in creating a specific environment for the trainees to have a training experience similar to a real situation, thus avoiding bad consequences, which may occur in real situations. Therefore, as a training method, simulation aims at reproducing a real situation as precisely as possible. The goal is to facilitate transfer of theoretic knowledge into practice, within an environment, which, although reproduces the real conditions, still remains a protected environment. Unlike the role-play, simulation is not based on a pre-set scenario.

As a training method, trial simulation can be situated between the role-play and the general simulation. Roles are structured, but the personal contribution is outside the scenario.

Advantages of simulation:

- Allows trainees' contact with situations similar to the real ones.
- Stimulates trainees' interest.
- Helps changing attitudes and behaviors.
- Allows using other methods as well (exercise, case study).
- Develops critical thinking.
- Implies transfer of experiences from a participant to another.

Limitations:

1. Some trainees might refuse participating in simulation and some others might be cursory in solving the proposed tasks.
2. Requires much preparation from the trainer.
3. Takes much time.
4. To coordinate a simulation activity, a minimum of relevant experience is required.

3.3. Peculiarities of selecting and applying the methods in active-participative activities

Selection by trainers of a training method and adjusting it to the training activity is determined both by *objective factors* (nature of training activity, of the subject; peculiarities of adult training) and *subjective factors* (human and social context of applying the training method, trainer's personality; the attitude and psychology of the trainee and the general public).

According to Jean Piaget, the main requirement of progressive education is to ensure a diversified methodology by combining training and individual work activities with activities of cooperation, group work and interdependent work. Experience has shown that **combining different training procedures (methods and techniques)** has stronger and more sustainable effects than using a sole method, advanced as it may be. At the same time, **getting trainees to participate and involve,** by listening, watching, talking and doing, **facilitates training.**

The main objective of selecting and using training methods does not consist in the universality of the latter but rather in knowing the goals and conditions related, the relevance and efficiency of training methods focused on trainees, used as a combination. Therefore, the following **recommendation** is important: in principle, any methods are welcome as long as an active-participative environment may be created by their diversification and adjustment to the training activity. Thus, both modern and traditional methods are accepted in training if they teach adults fundamental skills, such as independence, creativity, critical spirit, analytical thinking, exploratory skills and attitudes.

3.3 Specifics of selection and application of methods in active-participative activities

Some people learn most efficiently when they read the information (i.e. a book, etc.), some others learn best when they listen to information (i.e. within lectures, etc.); some learn while listening and seeing (i.e. videos, TV, etc.) and most of them learn while doing. Learning through practice includes feelings, gestures and often simulates the reality. Therefore, case studies, simulations and practicing skills are very efficient learning methods.

If people have various learning styles, a bigger variety of training methods needs to be used within each seminar. Learning will be more efficient if participants do not get bored. In order to make sure that most participants receive and retain as much information as possible during one training session, it is best to use a combination of training methods within each developed course.

When we decide what training methods to use within a course or seminar, we need to take into account the following:

- the number of trainees;
- the possibility of participants to miss their job in order to participate in the training;
- trainees prior experience and knowledge;
- expected results of the training (knowledge, skills and/or attitudes);
- participants' need to interact with other people in order to exchange ideas and exercise their skills.

The training methods may be selected depending on the goals of the training activity.

If the main goal of the activity is ***transfer of information,*** the methodology shall be focused on the CONTENT and the following training procedures and method shall be selected:

- discussion;
- exercise;
- presentation;
- interactive lecture;
- brainstorming;
- individual research.

If the main goal of the activity is to ***develop skills of using legal contents,*** the methodology shall be focused on PRACTICE; the following training methods will be selected:

- case study;
- simulation/simulated trial;
- role play;

- experiential exercise;
- problem-solving.

If the main goal of the activity is ***to increase the capacity and efficiency of professional communication in order to model the professional conduct*** the methodology shall be focused on the PROCESS and the following training methods shall be selected:

- debate;
- case study with group work;
- work in pairs and in group in order to solve problems.

If the main goal of the activity is to ***remember the training experience,*** the methodology will be focused on **REFLECTION** and the following teaching procedures shall be selected:

- interview;
- feedback;
- pair discussion.

To make select the most efficient training methods and to avoid a potential failure of the training, we suggest below a **checklist:**

1. Is the training method proper for the set objective(s)?
2. Is the training method proper to create or develop knowledge and abilities and skills with regard to learning?
3. Can the training method produce multiple learning (new knowledge, skills, and attitudes)?
4. Does the training method require more/less prior knowledge, skills or attitudes from the trainees?
5. How much time shall the training method take? Will it allow for the most effective use of time?
6. What space is required in order to apply this method?
7. What materials and equipment is required? Are these available?
8. What specialized competences/expertise should the trainer have?
9. Does the trainer like the method? Does it match his/her teaching style?
10. Do trainees like this method? Does it match their profile and their expectations?
11. Does the training method require active or passive participation from the trainees?
12. Is the training method sufficiently motivating for the participants?

13. Does the training method allow the trainer to keep sufficient/too much control? To what extent do participants have control over the conduct of the activity?
14. Does the training method have a quick/dynamic or a slow/static pace?
15. Is this method the simplest, shortest, most direct and clear way to achieve the learning objectives?

3.4. Types of interactions and specifics of group interaction

The trainee/participant may be involved in the training activities:

- individually;
- in pairs;
- in small groups;
- in big groups.

Individual training activities

From psychological viewpoint, training is individual in itself.

Individual forms of activity focus on independent work, without direct oversight and consulting from the trainer. It should be mentioned that, in the context of the training activity, the terms “individual” and “independent” do not overlap. An individual training activity may be independent when the trainee solves tasks without being supervised or guided by the trainer, while the independent training activity may be both individual and in groups, which implies that trainees should be self-informed, self-organized and self-trained.

Training based on individual activities may be conducted through: reading, planned training, individual research, computer-assisted training, project development, etc.

There are several training models based on individual activities: with common tasks for all trainees; with tasks differentiated by groups; and with tasks differentiated for each trainee. If different tasks are assigned to each trainee, the training activity is personalized; this is recommended only when there is an educational need of the trainee.

Advantages of individual training activity:

- stimulates responsibility;
- facilitates the involvement of shy trainees with communication barriers;
- develops individual skills and motivation;
- individual progress may be easily measured;
- creates the possibility to improve and develop the individual education level.

- **Pair activities**

Pair activities are a type of cooperation between two trainees, with a view to achieving some training objectives. The pairs may be selected randomly or according to exact criteria.

Training based on pair activities may be applied in case of discussion, problem solving, exercise, etc.

Advantages of pair activities:

- it is easy to organize;
- increase active participation of trainees;
- encourages trainees cooperation (the partners can correct each other without fear of being mocked at, and can clarify to each other the tasks, etc.);
- helps leveraging partner's information while acquiring new knowledge.

(Small or large) Group activities

The structure of a group represents the result of interaction of all the other characteristics of the group; the degree of homogeneity or heterogeneity is important. The dynamic of the group determines another important characteristic: the cohesion of the group, the "personality" of the group as a whole.

General characteristics of groups

Group work is a training form focused on participants. In adults' education, the group has an important role due to the peculiarities determined by the relationships at the level of such group.

There are a lot of definitions of the group, most of them having the following elements:

- the group represents a totality of individuals, people who interact in order to achieve a common goal;
- the group has the role of satisfying the need for security and communication between individuals, representing at the same time a way of socializing as well as a platform for training and assertion of its members.

Thus, the ***structure*** of a training group is determined by the common goal of its members and the relations established among them. The structure of a group may be analyzed from two perspectives: as an interpersonal link among its members and as internal hierarchy. In time, the common goal of the group becomes a source for development both for the entire group and for each member individually.

The size of the group depends on the number of its members and should observe criteria related to the dynamics of the group and the relation between the information and the group dynamics. In this sense, Yona Friedman has introduced the concept of ***valence,*** which defines the number of people with whom a certain individual may communicate directly in a specific amount of time – as either sender or recipient of a message. This theory asserts that a human has the capacity to receive 40 bits of information per second. The second concept introduced by Friedman is the ***transmission capacity***, which expresses the loss of information at the moment where a message gets to an individual. From informational perspective, Friedman classifies the groups into ***egalitarian and hierarchical***, establishing a group's hierarchy through an ***informational balance***, where the balance represents the difference between the influences an individual receives and those which he transmits in a group. If the balance is equal for all group members, the group is egalitarian and if the balance is not equal, the group is hierarchized. As a result of her theories, based on a valence of 4 and a transmission capacity of 6, Friedman has developed the following principle of establishing the size of a group in order to avoid loss of information: **"An egalitarian group may not have more than 16 members".**

The structure and organization of a group represents, in fact, the result of interaction of all the other characteristics of the group; the degree of homogeneity or heterogeneity is important. The dynamics of the group determines another important characteristic of the group, specifically the ***syntality*** – the cohesion of the group, the *"personality"* of the group as a whole.

Group work

Based on the objectives of the program or the training session and taking into account the specifics of the members, the trainer will be able to divide the participants in groups of specific sizes, in order to achieve the set goal. The group has the role of satisfying the need for security and communication between individuals, representing at the same time a way of socializing as well as a platform for training and assertion of its members. The group activities may combine individual and collective activities.

Forming smaller groups with different membership for any other content unit may bring about **more balanced involvement of the participants.** The role of the trainer is to find the proper tasks.

Before forming a group, we need to take into account the following:

- the nature of the training session, of the subject (in case of initial training) and the content units of the latter;
- the level of preparation of the trainees and the homogeneity of the group;
- your skills (as a trainer) of applying the group work techniques, etc.

Advantages of conducting the training activity in group:

- optimizes the communication, develop the capacity and specific intelligence;
- stimulates the effort and productivity of each group member;
- develops the team spirit;
- generates competitiveness;
- develops complex cognitive capacity (critical thinking, literal thinking);
- reduces emotional blockage of creativity;
- attenuates exaggerated individuality.

Capacities of group interaction depending on their membership

Group membership	**Interaction capacity**
2-3 people	Ensures active participation of all participants
4-6 people	- Ensures various opinions but also the possibility of adopting a common position. - Usually, within such a group, participants will have specific roles: leading/maintaining/re-launching the discussion or repositioning/motivating the others.
7 and more people	For a good management of the group, before communicating the task, the group should be well structured (for instance, it should be established who will lead the discussions, who will write, etc.)
Dividing participants in half	Ensures competition, when this is necessary.

The most often used method is **work in small groups.** Work in small groups is used specifically with the purpose of:

- leading the group towards performing a task;
- build upon participants' experience;

- link the knowledge and skills acquired within an earlier training module to those acquired within the current module;
- get feedback from participants.

Advantages of work in small groups:

- allows for active participation of all people present;
- highlights participants' experience and leverages it;
- helps participants learn from each other;
- raises participants' awareness regarding the learning process.

Recommendations for organization of work in small groups or subgroups [*]

1. The ideal number of people in a small group is between 4 and 6. The minimal number is 3, and the maximal number – 8.

2. Define the tasks in very specific terms. Distribute the tasks on handouts, write them on the table, on flipchart or display them using the projector.

3. Tell the group what is the time allotted for each task. Guide them on how they should manage the time for each task. If there is too little time, you need to establish the priorities of the sub-tasks for the group.

4. To help the group set the time for tasks which take longer (30 minutes or more), ask each group to designate a person who would keep the time and ensure that the groups manages in time, or , alternatively, announce the time left, from time to time.

5. Tell the group from the beginning if you want them to make a presentation. The group should choose a mouthpiece. If they don't have to make a presentation at the end, announce this in order not to waste time for its preparation.

6. Designate various groups for sub-tasks. Make sure that the first group does not cast the other groups into the shade. Each group will have to be involved in a positive way. Everyone has the possibility to star.

7. If a visual summary is needed, distribute to each group a flipchart of a few sheets of paper. Also, distribute markers, so that all the groups can see the notes.

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[*] 12 Guidelines on Using Subgroups, Training House, Inc., 1989

8. If reading tasks are set, limit the time to 10-15 minutes. Because people have different reading speeds, you risk wasting much time. If you send some materials in advance, it is recommended to have some additional copies for those who might forget to bring their copies from home.

9. If the sessions are conducted during several full days, it would be good to change participants' places. It is advisable to have mobile chairs. Depending on the size of the group and the duration of training, give each group member the possibility to work with the other members at least once.

10. Where possible, arrange the room and the participants in a way which would make it possible to create groups instantly, in order not to waste time and energy. Round tables are more suitable for group discussions, as participants can see each other and there is no need for someone to sit at the head of the table.

11. The trainer has to monitor and to listen to the discussion but to not participate in it. However, if the discussion deviates from the subject or if the participants did not understand the task, the trainer should make suggestions. If someone asks the trainer for advice, the latter should address the question to the group member's and make them come to an answer rather than answer for them. The trainer could take notes of the relevant observations and ideas for a summary or for conclusions.

12. The conclusions should be concise and simple. If the groups have been correctly structured, trained and formed, participants should already have drawn their own conclusions and it would not be necessary for you to extend the exercise, if the subgroups have achieved the learning objectives, a summary could be useful for the entire group.

Note: if you form too many groups, the presentation of results will be time consuming and boring if you decide to give the floor to each of the groups.

3.5. Phrasing questions

All our knowledge result from questions, this is why phrasing questions is one of the most important intellectual tools.

Questions are particularly important for the fact that they generate thinking and knowledge, representing premises for action; they may be either simple, requiring to memorize facts or complex, requiring value judgments. Therefore, questions should be formulated in relation with the Taxonomy of educational objectives, which represents an outstanding contribution of Bloom and Krathwohl to the classification of logical thinking. Shortly, this taxonomy asserts that nothing can be valued or judged before one

- knows the facts (*knowledge)*;

- understands the facts (*understanding)*;
- applies the facts (*application);*
- knows how to divide them into parts *(analysis);*
- recognizes them so as to reveal a new perspective (*synthesis);*
- and then issue value judgments (*value judgments*).

The researches of Bloom and Krathwohl do not relate to the ways of constructing questions but rather to the way cognition takes place. In order to understand this peculiarity, we propose ***examples of questions for each taxonomic level:***

Question 1: (*Knowledge*)

What do you see in this image?

Question 2: (*Comprehension)*

How do you call places similar to this one?

Question 3: (*Application)*

Do you know any other places similar to this one?

Question 4: (*Analysis)*

Why do you think there are so many players in the image?

Question 5: (*Synthesis*)

What if there were no judges in the image?

Question 6: (*Evaluation*)

Would you live in a city of this size or would you prefer a smaller town? Why?

Note: **Questions generate thinking, they do not control thinking**

WHAT IS THINKING?

There are a lot of words which describe the way we think, such as *connect, argument, generate, tell, summarize, compose, associate, sequence, suggest*, *sort, compare, guess, predict, contrast, plan, reconciliation, image, suspend, change, include, accommodate, improve, test, clarify, cooperate, synchronize, harmonize, speculate, assimilate, empathize, externalize, abstracting, induce, select, generalize, solve, calculate, phrase, valorize.*

Some of these words are synonyms and describe the same ways of thinking; some others describe a different way of thinking. The problem is, however, that many people have lived a big part of their life, having used a limited vocabulary, including related to thinking.

In education, the more opportunities you provide to your trainees to think about the same thing in different ways, the more you help them develop their thinking. Therefore, in the planning process, the trainer has to take into account two things:

- What kind of thinking does the question generate?
- How will the public be helped to engage in studying the training material through questions?
- Below there are some examples of questions depending on the objectives set:

1. Questions testing the knowledge (remembering)

Do you want your trainees to speak about what they know, have learned or experienced already? In this case, some of the thinking abilities are the following: recognizing, defining, identifying, and remembering.

The key words for such questions are:

What?
Who?
When?
Where?
Identify...
Define...

Usually, the answer to such questions can be found in the text.

2. Questions testing the understanding (understanding)

Do you want your trainees to show what they know within a different structure of information? In this case, the thinking skills are: rephrasing, comparing, explaining, describing, illustrating, associating, and differentiating.

The questions contain such phrases as:

What do you understand by?
Could you rephrase?
Could you write?
What is the difference?
What is the main idea?
Describe...
Explain...

The task is to discover the connections between facts, ideas, definitions, and values.

3. Questions requiring application (solving)

Do you want some of trainees to be able select, transfer and use information and generalizations to complete a work task by using what they have already learned? In this way, they will be able to apply what they have learned in other situations. The thinking skills are the following: problem-solving, exemplifying, classifying, transferring, applying, formulating assumptions, reporting.

Questions often contain such phrases as:

Whom would you chose?
What happens if?
What would you...?
If ... how?
What kind of examples...?

Trainees need to understand the practical sense. Trainees are provided the opportunity to solve problems or to take forward various logical problems or arguments found from the reading or from training experiences.

4. Questions that encourage analysis (reasoning)

Do you want your trainees to be able to express opinions by organizing ideas into logical understanding patterns? In this case, the basic skills are: analyzing, establishing evidence and proofs, drawing conclusions, logical reasoning, critical thinking, systematizing, interfering.

Questions contain phrases such as:

Why?
What if?
What was the goal?
Is this fact...?
Could we assume that...?

This develops the capacity to show the relations between individual components.

5. Questions inviting to synthesis (creation)

Do you want your trainees to build an entirety composed of individual elements, by expressing own ideas in a creative and original way? In this case, the thinking skills are: combining, integrating, predicting, anticipating, projecting, developing, improving, reflecting, supposing.

Questions contain such phrases as:

How could we?
How...?
Do you think…?
I wonder if...?

This type of questions allow trainees to use all the knowledge and experiences they have in order to creatively solve an issue.

6. Questions that help evaluating (judging)

Do you want your trainees to grasp the implicit values through analysis and synthesis? In this case, the thinking abilities are: resuming, judging, defending, evaluating, arguing, reasoning, appreciating, criticizing, selecting, concluding, and setting priorities.

Questions contain such phrases:

Do you agree that...?
It would be better if...?
What is your opinion…?
How is it better…?

Evaluative questions require the capacity of drawing conclusions or value judgments based on **analysis and synthesis.** Some value judgments are made *based on the standards* set by the trainees themselves. This implies that the trainee should understand the facts and integrate them into a ***personal system of beliefs***, based on which judgments are made.

It is required to judge the quality of information or own behaviors through the prism of new information.

Questions that facilitate higher level thinking skills are the following:

- analysis;
- synthesis;
- evaluation.

DISADVANTAGES

Generally, questions which facilitate higher level thinking skills are hard to handle for a number of reasons, among which:

- Gives the possibility to express divergent opinions.
- May result in one or two participants dominating the discussion.
- The group may be divided into 2-3 parts which fight between each other.
- The trainer may lose the focus.
- Some ideas may be introduced, about which you know little or nothing.
- There members in the group who do not participate at all.
- Sometimes the discussion may become unproductive.
- It is difficult to draw a conclusion.

ADVANTAGES

However, things get simpler if you KNOW EXACTLY WHY YOU FORMULATED A CERTAIN TYPE OF QUESTION:

- Involvement.
- Active participation.
- Communication exercises.

CLASSIFICATION OF QUESTIONS BASED ON THEIR GENERAL FUNCTIONS

COGNITION may not be separated from EMOTIONS. We need to acknowledge that higher-level thinking skills involve both logical organization and emotional, intuitive process. Taxonomy of cognition cannot be dissociated from the taxonomy of emotions.

Going beyond the interrogation level, trainers prove that they value trainee's thinking. The latter, in turn, become aware of the fact that accumulation of information is not sufficient. In order for them to acquire value, they need to be integrated, analyzed and used for a specific goal.

Category A: Questions *requiring* information: reveal the already known information and experience, which establish the proper procedures for the conduct of the activity.

Category B: Questions that *lead to* understanding: help filling the gap between facts, sorting, expression and development of their way of thinking.

Category C: Questions that *solicit* reflection, intellectual and emotional engagement, by challenging the individual to think and be creative.

These categories reflect the following principles:

- Trainees have the right to take part in their own education and they should be provided the means to act and to take responsibility.
- The group members should be informed about the each other's positions, length of service, etc. trainees come to understand things by building a common reference framework which allows them to participate in social and cultural learning through experience exchange, comparison, contrasting, and arguing different perspectives.
- Each individual has the need and the right to be challenged and to consider his/her own ideas the deepest level of thinking and emotions. It is advisable to give trainees time to reflect, because training can take place only when individuals are aware of what and how much they know with relation to their professional area.

Mediation function. Research shows that questions formulated within courses and seminars are part of the Category A, although the functions of each category are important. If you want the trainees to think about what they learn, you will need to phrase questions that would help them find meanings and think about such meanings.

There is a series of questions that suits each of the categories, each of them serving some specific functions, namely:

CATEGORY A

1. Questions that set "*the rule of the game".*

Function: to set behavioral rules or to remind about rules they have set before and to create a working environment where each individual monitors his/her situation individually.

2. Questions that establish *procedures*. (In what order...?)

Function to help them take into account the most productive working method. To organize their time. To be personally engaged in the learning process. To stimulate research.

3. Questions that help establishing and *controlling the course.*

Function: help trainees work efficiently in groups, regardless of the trainer.

4. Questions that *consolidate the group*. (Do you all agree that …?)

Function: make sure that we are all on the same page and can move forward together.

5. Questions focusing on *remembering facts*. (What is the formula? Could you resume?

What were the terms...?)

Function: share facts in order to establish a solid foundation for what will follow.

6. Questions *providing information and suggesting involvement*. (What would you say if…?)

Function: get trainees used to possible challenges or to focus on the parameters of the answer.

7. Questions *revealing experiences* (What ideas come to your mind when you hear about....?)

Function: discover what is trainees' own experience in relation to the course.

CATEGORY B

1. Questions focused on establishing connections.

Examples:

- What are the connections between...?

- How would … change …?

- What is the relation between the sources …?

Function: Requires trainees to use what they know and to apply the material on which they work. Links trainees to the past, present or future.

2. Questions that push trainees to think or to rephrase more accurately and more exactly.

Examples:

- What do you understand by “civilized” ?

- How do you perceive the phrase “to be different…?”

- Could you rephrase this in order for everyone to understand?

Function: pushes on clarifying concepts when there are confusions or emotional blockages.

3. Questions that help promoting personal perspectives (what is seen and the interpretation thereof), attitudes, points of view.

Examples:

- What is your opinion on this issue?

- What are your concerns?

- What opportunities do you see?

- What is your position regarding…?

Function: Helps developing attitudes (set of personal beliefs and values) in the study area. Stimulates the analysis of the material from different perspectives. Helps understanding the perspectives of others (attitudes, points of view), and understanding the emotional power of the latter.

4. Questions requiring interference[*] and interpretation.

Examples:

- How would you explain people your decision?

- How would the public perceive your position?

- What could be the meaning of the phrase …?

Function: Requires trainees to consider, justify or explain statements, situations and conclusions.

5. Questions focused on hidden meaning of the content.

[*] Logical operation of drawing a statement from another, which allows making a judgment in relation to other judgments that are considered true.

Example:

- What us this case about, in fact?

- What have you discovered about…?

- Why do you think…?

Function: Identify meanings which are essential for understanding the material.

CATEGORY C

1. Questions that give way to assumptions.

Examples:

- What would happen if…?

- Let us assume that…?

- If...?

- What would… say?

Function: Give trainees the opportunity to think creatively about facts. In assumptions, facts are starting points and participants to the discussion could break the logical rules in order to develop an idea.

2. Questions focusing on personal emotions.

Examples:

- What were you thinking about while reading this paragraph…?

- Is there any place where you would not return? Why?

- What are your concerns about…?

Function: Exercise expressing and sharing emotions.

3. Questions focusing on future actions; projections.

Examples:

- What would be the consequences…?

- What will follow…?

Function: Consider the consequences of actions. Think about the cause-effect relation.

4. Questions developing critical evaluations and value judgments.

Examples:

- What is your position regarding?

- What would you do if this happens?

Function: Develop attitudes. Give opportunities to look at the material from different points of view, respect the opinions of others.

NOTE: These questions do not represent taxonomy and therefore they may be used in any order; they are not hierarchical. They facilitate understanding, promote research, summarizing or reflection; they focus on group intelligence; they generate a collective emotional perspective; they develop common contexts, provide platforms for new understanding, invite to participation, encourage communication, present various forms of communication and of assuming communication.

RECOMMENDATIONS FOR PHRASING QUESTIONS

- **Phrase questions clearly and concisely.**

The longer the question, the more difficult it is to follow it. It is easier to answer short questions than long ones.

- **Do not ask several questions at a time.**

By asking several questions at a time you create confusions. Participants wouldn't know which one to answer first.

- **Give a break after each question.**

One needs time to think about and formulate answers.

- **Formulate open-type rather than closed-type questions.**

Open-type questions encourage answers and start with “what”, “why”, “how”.

Closed-type questions only allow for “yes” and “no” answers and are “encumbered”, “directed” or “threatening”.

Examples of “directed” or “encumbered” questions:

- You agree with that, don’t you?
- Aren’t we saying the same thing?
- Would it not be the best solution to do this way?

The threatening note of a question may be expresses by the tone or inflexion of the voice and by the choice of words.

Examples of questions with personal motivation:

- Gigi, why did you not include Vasile in the list?
- Why are you disapproving of me, Mariana?
- **Avoid ultimatum-type questions,** for instance « Are you calming down or should I report to the boss? »
- **Avoid addressing embarrassing questions,** such as “Virgil, I bet you don’t know what to answer?”
- **Avoid questions that imply the existence of a totally wrong way or a perfect way to believe or to act in areas such as:** inter-human relations, attitudes, values, habits, beliefs and behaviors. Human interaction is much too complex to accept ordinary answers.

Examples of moralistic questions or questions that require an absolute standard:

- What is the only just way for us to behave in relation to each other?

- How could an intelligent person think this way?
- They should be more cautions, shouldn’t they?

○ **Listen to the verbal answer but also pay attention to the non-verbal one, in case of each question.** Observe yourself attentively. Listen to yourself – words, tone, inflexions of the voice – when you ask a question. Be aware conscious about your feelings, tensions and body posture, eye movement and mimics.

You need to feel the starting climate or the status of the interpersonal relations, as a response to the questions.

Listen to answers without interrupting them; look the responded but make sure to not lose the other group members from your sight. Focus on the verbal and non-verbal answer of the respondent. This might help you avoid letting your thoughts tray and instead be attentive to the answer to your question.

- **Ask questions, trying to ensure that you receive answers and maintain an environment where everyone feels free to express**. The way in which the author of the question conforms the answers received will impact the willingness of the group to participate and express their opinions.
- **Try to not alter the answer when you rephrase it in order to confirm it.** By reinforcing participants' answers, encourage them to react, by asking questions and receiving answers.
- **It is important that before moving forward, you react to what has just been said.**

3.6. Training materials

Some of the materials required for a successful training activity are:

EQUIPMENT:

- Photocopier.
- Computer.
- Video-projector.
- Flipchart.

MATERIALS FOR TRAINEES:

- Name tags (*these are optional, but useful, and should include the first name written in bigger characters than the last name; this makes it easier to address to a person by his/her first name, it helps participants meet each other and creates a relaxed environment*).
- Copies of the agenda of the training.
- Copies of the learning aid.
- Copies of works cards.
- Copies of evaluation cards.
- Files/folders, paper/copybooks, pens.

TRAINER'S MATERIALS:

- Course/seminar plans.
- Trainer's handbook.
- Power Point presentations for video projector.

- Other materials.

MATERIALS FOR CONDUCT OF THE TRAINING ACTIVITY:

- Furniture, chairs.
- Flipchart + markers.
- Paper for flipchart.
- Scotch/ blue-tack/pins/drawing pins/paper clips/patafix etc.
- Scissors, cutter, sharpener, stapler, hole puncher.
- Etc., etc., etc.

Note: After having identified the materials you will use for the training activity, you need to send in advance the list thereof to the NIJ consultants in order for the latter to provide them to you.

4. PLANNING OF TRAINING ACTIVITIES

4.1. Identifying and defining training objectives

Regardless of the topic discussed or the content of the module developed, when we design/plan, we think of the trainees or, more exactly, of what we as trainers would like them to learn, in the context of the planned training program. Therefore, it is very important that trainers set some objectives in advance.

Training objectives are statements that reflect trainer's expected results in the training process. They reflect what the trainees should know, be able to do and how (with what attitude, and based on what values/principles).

The objectives are based on key-questions which direct the process, such as:

What should our trainees learn from this module?

What should they know to do?

There are two categories of objectives:

1. General objectives – are followed during the training program; they are set for each thematic unit, content unit, and relate to certain training results, such as *understanding, demonstration, reporting, etc.*

2. Specific objectives – are followed during each training session (seminar). We expect the participants *to be able to compare, classify, develop, etc.*

Specific objectives should be **SMART**:

- **S**pecific.
- **M**easurable.
- **A**ttainable.
- **R**elevant.
- **T**ime-bound.

Before formulating the objectives we follow, it is recommended to set the **goal of the training program.** The goal is formulated shortly, in one phrase and reflects the target that we intend to reach within the training objective.

Example: The general goal of the course is to raise awareness about the role of the judge, prosecutor.

There are 6 taxonomic levels of objectives, hierarchically structured based on the thinking levels. Therefore, there are lower-level thinking skills (knowledge, understanding, application) and higher-level thinking skills (analysis, synthesis, evaluation).

Taxonomy of objectives is Bloom's outstanding contribution in the process of classifying logical thinking. Such classification proves that one cannot judge about facts unless he/she:

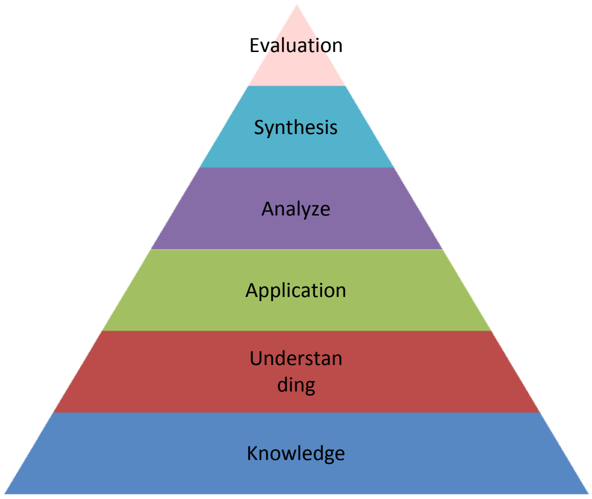
- knows the facts *(knowledge*);
- understands the facts *(comprehension*);
- applies the facts (*application*);
- knows how to break them down into parts *(analysis*);
- can rebuild them in such way as to reveal a new perspective *(synthesis*);
- makes value judgments (*evaluation*).

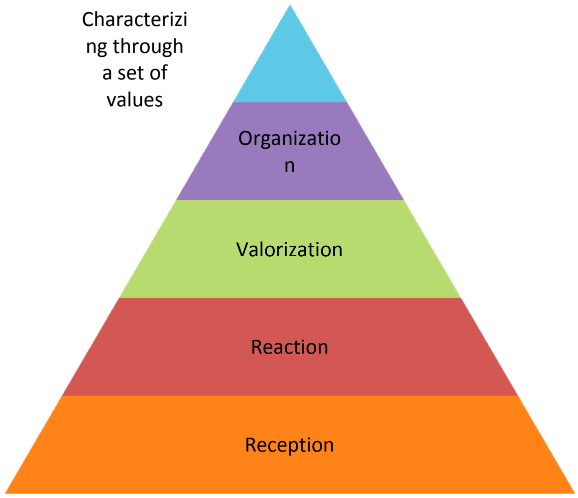
To formulate learning objectives, verbs expressing mental operations necessary for each level are used.

Cognitive taxonomy is associated to the affective one, which has the same number of hierarchic levels and operates independently.

Bloom's cognitive taxonomy is presented in parallel with Krathwohl's affective taxonomy (*Figure 2*), to highlight the link between thinking and emotion, which take place during the learning process. The delivered knowledge is received; understanding produces reaction, applications shows the way in which new knowledge is valued, etc.

Figure 2





Bloom's cognitive taxonomy *Krathwohl's affective taxonomy*

Knowledge:	**Reception**
arrange, define, call, list, report	ask, choose, describe, identify, respond to, select, use

<table>
<tr><td>Understanding

classify, describe, discuss, indicate, locate, recognize, select</td><td>Reaction

comply with, help, show, read, write</td></tr>
<tr><td>Application

apply, demonstrate, illustrate, interpret, sketch</td><td>Valorization

explain, justify, initiate, propose</td></tr>
<tr><td>Analysis

analyze, estimate, calculate, examine, experiment</td><td>Organization

edit, combine, organize, integrate</td></tr>
<tr><td>Synthesis

assemble, compose, built, manage</td><td rowspan="2">Characterizing through a set of values

work, modify, influence, check, qualify</td></tr>
<tr><td>Evaluation

estimate, judge, evaluate</td></tr>
</table>

Bloom's initial research does not relate to the way in which cognitive objectives are formulated or to the questions behind them, but rather to the way in which we generate training processes.

Thus, we can follow:

1. The cognitive level.
2. The approach to the topic.
3. The verbs recommended for formulating training objectives.
4. Associated training methods.

Below we will make a presentation of the way in which learning process may be generated at each cognitive level, with a view to achieving the training goals.

Cognitive level: KNOWLEDGE AND UNDERSTANDING

Curricular approach: Multiple perspectives, integration of new knowledge.

Training objectives: The most frequently verbs used to formulate objectives related to knowledge and understanding of processes, phenomena, concepts, regulations, etc. are: *to identify, to define, to set, to localize, to list, to understand, to tell, to classify, to indicate, to select, to arrange, etc.*

The recommended **training methods are**: ***brainstorming, interactive lecture, individual guides study, group work, exercise, structured questions, etc.***

Cognitive level: APPLICATION

Possible approach: Problem solving

Training objectives: The most frequently verbs used to formulate objectives related to the application of concepts, regulations, concepts, principles, etc. are: *to apply, to illustrate, to sketch, to make a report, to make a diagram, to build, to develop, etc.*

The recommended **training methods are**: ***case study, role play, problem solving exercise, etc.***

Cognitive level: ANALYSIS

Possible approach: organizing ideas in new contexts

Training objectives: The most frequently verbs used to formulate objectives related to the analysis of concepts, regulations, concepts, principles, etc. are: *to summarize, to classify, to compare, to investigate, to organize, to differentiate, to catalogue, to plan, to categorize, etc.*

The recommended **training methods are: *case study, practical exercises, debates, group work, etc.***

Cognitive level: **SYNTHESIS**

Curricular approach: Reflections generating new ideas or new structures.

Training objectives: The most frequently used verbs for formulating synthesis-related objectives are: *to make assumptions, to create, to make interferences, to estimate, to produce, to design, to formulate, to provide a solution, etc.*

The recommended **training methods** are: ***case study, group work, individual study based on a task, simulated process, etc.***

Cognitive level: <u>EVALUATION</u>

Curricular approach: Own orientation.

Training objectives: The most frequently used verbs to formulate evaluation-related objectives are: *to formulate an opinion, to evaluate, to decide, to debate, to discuss, to check, to choose, to measure, to select, to give a verdict, to recommend, to conduct a survey, etc.*

The recommended **training methods** are: ***brainstorming, individual and group exercises, discussions, and debates.***

After having established these coordinates, a strategic plan of the training session may be developed. The training agenda is a document, which presents all the training session conducted within a continuous training program.

4.2. Correlating the objectives to training methods

CRITERION: facilitate the activation of the thinking levels (inferior and superior)

No.	***Levels of thinking***	**Curricular approach**	**Recommended methods and techniques:**
1.	*Knowledge*	Multiple perspectives	brainstorming; lecture/interactive lecture; individual directed study
2.	*Understanding*	Suing the experience to integrate new knowledge	Experiential exercise; Discussions directed based on case studies; Formulation questions
3.	*Application*	Problem solving	case studies;

			role-plays; problem solving
4.	*Analysis*	Organizing ideas in new contexts	case study; debates; simulated trial: group work*
5.	*Synthesis*	Critical reflections to generate new ideas	All training methods which facilitate individual thinking
6.	*Value judgments, appraisal, self-evaluation*	Self-orientation	All training methods which facilitate individual thinking

**The combination of group and pair activities makes the training process ACTIVE – PARTICIPATIVE.*

4.3. Preparing the Training Session Plan

In order to ensure high quality and efficiency of training, it is necessary to plan the training activities. A good planning ensures increased efficiency.

Planning represents a series of processes and operations that anticipate the training activities.

Planning has the role of anticipating, orienting, organizing, guiding, regulating, decision-making and innovation in training.

At NIJ, there are two categories of training planning documents: ***Training Session Plan*** (for lectures and seminars) and the ***training agenda***.

The Training Session Plan is designed for the initial training, while the Training Agenda is designed for continuous training.

In the next section the specifics and tentative contents of the Training Session Plan are presented, and later on – the characteristics and contents of the Training Agenda are discussed.

DEVELOPING THE TRAINING SESSION PLAN

The plan of the training can help answering relevant questions regarding the organization of a training session (who, what, when, why, and how?).

One of the relevant models is the **ADDIE** model, which consists of the following five stages:

ANALYSIS

At this stage, the trainer considers and gathers information about the term, nature and objectives the training session should have, as well as about the existing knowledge and skills of the target public.

DESIGN

During the design stage the content of the program is established: the training objectives, the key aspects of teaching and training activities, which may be used in order to explore and consolidated the key aspects of training.

DEVELOPMENT

At this stage, the presentation is document by creating a session plan, supporting materials and materials that will be distributed to participants (*handout*).

IMPLEMENTATION

During the implementation, the Training Session Plan is applied. While conducting the training activity, trainers follow the session plan.

EVALUATION

Evaluation consists in obtaining *feedback* from the people involved, during each stage of the process.

Note: At each stage of the ADDIE model you will generate information that would be used in the following stages.

ADDIE is an interactive model: the stages are interconnected and the results of each stage get refined during the entire process. For instance, though evaluation is presented as the last step, you should try to get constructive feedback from colleagues during the entire process.

Thus, before starting to develop the Training Session Plan itself, we propose you to take 9 steps. These steps underlie the trainer's preparation for the course/seminar and show specifically what exactly we want our trainees to learn, within what timeframe, from what topic and using what means.

STEP 1

What is the **TOPIC** of the seminar**?**

STEP 2

What is the **PROFILE OF PARTICIPANTS** in the training session/seminar**?**

STEP 3

What are the **KNOWLEDGE, SKILLS AND ATTITUDES** that participants should understand, apply and practice at the end of the training session/seminar**?**

STEP 4

What are the goal and the TRAINING OBJECTIVES?

STEP 5

What **ASPECTS OF THE TOPIC** will need to be covered during the training session/seminar**?**

STEP 6

What are the proper **TRAINING METHODS?**

STEP 7

What **EVALUATION** methods will be used during the training session/seminar**?**

STEP 8

What **MATERIALS and training equipment** will be required during the training session/seminar**?**

STEP 9

How will the seminar/training **IMPACT** trainees' further activity?

After taking these 9 steps, start to develop the training session plan. Below is presented a template:

CONCEPTUAL FRAME OF THE TRAINING SESSION PLAN

NAME, FORENAME OF THE TRAINER

DATE

DURATION OF THE COURSE/SEMINAR

TOPIC OF THE COURSE/SEMINAR (thematic unit)

SOURCES: Bibliography recommended in advance to trainees to prepare for the course/seminar

CONDUCT OF THE COURSE/SEMINAR (describe the training activities, timeframe)

Activity 1

Relevant aspects:

- Specific objectives (why shall we do?)[1];
- Content (what shall we do?);
- Methodology (how shall we do?)[2];
- Time (how long?)[3];
- Material resources (using what?)[4];
- Evaluation (how do I know what the trainees have learned?)[5].

Activity 2 / activity 3 / activity 4 / etc.

4.4. Developing the Training Agenda

In case of continuous training, the most useful tool for planning is the training agenda.

Designing the training agenda implies the following key elements:

- ***The issue tackled***

What is the topic? What are the problems to be identified, analyzed, and settled?

- ***Training objectives***

What do you expect your trainees to know, to be able to do and with what attitude?

When you draft the training objectives, it might be difficult to set the proper level of training. The basic questions to be answered are: *What do you intend to achieve through this training program? Do you want your trainees be able to just to describe certain concepts, or to also apply these concepts and skills in specific area of judicial practice?*

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[1] **Operational objectives:** what should trainees know, be able to do and with what attitude

[2] **Training methods** - *brainstorming, case study, discussions, debates, group work, role play, problem solving, etc*.

[3] **Approximate duration.**

[4] **Material resources**: Work cards, projector, flipchart, etc.

[5] **Evaluation methods:** verbal appraisal, individual or group feed-back, mini questionnaires, exercises, etc.

Training programs may be planned so as to help judges, prosecutor, etc. to achieve the objectives at several stages:

1. **Knowledge.** At this basic level, trainees can be reminded and they may repeat the presented information.
2. **Understanding**. Understanding implies that participants be able to present information in their own words. They may explain, give examples, make summaries, etc.
3. **Application**. Participants may apply the information or skills to new situations. They may also interpret, amend and use concepts and skills.
4. **Analysis**. At this level of thinking, trainees are able to break a complex piece of information onto parts. They are able to differentiate, highlight, and break down ideas.
5. **Synthesis**. The capacity to synthetize allows trainees to use a new idea or to apply knowledge in order to develop action plans or to solve problems.
6. **Evaluation.** Evaluation implies critical thinking, the ability to make judgments based on a set of criteria.

When you set the professional level of the program, take into account the goal of the program, the target public and the content analysis. The training program should challenge the trainees rather than be too complicated and determine their frustration.

Eventually, training objectives should be set by taking into account trainees' needs and the training environment. For instance, if you have two hours available for a training program, your goals would be quite modest. You should ask yourself: *What could you teach people to do within two hours, which would make them want to be better at …?*

In general, training programs include training objectives that describe how to think and how to do. Some programs, particularly those which deal with sensitive topics, could also include training objectives related to the psychological and behavioral aspects of the activity of judges, prosecutors, etc.

Basic ideas in the process of knowledge transfer

How many ideas shall you highlight and what are they?

What are the optimal techniques and methods that you use for each of them?

What visual means shall you use?

What other resources will you use?

Summary

What are the most important ideas to be recapitulated?

What techniques could you use to recapitulate ideas?

Conclusion

What analogies, stories or quotes could you use to conclude the training activity?

While developing the training agenda for your topic, in order to include the adult learning principles in your planning, ask yourself the following **questions:**

1. Why is this information important for participants?
2. What do participants already know? How can the program build on these knowledge and experience?
3. Is this information relevant for the activity of judges, prosecutors, etc. (i.e. is it applicable in practice?)
4. Is the plan structured in such way as to give trainees the opportunity to think and act?
5. What questions could be addressed on order to engage participants in a conversation about the presented information/procedures?
6. Will trainees apply immediately after the program the knowledge and skills acquired?

Below is presented a template of agenda, which may be adjusted to the training needs in terms of duration, participants and training objectives:

TOPIC

Duration (days/hours)
Target group (participants)
Organizer(s)
Date and venue of the training activity

	AGENDA **„____” ________________2013**
08:20 – 08:30	***Participants' registration***
08:30 – 08:50	**Official opening of the training activity** **Presentation of the training objectives and the agenda**
08:50 – 09:00	***Preliminary testing of trainees' knowledge***
09:00 – 10:30	**Training session I: THEMATIC UNIT** ***Content units*** *Trainer:*
10:30 – 10:50	***Coffee break***
10:50 – 12:20	**Training session II: THEMATIC UNIT** ***Content units*** *Trainer:*
12:20 – 13:20	***Lunch***
13:20 – 14:50	**Training session III: THEMATIC UNIT** ***Content units*** *Trainer:*
14:50 – 15:10	***Coffee break***
15:10 – 16:40	**Training session IV: THEMATIC UNIT** ***Content units*** *Trainer:*

16:40 – 16:50	***Final testing of trainees' knowledge***
16:50 – 17:00	**Awarding of participation certificates**

5. EVALUATION OF TRAINING ACTIVITIES

5.1. Means of evaluation

In adult education, the management of the training activity, particularly the evaluation, is very important.

Evaluations aim at checking whether participants **have achieved the reference objectives,** whether they understood correctly and whether the seminar was efficient; whether your presentation has met your objectives and the selected **methodic contents;** and help drawing **conclusions** about **the changes to be made for the following seminars** and ways to organize better the activities within a seminar.

Thus, in every specific case you need to establish:

- What you want to evaluate?
- At what stage during the seminar, the evaluation needs to be integrated?
- What is the use of control?

Often the evaluation of trainees is part of a process that aims at evaluating the entire training program. Thus, the evaluation of the training programs needs to be conducted before, during and after the program.

Training aims at improving the knowledge and skills of trainees rather than at just delivering new information. Therefore, the trainer has to find out the level of knowledge and skills of participants before they start the training program.

If the event, the environment or the type of the training material or other conditions allows it, the tests (not necessarily in the classical form of questionnaire) have to be sent to the trainees before the start of the training session, together with detailed instructions about filling in the tests and reason for such tests.

- **Evaluation at the beginning of the training session/program**

The most frequently used ways at this stage are the following:

• ***tests of knowledge;***

• ***evaluation of knowledge, skills and habits;***

• ***self-evaluations.***

The tests of knowledge help trainers analyze the knowledge level of participants and to adjust the course level according to the results of the tests. When compared with the results of the tests conducted at the end of the training, they show the changes achieved.

Types of tests:

1. with open-type questions;
2. With closed-type questions (answered with "yes" or "no");
3. with true/false-type questions;
4. with multiple-choice questions;
5. with short answers.

Evaluation using tests of knowledge is not useful when contents are totally new for the trainees.

Evaluation of knowledge, skills and habits is more difficult to conduct because most often the trainer has to evaluate the skills through the training institution which organizes/proposed the membership of the group for training and which holds the corresponding prior data, including through direct observation. In this sense, practical tests may be used, as simulations.

Self-evaluation is conducted at the beginning of the training session. Trainees are required to evaluate their own skills both as sole type of evaluation and additionally to the evaluations conducted by the trainer.

Evaluation during the training session/program

This type of evaluation is usually conducted for purpose of information, but there are also formal methods of evaluation, particularly for events lasting more than one day. Among these, the following may be listed:

- ***activity analysis;***
- ***behavioral analysis;***
- ***practical tests and demonstrations;***
- ***daily recapitulations or audits.***

Activity analysis has a regulatory role, sending the trainer a *feedback* regarding the achievement of the proposed objectives. It is conducted either through directed discussions or based on specific questionnaires. Its role is to check to what extent the participant/participants have solved the task, following the given instructions.

Behavioral analysis implies a series of observations, a summary and a recapitulation of data presented to trainees, in order to show them the way they reacted during the program. As a result of such presentation, trainees may plan to change various aspects of their behavior. This type of analysis produces data for further stages of training.

Practical tests and demonstrations have the same characteristics as those used before the training. Their purpose is to identify the skills of trainees.

Daily recapitulations are required particularly in case of programs that last for several days, as an intermediary analysis of the efficiency of the training program. Daily recapitulations give trainees the possibility to reinforce the new knowledge through reflection. In addition, daily recapitulations allow trainees to share mutually their knowledge and to memorize some aspects that they did not memorize originally. Daily recapitulations may be done in the morning, at the end of the day, during written or verbal audits.

Morning recapitulations give participants the chance to think about the events of the previous day and to revise their notes, and to re-read the material of the previous day. Recapitulation in the morning of the following day allows reinforcing the knowledge in a more relaxed framework.

Disadvantages of morning recapitulations:

- If it was not possible to revise the material at the end of the previous day or in the evening, in the morning this will be less efficient.
- Recapitulating in the morning may identify problematic aspects, which the trainer is not able to settle on the spot. In this situation, there is a risk to stay behind schedule on the respective day. However, the trainer should take care that all participants receive the answers and clarifications, in order to be able to move on to other contents.

Recapitulations at the end of the day have the advantage that information is still fresh in participants' minds; participants are still used to making comments, and the day would end with conclusions and observations made by the trainees rather than by the author. However, you should avoid having the recapitulations after an intensive and demanding activity, because trainees will be too tired to make comments.

Written audit requires trainees to reflect on the respective day and to take notes of those ideas in writing, both as answers to a series of open-type questions and as a short essay. This should be proposed at the end of the day and shall be discussed the second morning within small groups; this allows more reticent and shy trainees to also express their point of view. Any trainer should know that intermediary evaluation can help identify situations or data which trainees do not agree with. In this case, the trainer has not much time to solve the problem. In order to avoid such situation, rather than using evaluation tests it is recommended to use less traditional methods such as ***three words, session recapitulations, revision of applicative materials.***

Three words are a simple form of daily control, which consists in asking participants at the beginning of the day to write three words or a short phrase, which would describe their feelings at that moment, with relation to the training/learning event. Later on these may be shared to other people or written on a flipchart. The trainer should lead a discussion staring from those words, and act accordingly during the course.

- **Evaluation at the end of the training session/program**

This can be done through verbal or simple recapitulations. Any training session/program should conclude with a program evaluation, which trainers usually do by filling in a questionnaire. Only those training sessions/programs, which provide certification, for certain knowledge or skills in a specific area are evaluated at the end through examinations and tests of knowledge, skills and habits acquired by the trainees.

Who should evaluate a training session?

Evaluation may be done by ***trainers, participants, sponsors,*** etc., in other words, by all people involved, who could have an interest in evaluating the training.

Note: Training evaluation may include:

- **inputs** (trainers, participants, materials for training, funds and space);
- **process** (training methods, style, facilitator skills, participation, etc.);
- **outputs** (trained participants, achieved objectives, training materials, etc.);
- **impact** (final result – changed behavior, increased quality of the services provided by the trainees, etc.)

Feedback has an important role in the evaluation process.

WHAT IS FEEDBACK?

Feedback means describing to a person his/her behavior and what one felt as a result of such behavior.

Feedback is a way to help somebody think and change their behavior; to tell somebody about their behavior and its effect on you. Feedback helps individuals find out whether their behavior had the expected result and informs them whether they “missed their target” while trying to meet the objectives.

DELIVERING FEEDBACK

1. Start with something positive

When you provide feedback, it would be good to first tell what you liked, appreciated and found well-done and then then tell about the drawbacks. This will make it easier for recipients to accept criticism and to act accordingly.

2. Be specific

General comments are not really useful when they relate to your skills, since they do not provide sufficient detail in order to be useful for the learning process. Comments such as “it was very good” are not really helpful because it is very difficult to react to comments and general comments.

3. Be descriptive, not evaluative

Describe your reactions, telling people what you have seen or heard and what the effect of that information on you was. A simple comment like “good or bad” is not informative and might lead to a defensive attitude.

4. Follow the time

Feedback is useful when provided as soon as possible after the event. However, you have to make sure the “receiver” is prepared for feedback specifically at that time.

5. Provide alternatives

When you provide negative feedback, suggesting that you would have done it differently, is more useful than criticizing. Turn negative feedback into positive suggestions. For instance:

“I found it disrespectful when you continued to speak when the trainee/judge/prosecutor entered the room. I think, if you had stopped for a moment to greet him and make the introductions, it would have been much easier for him to integrate in the group”.

6. Verify

Do not assume that feedback has been immediately understood and the message received was the intended one. Check if the person has understood.

7. **Personalize feedback**

When providing feedback, people often use general-type phrases such as “you are…” What we can tell a person comes from our own experience, this why it is important to assume responsibility for the feedback we provide.

Starting with “I…”, “In my opinion” might help you avoid leaving the impression that you are judging that person.

8. **Do not overwhelm**

It is important to provide a certain volume of feedback. When you are asked to comment or express your opinion, you are tempted to say everything that comes to your mind and overwhelm that person rather than to select the most useful and appropriate information, allowing the person to ask questions.

9. **Give the person the possibility to choose**

Feedback that implies a change or is imposed might generate resistance or destroy the relation.

10. **Question at the beginning**

Asking reflective questions to help a person think about what he or she wants to be is much more useful than making personal statements about that person.

11. **Be objective**

It is difficult to be objective when you offer or receive feedback. Describing the behavior before expressing your own opinion would help you avoid subjectivity and to put your observation in a context.

RECEIVING FEEDBACK

You can obtain maximum feedback if you follow some advices:

1. **Listen**

It might be difficult to listen to feedback, but it is better than not knowing what the others think and feel about you. People have opinions about you and perceptions about your behavior and it might be helpful to learn their opinion. In addition, do not forget that you have the right to your own opinion and that you can ignore the opinion of others as being insignificant or irrelevant.

2. Make sure you understand

Before answering, make sure you understood what you have been told. If you react to conclusions by becoming defensive or if you attack, you can cause people to avoid providing feedback. Check if you have understood; one way to do that is to rephrase or repeat what you have been told.

3. Cross-check with others

If you rely on just one source of information, you can get to the wrong opinion that this is everyone's opinion. If you cross-check with others, you might find that their experience is different and you could build a more balanced opinion about yourself.

4. Ask for feedback

If you do not receive feedback, ask for it

5. Use feedback

Feedback may have a substantial contribution to self-development if you use it. After you received feedback, it is important to assess its value, impact, whether you will ignore it or use it, and how you will do it. If you take no action, the feedback was provided in vain.

Do not forget to thank the person who provided feedback to you, as it might have been difficult for him/her to provide it, but in the end, it might help you. Using feedback is valuable in any training process.

CRITERIA FOR FEEDBACK USAGE

Giving and receiving feedback is a skill that may be acquired. When feedback is not provided at the right time and in the proper way, the results may be useless if not negative.

Feedback should be:

- **Descriptive.**

It is much more useful to concentrate on what the person did, than to comment on his/her behavior using a qualifying phrase.

"*You have interrupted three persons in half an hour"* might be not exactly what a trainee would like to hear but it is more effective thatn *"You are impolite".*

Focused on the behavioral effect.

Provides clear information about the trainee's behavior and at the same time leaves it to him/her to decide what to do in this regard.

- **Specific.**

For instance, it is more useful to find out that "it's annoying to interrupt your colleagues" than to be told that "you are a dominator".

- **Useful.**

Focuses on a behavior which the trainee can control. It is frustrating to tell a person that he/she has a defect that they are not able to control.

- **Time-bound.**

Feedback is generally most efficient when provided immediately after the trainer observes a specific behavior.

- **Ensures didactic communication.**

A way of achieving this is to make the receiver try to reformulate the feedback as a question, in order to check whether his/her version corresponds to what the speaker intended to say.

- **Gives the possibility to adjust *what one thinks he/she knows to what they really know.***

  The trainer makes sure the trainee understands the personal level of intervention, the knowledge he/she uses, and the aspects he/she need to improve.

- **Not answer the question WHY**

Is focused on somebody's behavior and somebody else's reaction to such behavior.

- **Be provided in a neutral way**

The person who receives the feedback should feel motivated to learn further.

The trend is to deny and to self-defend. If such is the case, then clearly the method of providing feedback does not function.

A useful feedback requires the following:

1. Mutual confidence;
2. Accepting the feedback as a common experience;
3. Attentive listening;
4. The behavior of the person who provides the feedback should be such as to help the receiver speak.

WHY DO WE REJECT FEEDBACK?

If feedback can be a way of self-recognition, why do we reject it?

Here are some possible answers:

1. It is difficult to recognize our own difficulties, and even more difficult to recognize them in front of others.

2. We could be afraid to learn what others think about us. We usually expect to hear only negative opinions and overlook our qualities.

On the other hand, it is not always easy to give others constructive feedback. Most of us like to give advice. This makes others believe we are competent and important. We like the role of "advisor" but often we do not assess whether this is proper for the issue or the skill, the fear or the personal quality, which we intend to help.

If the person we try to help uses self-defense, we could try to argue or to force him/her to accept. Defense and disclaim by the receiver are clear indications that the method used is not a good one. Perhaps we are not well synchronized but, in any case, we would better stop until we can reassess the situation. If we do not react, recipient's resistance will increase.

5.2. Evaluation tools

Evaluation is a process of collecting, processing and interpreting data obtained through **evaluation tools,** with the purpose of issuing a value judgment about the results or with the purpose of adopting some decisions.

This implies:

Measuring: through measurement tools;

Interpretation and assessment of results: based on criteria;

Adopting a decision: through expert judgment.

Therefore, the evaluation activity is conducted through some evaluation tools proper for the set goal.

Depending on the set goal, the evaluation tools may be used to determine:

- the volume of learning achieved by the trainees/participants;
- quality of learning;
- state of spirit of the trainees/participants;
- the aspects clarified and/or those unclear;
- the impact of the seminar on the trainees/participants;
- trainees'/participants' perception on the quality of the course and trainer's performance;
- the fulfilment of trainees' expectations (the expectations and needs which have not been met and which can be considered for the future seminars), etc.

Taking into account the specifics of ToTs for initial and continuous training, the most proper evaluation tools are considered the **questionnaires/tests and evaluation cards.**

These tools are useful for all three parties involved:

I. For trainees, as it makes them:

- To rememorize the information of the respective day;
- To reflect on the main points of the seminar/day;
- Issue value judgments about what has been done/learned/felt during the training day;
- Be aware of their feelings, which may lead to self-cognition.

II. For the trainer, as it provides him/her the necessary feedback to:

- Assess the efficiency and impact of the seminar;
- Design the training for the following seminar(s)/day(s), in order to better satisfy trainees' needs and expectations;
- Identify what is unclear for the trainees and to clarify it within the following seminar/day and/or to answer their questions verbally or in writing (when necessary);
- Improve the course materials;
- Enhance their methodology and the training approach.

III. For those who request, organize and pay for training:

- Evaluate the efficiency of the course and, implicitly, the expenses;
- Enhance the training program;

- Improve the organization of the following training seminars.

In order to obtain feedback and be able to assess various aspects related to the volume and quality of learning, it is recommended to propose evaluation questionnaires during and/or at the end of each training day (both for one-day and for several day seminars). Questionnaires help assessing various aspects related to the quality of the seminar and therefore help taking actions for improvement for the following seminar or day. In addition, in case of seminars longer than one day, questions and possible unclearness noted by the trainees in their evaluation sheets/questionnaires, may be answered or clarified the following day.

To make an evaluation using **questionnaires and evaluation cards,** it is necessary to take into account that they should include a range of questions as wide as possible, in order to allow assessing the training program/seminar from different perspectives. Thus, questionnaires can be of **different types**, depending on the nature of questions:

- *with closed-type answers,* which allow choosing from several options (ex: *yes, no, I don't know);*
- *with open-type questions*, where the trainees have to develop the answer;
- *with mixed answers*, which is a combination between the open questions and closed questions.

Recommendations:

When formulating **questions,** it is recommended to observe the following conditions:

- questions should be formulated based on the purpose of the questionnaire;
- the level of difficulty of the questions should increase gradually;
- if many questions are used, they should imply short answers.

In order to allow trainees better organize their answers, they will be given **instructions** regarding the nature, form, organization and duration of the expected answer, which:

- should be formulated correctly and meaningfully;
- relate to just one aspect;
- not suggest answers to respondents;
- be understandable for the respondents.

When developing questionnaires and evaluation cards, it is necessary to take into account that evaluations of training activities by trainees may be used by:

- *Trainers* – in order to get a feedback on the training, with a view to

improving the quality of the course and the teaching methods;

- *Organizers/funders* – to make decisions regarding the **organization of new training forms,** including based on **interactive teaching methods.**

Thus, evaluation forms may contain **items** with different questions, to assess the three functions of evaluation: diagnostic, informative and summarizing.

For instance, to conduct the evaluation, the trainer may develop items to measure an existing skill/activity/situation.

Both for the trainer and the trainees it is essential that, in case of trainings lasting more than one day, each day starts with the presentation and discussion of the results of evaluation of the previous day, and clarifying possible questions regarding the evaluation cards. This has several advantages:

- It is a good warm-up for the trainees;
- It shows trainees that their opinions are listened to and taken into account, which makes them more open;
- Helps trainees memorize what has been discussed during the previous day;
- Makes the link between what has been done and what needs to be done;
- Helps creating a working environment from the very beginning of the day (particularly if evaluation cards are commented in a relaxed environment and with humor).

NOTES

- Evaluation cards containing multiple-choice questions take less time for completion but provide less information;
- evaluation cards containing open-type questions require more time for completion but are useful for:
  - trainees can recapitulate the material that has already been studied;
  - the unclearness and issues arisen during the seminar may be clarified.

RECOMMENDATIONS:

Below are several recommendations for a most effective use of evaluation cards and questionnaires:

- For intermediary evaluations use simple evaluation cards, which are easy to complete and to process.
- For the final evaluation use 2 (or even 3) evaluation tools, each of which will highlight various aspects of the course.
- Because each training seminar is unique, it is not recommended to use the same evaluation tool for different training seminars. You should customize the evaluation cards/questionnaires to the topic and specifics of your trainees' group.
- Always use a positive approach in the tasks/questions in the evaluation cards.

- You could assess in the evaluation only the contents side, however, it would also be good to assess the emotional side.
- You could assess just some aspects of the course, however, it is advisable to also find out some opinions about yourself ?
- It is essential to show participants that you have read carefully their evaluation cards and that you take into account their feedback. This may be done by:
    - Make a summary of the evaluation results the following day (for seminars lasting more than 1 day);
    - Design/adapt the activities taking into account participants' proposals (in the same seminar or in the following seminars);
    - The response to the questions addressed in the evaluation cards (within seminars of more than one day), may be delivered to participants verbally;
    - The answer to the questions addressed by participants in the evaluation cards (within on-day seminars) may be delivered to participants in writing.

INTERPRETATION OF EVALUATION RESUTS

The simplest interpretation and analysis of the evaluation results can be done by counting each type of answers and calculating the percentage of each type of answers.

This type of analysis may be sufficient in most cases for evaluation cards containing double/multiple-choice questions, because usually the picture they provide about the course is relevant. In cases where the data obtained in this way are contradictory or irrelevant, a more complex statistical analysis may be conducted, by correlating the answers to various items of the questionnaire, per each item in all cards or per all items in each questionnaire. This method can help producing more accurate results.

For evaluation cards with open-ended question, answers can be broken down by areas and conclusions may be drawn regarding what the trainees have understood and what is still unclear for them, and therefore, decisions can be made about the further approach in the training. Trainees should get clarification of their questions.

Below we present a number of tools for evaluation of seminars (questionnaires, cards), created and gathered along time. Some of them have been taken *tale quale* from colleagues, and some others have resulted after combining ideas from various such cards or ideas suggested by some trainees; many are the results of own experience. Note, these are **examples, not models.**

We would like to take this opportunity to thank all our colleagues (trainers and trainees) for the ideas they have provided to us. Without their help, this collection of evaluation cards would not be as rich as it is. Also, we invite all of you to participate with your own ideas and tools to enhance it.

Date …………………….

EVALUATION CARD FOR THE DAY

I. Three ideas/things I intend to use/apply:
1. …………………………………………………….
2. …………………………………………………….
3. …………………………………………………….

II. Two things are still unclear to me:
1. ……………………………………………………..
2. ……………………………………………………..

III. One thing that could be improved:
1. ……………………………………………………..

The most …

Today, ………………………….

A. What annoyed me **most was**
…..……………………………………………………………………..
B. **The most** interesting activity was
………………………………………………………………………………
C. **The most** active colleagues were:
- ………………………………………………………………
……
- ………………………………………………………………
……
D. **The most** useful things I found about the activities today were:

- ………………………………………………………………………………………………
…
- ………………………………………………………………………………………………
…
- ………………………………………………………………………………………………
…

EVALUATION QUESTIONNAIRE

DATE ………..

In order to evaluate the training, please fill in this questionnaire, by circling one of the answers (YES/NO) or by answering the questions.

1. *Do you consider the activity useful?*	*YES*	*NO*
2. *Do you consider the activity interesting?*	*YES*	*NO*
3. *Do you consider that the major issues have been tacked?*	*YES*	*NO*
4. *Did you feel ok within your work group?*	*YES*	*NO*
5. *Have the methods used been efficient?*	*YES*	*NO*
6. *Was the presentation style attractive?*	*YES*	*NO*
7. *Was the language understandable?*	*YES*	*NO*

8. *What grade would you give to the trainer(s)?* ***4 5 6 7 8 9 10***

9. *Which of the presented topics is the most useful and you could uses in your activity?*

…………………………………………………………………………………………………
…………………………

10. *Which of the presented topics do you consider useless and you could not use in your activity?*

……………………………………………………………………………………………….
………..
....

11. Which aspects have been insufficiently explained?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
………

12. What other issues/aspects could have been tackled?

…………………………………………………………………………………………………

……………………………………………………………………………………………………

13. Which of your colleagues was the most active during the course?

………………………………………………………………………………………………

………...

....

14. What suggestions and recommendations would you make for the trainer(s)?

………………………………………………………………………………………………

……………………………………………………………………………………………………

Thank you!

SEMINAR EVALUATION CARD

Please, take a few minutes to evaluate a number of aspects of the seminar in which you participated, on a scale of 1 to 5. Circle the proper figure.

5 = excellent   *4 = very well*   *3 = well*   *2 = satisfactory*   *1 = unsatisfactory*

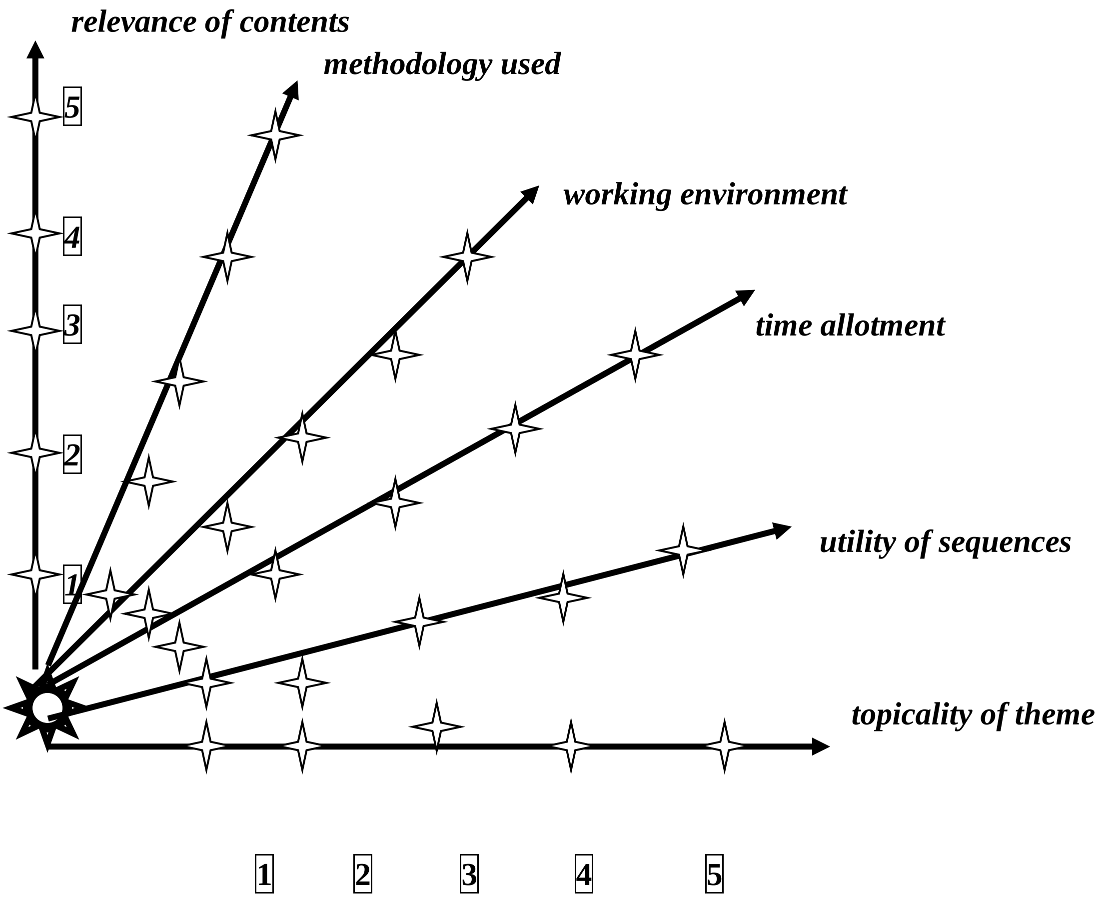
1. Contents of the seminar	*1*	*2*	*3*	*4*	*5*
2. Usefulness of the topic	*1*	*2*	*3*	*4*	*5*
3. Originality of the approach	*1*	*2*	*3*	*4*	*5*
4. Systematization and coherence of the material	1	2	3	4	5
5. The way the topic was delivered	1	2	3	4	5

6. Methods and means used	1	2	3	4	5
7. Time-bound	*1*	*2*	*3*	*4*	*5*
8. Performance of the trainer/team	*1*	*2*	*3*	*4*	*5*
9. Efficiency of the seminar	*1*	*2*	*3*	*4*	*5*
10. Quality of organization	*1*	*2*	*3*	*4*	*5*

Thank you! ***DATE*** ....

EVALUATION CARD

Please give an appraisal to the training activities conducted today, on a scale from 1 to 5 (5 = very well), marking with an X on each axis.



Recommendations, observations *(your recommendations and observations would allow us to better correlate our offer to your expectations)*
……
……
……
……
………………………………………………………………………………………
……

Thank you! ***DATE***
…………………………..

Date ……………………………

QUESTIONNAIRE TO EVALUATE THE SEMINAR

To evaluate the efficiency of the training, please complete this questionnaire by checking the answers to the following questions. We will ensure the confidentiality of your response.

1. To what extent was the topic of interest to you?

To a very big extent	To a big extent	To a medium extent	To a small extent	To a very small extent

2. To what extent do you think this topic will be useful in your activity?

To a very big extent	To a big extent	To a medium extent	To a small extent	To a very small extent

3. Do you think the methodology was:

Very efficient	Relatively efficient	Relatively inefficient	Totally inefficient

4. The presentation was:

Very attractive ☺	Relatively attractive	Relatively unattractive	Totally unattractive ☹

5. The language was

Very understandable ☺	Understand able	Relatively understandable	Relatively non-understanda ble	Totally non-non-understandable ☹

6. O a scale of 1 to 5, how stimulating was the impact of the seminar on you?

5. Very stimulating ☺	**4**	**3**	**2**	**1.** Totally non-stimulating ☹

7. How did you feel within the working group?

Very well ☺	Well	Moderately	Bad	Very bad ☹

8. What is your mood at the end of this series of seminars? (check the emoticon that describes it the best)

	 In a good mood		 Exhausted		 Thoughtful		 Angry

SELF-EVALUATION CARD

This card aims at guiding participants' self-evaluation

INDICATORS
1. How did you feel during the training session?
2. What are the strengths of the training session?
3. What would you improve and why?

INDIVIDUAL TRAINING OBSERVATION CARD

Date:
First/last name of observer:
Dates for identification of the training part (name of the proponents, topic, method, etc.):

Instruction: Mark with an X the corresponding score from 1 to 7 (where 1 is the minimal and 7 – the maximal score)

1. **Trainer's attitude**

1 2 3 4 5 6 7

*Aspects to be improved:*____

____

2. **Observation of adult education principles**

1 2 3 4 5 6 7

Aspects to be improved: ____

____

3. **Correctness in the application of the training method**
   a. **Logics of the training approach**

1 2 3 4 5 6 7

   b. **Efficiency of interaction**

1 2 3 4 5 6 7

*Aspects to be improved:*____

____

__

4. Efficiency of the training process

1 2 3 4 5 6 7

*Aspects to be improved:*____

____

___

5. Other observations:

____

____

CONCLUSIONS

The professionalism and responsibility of dispensing justice depends a lot on the organization and conduct of the training process, based on adult education requirements, focused on modern training technologies and active-participative methods. This is the reason why, in the process of initial and continuous training within the National Institute of Justice, a trainer should have in addition to their professional skills in the area of specialization, some other skills such as the ability to plan, design, conduct, assess and revise training activities and/or programs.

Every trainer should be aware that the training results depend a lot on trainer's professional identity. Such identity is impossible without strong training skills. This is why trainers of adults, irrespective of their specialization area, should continuously undergo training and self-evaluation.

With this in mind, one may ask for a good performance from a trainer, without providing him/her with a functional and sound support to stimulate their knowledge, abilities and skills (behaviors). In this sense, this Handbook represents a model for trainers' orientation in adult training technologies and strategies, helping trainers to:

- acquire attitudes, knowledge and capacities;
- understand the usefulness of applying adult education principles in the training process;
- strengthen trainers' capacities to identify and analyze target group's needs and to match the information to such needs.
- be aware of the specifics of training objectives depending on the cognitive levels;
- adjust training methods to the training activity goals;
- develop the skills of a target group in an interactive way, with a specific purpose;
- understand the need for planning training activities;
- understand various ways of evaluating training activities and receiving feedback, etc.

This handbook focuses solely on the training needs identified following data gathering, according to the methodology for evaluation of NIJ trainers' needs in terms of training. The team of consultants/authors of the handbook is convinced that the topics and the contents thereof will be of real use to all trainers included in NIJ's trainer network and to specialists in other areas, who intend to become trainers within this institution. We believe that the subjects addressed will respond to the questions about designing, planning, conducting, evaluating and revising the training activity and/or the training programs and will help developing professional competences within NIJ. Finally, we hope that trainers will apply the methods, techniques, principles and ideals of adult education with maximal responsibility and creativity.

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