

# TRAINING INSTRUCTIONS FOR TRAINERS

PHASE 1  
BEFORE THE WORKSHOP

Before the workshop the following questions will be addressed:

- Who should attend this workshop?
- How to assess the learning needs of the target audience?
- How to review the learning objectives and the workshop agenda based on the needs assessment?

## 1. THE TARGET AUDIENCE

Workshop participants should be policy makers and managers, from both the public and private sectors, involved in the conceptualization and implementation of trade facilitation programmes and measures.

It is useful to reflect upon ideal Guidelines for the participant selection that should be based on the

**ARE IN** approach.

The participant needs:

- A** Authority (decision-making and implementation power)
- R** Resources (allocation of human and financial contributions)
- E** Expertise (Expertise or Experience, recognized competencies)
- I** Information or insight (knowledge of subject details)
- N** Need (directly affected by processes or subject outcomes)

To make a selection of the right participants based on the aforementioned criteria you need to have access to specific data about the participant. We recommend including the following items in the registration form for the training course.

Groups are usually diverse and heterogeneous if you take all the criteria into account. Diversity is an important element that you need to consider when delivering the training. Different learning styles, nationalities, backgrounds, preferences and educational levels necessitate a need to integrate a diverse training approach that accommodates the different needs.

## 2. ASSESSING THE PARTICIPANTS' LEARNING NEEDS

Once participants have been identified, it is advisable to obtain more information of their prior knowledge of trade facilitation, and experience with implementing trade facilitation reforms. It is also useful to explore what their specific needs and work related challenges are. This training pack- age provides you with a simple survey option, which allows the capture of this information. It is advisable to send this questionnaire to the participants three weeks before the workshop. In this way, you can still adjust your training based on the information you can extract from this questionnaire. You can find the learning needs questionnaire in Annex 1.

Data about the participant	Data about the organisation	Participant's needs and expectations
Name	Type of organization	Interest in the workshop Expected benefits
Contact information	Expected benefits for the organization	Particular needs related to trade facilitation implementation Intended actions in using newly acquired competencies
Job title		
Gender		
Age		
Educational level		
Prior training on this subject		
Current function within the Organization		
Current work responsibilities		
Preferred language for training		

### 3. THE LEARNING OBJECTIVES, CURRICULUM AND WORKSHOP AGENDA

These are the following categories of learning objectives that we want to achieve through this workshop:

#### 3.1. Introduction to supply chain management and how to integrate a country into regional and international value chains

- to introduce participants to the supply chain and value chain management
- to identify existing tools and policies to integrate a country into the regional and international value chains
- to identify intergovernmental organizations that are involved in this work

#### 3.2. Introduction to trade facilitation and measures to improve import and export procedures

- to introduce participants to the trade facilitation principles and benefits,
- to present existing structural and practical measures to facilitate trade and how to implement them
- to present the legal framework required for these measures to be implemented efficiently

#### 3.3. Single window implementation

- to explain how a single window system is set up and its benefits
- to explain the required legal framework and resources to allow its full performance

### 4. OVERVIEW OF THE CURRICULUM AND LEARNING ACTIVITIES

Based on the learning needs analysis and the specific context of the training, the trainer can select specific modules from the training package. In the following framework, you will find an overview of the different sessions that the trainer can choose from. We have organized them with a specific flow. Depending on the needs, a workshop can take from two to four full days.

Day 1	Day 2	Day 3
Introduction to supply and value chains	Introduction to Trade Facilitation <ul style="list-style-type: none"> <li>• Overview of measures and legal framework</li> </ul>	Single Window Implementation <ul style="list-style-type: none"> <li>• Focus on legal framework</li> </ul>
The role of Regional and Global Value Chains in economic development	Import & export procedures as part of trade facilitation	The concept of Single Window
Buy-Ship-Pay and business process analysis <ul style="list-style-type: none"> <li>• Creating a more in-depth view of key value chain operations</li> </ul>	Authorized Economic Operators and use of simplified procedures	Setting up a Single Window
Value Chain Analysis Training	Process and data related to Customs modernization measures	Evolution of a Single Window in the context of the Eurasian Economic Union

## 5. STRUCTURE OF A LEARNING ACTIVITY

The learning sessions that you will find in this training package are structured into session sheets in the following way: At the start of each session, you will find the following grid:

Title of the learning session	Description of the session in one sentence
Objective of the learning	What will participants be able to do at the end of the session?
Learning materials	Which specific training materials do I need for this session?
Timing	How much time will this session take?



## 6. IMPORTANT CHECKLISTS FOR THE TRAINER

As a trainer, you have plenty of things to prepare before the workshop starts. Therefore, it might be handy to consult some important training checklists so you do not forget anything before you enter the training room. Stationery and materials checklist:

### Review if you have the following items available in the training room:

- ✓ Power-point presentations
- ✓ Computer, printer and effective speakers (access to)
- ✓ Projector and screen (or white wall)
- ✓ Paper supplies [white, coloured and large poster), markers/pens (coloured & black), writing pads, notebooks, flip-chart (or Poster) paper]
- ✓ Stationery (scissors, string, glue, sticky adhesive ('blutac'), hole-puncher)
- ✓ Facilitator's props (clock or watch, bell)
- ✓ Name tags
- ✓ Photocopier (access to)
- ✓ Workshop agenda
- ✓ Evaluation questionnaires

### Implementation preparation checklist

Prior to implementation	During first session	Throughout the entire workshop
✓ Review materials	✓ Introduce with icebreakers	✓ Remember facilitation roles, tips and challenges
✓ Share briefing notes with participants	✓ Clarify expectations and learning objectives	✓ Record all the results and document as much as possible
✓ Confirm roles and responsibilities	<ul style="list-style-type: none"> <li>✓ Review the agenda and the methodologies</li> <li>✓ Establish ground rules</li> <li>✓ Set up feedback mechanisms</li> </ul>	✓ Reflect and wrap-up

## Facilitator's notes Checklist

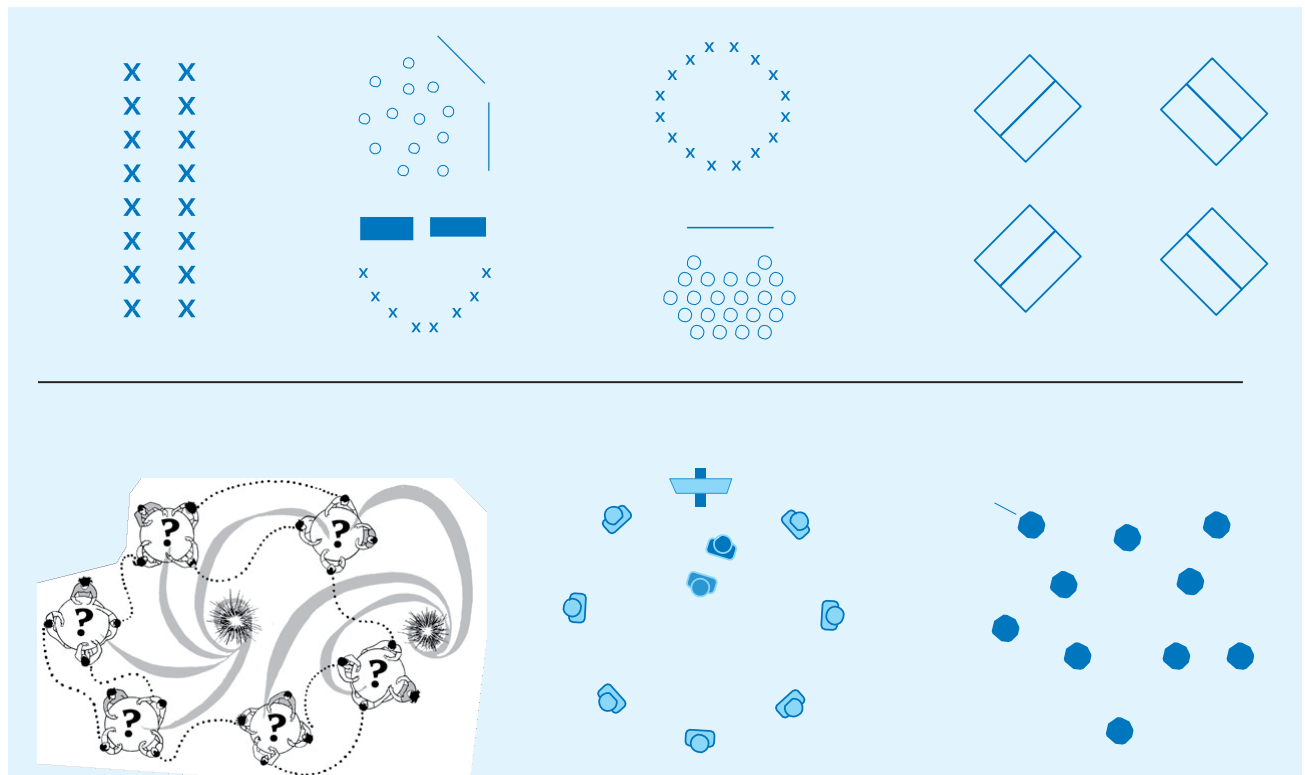
- ✓ **Present/Explain/Make the point.** The trainer will present, explain all the different steps of each session (learning objectives, methodology, presentations). The trainer is also asked to elaborate his or her points with own examples and experiences.
- ✓ **Ask participants.** They are experienced and bring along their own professional contexts. The trainer asks questions on a regular basis to elicit specific examples from the participants.
- ✓ **Work in groups.** The trainer gives clear instructions when participants have to divide themselves into working groups. The instructions can be found in the different sessions. It is important to clarify the roles of group members and explain the procedure and objective of the session.
- ✓ **Facilitate group feedback.** The trainer asks one group to present their work and the others to add perspectives not already discussed by the first group to spur further thinking and explore the various approaches and perspectives of the different groups, i.e. through comparing the findings of the whole group.
- ✓ **Display overhead/projector/power-point.** It is important to use the visual materials in the TF Implementation Guide and the different presentations that are included in the training package. Have them at your disposal at all times.
- ✓ **Distribute hand-outs.** The trainer will give each participant a hand-out. Make sure the hand-out is clear, short, readable and to the point.
- ✓ **Refer to other material.** The trainer will refer participants to additional reading and resources, i.e. specific sections in the TF Guide, website and additional online resources.

Facilitating workshops is a competency that can be acquired only through extensive experience. We recommend you to read the 100 facilitation tips that can give you practical suggestions on what you need to pay attention to as a future trainer: <http://itcilo.wordpress.com/2010/09/06/100-facilitation-tips>



## Room layouts

In the different sessions, you will find different room layouts. Below you will see room structures that can be used.



PHASE 2  
DURING THE WORKSHOP

## Opening and Welcome session

### LEARNING OBJECTIVES

- to welcome the participants and officially open the workshop
- to introduce the objectives and the methodology of the workshop
- to explain the objectives and the structure of the **workshop**
- to explore the participant's needs and expectations

### TRAINING MATERIAL FOR ALL SESSIONS

- presentation
- agenda hand-out
- yellow and green post-its
- flipchart paper
- pencils and markers

### TIMING - 1h 30 min

- Welcome and opening: 30 min
- Breaking the ice: 40 min
- Exploring expectations and contributions: 20min

### METHODOLOGY

#### WELCOME AND OPENING (30 MIN)

The trainer welcomes the participants and presents the overall structure of the **workshop** and the main objectives of the workshop. The objectives as stated in the introduction part of the training manual are shared with the participants together with a hand out of the official workshop agenda.

#### Breaking the Ice (40 min)

After the official welcome and opening of the course, the trainer sets up an icebreaking session to engage the group dynamics and to introduce the participatory methodology that is characteristic of the entire workshops. Every participant will be asked to fill in the following quadrant on a large chart:

Name	
Years of TF experience	Current professional position and relationship to trade facilitation
Best TF experience	What would be the ideal TF manual for you?

Participants have 5 min to fill in the two quadrants and once finished, display the flip chart somewhere in the workshop room. Every group selects one speaker to introduce the group members to the plenary using the flip chart.

## MODULE 1

### SUPPLY CHAIN MANAGEMENT

#### SESSION 1

### THE ROLE OF REGIONAL AND GLOBAL VALUE CHAINS IN ECONOMIC DEVELOPMENT

#### LEARNING OBJECTIVES

- to understand what is a supply chain;
- to understand the role of national, regional and global supply chains in supporting economic diversification;
- to understand how micro, small and medium-sized enterprises (MSMEs) can participate in and benefit from regional and global supply chains.

#### TRAINING METHODOLOGY

This session targets policy makers and senior officials. Therefore, it provides high-level information on the purpose, scope, objectives, tools and available approaches related to supply chain management. After the introductory presentation covering the learning objectives, an exercise will be organized where participants sit in small groups of 4-6 participants. They are asked to identify from 2 to 3 specific products where they believe that national MSMEs could eventually participate successfully in global supply chains and to explain why. Each group then presents their products and all participants vote (using coloured stickers or post-its) to select the most promising products. The "winning" products will then be used as the basis for further exercises during the day.

#### TIMING

- Presentations : 30 minutes
- Group work: 20 minutes for discussions and then 30 to 40 minutes for presentations and 10 minutes for voting (voting could be during a coffee break) where each participant will be given 5 stickers and can allocate those stickers as they like across all the candidates (so they could give all 5 stickers to one product or 1 sticker each to 5 different products, etc.).



## SESSION 2 PUBLIC POLICIES THAT SUPPORT NATIONAL PARTICIPATION IN GLOBAL VALUE CHAINS – AN OVERVIEW

### LEARNING OBJECTIVES

- To gain an overview of the types of public policies that support the participation of national companies and, particularly MSMEs, in regional and global value chains

### TRAINING METHODOLOGY

The information presented in this session is based on experience at the United Nations as well as research undertaken by a wide range of organizations including the OECD, UNCTAD, the World Bank, the World Trade Organization and the Global Value Chains Center at Duke University. We would highly recommend to policy makers who are looking for further resources, the publications listed under “Resources” and “References” at the end of this session. The session starts with an introductory presentation covering the learning objectives, followed by an exercise and a discussion.

### TIMING

- Presentations : 30 to 35 minutes
- Exercise : 25 to 30 minutes
- Presentation and discussion of results: 25 to 30 minutes

## SESSION 3 BUY-SHIP-PAY AND BUSINESS PROCESS ANALYSIS

*– creating a more in-depth view of key value chain operations*

### LEARNING OBJECTIVES

- To understand what the Buy-Ship-Pay model is and its relationship to regional and global value chains
- To understand how the Buy-Ship-Pay model can be used to analyse and improve the operational aspects of value chains
- To gain an overview of Business Process Analysis

### TRAINING METHODOLOGY

The session starts with an introductory presentation covering the learning objectives, followed by an exercise where participants sit in small groups of 4-6 participants. Each group will be assigned one of the top products identified in Session 1. For this product, they will describe what they believe to be the Buy-Ship-Pay process. Each group will report on the results of their discussion and the other groups will comment.

### TIMING

- Presentations: 20 to 25 minutes
- Exercise: 30 to 35 minutes
- Discussion: 30 to 35 minutes for presentations

## SESSION 4 VALUE CHAIN ANALYSIS TRAINING

### LEARNING OBJECTIVES

At the end of this session, the participants should understand:

- The tools available for Business Process Analysis
- The organization of a BPA and the steps involved
- The outputs from a BPA and how to use them to identify priority areas for action

### TRAINING METHODOLOGY

The session starts with a presentation covering the learning objective followed by an exercise where participants sit in small groups of 4-6 participants. Each table will be given business process analysis case study and asked to draw conclusions and make recommendations. Each group will report on the results of their discussion and the other groups will comment.

### TIMING

- Presentation: 20 to 25 minutes
- Case study group work B: 30 to 35 minutes
- Case study discussion: 30 to 35 minutes for presentations

## MODULE 2

### FACILITATION OF IMPORT AND EXPORT PROCEDURES

#### SESSION 1

#### HIGH LEVEL POLICY ORIENTATIONS

##### LEARNING OBJECTIVES

- To raise awareness and understanding on trade facilitation approaches and tools to improve the economy of the country and the region
- To improve the understanding of international framework and identify the country's priorities in the area of trade facilitation

##### TRAINING METHODOLOGY

This session targets policy makers and senior officials. Therefore, it provides high-level information on the purpose, scope, objectives, tools and available approaches related to the facilitation of import and export procedures. The session is followed by 3 subsequent sessions geared at expert level, both from public services and private business.

At the end of the session, an exercise is introduced to ensure comprehension of the subject. In line with time available, the trainer presents the topics for discussion, which are subsequently discussed by the participants in smaller groups or in plenary depending on the number of participants.

##### TIMING

- Presentations 60 min
- Exercise 20 min

#### SESSION 2 IMPORT & EXPORT PROCEDURES AS PART OF TRADE FACILITATION

##### LEARNING OBJECTIVES

- To gain an overview of how import and export procedures can help facilitate trade
- To improve the understanding trade facilitation related cross-border management measures and how to implement them.

##### TRAINING METHODOLOGY

This Session targets experts involved in import & export procedures and cross border operations (government officials and private industry experts). It, therefore, provides a more detailed overview of such measures compared to the high-level session. At the end of the session, an open discussion can take place to ensure comprehension of all subjects. It can also be based upon concrete cases provided for in the Cases stories box.

##### TIMING

- Presentations 45 hour
- Case study and discussion 45 minutes

#### SESSION 3

#### AUTHORISED ECONOMIC OPERATORS AND USE OF SIMPLIFIED PROCEDURES

##### LEARNING OBJECTIVES

- To improve the understanding of the concept and the implementation steps for Authorized Economic Operators (AEO) programs.
- To gain an overview of these simplification procedures as part of the wider trade facilitation efforts.

##### TRAINING METHODOLOGY

This session targets experts involved in import and export procedures in general, and more specifically experts involved in implementing simplification programs as it provides detailed guidelines. At the end of the session, an open discussion ensures comprehension of the subject, but also help participants to identify the priority actions in this area.

##### TIMING

- Presentations 1 hour
- Discussion or exercise 30 minutes

## SESSION 4 PROCESS AND DATA RELATED TO CUSTOMS MODERNISATION MEASURES

### LEARNING OBJECTIVES

- To understand how data harmonization and standardization of import and export procedures can facilitate trade, and which tools and models are available.
- To gain an overview on the required legal basis for paperless exchange of import and export documents.

### TRAINING METHODOLOGY

This session targets Customs officials, policymakers and all professionals involved in cross-border operations. It provides an overview of the documentation harmonization and standardization process along with the legal basis requirements in this area. At the end of the session, discussions can take place in smaller groups or plenary dependent on the number of participants. Topics for discussion are provided at the end of the session

### TIMING

- presentations 1 hour
- discussion or case study: 30 minutes

## MODULE 3

### SINGLE WINDOW IMPLEMENTATION

#### SESSION 1 SINGLE WINDOW HIGH LEVEL POLICY ORIENTATIONS

### LEARNING OBJECTIVES

- To gain an overview of policy issues related to the implementation and use of a Single Window.
- To understand policy-planning steps to move towards an electronic Single Window (SW) and its complexity, including the interaction between the Single Window and the Cross-Border Regulatory Agencies.

### TRAINING METHODOLOGY

This Session targets policy makers and senior officials. Therefore, it provides an overview of actions for smooth cross-border operations, policy and political aspects related to a Single Window development and implementation. The presentations will be followed by a discussion in groups or plenary, dependent on the number of participants. Topics for discussion can be based on the subjects suggested in the manual or based upon concrete proposals for discussion by the participants.

### TIMING

- Presentations 60 min
- Discussion 30 min

### INTRODUCTORY QUESTIONS

- Why has 'Single Window' become a 'buzz word' over the latest years?
- What is your experience so far with a Single Window for Trade?
- Why, in your opinion, has the use of the Single Window not replaced the traditional cross border procedures in your country?
- Do you see an opportunity for the national Single Window to improve its operations in the framework of changes planned and agreed at the level of the Eurasian Economic Union (EAEU)?

## SESSION 2

### THE CONCEPT OF SINGLE WINDOW

#### LEARNING OBJECTIVES

- To understand the most common models, standards and tools of Single Window and the services provided by the facility
- To understand the link between import and export processes, data and the Single Window functionalities
- To understand the importance of the availability of a Legal Framework for single window

#### TRAINING METHODOLOGY

This Session targets experts involved in Single Window implementation and cross-border organizations. Therefore, the learning needs are of a more detailed nature compared to the high-level session. Information will be provided on the scope, objectives, nature, functionality and approaches related to the Single Window projects.

#### TIMING

- Presentations: 30 minutes
- Discussion and exercises: 1 hour

## SESSION 3

### IMPLEMENTING A SINGLE WINDOW

#### LEARNING OBJECTIVES

- To understand the Single window implementation steps based on an evolutionary methodology
- To gain an overview of the Single window project best practices to ensure efficient set-up and functioning.

#### TRAINING METHODOLOGY

The objective of this session is to provide an overview of the single window development process but also project management best practices. The target group includes experts involved in the setting up, operations or expansion of a Single Window. They can part of the government and private sector, directly involved in Single Window projects and or in cross-border organisation activities. At the end of the session, an exercise will be organized where participants sit in small groups of 4-6 participants. Each group is asked to evaluate a certain aspect (legal, technical, etc) of the current single window and come up with ideas on how to improve it.

#### TIMING

- Presentation 45 minutes
- Exercise and discussion 45 minutes

#### Introductory Questions

- If you were requested to prepare the creation of a new Trade Single Window in your country, how would you approach this challenge?
- What do you expect as main challenges for creating a Single Window?
- How long do you think it should take from start to finish to build a Single Window? How long do you think it will really take? How would you explain the difference?

## SESSION 4 EVOLUTION OF A SINGLE WINDOW IN THE CONTEXT OF THE EURASIAN ECONOMIC UNION

#### LEARNING OBJECTIVES

- To gain an understanding of how to gradually migrate paper-document to electronic-document environments, and efficiently implement cross-border exchange
- To discuss the set-up, legal framework, functionality, degree of harmonisation, standardisation and architecture in the framework of a Single Window regional environment, and how the national Single Window needs to evolve to meet the requirements of the Eurasian regional Single Window environment.

#### TRAINING METHODOLOGY

This Session targets experts involved in the management and enhancement of Single Window projects. It provides an overview of a Single Window regional approach, along with necessary legal, architecture and extension requirements for the national Single Window. At the end of the session, participants will discuss in smaller groups or in plenary, a case study, and any issues raised for clarification.

#### TIMING

- Presentation 60 min
- Case study discussion 30 min

#### INTRODUCTORY QUESTIONS

- What changes do you expect with the new Eurasian Economic Union Customs Code and its secondary legislation will generate for the SW in the Kyrgyz Republic? What concrete changes do you expect in terms of operational services of the SW?
- How do you see the organisation and management of these changes to be applied to the national SW in the coming years?
- What is the expected timeframe to implement the expected changes? Is the timeframe in line with business needs and available human and financial resources?

## WRAP UP AND EVALUATION SESSION

### LEARNING OBJECTIVES

- to evaluate the satisfaction of the workshop participants
- **to review what has been learned** so far
- to reinforce knowledge and awareness

### TRAINING MATERIAL

- 3 flipcharts
- 3 markers
- prize for the winning group
- evaluation questionnaire

### TIMING - 1h 30

- Step 1: What did we learn? 60 min
- Step 2: Evaluation of the workshop: 15 min
- Step 3: Final closure 15 min

### TRAINING METHODOLOGY

#### STEP 1: What did we learn in the workshop?

Participants divide themselves randomly in three sub-groups. Groups review the sessions of the three days and generate a list of five challenging questions for the other groups (questions can be about anything covered during the plenary sessions). Questions must be clearly formulated and written down (e.g. on flipcharts)

The other groups are invited to answer the questions from one group; the suggesting team validates the responses and/or provides additional information.

Competition between sub-groups: the winner is the team that generates the highest number of unanswered questions.

#### STEP 2: Evaluation

Participants receive the trade facilitation evaluation questionnaire and take about 20 min to complete the questionnaire in silence.

#### STEP 3: Closure

The trainer ends the course with the most significant conclusions of the last three days and asks every participant to come up with one sentence that best describes their learning throughout the past three days.

# PHASE 3 AFTER THE WORKSHOP

This training package contains an elaborate evaluation strategy on how to measure the impact of the workshop at three different levels. The evaluation strategy is an integral part of the workshop activity so that timely evaluation information is available for decision-making and to ensure that the organiser of the workshop is able to demonstrate accountability to stakeholders.

## WORKSHOP EVALUATION INSTRUMENTS INCLUDED IN THE TRAINING PACKAGE

### LEVEL 1:

As a trainer you can have access to a standard questionnaire. Its objective is to assess the participants' satisfaction in order to improve the perception of the quality of learning. (see Annex 3)

### LEVEL 2:

In a second stage you can question the participants at the end of the workshop through a series of standard questions in order to assess whether the participants have learned what they were supposed to learn. This will give us additional information on whether the learning objectives were achieved or not. (see Annex 2).

### LEVEL 3:

Finally a short follow-up survey is included in the package to send out 6 months after the workshop. This information will provide us with more detail about the effective implementation of the lessons learned based on the Guide (see Annex 4). To understand the picture, you will recognize the first three levels that were explained before. For each of these three levels you have instruments to measure the impact of the TF Implementation Guide workshop (cf. Annexes 2, 3 and 4). Level 4 and level 5 require more complex instruments to measure impact and are not included in the scope of this manual. To conduct impact assessment studies on these two levels, additional separate resources and instruments are needed.

In addition to the instruments we advise for these three levels, we suggest that the trainers undertake an after-action review right after the training, together with the participants and the resource persons. Apart from the more structural feedback through the different questionnaires, the results of the after-action review can be used to adjust and optimize the workshop for the next round.

## AFTER-ACTION REVIEW

The after-action review by the participants involved in the workshop is a structured facilitated process that can be used to debrief the workshop to analyse what happened, why it happened, and how it can be made better.

1	3
What were our intended results?	What caused our results? (Why did it happen?)
2	4
What were our actual results? (What really happened?)	What will we retain? Improve? (What can we do better next time?)

These four steps need to be completed in small groups. In the first step, you review the learning objectives of the workshop. In the second step, you discuss what you have achieved throughout the entire workshop. In the third step, you analyse the achieved results in more depth and look for causes of the achieved successes and failures. In the last and fourth step, you see what you could do better and improve and decide on what needs remain.

1. Hold the AAR (After-action review) immediately after the workshop. AARs are carried out immediately while all the participants are still available, and their memories are fresh.
2. Create the right climate. The ideal climate for an AAR to be successful is one of openness and commitment to learning. Everyone should participate in an atmosphere free from the concept of seniority or rank. AARs are learning events rather than critiques.
3. Ask 'what was supposed to happen?' The facilitator should start by dividing the event into discrete activities, each of which had (or should have had) an identifiable objective and plan of action. The discussion begins with the first activity: 'What was supposed to happen?'
4. Ask 'what actually happened?' This means the team must understand and agree facts about what happened. Remember, though, that the aim is to identify a problem not a culprit.
5. Now compare the plan with reality. The real learning begins as the team or teams compare the plan to what actually happened in reality and determines 'Why were there differences?' and 'What did we learn?' Identify and discuss successes and shortfalls. Put in place action plans to retain the successes and to improve upon the shortfalls.

6. Record the key points. Recording the key elements of an AAR clarifies what happened and compares it to what was supposed to happen. It facilitates sharing of learning experiences within the organizing team and provides the basis for further improvement of the workshop.

## TRAINING REFERENCES

**Title: TRAINING OF TRAINERS: A FACILITATION SKILLS PROGRAM FOR POTENTIAL TRAINERS/FACILITATORS**

Corp. Auth: UNITED NATION OFFICE AT NAIROBI. DEVELOPMENT AND TRAINING UNIT

Published: NAIROBI: UNITED NATIONS, 2007

Description: 86 P

Location: ONLINE / 3020 / Electronic document -/- Link full text: [www.box.net/shared/o6z8sfgnzu](http://www.box.net/shared/o6z8sfgnzu) Link Org/Pub: [www.unon.org](http://www.unon.org)

**Title: HOW TO ORGANIZE AND RUN LEARNING WORKSHOPS**

Corp. Auth: UNSSC; UNESCO

Published: UNICEF, 1987

Description: 78 P

Location: ONLINE / 3020 / Electronic document -/-

Link full text: [www.undp.org/oslocentre/docs08/learning/](http://www.undp.org/oslocentre/docs08/learning/how_to_run_workshops_UNICEF_and_UNSSC.pdf)

[how\\_to\\_run\\_workshops\\_UNICEF\\_and\\_UNSSC.pdf](http://www.undp.org/oslocentre/docs08/learning/how_to_run_workshops_UNICEF_and_UNSSC.pdf)

Link Org/Pub: [www.unicef.org](http://www.unicef.org)

**Title: TRAIN THE TRAINER: TRAINING FUNDAMENTALS: INSTRUCTOR'S REFERENCE MANUAL**

Corp. Auth: UN ECONOMIC AND SOCIAL COMMISSION FOR ASIA AND THE PACIFIC (ESCAP)

Published: NEW YORK: UNITED NATIONS, 2001

Description: 117 P

Location: ONLINE / 3020 / Electronic document -/-

Link full text: [www.unescap.org/ttdw/common/TFS/FFMultimodalTx/TOT.pdf](http://www.unescap.org/ttdw/common/TFS/FFMultimodalTx/TOT.pdf)

Link Org/Pub: [www.unescap.org](http://www.unescap.org)

**Title: TRAINING CONTRACTORS FOR RESULTS: A GUIDE FOR TRAINERS AND TRAINING MANAGERS**

Author: HERNES T; MILES D (ED.)

Corp. Auth: ILO

Published: GENEVA: INTERNATIONAL LABOUR OFFICE, 1988

Description: 111 P ISBN: 92-2-106253-8

ENG.Thesaurus: ILO pub trainer training programme management development construction industry Guide Location: MDC / 1000 / 34752-A -/-

Link Org/Pub: [www.ilo.org](http://www.ilo.org)

**Title: CURRICULUM FOR THE TRAINING OF TRAINERS IN GEN- DER MAINSTREAMING**

Author: CHEGE R; PATEL A (ED.)

Corp. Auth: AFRICAN WOMEN'S DEVELOPMENT AND COMMUNICATION NETWORK

Published: NAIROBI: AFRICAN WOMEN'S DEVELOPMENT AND COMMUNICATION NETWORK

Description: 48 P

ENG.Thesaurus: teaching and training material training of trainers gender mainstreaming gender equality women's rights

Location: ONLINE / 0080 / Electronic document -/-

Link full text:

[www.femnet.or.ke/documents/curriculum\\_training\\_eng.pdf](http://www.femnet.or.ke/documents/curriculum_training_eng.pdf)

Link Org/Pub: [www.femnet.or.ke](http://www.femnet.or.ke)

Link Intranet: [pdf/2006/curriculum\\_training.pdf](http://pdf/2006/curriculum_training.pdf)

**Title: 12 HABITS OF SUCCESSFUL TRAINERS**

Author: BIECH E; NAUGHTON J

Corp. Auth: AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT (ASTD)

Published: ALEXANDRIA, VA: AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT, 2005

Description: 16 P

Series: ASTD INFOLINE: BASICS OF TRAINING; NO. 0509

ISBN: 1-56286-396-7

ENG.Thesaurus: learning element training of trainers;

Location: MDC / 3020 / 33392-A -/-



# Annex 1

## PRE-TRAINING SURVEY:

### LEARNING NEEDS ANALYSIS

#### 1. INTRODUCTION

Dear participant,

We invite you to fill in this pre-training survey in relation to the upcoming Trade facilitation implementation Guide workshop. This information will allow us to adapt the workshop better to your learning needs and expectations.

#### 2. RESPONDENT'S DETAILS

##### 1. SEX:

- Female
- Male

##### 2. AGE:

- Less than 30
- 30-39
- 40-49
- 50-59
- More than 60

##### 3. COUNTRY YOU WORK IN:

.....

##### 4. TYPE OF INSTITUTION YOU WORK FOR:

- Workers' organization
- Employers' organization
- Government/public administration
- Non-governmental organization
- Private enterprise
- International organization
- Other (please specify)

##### 5. YOUR CURRENT POSITION:

Job title: .....

Main responsibilities: .....

Main field of work: .....

##### 6. YOUR WORKING EXPERIENCE IN "TRADE FACILITATION IMPLEMENTATION":

- More than 5 years
- 2-5 years
- 1-2 years
- Less than 1 year
- No experience

##### 7. IF YOU HAVE WORKING EXPERIENCE, PLEASE BRIEFLY DESCRIBE IT:

.....  
 .....  
 .....

##### 8. AS A PARTICIPANT, HOW CAN YOU CONTRIBUTE TO THIS COURSE TO MAKE IT AN ENRICHING EXPERIENCE FOR ALL? PLEASE BE SPECIFIC.

.....  
 .....  
 .....  
 .....

##### 9. HAVE YOU PARTICIPATED IN OTHER TRAINING INITIATIVES ON TRADE FACILITATION IN THE LAST FIVE YEARS?

- Yes
- No

##### 10. IF SO, PLEASE BRIEFLY DESCRIBE THEM (TITLE, YEAR, TRAINING ORGANIZATION, ETC.)

.....  
 .....  
 .....

##### 11. DOES YOUR JOB REQUIRE YOU TO TRAIN OTHER PEOPLE?

- Yes, very often
- Yes, sometimes
- Yes, but very rarely
- No



# Annex 2

## PRE- AND POST-SELF-EVALUATION

### ENTRY SELF-EVALUATION

To evaluate the effectiveness of the training activity that you are attending. To help us, we ask you kindly to complete this self-evaluation form. As well as this form, we will ask you to complete another one at the end of the training.

Your answers to all questions are anonymous. However, so that we can group your evaluation forms together while maintaining your anonymity, we would like you to create a code and use it on every form.

To create your own personal, confidential evaluation code, please write the following:

The first letter of the town where you were born: .....

The first letter of your mother's first name: .....

The year that you were born: .....

For example, a participant born in Lusaka to a mother named Vivien in 1960, would have the code L-V-1960.

The items on the next sheet cover the main contents of the upcoming training sessions. For each item, you will find a short question and a scale on which you can indicate your level of knowledge about specific topics. Please take your time to answer each question and then, on the scales that follow, use an X to indicate what, in your opinion, is your level of knowledge about the specific topic.

If you don't know the answer to a question, please leave it blank. The purpose of this questionnaire is not to test you, but to evaluate our effectiveness in providing you with quality training.

1. Trade Facilitation Implementation	
1. What is your general knowledge about Trade Facilitation Implementation?	
<hr/>	
	<i>About the topic on the left, I consider my knowledge...</i>
General knowledge about trade facilitation implementation	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
Insert specific content/topics	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
2. Trade Facilitation instruments	

## TRAINING OF TRAINERS

<u>1. What level do you consider is your knowledge of trade facilitation instruments?</u>	
	<i>About the instruments on the left, I consider my knowledge...</i>
Insert specific instruments	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
<b>3. Which organizations are relevant for Trade Facilitation Implementation?</b>	
1. _____ 2. _____ 3. _____	
	<i>About the organizations on the left, I consider my knowledge...</i>
	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
<b>4. Supply chain management</b>	
<u>1. What is your knowledge about supply chain management?</u>	
	<i>About the domains on the left, I consider my knowledge...</i>
Insert specific topic	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
Insert specific topic	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
Insert specific topic	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
<b>5. Single window implementation</b>	
<u>1. What is your knowledge about single window?</u>	
	<i>About the topics on the left, I consider my knowledge...</i>
Insert specific content/topics	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
Insert specific content/topics	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong

**Thank you for completing this evaluation form!**

FINAL SELF-EVALUATION

Please write in the box below the code that you had written on your first questionnaire:

The first letter of the town where you were born:
The first letter of your mother's first name:
The year that you were born:

For example, a participant born in Lusaka to a mother named Vivien in 1960, would have the code L-V-1960.

The items on the next sheet cover the main contents of this workshop. For each item, you will find a short question and a scale on which you can indicate your level of knowledge about specific topics. Please take your time to answer each question and then, on the scales that follow, use an X to indicate what, in your opinion, is your level of knowledge about the specific topic.

If you don't know the answer to a question, please leave it blank. The purpose of this questionnaire is not to test you, but to evaluate our effectiveness in providing you with quality training.

1. Trade Facilitation Implementation	
1. What is your general knowledge about Trade Facilitation Implementation?	
<hr/>	
	<i>About the topic on the left, I consider my knowledge...</i>
General knowledge about trade facilitation implementation	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
Insert specific content/topics	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
2. Trade Facilitation instruments	
1. What level do you consider is your knowledge of trade facilitation instruments?	
<hr/>	
	<i>About the instruments on the left, I consider my knowledge...</i>
Insert specific instruments	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
3. Which organizations are relevant for Trade Facilitation Implementation?	
1. _____	
2. _____	
3. _____	

## TRAINING OF TRAINERS

	<i>About the organizations on the left, I consider my knowledge...</i>
	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
<b>4. Supply chain management</b>	
<p>1. What is your knowledge about supply chain management? _____</p>	
	<i>About the domains on the left, I consider my knowledge...</i>
Insert specific topic	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
Insert specific topic	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
Insert specific topic	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
<b>5. Single window implementation</b>	
<p>1. What is your knowledge about single window? _____</p>	
	<i>About the topics on the left, I consider my knowledge...</i>
Insert specific content/topics	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
Insert specific content/topics	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong

**Thank you for completing this evaluation form!**

# Annex 3

## END OF WORKSHOP EVALUATION QUESTIONNAIRE

Trade Facilitation workshop evaluation questionnaire

Venue..... dates .....

### Evaluation questionnaire

#### Instructions

Please complete the questionnaire below. This will help us to improve the workshop. Please be totally frank, as we are interested in your opinion, whether it is positive or negative, and we shall take it into account in planning future workshops.

This questionnaire is anonymous. To help us analyze the evaluation results, we have added a space for you to indicate your gender and the type of organization you work for. If you prefer not to provide such details, simply leave the space blank.

Please give each aspect of the course set out below a mark from 1 to 5, with 1 being the minimum and 5 the maximum. On this scale, the average mark is 3.

If you think that a question does not apply to you, or that you do not have the information needed to answer it, check the "no opinion" option.

You can give only one answer to each question.

<p>Please indicate :</p> <p><b>Sex</b></p> <p><input type="checkbox"/> Female</p> <p><input type="checkbox"/> Male</p> <p><b>Type of organization</b></p> <p><i>(Please indicate only one response. If you are involved in more than one type of organization, please select the one you are representing during this activity.)</i></p> <p><input type="checkbox"/> Government/public institution</p> <p><input type="checkbox"/> Non-governmental organization</p> <p><input type="checkbox"/> Training/academic institution</p> <p><input type="checkbox"/> Trade Union organization</p> <p><input type="checkbox"/> Ministries of Labour</p> <p><input type="checkbox"/> Currently unemployed</p> <p><input type="checkbox"/> Intergovernmental organization</p> <p><input type="checkbox"/> Private enterprise</p> <p><input type="checkbox"/> UN organization</p> <p><input type="checkbox"/> Employer organization</p> <p><input type="checkbox"/> Other</p>
---

**I - INFORMATION RECEIVED BEFORE THE ACTIVITY**

	1	2	3	4	5	No Opinion
1. Before participating in this activity, were you clear about its objectives, contents and methods?						

**II - THE WAY THE ACTIVITY WAS DELIVERED**

<b>Objectives</b>						
2. Having participated, are you now clear about the objectives of the activity?						
3. To what extent were the activity's objectives achieved?						
<b>Contents</b>						
4. Given the course's objectives, how appropriate were the activity's contents?						
5. Given your level of prior learning and knowledge, how appropriate were the activity's contents?						
6. Have gender issues been adequately integrated in the training?						
<b>Methods</b>						
7. Were the learning methods used generally appropriate?						
<b>Resource persons / Tutors</b>						
8. How would you judge the resource persons' overall contribution?						
<b>Group of participants</b>						
9. Did the group of participants with whom you attended the activity contribute to your learning?						
<b>Materials/Media</b>						
10. Were the materials/media used during the activity appropriate?						
<b>Organization</b>						
11. Would you say that the activity was well organized?						
12. Would you call the Secretariat efficient?						

**III - USEFULNESS OF THE ACTIVITY**

13. Are you satisfied with the quality of the activity?						
14. How likely is it that you will apply some of what you have learned?						
15. How likely is it that your institution/employer will benefit from your participation in the activity?						

16. How would you suggest the resource persons improve the overall quality of their contribution?  
(You may name someone in particular if you wish.)



## TRAINING OF TRAINERS

Please use the grid below if you wish to comment on a particular question.

Number of the question	Comments

SPECIFIC workshop-related questions:

1. What is your feedback on the usefulness of the trade facilitation workshops?

2. Specific expectations for additional support in the follow up phase:

**Thank you for completing this questionnaire!**

# Annex 4

## Follow-up survey

### Trade Facilitation Workshop Follow-up Questionnaire

This questionnaire has been designed to collect information about the impact of the **Trade Facilitation Workshop**.

The questionnaire looks at the ways in which you have applied what you learned to your job, the action you and/or your institution have taken to apply what was learned, and the constraints and the opportunities you faced in doing so.

To provide responses, you will need to reflect on the workshop activity and think about specific ways in which you have applied what you learned from it. In order to do that properly, it may be helpful for you to review the workshop programme and materials provided during the activity, together with any action plan that you drew up.

Please be as candid as possible in your answers.

Thank you very much in advance for taking the time to complete this questionnaire!

### RESPONDENT'S INFORMATION

Please give the following information:

1. Name and surname (as given in your passport):

.....  
 .....

2. SEX:

- Female
- Male

3. COUNTRY you work in:

.....  
 .....

4. Type of organization:

Please select the type of organization you represented during the training activity

- |   |  |
|---|--|
| <input type="checkbox"/> Trade union organization       | <input type="checkbox"/> Private enterprise            |
| <input type="checkbox"/> Ministry of Labour             | <input type="checkbox"/> Training/academic institution |
| <input type="checkbox"/> Employer organization          | <input type="checkbox"/> Other UN organization         |
| <input type="checkbox"/> Government/public institution  | <input type="checkbox"/> Currently unemployed          |
| <input type="checkbox"/> Intergovernmental organization | <input type="checkbox"/> Other (please specify)        |
| <input type="checkbox"/> Non-governmental organization  | .....  |

## APPLICATION OF LEARNING

5. To what extent did your competencies improve as a result of your participation in the training activity?

- No improvement
- Slight improvement
- Moderate improvement
- Large improvement
- Very large improvement

6. Please select the competencies that you have improved the most as a result of your participation in the training activity:

- Analysing
- Synthesizing data and concepts
- Making decisions
- Identifying problems and providing solutions
- Researching
- Counselling
- Training others
- Communicating
- Establishing interpersonal relationships
- Networking
- Management
- Persuading and leading
- Negotiating
- Planning and organizing projects and/or people
- Observing, assessing and evaluating things and/or people

Other (please specify)  
.....

7. To what extent did your job performance improve as a result of your participation in the training activity?

- No improvement
- Slightly improvement
- Moderate improvement
- Large improvement
- Very large improvement

Please provide concrete examples, such as attitudes, tasks, activities, products and services:

8. Since the training activity, have you made use of: The training materials and documents distributed during the activity? 1 Never....5 always  
The networking opportunities you had during the activity?

9. Which activities have you engaged in as a result of your participation in the training activity?

Please provide concrete examples:

.....  
.....

10. What are the main factors, if any, that have contributed to the concrete use of the competencies you acquired?

- The general situation in my country
- The priorities within my organization
- Availability of financial resources
- Availability of human resources
- Support from my supervisors
- Support from my colleagues
- I had enough authority to influence consideration of ideas and their application
- No particular factor
- Other (Please specify):  
.....

11. What are the main constraints, if any, that you have faced in using the competencies acquired during the training activity?

- I have NOT faced any constraints
- The general situation in my country
- The priorities within my organization
- Lack of financial resources
- Lack of human resources
- Lack of support from my supervisors
- Lack of support from my colleagues
- I had enough authority to influence the application of new ideas
- The course content proved irrelevant
- Other (Please specify):  
.....

## ORGANIZATIONAL IMPACT

12. To what extent has the performance of your organization improved as a result of your participation in the training activity?

- No improvement
- Slight improvement
- Moderate improvement
- Large improvement
- Very large improvement



