

REPORT – TRAINING OF TRAINERS WORKSHOP SURVEY

To evaluate the training effectiveness of the Training of Trainers (ToT) workshops conducted for both Capital Goods and Logistics sector, a level 3 evaluation questionnaire was created which was administered through surveymonkey.com. The survey was sent out on the 28th of June, 2016 to 142 target respondents who had attended the workshop. The closing date for the survey was 15th July, 2016. Out of the 142 target respondents, 82 respondents took the online questionnaire by the closing date.

The online survey was aimed at:

- ▶ Identifying the concepts and techniques taught in the ToT that the participants found most useful and relevant
- ▶ Providing opportunity to the participants for self-evaluation on how the workshop has affected their training style and what impact it has had on the learners
- ▶ Identifying the challenges faced while implementing the learnings from the workshop
- ▶ Reflecting on how else can they improve and what further support do they need for the same

The survey had 49 questions in total and was divided into five sections.

The **first section** focused on trainer background and their general perception of the workshop.

The **second section** aimed at understanding which topics were most relevant and useful.

The **third section** was about identifying how the workshop impacted the participants and their techniques as a trainer.

The **fourth section** helps us understand the initiative that the participants have taken to disseminate the knowledge and skills acquired through the workshop.

The **fifth section** gathers open ended information about any change in performance as a result of the workshop and any further support that the participants require to sustain and improve on their skills and knowledge.

This report will also be divided into five segments on the basis of the above mentioned sections.

SEGMENT 1 – WHAT THE PARTICIPANTS THINK ABOUT THE WORKSHOP

Of the 82 respondents 51.28% belonged to capital goods and 48.72% from logistics. Of the total, 42.5% identified themselves as trainers, 31.25% as master trainers and 20% as senior trainers (see Figure 1). 82.72% respondents claimed to be responsible for training other trainers in their institute (see Figure 2).

90% of the respondents said that they found the workshop very useful. 67.9% respondents claim that they are using all the skills and concepts learned during the workshop whereas 27.16% of respondents are using only few (see Figure 3).

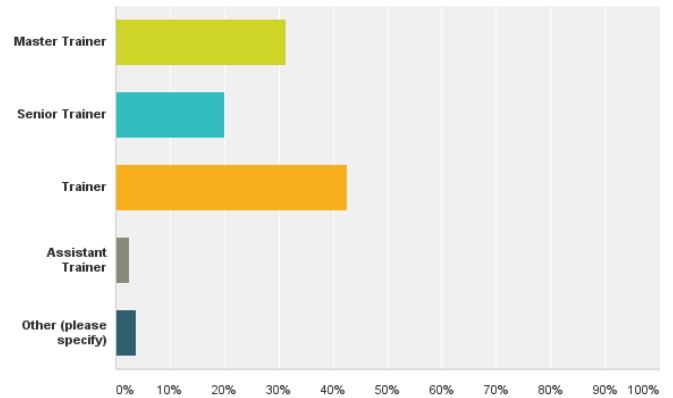


Figure 1

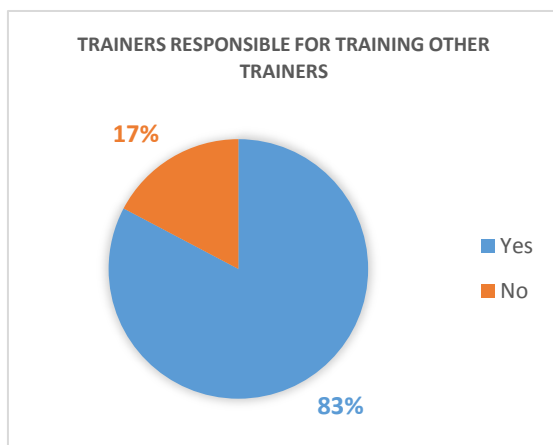


Figure 2

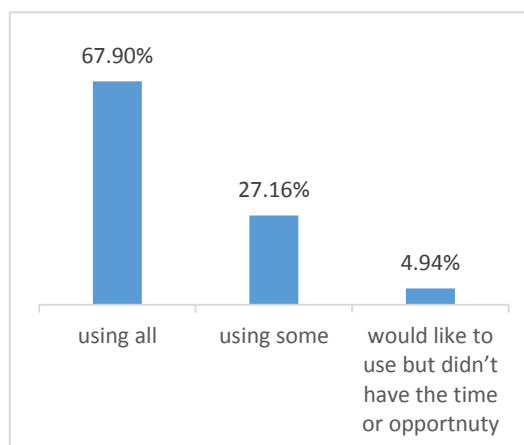


Figure 3

SEGMENT 2 – RELEVANT TOPICS

The top five topics that the respondents rated most useful and relevant are:

1. Conducting group work, activities
2. Teaching methods
3. Session planning
4. Learning styles
5. Learning process

In line with the most relevant topic, the respondents rated group work (89.04%) and group discussion (86.11%) the two most useful teaching methods. These two methods were followed by

presentation by students (84.93%), demonstrations (83.33%) and questioning (82.19%) as the top five teaching methods learned during the workshop that the respondents found most useful.

Similarly the respondents found group discussion followed by presentation by students (89.19%) to be the most effective group work technique followed by communities of practice (76.39%).

Additionally the respondents rated session planning sheet (85.14%) to be the most useful tool shared during the workshop.

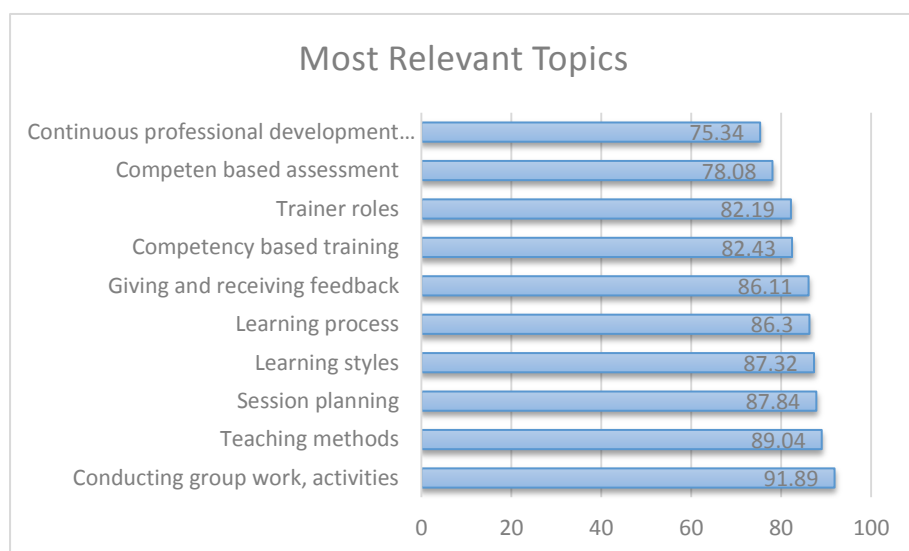
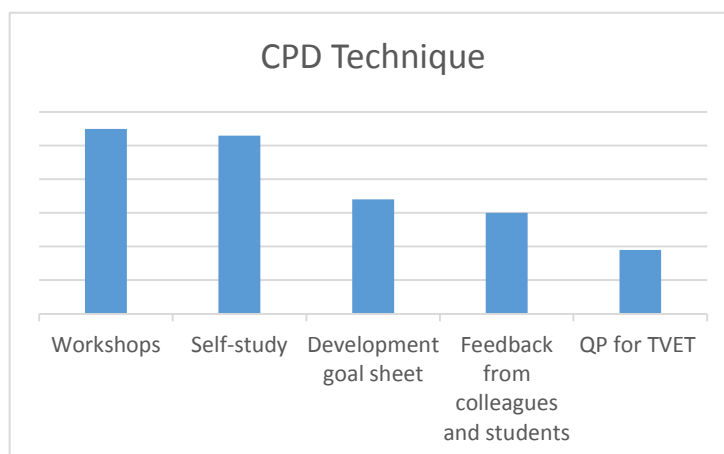


Figure 4

In terms of Continuous Professional Development (CPD), the respondents rated the following techniques as the top five:

1. Workshops
2. Self-study
3. Development goal sheet
4. Feedback from colleagues and students
5. QP for TVET trainers

63.02% respondents claimed that they spend 1-5 hours every week on CPD.



When it comes to assessment the

following are the top 5 assessment techniques that the participants use both for formative and summative assessment:

	<i>Formative assessment</i>		<i>Summative assessment</i>	
1	Presentation by students	64.79%	Oral tests	62.32%
2	Written assignments	63.77%	Written assignments	55.07%
3	Demonstration by students	62.86%	Demonstration by students	58.57%

4	Project work	62.86%	Project work	44.29%
5	Group activities	61.11%	Presentation by students	43.06%

In terms of frequency of formative assessment, 57.53% respondents claimed that they conduct it every week.

SEGMENT 3 – IMPACT ON TRAINERS AND LEARNERS

The key changes that the respondents have made with respect to how they behave as trainers are:

1. Build self confidence in each student
2. Interact freely with students to become more approachable
3. Recognise the motivations of the students

Apart from the above, the survey also reveals that respondents are also **identifying learning needs of students** and **drawing form the experience and existing knowledge** of the students to become effective trainers and creating a conducive learning environment.

The survey also reveals that the top three things that the respondents do to make their sessions more competency based are:

1. Identifying the key learning objectives and accordingly planning sessions
2. Assessing the students throughout the course to check for knowledge and skill
3. Designing assessments and delivery methods to make students more responsible for learning

The respondents also claimed that in order to make their session more effective they:

1. Design activities to encourage student involvement
2. Make training and learning materials readily available to the students
3. Use session planning sheets to structure sessions

Additionally in order to ensure that the learning content is delivered effectively, the content is understood by the students and there is high involvement by the students, the respondents:

1. Ask open ended questions to draw from the students
2. Create opportunities for students to learn from each other and
3. Give ample opportunities for students to practice

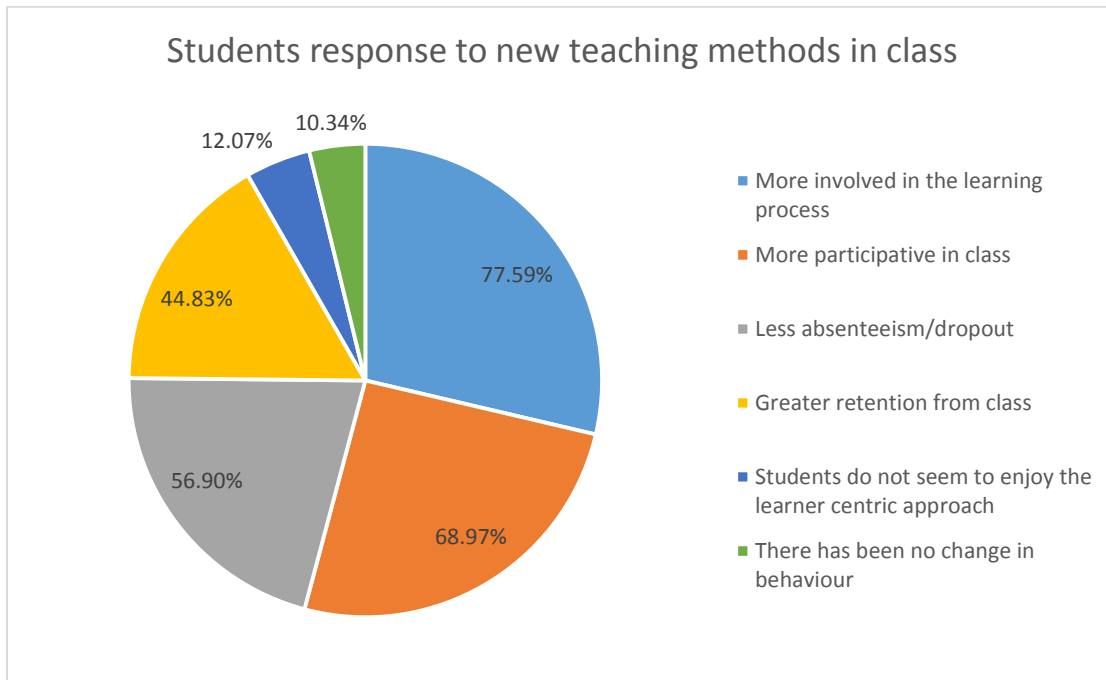
The respondents also believe that giving and receiving feedback is an effective technique for self and student assessment as well as getting students more involved with their own learning process. In this area the survey revealed that respondents:

1. Use positive language and friendly body language while giving feedback
2. Give students the opportunity to practice and develop both the habit and skill of giving and receiving feedback

3. Actively seek suggestions from colleagues and students and are receptive to them

Finally the respondents feel that ever since they have started to apply the learnings from the workshop the students have been responding to the new techniques positively. The survey reveals that the respondents feel that the students are:

1. More involved in the their learning process
2. More participative in class
3. Less absent from class
4. Retaining more from the class



Challenges

The top three challenges that the respondents cited for not being able to apply the learnings from the workshop are:

1. The respondents feel that they need more knowledge about and opportunities to practice the skills and concepts learnt
2. The respondents also feel that they require more support and interest from the organization/managers
3. The respondents also mentioned that they do not have enough resources or time with students to implement the learnings

Few respondents also mentioned class size and content heavy courses to be the reasons, which relates to the third point mentioned above (paucity of time they experience) for not being able to

apply learner centric teaching methods in class. With respect to conducting formative assessments, respondents mentioned that students are also wary of frequent assessments which stops them from conducting frequent formative assessments.

SEGMENT 4 – KNOWLEDGE TRANSFER

98.41% of respondents claim to be transferring the knowledge and skill they gained from the workshop. 44.26% respondents claim that they have been engaged in knowledge transfer weekly. The top five methods through which the respondents are transferring the knowledge are:

1. Sharing teaching aids and materials
2. Providing feedback to colleagues
3. Conducting short workshops for colleagues
4. Organizing informal group meetings
5. Sharing articles or useful links via email

SEGMENT 5 – OPPORTUNITY AREAS

The top three areas that the respondents feel they need to improve on are:

1. Knowledge and skill about CBT
2. Learning more about conducting assessment
3. Develop confidence to implement the learnings in their workplace

Few respondents also mentioned that they will need to improve on designing and conducting group activities that builds the students' confidence and creates an open learning environment. Additionally few respondents also felt that the course content was heavy for the duration and therefore are of the opinion that the course content should either focus on lesser topics or the training duration should be increased in order to give them more time to practice.

As support for further development the top three things that the respondents mentioned are:

1. Refresher courses or further sessions on CBET and training methodology
2. More opportunities to practice the skills learned
3. Opportunities to connect with fellow trainers to exchange knowledge and best practices.

CONCLUSION

The survey reveals that most of the respondents found the workshop relevant to their work and claimed that they have been applying the lessons learned in their workplace. The interest that the workshop created about Competency Bases Training and learner centered approach seems to have sustained even after few months of the training with respondents wanting to know more about the same. The workshop has created a positive impact on their performance as respondents claim that they are applying participatory teaching methods in the class which in turn has been appreciated by their students. However the respondents feel that although the workshop is a good starting step to move from input based learning to output based learning, it is but just that – a first step. Hence they

believe they need further training on CBT for a deeper comprehension of the topic and more opportunities to practice to be able to apply it effectively in their workplace. At the same time the respondents drew attention to the fact that their workplace is not always conducive to practice and develop the skills learned be it for lack of support from their organizations, or paucity of time and resources available. The learners also highlighted the need to connect with other trainers in order to exchange knowledge and develop upon their existing one.

RECOMMENDATIONS

1. Developing a trainer network is imperative in order to disseminate the knowledge further and preventing the momentum and awareness created as a result of the workshop from fizzling out
2. Creating an action plan to maintain and further develop their knowledge and interest in output based learning
3. Integrating the need and habit of self-learning and development at the institution level
4. Greater participation by SSCs and relevant government bodies to facilitate continued knowledge and skill enhancement