Maternity Protection Resource Package

From Aspiration to Reality for All

International Labour Organization

PART THREE

Module 15

# Capacity development and training on Maternity Protection at work

GIFA IBFAN unicef World Health Organization ITC International Training Centre UN WOMEN United Nations Entity for Gender Equality and the Empowerment of Women UNFPA

INTERNATIONAL LABOUR ORGANIZATION

# Maternity Protection Resource Package

## From Aspiration to Reality for All

## Module 15:

# Capacity development and training on Maternity Protection at work

Conditions of Work and Employment Programme (TRAVAIL) • 2012

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# Module 15:
# Capacity development and training on Maternity Protection at work

Training is an important part of capacity development. As it relates to maternity protection, training will be focused on acquiring information and skills to enable trainees to understand the issues and to incorporate them into their on-going work. It should also foster in the participant a commitment to action and a desire to exploret how they feel about maternity protection issues. They will in turn enable them tounderstand a wider range of issues and perhaps challenge some of their own preconceptions.

## Key contents

This module will cover the basic principles of designing effective training programmes, and will provide relevant guidance and tools for designing training on maternity protection. In particular, the module will cover:

- How adults learn
- The purpose of the training
- Design considerations
- Logistics and constraints
- Validation and evaluation

## The purpose of the training

The first question to be answered in preparing any training activity is: ‘What is the purpose of the training?’ Although it seems an obvious question, the answer is often elusive. The worst types of training take a ‘scattergun’ approach that attempts to spray the participants with a potpourri of ideas and concepts with little clarity of purpose. There are a number of ways of thinking about the purpose of the training.

The first is related to the overall aim or desired outcomes. The second is related to the needs of the target group to be trained. Whilst the first consideration will help with the decisions around content, it is the second consideration that will help to define what learning interventions are most suitable and what levels of breadth and depth the training can hope to reach.

## The overall aim of the training

The first consideration of the desired outcomes should help to link to the overall result or impact of the capacity development intervention.

The purpose of the training should be written in the form of learning objectives. There are two types of learning objectives.

The first is **the aim or purpose of the programme** and should be written as an outcome or result. For example:

> *The aim of this two-day programme is to provide an introduction to the issues of maternity protection at the workplace, so that participants are equipped to advocate for improvements in maternity protection at the enterprise level.*

The result of this workshop should complement the wider outcomes for the whole capacity development programme. The workshop should have one overall aim, the understanding of which will help the participants comprehend its relevance for them.

The second type of learning objective is **the learning objective for each session**. These objectives should be written as a list of learning outputs to make clear what participants will be doing during the event. These learning objectives or outputs normally begin with an active verb that describes what participants will have done. For example:

By the end of the first day, participants will have:

- discussed the issues of maternity protection at work;
- identified the five basic components of maternity protection;
- compared their current national legislation with the five components;
- identified challenges in national legislation on maternity protection and its implementation.

There should be no more than five learning objective for a one-day event, and the learning objectives should reflect the **key learning activities** rather than try to describe everything that will be covered during the day. If the learning objectives are written as outputs, participants are clear about what they are expected to cover and facilitators can measure the progress they are making.

## The needs of the participants

Another way of thinking about the purpose of the training is to be clear about **what the participants need** in terms of:

- providing knowledge;
- developing skills and the capability to apply new tools;
- gaining commitment and changing attitudes.

If the event is designed to provide new knowledge, it is critical to understand what knowledge and experience the participants already possess and what new knowledge they require. In order to do this respectfully, it is necessary for the trainer to ask questions and encourage participants to share their knowledge and then provide them with new knowledge in a format that is easy to access and digest.

Creating a space for participants to explore their feelings and commitment to an idea or action requires an understanding of the experiences and knowledge they bring with them, as these form the foundation of their views. There may be very different understandings and perspectives on maternity protection, for example among a group composed of women and men.

Concerning gender equality, for example, some participants might believe that protection through the adoption of legislation is adequate, while others might feel it is necessary to go a step further and argue for promotion as the appropriate intervention to address historical inequalities. A third group might perceive gender inequality as something that can only be addressed by mainstreaming gender issues. Participants in maternity protection training events may come with a similarly wide range of beliefs about maternity rights and it cannot be assumed that all participants will have a similar perspective or level of commitment.

When considering the mix of participants, it is easy to imagine that workers and employer representatives will come with varying perspectives. However, the strength of the ILO is built on the diversity of constituent perspectives. In training on maternity rights, capturing and building on the different starting points and priorities will strengthen the training intervention rather than weaken it.

Thus, when considering the target group, think about what “entry points” exist to raise specific issues. For example, if you are expecting employer representatives to be worried about the costs of maternity protection, ensure that you have prepared adequate material to help them consider the issues and examine the evidence for themselves.

## Design considerations

### Gaining commitment and changing attitudes

In order to gain commitment or change attitudes, participants need time to explore and examine a wide range of perspectives and ideas. Therefore, any training that aims to build a commitment or to change attitudes needs to be participatory.

In a participatory-type training process, it is important to recognize:

- All participants’ perceptions and interpretations of reality are influenced by their perspectives.
- There is no “wrong” or “right” in any of these perceptions, even if two different people seem to see the opposite in the same thing.
- Only a combination of many different perspectives will reveal a picture which comes close to reality: like a mosaic, life issues reveal themselves only once a number of differing perspectives are pieced together.

Thus, participatory workshops and other participatory processes are best conducted in groups and facilitated by interdisciplinary teams. Participatory processes should try to include as many perspectives as possible, in terms of the composition of the facilitators' team, the tools and techniques, sources of information (resource people) and trainees.

## Planning a session

It is important to prepare a session plan; even one page can help with the design of a training session, provide an overview of the days involved and give a sense of the balance of activities planned. See ***TOOL SHEET 15.1*** for an example of a session plan.

A session plan usually contains four columns. The first identifies the subject or topic. The second briefly describes the activity planned. The third column can either be used to identify the learning objective associated with the activity or to articulate the session's key messages. Finally, the fourth column lists the materials and equipment required for the session and serves as a checklist when preparing these for delivery to the training venue. Some trainers might add an additional column to record more precise timings of activities. This can be useful for less experienced trainers, or for a team if more than one person will be delivering the training.

Session plans are not typically for course participants; they are a tool to aid the course team plan and design the event. However, often once the session plan has been finalized, the first column can be copied and turned into a programme outline for participants.

A key role of the facilitator is to ensure the programme runs to time. This can be challenging especially if there are many resource people and a large group of participants. Use your session plan to build in time for a 30 minute coffee break, for example, even if you plan and tell participants that coffee breaks will be 15 minutes.

Effective time management is made easier if you can enlist the support of participants. Asking individual participants to be responsible for time management can begin during the ground rules setting session, but can continue throughout the training sessions and break times. If appropriate you can also introduce the idea of "forfeits" for lateness. These should not be too punitive and be kept in good humour; nevertheless, they can serve as a reminder that time-keeping is important for getting through the material.

## The size of the group

After clarifying the purpose, a major consideration for the design of the event is the size of the group. Obviously a small group allows for a more intimate learning environment where everyone can have their say and feedback can be given. For a larger group (e.g. over 20 participants) extra consideration needs to be given to planning adequate opportunities for participants in larger groups to experience, hear and to share.However, large groups often need to be broken down into smaller, interactive working groups to avoid long, boring sessions in which several groups provide more or less the same feedback over and over again. Extra consideration should also be given to small groups, to ensure that sufficiently diverse experiences and exercises are planned that allow for rich and valuable group work. The optimum group size for participative learning activities is somewhere between 12 and 20.

## Types of learning activities and intervention styles

The size of the group is one characteristic that will influence the type of learning activity selected. For larger groups it may be appropriate to rely on presentations and lectures. However, this is not always necessary. There are also cultural dimensions to acquiring new knowledge and these should be considered when deciding whether lectures, demonstrations or discussions are more appropriate. Some groups will be happy to read and prepare material prior to the event and others will not. A realistic analysis of the cultural dimensions of learning will also avoid wasting time by asking people to undertake tasks they will not do (such as pre-course reading or overnight "homework"). It is worth considering the range of learning activities and their advantages and disadvantages. Activities may include:

- presentations and lectures;
- demonstrations and field visits;
- case studies;
- generating ideas by using Visual Aids in Participatory Processes (VIPP);
- role playing;
- facilitation;
- open space.

These methods of training range from very formal to more participatory, and the choice of methods used will depend on the available trainers' capacities and skills; their role as teachers or facilitators; the degree and type of knowledge to be imparted; the time available; the participants' degree of knowledge of maternity protection and some of the other issues raised above.

Participatory workshops are often very lively, but the facilitators need to know in advance their attainment aims, so as to maintain a sense of direction. It is also important to allow time for questions and discussion, and to present in advance a number of topics for participants to think about.

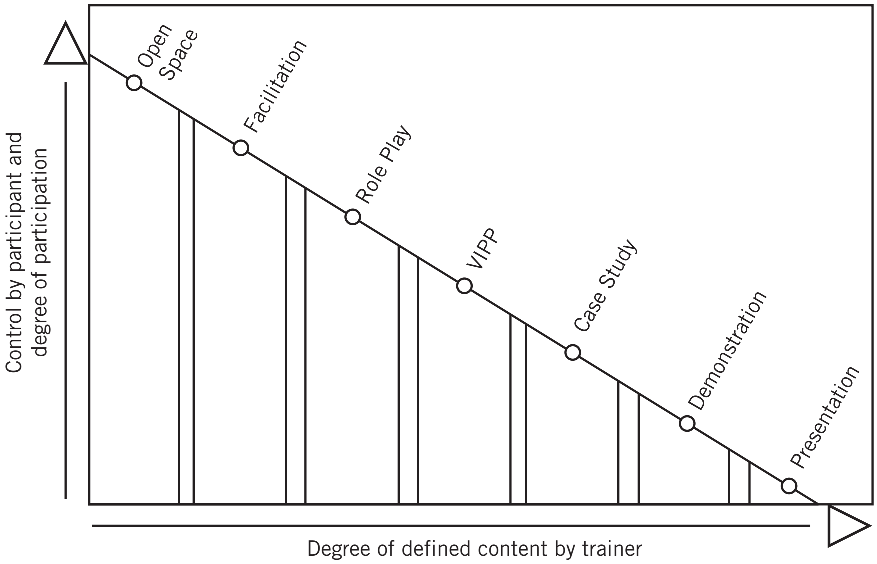
Some essential points to remember, whatever training methods are adopted:

- Participant capacity to remain focused is generally short and therefore a variety of ways of learning should be used to keep their attention.
- Participants generally like to participate even if they may be intimidated at the outset.
- Participants often do not know or understand technical expressions and words about maternity protection: it is important to explain topics clearly and simply throughout the training.
- Repetition reinforces training content.
- All ideas are valid and there should be no judging either on behalf of the facilitator or of the participants.

During presentations and lectures, the trainer defines the content and duration of the session. In this type of session, participants have little control and are passive recipients of information.

**Figure 15.1**, below, illustrates the degree of control over the learning process from two perspectives: that of the participants and that of the trainer. Moving down the list, participants are expected to be increasingly engaged and take more control of the content and the direction of the learning.

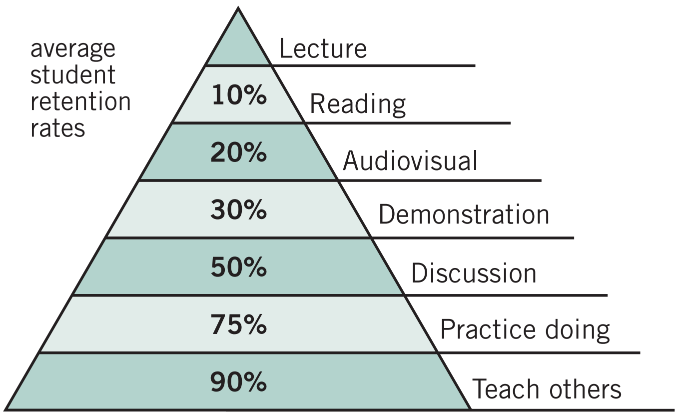
**Figure 15.1**




In open space, the participants decide what is to be discussed and how; the facilitator is only responsible for managing the group dynamics and processes or structuring the open space event. The facilitator should not intentionally influence the conclusions reached by the participants. At this point the participants in fact become the "trainers".

There is a strong belief within the learning and development profession that presentation alone is not the most efficient method to ensure a high retention of information. In fact, participants teaching something to someone else facilitates the highest level of retention (see **Figure 15.2**).

**Figure 15.2**[1]
**Learning Pyramid**




[1] Original source unknown although often erroneously attributed to National Training Laboratories (NTL). According to Magennis and Farrell, "NTL believes it to be accurate but says that it can no longer trace the original research that supports the numbers". S. Magennis and A. Farrell: "Teaching and learning activities: Expanding the repertoire to support student learning", in G. O'Neill, S. Moore and B. McMullin (eds.) *Emerging Issues in the Practice of University Learning and Teaching* (Dublin, Higher Education Authority, 2005).

When selecting an appropriate intervention style there are other considerations apart from the level of control. There is no one right or wrong style to use, but some styles are more appropriate depending on the desired outcome.

**Table 15.1** below provides a guide to appropriate intervention styles based on some of the characteristics of the group of participants, the resource people or external constraints, such as time.

**Table 15.1**

| Considerations when choosing an intervention style | | |
|---|---|---|
| **Characteristics/ External constraints** | **"A lot" or "High"** | **"Little" or "Low"** |
| **Time** | Facilitation and exploration of a topic allows much greater understanding | If there is not much time available then presentations are the quickest way to get information across |
| **Number of different ways to achieve a task or action** | If there are many different ways to achieve a particular task or action, it is helpful for the group to have plenty of opportunities to share the different ways and identify the relative strengths and weaknesses | If there is clearly only one way to undertake a particular task or action, then instruction is much more effective than group discussion and allows more time to practice the task |
| **Commitment required** | If it is important that the group members commit to the issues, they should be explored and participants' learning should be validated; this is better achieved by facilitating discussions in plenary and small groups | If there is no great commitment required then presentations of information may be adequate |
| **Group experience** | If the group is very experienced and knows a lot about the subject/issue, they may feel patronized if they are not invited to share the wealth of experience they have | If the group members have little or no experience of the issue, they should be provided with information before being asked to share their opinions or ideas |
| **Cultural expectations of participation** | Where the expectation of participation and the exchange of ideas and perspectives is valued, then the group should have opportunities to participate and share | Presentations and passive learning approaches can be used where the level of engagement is low and information is mostly provided by the trainer or instructor |
| **Facilitation-Trainer skill** | Trainers with experience in facilitation and working with groups can effectively lead more participative interventions | Where trainers are experienced in presentations and in content but not in managing groups or facilitation, participative interventions should be carefully planned and designed, otherwise presentations may be best |

For example, if you are preparing a session on the costs of maternity protection you could answer the following yes/no questions:

- Does the group have any information/knowledge about the costs of maternity protection?
- Do I have a lot of time to explore the issue?
- Are there very different views about the costs present in the training room?
- Do I need strong commitment to the arguments from the group?

If you find that you are generally answering yes to these questions, a more participative intervention style would be most appropriate, through which you utilize the experience and perspectives from the group by facilitating a discussion or asking them to apply their knowledge to a case study or role play. If the answers to questions are generally negative, the participants will be likely to need a certain amount of information before they are able to actively engage, so selecting a presentation of some data or a case study that includes factual information may be a more appropriate starting point.

If the answers to the questions were mixed, it might be appropriate to mix the intervention styles, for example facilitating a discussion and adding a short presentation at the end to address any misinformation or misunderstanding about the issues.

The following sections address the seven different intervention styles and provide some reflections on their use.

### Presentations and lectures

Specialists are often asked to provide inputs to training events. If they are asked to share their knowledge, this is often done in the form of a presentation or lecture.

Presentations and lectures are useful for conveying new information, knowledge and concepts, and for providing context so that participants can relate what has been learnt to a conceptual framework. Lectures may also stimulate and motivate learners to inquire further into an issue and are appropriate for presenting a specialized body of external information. This method is used to build upon participants’ existing knowledge and must therefore always be suited to their level. A good lecture provokes questions and the interest to learn more.

**Box 15.1** **Advantages and disadvantages of the lecture method**

**Advantages:**
- Lectures allow for the presentation of facts, information and concepts in a relatively short period of time.
- They facilitate interaction of participants with multiple resource people with different points of view.
- They permit the use of a diverse range of materials to support content areas (e.g. slides, charts, posters).
- A large number of participants can be accommodated at one time.

**Disadvantages:**
- The world view of the speaker dominates the content.
- It is often difficult to promote interaction.
- The input may be too abstract if not related to real life situations.
- The pace of learning is determined by the lecturer.
- Maintaining participants' attention and interest could be an issue.

Source: UNESCO: *Participatory lifelong learning and information and communication technologies*, Course 01, Unit 12 (New Delhi, 2009).

It is helpful to prepare a brief for lecturers outlining your expectations in terms of their contributions and good practice. See ***TOOL SHEET 15.2*** for a draft letter that may be useful in helping to avoid misunderstandings. If you know that the specialists are not experienced in lecturing, they might find it useful to receive a good practice guide for presentations (see **Box 15.2**).

**Box 15.2** **Good practice guide for electronic presentations**

- What is your audience expecting from your presentation?
- Tell the audience what you are going to tell them.
- Be consistent in the style of your slides.
- Use font sizes of between 22 and 36 so your audience can read the text.
- Stick to simple fonts, ideally sans serif fonts, without "tails"/strokes on each letter (e.g. Arial, not Times Roman).
- Limit the amount of text on a slide to 20 words maximum.
- Use images to reinforce the text, but try to stay away from over-used images.
- Review your material to make sure it does not convey or reinforce negative stereotypes.
- Limit the number and type of slide transitions.
- Spell-check and proofread your text.
- At the end, summarize your key points (tell them what you have told them).
- Practice and time your presentation. People cannot concentrate for more than 20 minutes, so anything longer will be subject to diminishing returns.
- Don't talk to the projection screen or wall; make sure you face your audience. You should not read from the screen but talk about the points or images you are showing.
- Try to find ways to engage people by asking direct questions.
- Read the audience's body language. They will tell you if it is getting boring.

## Demonstrations and field visits[2]

Demonstration methods refer to sessions during which the learners are provided with an opportunity to observe for themselves the topic or processes that they wish to learn. It can be real-life or make-believe situations or models. This method is useful in conveying complex information simply, as seeing and understanding is considerably easier than hearing and understanding.

Examples could include watching a video clip of a staged job interview of a female job applicant with and without discrimination, or having the trainers show how to interview a woman job applicant without discrimination.

Field visits refer to demonstrations in practical situations i.e. where the subject matter actually occurs or happens in real life. Examples of field visits include a visit to a hospital maternity ward, or a company crèche or breastfeeding room in an enterprise. The emphasis again is on observing, asking questions and understanding.

## Case studies

Case studies rely on asking good questions. The process of answering questions engages participants in analysing data presented in the case, and provides time for reflection and discussion about how best to achieve the goal in question.

Case studies are at their best when they have a realistic feel. They are valuable when participants have little experience and can create an opportunity to explore a situation beyond their own experience. However, case studies can also be created from the experience of participants, thus addressing common and real problems and enabling participants to consider new and different ways to address the issues they are tackling.

Case studies are at their worst when they are over-long and complicated and contain too much detail. A good case study should be no more than three pages. Cases much longer than this are difficult to digest and participants spend more time trying to understand the issues and details of the case, rather than the salient points that might be transferrable to their own situations.

Very short case studies (two or three sentences) are useful for verifying that participants can identify and address the key issues within a scenario.

The case study method helps to convey complex theoretical concepts in a simple way. It makes the group reflect on its own situation in the context of others' experiences and gives a chance to discuss complex situations. This exercise sharpens participants' analytical and diagnostic skills and exposes them to situations they might not ordinarily experience in their own lives. It exposes them to similar experiences elsewhere to enable them to feel a sense of solidarity and validation. In addition, it helps in creating new knowledge through collective reflection, analysis and synthesis.

There are many different ways to present the case study. The facilitator may present the case study to the group, or the group may be divided into smaller groups and each asked to reflect and discuss. Then each group's views may be presented and consolidated in a collective session. The facilitator may also choose to present case studies in written or verbal forms or even through the medium of films or songs, depending on the background of participants.

2 Information in this section is adapted from: UNESCO, 2009, op. cit.

Case studies can also be used in conjunction with role playing. This can be especially useful when developing advocacy skills and can provide participants with a different insight or perspective from their own.

Case studies can also be developed for participants to develop strategies or approaches to deal with particular issues, in which case participants need enough background material to help them make the appropriate choices.

When designing case studies it is necessary to identify the key message or learning objective and to make sure the case study will facilitate the desired outcome. This pre-planning will help to generate appropriate questions and guide the direction of conversations amongst participants.

**Box 15.3 Advantages and disadvantages of the case study method**

**Advantages:**

- It is a simple method to use.
- It can be used with people of varying education levels and backgrounds.
- It can be used for cognitive learning.
- Costs are low.
- It can be adapted so as to be culturally appropriate.

**Disadvantages:**

- It may be difficult to find an appropriate case study.
- The case study may be too general to focus on a specific issue.
- Case studies written by someone else contain the writer's perceptions, feelings and ideologies which may lead to distortion of the objective reality.
- Hypothetical or prepared case studies may be too idealistic.

See the ***RESOURCE SHEETS 15.1*** to ***15.4*** for some sample case studies which illustrate some of the problems and possible solutions associated with good and bad management of maternity at work. They can also be used in connection with training activities devised by the trainer. For example, on the basis of the information provided, facilitators can ask participants to come up with possible solutions at workplace and/or legislative levels.

## Generating ideas using Visual Aids in Participatory Processes (VIPP)[3]

The starting point in more participative training interventions is to generate content from the participants. The VIPP method is a well-established approach for capturing ideas and input which works particularly well with groups that are not confident in their literacy abilities. If there is "more than one way" of achieving a goal, or very different

[3] Adapted from FAO: *Participatory processes towards co-management of natural resources in pastoral areas of the Middle East* (Rome, 2004), Module II.

perspectives among participants, then providing an opportunity to generate ideas can be a quick means of capturing the range of ideas in the room before undertaking an evaluation or more detailed analysis of the issues.

VIPP promotes the visible representation of ideas/topics while they are being discussed or presented. Visual aids should be made in such a way as to allow everyone to follow the discussion (e.g. drawings on papergroundboard; symbols/objects placed in front of people; writing on paper/ground/board). VIPP rules include:

- Every idea counts.
- The form of visual aids chosen must be understood by all participants.
- Writing should be used only if all participants are literate otherwise symbols and drawings should be utilized.
- Participants should all feel comfortable with the proposed means of visualization.
- Ideas should all be clearly distinguished (only one card, writing block or symbol per idea).
- Ideas should be summarized in no more than ten to 15 words and/or by using clear and understandable drawings.
- Different colours, forms and materials should be used when creating visual aids.

**Box 15.4 Advantages and disadvantages of VIPP**

**Advantages:**
- It allows everyone to follow a discussion, working or learning process easily.
- It discourages judging ideas according to the dominance or eloquence of speakers, the shyness of individuals or an existing hierarchy. Thus all ideas are treated the same way and given the same importance and attention.
- It is very participative as well as fun.
- It eases learning and thinking processes: it is easier to remember things one has actually seen.
- It supports working processes by making it easier to come back to certain points that were discussed earlier.
- It provides a simple way of keeping an overview: the whole process of developing ideas can be seen at a glance.

**Disadvantages:**
- It is not always clear where the facilitator is leading the participants.
- Facilitators have to be knowledgeable both about the issue (maternity protection) as well as about the VIPP method.
- All issues/problems may seem to be of equal importance: facilitators have to play a guiding role in order to establish a hierarchy with participants.

## Role playing

If the purpose of the training is to develop new skills or apply new tools, there needs to be adequate time to practice and receive coaching/feedback. As a consequence, skill-development training always takes longer than pure knowledge dissemination.

In skills practice, it is useful to demonstrate the level of skill expected. This can be achieved by facilitators' demonstrations or role plays. Facilitators may also be required to provide information at appropriate moments to ensure that participants are able to absorb the required information and practice skills.

The acquisition of new skills can begin with creating an opportunity to try something out (concrete experience), then reflecting on what happened (reflection) followed by the generation of ideas about why something did or did not work, and finally providing another opportunity to experiment or practice in a different set of conditions. This process can assist participants to consolidate and later transfer the skills they develop.

Roleplaying is useful where participants share a somewhat similar experience that is difficult to recall because of its emotional nature. It can also generate awareness of the differing perspectives of other groups or individuals.

The role-play method helps participants use their real-life experiences. The enactment is helpful in developing awareness at individual and group levels and facilitates discussion of complex social issues in a non-threatening environment. It also allows for social dialogue and the opportunity to hear and make sense of very different views of social partners participating in the training event. For the ILO, this is of major importance as the views of all parties must be considered to arrive at good, robust solutions and interventions that can be implemented.

It also provides an opportunity to practice the application of newly acquired skills and experiment with strategies and approaches and gain new insights into the impact or effect of particular approaches and behaviour.

In order to use roleplaying effectively, a suitable scenario should be selected or developed depending on the purpose of learning and roles should be allocated to participants. The situation needs to be explained to the participants, along with key points to be noted. A discussion should follow the roleplaying, in which participants can identify the key learning and key messages that were intended to come from the experience.

It is also helpful to consider the personalities and confidence levels of the participants. When allocating roles, take care not to give reserved or shy individuals major or aggressive roles. In order for role playing to be successful, participants must be able to carry out the role they are required to play. Take care also not to reinforce negative gender stereotypes in the allocation of the roles (e.g. employers or trade union leaders are, and can be played by, men or women).

It is important to ensure that people have properly “de-roled” from a roleplaying exercise and that any conflict that was apparent during the exercise is not carried over into the training room.

It is not always necessary to have an audience for the role plays and they can be designed as small group exercises, where the participants simultaneously undertake role plays and bring back to plenary a reflection of the learning from the activity.

One idea is to think of different possible situations related to the main elements of maternity protection in which the woman (who may or may not know her rights) does not have access to her rights. Possible ideas to build on for a role play during a training session are given in ***RESOURCE SHEET 15.7***.

Participants can take the role they would assume (first person) or take the role of the person they need to talk to (second person). In taking the latter, they might be able to find out more information about how it feels to be the second person and what motivates or de-motivates them.

When role playing, it is often useful to stop the role play and find out why someone reacted the way they did or to re-run that part of the role play trying a different approach or set of behaviours and notice the differences. For example, try running a roleplay in the first scenario: if the players do not find points of agreement, summarize the key points that the role play highlighted, compare them to the principles of maternity protection in international labour standards, and then try re-running the role play with those principles in mind.

Please note that these scenarios may lead to caricatures of different stakeholders that may be exaggerated or misrepresented and leave participants with negative feelings towards those stakeholders. As the facilitator, you should undertake advance preparations to be able to help participants to understand the different stakeholders' perspectives in order to nurture possibilities for future social dialogue. As a general rule, always refer to the principles of maternity protection in international labour standards to turn what could be perceived as a negative scenario into positive learning points.

More sample role plays can be found in the ***RESOURCE SHEETS 15.5*** to ***15.7***.

**Box 15.5 Advantages and disadvantages of role playing**

**Advantages:**

- Allows an exploration of real life situations, social processes and behaviours in a relatively non-threatening manner.
- It allows for the study of very complex social processes.
- The pace is entirely controlled by the participants.
- It involves activity and universal participation.
- Learning takes place at the awareness level.

**Disadvantages:**

- It is a difficult method and requires an experienced and skilled facilitator to conduct it, as well as a good understanding of maternity protection at work.
- Mismatch of roles may lead to poor performances by the learners.
- Critical skills are needed to handle feelings and emotions generated in the process.

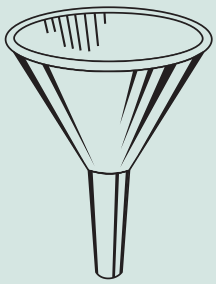
Source: UNESCO, 2009, op. cit.

## Facilitation

A trainer's role is also to facilitate knowledge creation and deeper understanding of issues by asking questions and creating space for participants to 'bring forth' their ideas. The process of facilitation, however, is not always as easy as it appears and requires as much preparation as delivering a presentation or teaching. The facilitator needs to prepare a range of questions that will encourage exploration, the sharing of ideas and reflection.

A good starting point is to develop open questions that invite participants to share their experience and views. This can then be followed up with more probing questions that are still open; be a little more specific.  Usually the final question is a closed question. This helps participants to clarify the point that has been reached and can be used by the facilitator to check that they have understood.

**Box 15.6 Example of the funnel technique on breastfeeding at work**



A group conversation based on these five questions could take from 15 minutes to one hour depending on the experience and different perspectives of the group.

Is it feasible to continue breastfeeding and return to work?

Tell me more about why you think it is not feasible?

Why do you believe it is possible?

What does the research tell us about breastfeeding and returning to work?

So what we have concluded is that.... is that right?

The next skill required of the facilitator is to understand the group dynamic. For example, in some cultures there may be a gender dynamic in which one gender may take up more “air time” than the other and tend to take on responsibility for feeding back from group work. This is a group dynamic issue that both women and men create. As a facilitator, you will need to be aware of this potential and ensure that you do not collude with reinforcing a stereotype about the behaviour of men and women in groups.

This will reveal who will agree with whom, and for what motivation, where there is difference of opinion and how it may (or may not) be observed. For the facilitators, understanding some of these issues will enable them to ensure that every voice and idea is heard.

Effectively managing conflict and conflicting ideas is also a key component of facilitation. It is not necessary or desirable that everyone agrees, but it is important that participants are respectful while asserting their differences and that a respectful environment is maintained. One way of achieving this is to ask participants to be curious about why the differences exist rather than focus on trying to convince each other.

## Open space technology [4]

Open space technology was originally developed by Harrison Owen and is a particular approach to learning that is based on the following ideas:

- The people having the conversation are the right people.
- The outputs are the right outputs.
- The time to start is the right time.
- It ends when it needs to end.

4 See **http://www.openspaceworld.com** [accessed 23 Sep. 2011].

In order for these principles to work there is one law: the "Law of Two Feet", which dictates that when you have contributed all you wish to say and have heard all you wish to hear, you are responsible for moving on. This is sometimes adapted to make it work within the inherent constraints of the training environment.

There are two common variations on the open space method used in training settings:

1. The first is where participants are invited to lead a discussion. Time is given in the training agenda and participants invited to suggest topics that they might want to lead a discussion about. They may be technical specialists and want to present some of their own ideas and experiences or, it may be an issue of common concern and people want to pool information and experience. There will probably be several parallel sessions taking place and people may participate in the discussion for as long as they wish, and then using the law of two feet, move to another discussion to contribute and listen.
2. The second use of open space technology is where participants are invited to undertake any activity that will help them learn and be ready to share their learning with others. This could be individualized learning such as reading, undertaking self-assessments, writing or group based activities.

As a trainer you might find that using open space technology is a valuable method of engaging participants who have a lot of experience to share.

For an active workshop it is helpful to select a range of different learning interventions so that the programme remains interesting and meets the needs and expectations of all the participants. In the final part of the programme there should be some time dedicated for action planning so that the participants can reflect on what they have learnt and how they can transfer that learning back to their workplace. Without this session, many participants might leave the programme motivated and enthused but lacking in clarity of what to do with their new learning. They may then return to full and busy lives with the best of intentions that may be forgotten by the end of the next working week. To achieve real impact each participant needs to make a personal commitment to taking forward what they have learnt and implementing it.

## Action planning

The final session of the programme is usually dedicated to action planning, with participants either as individuals, or in work-based groups. For an example of an action-planning exercise, see ***RESOURCE SHEET 15.8***.

Often discussions are facilitated during which participants develop action points or goals they are willing to meet in the next weeks or months. The goals should be realistic and affordable in terms of financial and human resources. Action points should also not be too distant in time. Priorities, as well as work that can be accomplished, should be determined by small groups of participants rather than individually.

Clear deadlines and responsibilities for following up each of the action points should be established. The responsible person(s) should establish mailing lists, share information with others and update information.

### Wrapping up

At the end of a training activity it is important to re-examine the original objectives of the session and to see if these have or have not been attained. This is another occasion to assess understanding and recall what was done and said. It is also the occasion to look forward.

Finally it may be important – as well as pleasant – to distribute certificates attesting to the holding of the training/workshop and to the participation of each individual (see ***RESOURCE SHEET 15.9*** for a sample certificate).

## Validation and evaluation

### Validation

There are two points in training when validation tools are used. The first is to monitor learners' progress, which enables the training team to take a snapshot of the progress of the group and to identify any changes that need to be made to the programme. The second is to measure the overall quality of the training event from the participants' point of view. In terms of monitoring learner progress there are a number of simple approaches.

#### Self-assessing instruments

"Self-assessing instruments" are used to make an assessment of one's knowledge about an issue. They are usually in printed format and contain clear instructions and a series of quiz-like questions, either multiple choice, or those that require brief responses. Participants fill in the questionnaire individually or in small groups (i.e. two or three individuals). Instructions on the instruments should explain how to check answers, assign scores and tally them. These quizzes can be given either at the beginning of a session to understand the participants' level of knowledge or after a session to assess what has or has not been understood.

#### Assessing the overall quality of the learning event

At the end of the event it is usual to undertake a validation exercise, which broadly answers the question: "Did the training do what it said it was going to do?" In other words, it measures the inputs and the outputs.

This is an assessment of the degree to which the learning objectives have been met and participant satisfaction has been achieved. This covers a range of issues not just those directly relating to the event, but also the venue, administration, quality and clarity of communication.

Specific questions can be asked and there can be a discussion of ways to improve the session. Trainers should see this as the occasion to improve the training, rather than be concerned about being criticized.

Most often this information is captured in a form or questionnaire (usually referred to as an "evaluation form") or, increasingly, through an online survey tool (e.g. Survey Monkey, where you can create your own survey tool).[5] See ***TOOL SHEETS 15.5*** and ***15.6*** for two examples of validation forms.

[5] See **http://www.surveymonkey.com/**

### Evaluation

Evaluation refers to the transfer of learning and the outcome of the training. This cannot be measured at the end of the programme, but only after the participants have had an opportunity to return to their work and implement their learning and action plans. There are different evaluation methods. Please see ***TOOL SHEET 15.7*** for an example of questions for evaluation.

Following the training event, the trainers/organizers should prepare a report of the session and make sure that all participants and donors receive it. Establishing an electronic mailing list of participants (see ***TOOL SHEET 15.3*** for a sample registration form which requests email addresses) should be part of the end result so that additional information can be exchanged with participants on a one-off or regular basis. Either the organizers or the trainers should remind participants of the action plans and commitments made, and make sure that progress follows.

## The logistics and constraints

Before deciding to organize a training activity, the whole process should be carefully planned, including the objectives, the target groups of participants and the amount of time, money and other resources involved. Holding such a workshop can be a way to assess how well the issue is understood. If the activity is the first one in a series on maternity protection, it may be best to test the content, materials and schedule with a small mixed group, and adjust it for future training activities.

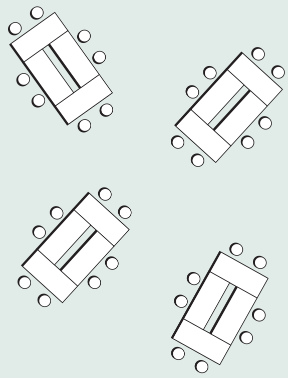
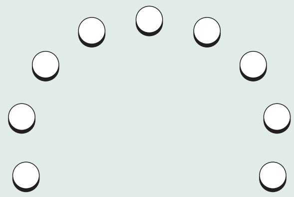
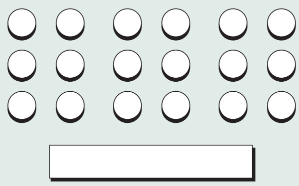
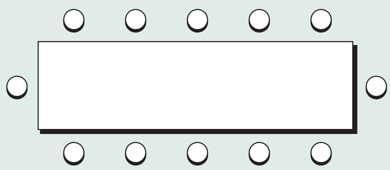
In terms of logistics there are many things to consider. Here are some of the main headings:

- ownership;
- dates;
- venue;
- travel and accommodation;
- participants;
- translation services;
- facilitators and resource people;
- material preparation;

Under each of the headings there are potentially hundreds of questions and considerations. ***TOOL SHEET 15.4*** provides a sample checklist to deal with the key issues and space for you to add additional ones and write in your comments.

It is also important to think about the seating arrangements during the workshop. Depending on the size of the group and the type of event, one large room is required for plenary sessions and separate rooms or adequate, sound-cushioned space for group work. Consider whether tables are required. Chairs are easy to move. Without tables there is greater mobility: participants can easily stand up and express themselves through body movement; form smaller groups; change places; access materials; seek help from facilitators, etc. Tables are a barrier to group interaction and communication. However, tables may be needed if participants need to write or prepare work throughout the workshop. **Table 15.2**, below, shows different options and how they affect group interaction.

**Table 15.2**
**Room layouts, styles and impacts on group dynamics**

| Room Layout | Layout Style |
|---|---|
| **Cabaret**<br>Sometime called islands. This layout is good for small group discussions/exercises and informal plenary sessions. |  |
| **Semi-Circle**<br>This works well if people do not need to take notes. |  |
| **Conference Hall**<br>Not very useful for participatory training. |  |
| **Boardroom**<br>Good for role play simulations about meetings. This can be inflexible for group work. |  |

## Key points

- Individuals have different ways and preferences of learning and training programmes need to accommodate them.
- Identifying the overall aim and desired outcomes of the training will determine which learning interventions are most suitable, and what levels of breadth and depth the training can achieve.
- Many different training methods are available, including presentations and lectures, demonstrations and field visits, case studies, visual aids, role plays, facilitation and open space. Each of these has advantages and disadvantages and needs to be selected according to training objectives, constraints and the characteristics of the audience.
- Monitoring learners' progress and the quality of training from the learners' perspectives is important and a number of approaches and tools are available for doing so.
- Evaluation refers to the transfer of learning and the outcome of the training which can be assessed after participants have had an opportunity to return to their work and implement their learning and action plans.
- Organizing a training activity requires careful planning, including the objectives, the target groups of participants, the amount of time, money, expertise and other resources involved. Tools for addressing these issues are available in the module.

# Key resources

**FAO: Participatory processes towards co-management of natural resources in pastoral areas of the Middle East (Rome, 2004), Module II.**

This particular module was designed by the Food and Agriculture Organization (FAO) to use in training on participatory approaches. It contains methods, tools and exercises on this method of interactive learning, which has proved to be particularly efficient. Some of these tools can be used for capacity building and development with regard to maternity protection issues.

Available at: http://www.fao.org/docrep/006/AD424E/ad424e03.htm

**UNICEF: VIPP: Visualisation in Participatory Programmes (Bangladesh, 1993).**

This manual was developed for trainers and facilitators in order to improve group learning sessions. It contains a list of valuable knowledge and techniques that can be very helpful when organizing such a session. It contains material and examples that can be applied directly, as well as examples of their application in past sessions.

Available at: http://portals.wi.wur.nl/files/docs/ppme/VIPP_Unicef.pdf

**ILO International Training Centre (ILO-ITC)**

The International Training Centre of the ILO based in Turin, Italy is an advanced institute for high-level vocational training. It provides training courses for ILO staff and field workers in effectively implementing good labour practices. More details on these courses and their content can be found on their website.

Available at: http://www.itcilo.org/en

# Resource and tool sheets

The following sheets are provided or reproduced here for making photocopies for handouts, group work or discussions.

## Resource Sheet 15.1:
## Sample case study 1: Recruitment and dismissal

Ms Tang, a new university graduate, was recruited by a ministry to work in the general ffice of the personnel department, under a one-year probation period. At a health check three months after recruitment, she was found to be pregnant. She decided to have the child and reported the situation to her supervisor. The director of the general office talked to her, giving her two options: have an abortion or leave the ministry. Further research uncovered that Ms Tang indicated her marriage status as “single” in the personnel form she filled out at the time of recruitment, and the marriage certificate she provided later was not hers. Based on these facts, the personnel department of the ministry charged that Ms. Tang had ‘practiced fraud and deceived leaders and colleagues’, which is an act against the principle of sincerity and honesty required for civil servants. According to Civil Service Code provisions regarding probation, the agreement signed at the time of recruitment and Ms Tang’s act, the Ministry decided to revoke the recruitment of Ms Tang. Four months after recruitment, Ms Tang left the ministry with the dismissal documents.

### Key messages from case study 1

1. The dismissal of Ms. Tang is a clear case of sex discrimination on the grounds of maternity. The general office director’s options of abortion or dismissal provided to the pregnant civil service employee clearly violate the principle of prohibiting dismissal on the basis of maternity.
2. The argument about “sincerity and honesty” in relation to civil service positions can be questioned where women workers of reproductive age face discrimination in finding employment. Discrimination against women on the grounds of marital status and pregnancy can encourage young women to hide their married status while searching for employment. This is known as the feedback effects of discrimination.
3. Factors such as being single or married, being pregnant and/or having children or not are not inherent requirements of a job in the civil service. In many countries it is unlawful to ask job candidates questions that are not related to the inherent requirements of a job during recruitment. However, around the world, private and public sector employers frequently ask such non-job related questions and honesty on these illegal questions can potentially lead to non-recruitment.

## Resource Sheet 15.2:
## Sample case study 2: Managing maternity absence (hospital setting)

A major health-care provider with a mainly female workforce has to make arrangements for maternity leave cover for several qualified staff at any one time. The hospital uses several different methods to cover absence:

- Nurses from the hospital's "nursing bank" (nurses directly employed by the hospital on an "on call" basis on session or weekly contracts of employment to provide temporary cover for staff absences).
- Redeployment of experienced nurses employed by the hospital on permanent contracts to do "relief duties" covering for absent staff where necessary; they have been selected and trained for work across different wards and outpatient clinics, and include nurses with specialist training.
- The hospital maintains a list of experienced nurses who have registered with the nursing bank and are willing to work on fixed-term contracts (usually around six months) to cover for maternity leave and other longer-term absence.
- Suitably experienced and qualified staff are trained to deputize for their line managers on a temporary basis, to ensure continuity of supervision and support.
- Skill mix requirements are set when "establishment levels" are agreed for each work area and this skill mix is reflected in the pool of nurses employed to provide cover by the hospital.
- Where necessary and appropriate, workloads are redistributed to prevent overload.

### Questions:

1. Do these solutions seem cost-effective and reliable for this situation?
2. What sort of advance planning and preparation would they need? What benefits have these arrangements for staff and for the hospital?
3. Would these arrangements for a hospital work in other settings?
4. To what point can other leave-replacement solutions (e.g. holidays) be adapted to maternity protection leave?

## Resource Sheet 15.3:
## Sample case study 3: Working conditions at a clothing manufacturing factory

In a large clothing-manufacturing factory, workers including pregnant women, have to stand all day whilst working. They work with hazardous chemicals (dyes, sprays etc.) and there is no ventilation for the dust and fumes. Extremes of temperature (heat and cold) are common. There are only five toilets for 1,500 workers and no clean running water. They are allowed only one visit to the toilet a day at a time dictated by management. Workers are sometimes beaten by supervisors or harassed by guards.

Workloads are heavy and intensive and working hours are long – a minimum of ten hours, six days a week, starting very early in the morning. Overtime is obligatory, even on the day off, but is usually unpaid. Sometimes this means working late into the night for anything up to 20 hours, or until the work is finished. Work is only finished for the day when production targets are met – the targets change without notice – piecework rates apply but the rate varies. If the women refuse to do overtime, they are sacked. Wages are very low but work is scarce and they have little alternative but to work there.

Pregnant women are not allowed time off for health checks except if they have an accident at work – even then they must find their own way to the doctor. They are allowed only a month's unpaid leave from the date of the birth before they have to return or they lose their jobs. Some women "drop" (meaning "give birth") their babies at work or on the way home, and some of the babies die.

### Questions

1. What elements of maternity protection are being violated?
2. How well protected are the workers in this type of undertaking?
3. What maternity protection legislation in your country would cover this situation?
4. What is the most urgent part of this situation to remedy within the scope of maternity protection?

## Resource Sheet 15.4: More case study ideas
## Sample case study 4: Employment discrimination and hazardous work

A 24-year-old woman served as a salesperson through most of her first pregnancy, and she described how hard she worked throughout the nine months: "My employment had me carrying big boxes of shoes, and the work was really heavy. I used to work overtime, and sometimes I would get off at 10p.m. at night. I was very tired. I delivered early because of that. The nurses said that working too hard made me deliver early."

When she reported pains to her supervisor while she was doing heavy lifting late in her pregnancy, he told her, **"You wanted to work. Go on working."** When she went into labour prematurely she was sacked for not having given adequate notice, which was impossible since she had no way of anticipating her early delivery.

"I expected to deliver in February. But as I was going for a routine check-up at the clinic, they told me I should stop working because I would deliver too early. I delivered too soon [thereafter] … When I got back to [the store], they had found somebody else. They said that I should have told them I would be gone."

The only job she could get after giving birth was working as a maid in someone's home, earning half as much as before when she was a salesperson.

## Sample case study 5: Working conditions

A pregnant woman's doctor provided her employer with medical certificates every month during her pregnancy stating that the employee could not stand up for eight hours a day. The woman was going to the toilet at work every day to cry because she was in so much pain.

## Sample case study 6: Work activities and work equipment

A woman worked for a large car manufacturer in a job involving work on a heavy industrial sewing machine. When she became pregnant her employer repeatedly refused her requests for a seat. She often experienced bleeding and her baby was born prematurely.

## Sample case study 7: Uniforms

A pregnant woman was required to wear a uniform at work. However, despite her requests for a uniform that would fit her during her pregnancy, her employer refused to supply maternity clothing. When she wore her own clothing to work she was sacked from her job.

### Questions for case studies 3–7:

1. Which elements of maternity protection are relevant? In what way were the principles of maternity protection violated in the case study example?
2. What maternity protection legislation in your country would cover this situation?
3. How well protected are the workers in this type of undertaking?
4. What part of this situation needs to be remedied most urgently in the scope of maternity protection?

## Resource Sheet 15.5: Sample role play: Handling requests

### Aim

- To equip participants to handle interviews with individual workers and respond appropriately to individual requests.

### Background

A female hotel worker has come to see her personnel officer in an anxious state. She says that she is having problems with morning sickness and is feeling dizzy. The sickness is worse during the early morning, especially in the rush hour when she is travelling to work, and in the kitchen area when cooking produced strong smells. She normally works in the kitchen and restaurant area. She asks if it would be possible to adjust her working hours and to avoid working in the kitchen until the problem passes. She does not want her colleagues or her supervisor to know that she is pregnant – she had a difficult time with her first pregnancy and only wants other people to know once she feels confident that her pregnancy is progressing well.

The personnel officer is sympathetic to her situation and wants to help. The supervisor is hostile and thinks that pregnant women should not be at work.

### Role play exercise

- In pairs, for about 5–10 minutes each, take turns playing the part of the personnel officer and the interviewee: whoever plays the part of the personnel officer in the first interview will play the supervisor in the second.

  In the first interview, the personnel officer is interviewing the female employee.

  In the second interview, she/he is talking to the supervisor to see what changes can be made.
- Afterwards, spend a few minutes giving feedback to each other about how you think the interviews went. How did each interview go? What further information and advice do you need to obtain about the situation?
- Be prepared to contribute to the group discussion after the role play ends.

### Useful tip

- As the interviewer; think about how to conduct the interview ; how to begin and end it and what will happen next. Do not worry about “performing” – this isn’t an audition or a test!

## Resource Sheet 15.6:
## Sample role play: Trade unions make the case for Maternity Protection to employers[6]

### Scenario

Your union is preparing for negotiations with the employer(s) on maternity protection provisions in the workplace. You will ask for maternity protection provisions that meet at least the minimum requirements of ILO Convention 183.

### Step 1: Develop the arguments

Develop three to five arguments that you will present to the employers to convince them that maternity protection is important and necessary.

### Step 2: Prepare your case

For each argument, list what additional data, information, statistics, etc., you might want to collect in your preparations to help to make your case.

### Step 3: Role play

Prepare to present your request and your arguments to the employer representatives (to be played by the audience). You will have 15 minutes to make your presentation, after which the employer representatives may ask you questions or give counter arguments to your proposals.

### Step 4: Response

You will have ten minutes to respond to the questions and arguments of the employer representatives and to summarize your position. Prepare in advance for the type of questions and opposition you think you might get.

### Wrap Up

Group discussion analysing the points that were brought up, both arguments and the relevance of counter arguments.

6 Example from an ILO training course, Tirana, 2006.

## Resource Sheet 15.7: More sample role play ideas

- A domestic worker is refused maternity leave and benefits even though she is entitled to them. Discussion between her and her employer. Discussion with a government official who does not want problems.
- Maternity leave needs to be prolonged because the baby came later than the doctor had expected. Negotiations between the woman and her employer.
- An employer refuses to pay his employee because he finds her cash benefits too high. Discussion between trade union leader and employer.
- Trade unionists are not convinced that the work situation is dangerous for a pregnant worker, nor for the young male workers. Discussion between woman and union.
- A young woman (nice engagement ring) is being interviewed for a new job. Questioning around future family plans.
- The employer has decided that the person who replaced a young mother during her maternity leave is a more efficient worker than the new mother. He has decided to give the returning mother a less interesting job which has no future to it. Discussion between employer and new mother.
- A group of young mothers would like to convince the trade union and the employer to set up a breastfeeding facility and maybe a crèche at a later date. Arguments that the mothers could present.

## Resource Sheet 15.8:
## Sample exercise on action planning: 100 day action planning

### Step 1: Identify a 10 x 10 day action plan

Working either in an organization-based working group or in a pair, prepare an action plan of the things that you can do to influence or directly improve the provision of maternity rights and protection. This can be at a national level, with opinion and decision-makers or at enterprise level. Think about the areas you can influence and what you will need to do to bring about the positive changes you have talked about during this programme.

Your actions should be something that you can concretely complete within 100 days, even if it is a part of a longer process.

You should identify a 10 x 10 day milestone: this will help you to understand if you are on-track. If you are working in a group, you can nominate someone to coordinate the milestones and contact people with up-dates to ensure you stay on track.

When you have completed your action plan write it on flipchart paper and post it on the wall. When you have completed this task take the opportunity to read and fully understand the other actions plans that have been posted.

You will have a total of 30 minutes to design your action plan and a maximum of ten minutes to prepare and post your flipchart.

| 100 day Action Plan | | | |
|---|---|---|---|
| **Explanation** | **Action 1** | **Action2** | **Action 3** |
| What do you plan to change? | | | |
| What do you need to do to make this happen? | | | |
| Who needs to participate? | | | |
| What are the milestones and timescales you need to set? | | | |
| How will you know you have been successful? | | | |

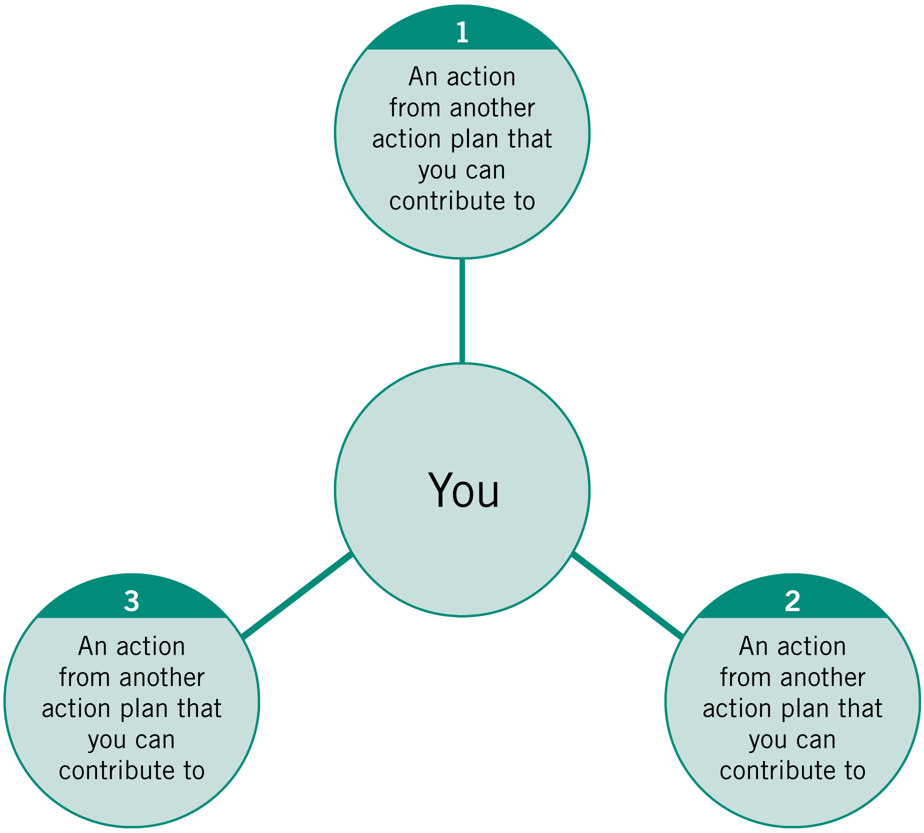
### Step 2: Action planning – joint actions

Having read the action plans from all the others represented, return to your original pair or group and discuss which other participants you might target to build a stronger relationship with and what actions you could take together. Prepare this as a second proposal,  draw a map with your actions at the centre and identify if and with whom you would like to engage, and what you and they could do (see the template attached).

Be ready to present your ideas in the plenary session.

You will have a total of 30 minutes to design your programme and a maximum of 10 minutes to present to the plenary session.

Collaborative efforts:




1. ____________________

2. ____________________

3. ____________________

## Resource Sheet 15.9: Sample certificate of completion

International Labour Organization

# Certificate of Completion

is hereby granted to:

[Name]

to certify that [he/she] has completed to satisfaction

[Course Title]

as of [day of week], the [date month, year]

**Signed:** ______________________ **Title:** ____________________

## Tool Sheet 15.1:
## Sample session plan

Day one - Maternity protection at work: the issues and the context

| Subject | Activity | Learning objectives | Equipment |
|---|---|---|---|
| Registration<br>Introductions<br>Working | | | |
| 10.45 – 11.15 | Coffee break | Coffee break | Coffee break |
| Setting the global picture: Maternity Protection in international texts | | | |
| **12.30 – 14.00** | **Lunch break** | **Lunch break** | **Lunch break** |
| The key elements of maternity protection | | | |
| 15.30 – 16.00 | Coffee break | Coffee break | Coffee break |
| National legislation compared to C183 | | | |
| 17.15 Close | | | |

## Tool Sheet 15.2:
## Draft letter on session information and expectations for a session presenter

Dear [***name***],

Thank you for agreeing to contribute to the training event [***title***] taking place on [***date***] at [***venue***].

Your session is scheduled to begin at [***time***] and last for no longer than [***time***]. The title we have given for your session is

***[Session title here]***

The participants are expecting to come away from the session with:
**[insert here specific learning objective written as an output]**

We would ask if you are preparing a presentation or lecture with slides, to please take into account that each slide typically takes at least three minutes to present. We are asking that each presentation be kept to a **maximum of [xx] minutes,** leaving a period of **[xx]** for an activity, small group discussion or question and answer period.

I attach a good practice guide for electronic presentations.

I am confident that the group will find your presentation inspiring and informative and look forward to seeing you. If, in the meantime, you have any questions or queries please do not hesitate to contact me at **[contact details].**

## Tool Sheet 15.3:
## Sample registration form for a workshop

# Title of workshop

---

**Registration Form**
**Training Module on Maternity Protection at the Workplace**
Jointly organized by X and X
a member of the xxxxx

**Date, time**
**place**

Name: ____________________

Title/Profession: ____________________

Organization: ____________________

Address: ____________________

Telephone: ____________________ Fax: ____________________

Email (please write very distinctly): ____________________

Language: English ____________________ Other: ____________________

Would you like to be on our electronic mailing list? ❑ Yes ❑ No

What is your specific interest/involvement in the issue of maternity protection at the workplace?

____________________

____________________

____________________

____________________

____________________

## Tool Sheet 15.4:
## Sample checklist on workshop logistics

| Logistics Checklist | | |
|---|---|---|
| **Logistic** | **Key questions** | **Comments** |
| Ownership | Who is the main organizer? | |
| | Should there be partners? | |
| Dates | Duration of the event | |
| | Cross check for holidays | |
| Funding | Total budget required? | |
| | Who will pay for what? | |
| | How are tasks/finances, etc. divided and acknowledged? | |
| Venue | Where should the workshop take place? | |
| | What are the basic venue requirements? | |
| Travel and accommodation | Visas required? | |
| | Who organizes travel? | |
| | Who organizes accommodation | |
| Participants | Minimum and maximum numbers | |
| | Who | |
| | Pre-requisites? | |
| Translation services | Language requirements? | |
| | Translation of materials? | |
| Facilitators | Availability confirmed? | |
| | Who? | |
| | For how long? | |
| | Fees? | |
| Materials preparation | Who will coordinate material preparation? | |
| | Latest date for receipt of materials | |
| | Reproduction and printing | |

## Tool Sheet 15.5: Example validation form (1)

1. Did the training programme meet its objectives?

Yes ❑ 4 ❑ 3 ❑ 2 ❑ 1 No     No opinion: ❑

2. How relevant was the training programme to your needs?

Very relevant ❑ 4 ❑ 3 ❑ 2 ❑ 1 Not at all     No opinion: ❑

Comments:

______________________________________________

______________________________________________

3. What would you say about the quality of the:
   i. Facilitators and Resource People?

Very good ❑ 4 ❑ 3 ❑ 2 ❑ 1 Not good at all     No opinion: ❑

Comments:

______________________________________________

______________________________________________

ii. Materials

Very good ❑ 4 ❑ 3 ❑ 2 ❑ 1 Not good at all     No opinion: ❑

Comments:

______________________________________________

______________________________________________

iii. Overall Programme

Very good ❑ 4 ❑ 3 ❑ 2 ❑ 1 Not good at all     No opinion: ❑

Comments:

______________________________________________

______________________________________________

______________________________________________

4. What were the most useful aspects of the programme and why?

5. What were the least useful aspects of the programme and why?

6. What would you change/add/take-away?

7. Any additional comments or feedback?

## Tool Sheet 15.6
## Example validation form (2)

**Validation Questionnaire** 1 is low and 6 is high

Please circle the number that correlates to your response

| Questions | Rank | | | | | |
|---|---|---|---|---|---|---|
| Before participating in this activity, were you clear about its objectives, contents and methods? | 1 | 2 | 3 | 4 | 5 | 6 |
| Having participated, are you now clear about the objectives of the activity? | 1 | 2 | 3 | 4 | 5 | 6 |
| To what extent were the activity’s objectives achieved? | 1 | 2 | 3 | 4 | 5 | 6 |
| Given the activity’s objectives, how appropriate were the activity’s contents? | 1 | 2 | 3 | 4 | 5 | 6 |
| Given your level of prior learning and knowledge, how appropriate were the activity’s contents? | 1 | 2 | 3 | 4 | 5 | 6 |
| Have gender issues been adequately integrated in the training? | 1 | 2 | 3 | 4 | 5 | 6 |
| Were the learning methods used generally appropriate? | 1 | 2 | 3 | 4 | 5 | 6 |
| How would you judge the resource persons’ overall contribution? | 1 | 2 | 3 | 4 | 5 | 6 |
| Did the group of participants with whom you attended the activity contribute to your learning? | 1 | 2 | 3 | 4 | 5 | 6 |
| Were the materials/media used during the activity appropriate? | 1 | 2 | 3 | 4 | 5 | 6 |
| Would you say that the activity was well organized? | 1 | 2 | 3 | 4 | 5 | 6 |
| Would you call the secretariat efficient? | 1 | 2 | 3 | 4 | 5 | 6 |
| Are you satisfied with the quality of the activity? | 1 | 2 | 3 | 4 | 5 | 6 |
| How likely is it that you will apply some of what you have learnt? | 1 | 2 | 3 | 4 | 5 | 6 |
| How likely is it that your institution/employer will benefit from your participation in this activity? | 1 | 2 | 3 | 4 | 5 | 6 |

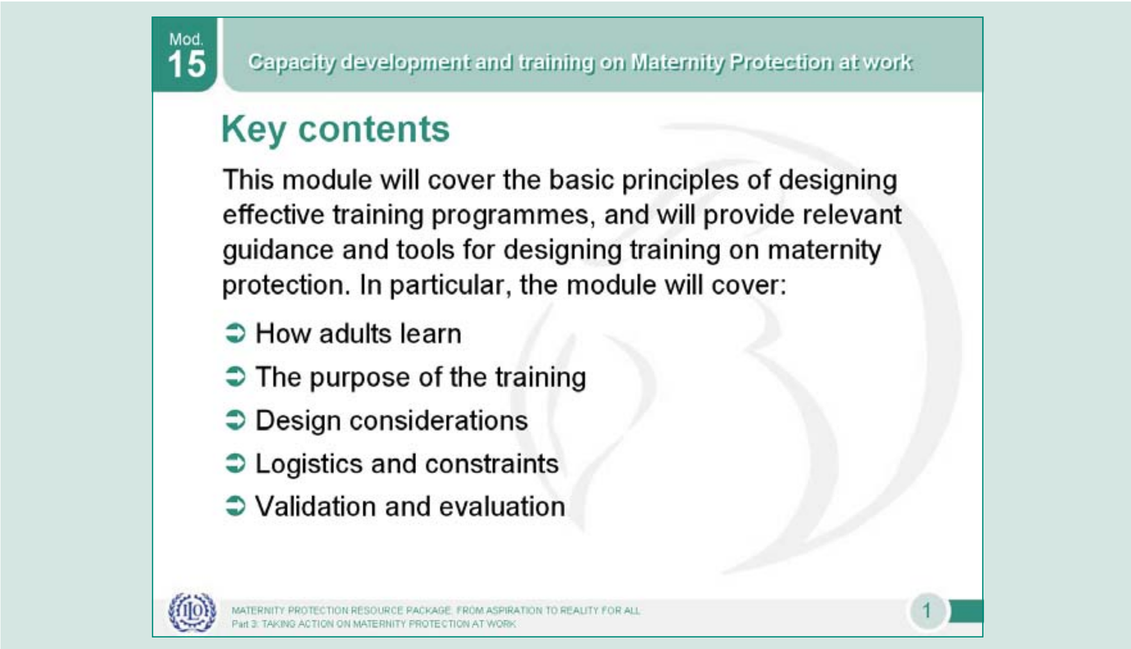
## Tool Sheet 15.7:
## Example evaluation questions

The following questions can be asked in a number of ways, by questionnaire, telephone or face to face interview, or by running a focus group. More specific/probing questions can be used as follow-up.

- Are you still in the same job and working for the same organization? (could indicate career progress as a measure)
- What was the key learning from the training programme you attended [dates]? (explicit indicator of the learning experience)
- What specific actions did you plan to take?
- Did you implement your actions?
- What are you doing differently as a direct consequence of the programme? (measure of results)
- What are you doing differently as an indirect consequence of the programme? (measure of influence)
- Can you quantify or measure the improvements/changes that have been made?
- What are the measures/evidence?
- Are there any unintended or unplanned changes?
- What percentage of the changes would you directly attribute to your participation in the programme?
- What else contributed to the changes?
- Who else contributed to the changes?
- Does your organization need a follow-up programme or support?

# Visual presentation model

## SLIDE 1: Key contents

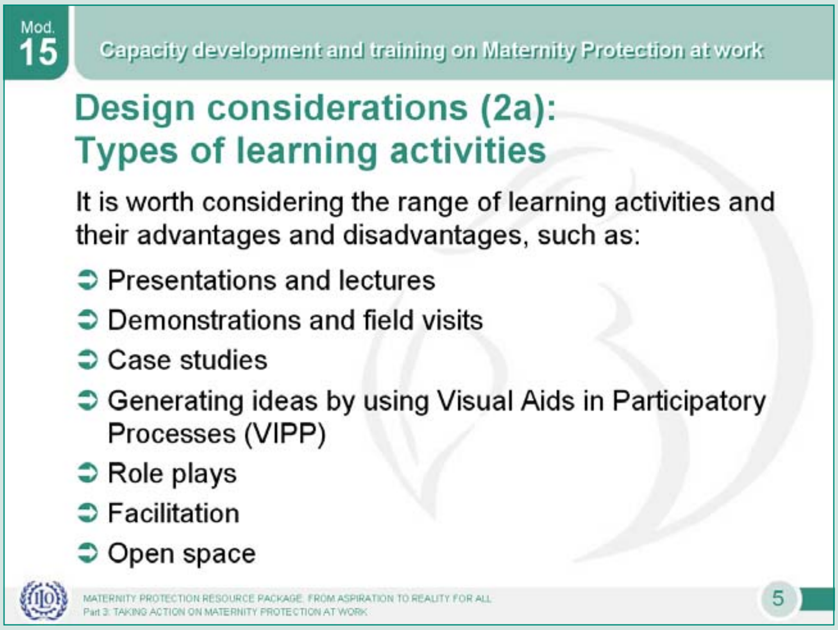



## SLIDE 2: Capacity development and training

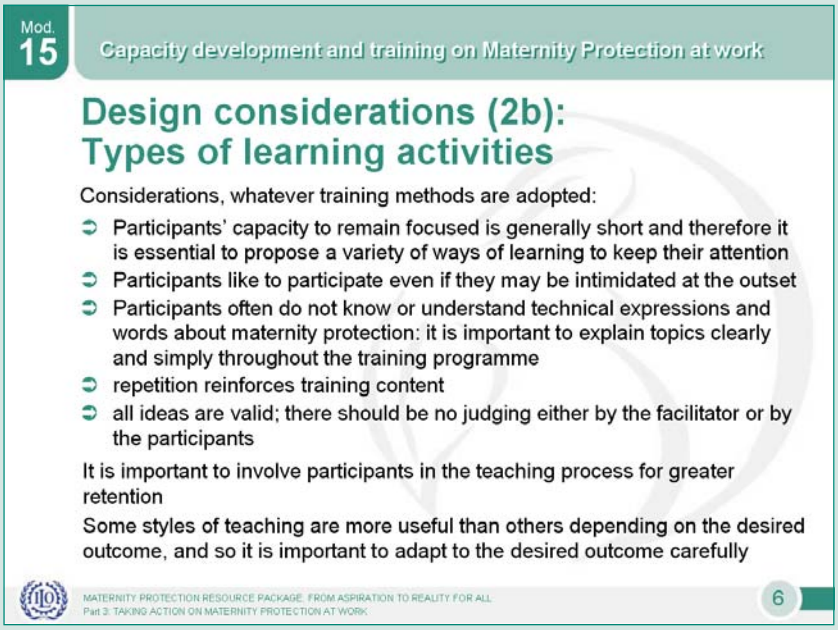
## SLIDE 3: The purpose of training


## SLIDE 4: Design considerations (1): Planning a session

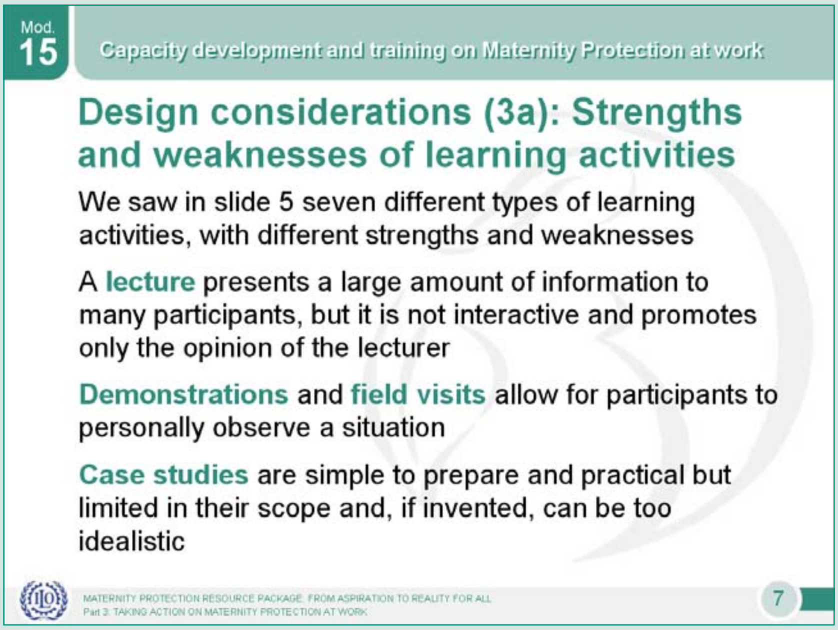
## SLIDE 5: Design considerations (2a): Types of learning activities




## SLIDE 6: Design considerations (2b): Types of learning activities

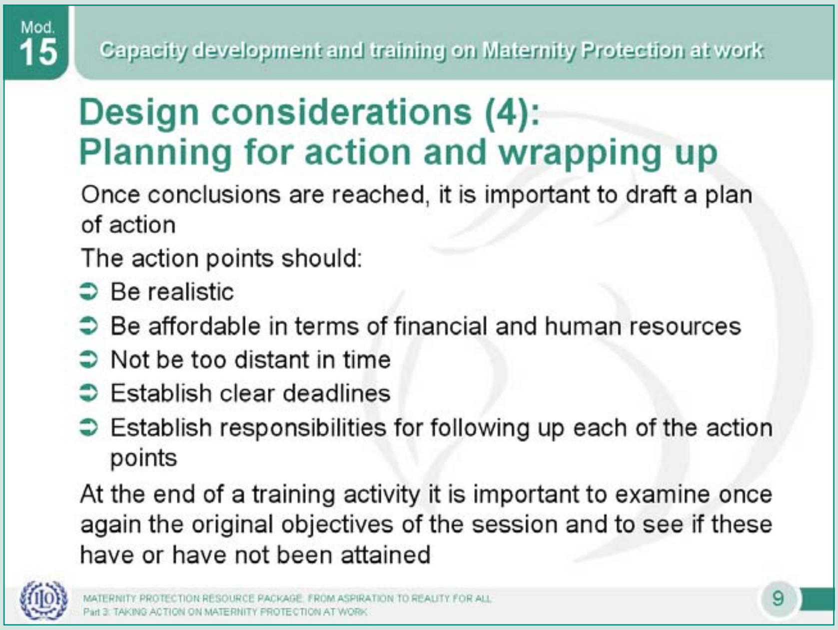


## SLIDE 7: Design considerations (3a): Strengths and weaknesses of learning activities

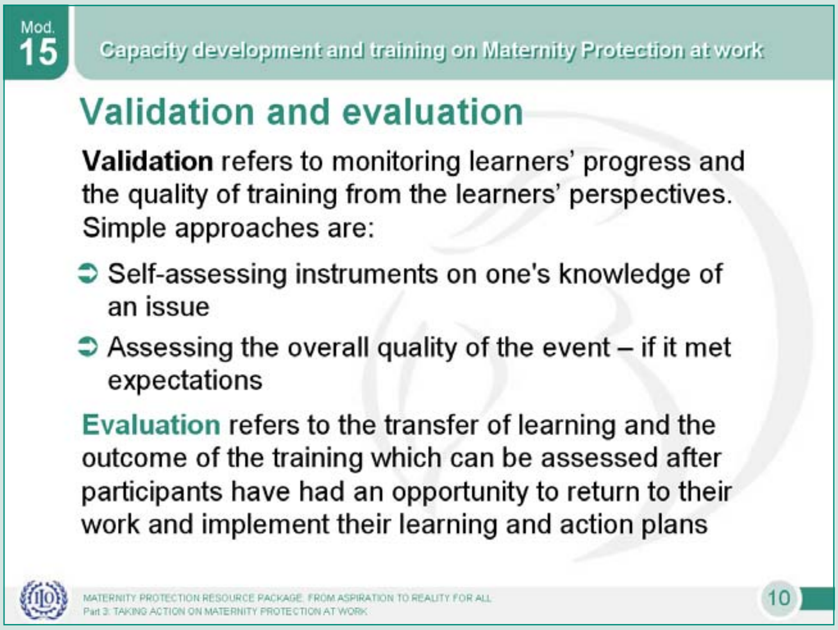



## SLIDE 8: Design considerations (3b): Strengths and weaknesses of learning activities

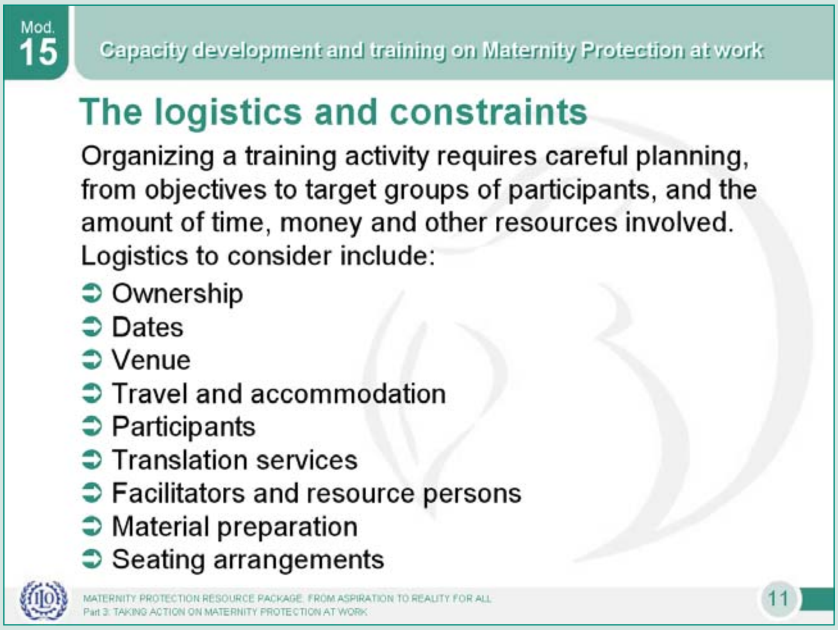
## SLIDE 9: Design considerations (4): Planning for action and wrapping up



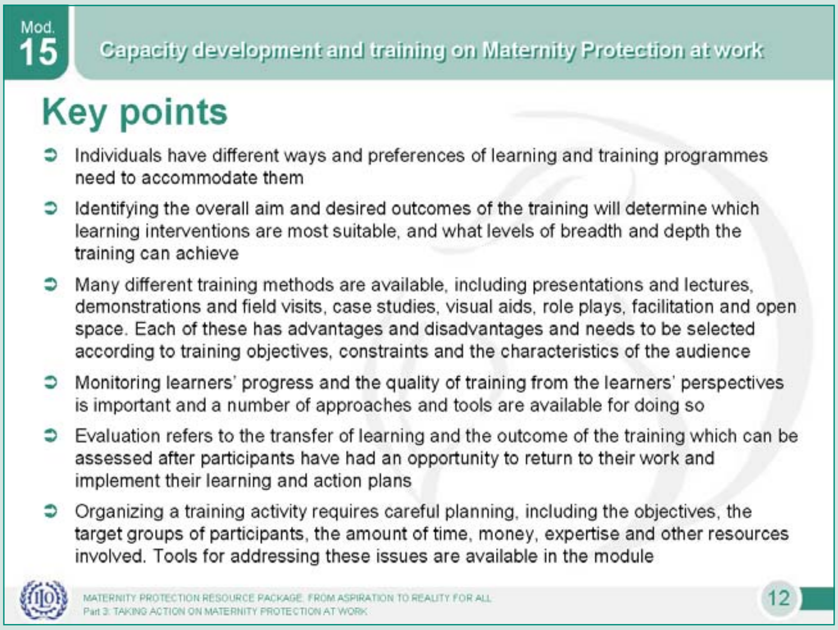

## SLIDE 10: Validation and evaluation



## SLIDE 11: The logistics and constraints




## SLIDE 12: Key points



Part 1: Maternity Protection at work: The basics

Part 2: Maternity Protection at work in depth: The core elements

Part 3: Taking action on Maternity Protection at work

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