

# Training Module for Volunteers

ON NATIONAL HELPLINES

As part of the "How Expertise Leads to Prevention, Learning, Identification, Networking and Ending Gender-Based Violence (HELPLINE)" project, the Victim and Witness Support Service has created a training module for those providing support to victims of domestic violence. "How Expertise Leads to Prevention, Learning, Identification, Networking and Ending Gender-Based Violence (HELPLINE)" is a project developed by the *B.a.B.e – Be Active. Be Emancipated.* organisation and implemented together with the Victim and Witness Support Service, Judicial Academy, Police Academy and Institute for Labour and Family Research. The HELPLINE project is financed by European Union funds under the Rights, Equality and Citizenship programme. The project aims to improve the support system for victims of violence by encouraging multidisciplinary cooperation among experts from different institutions as a basis for enhancing their capacities and capacities of persons working directly with victims. It also includes the establishment of a national helpline for the provision of emotional support and primary legal information to women victims of gender-based violence.

Since its founding in 2006, the Victim and Witness Support Service has been focused on achieving the rights and improving the social position and status of victims and witnesses through the provision of comprehensive support. Today, the Service operates through offices in Osijek, Vukovar, Varaždin and Zagreb, the headquarters city of the National Call Centre for Victims of Crime – 116 006. The National Call Centre for Victims of Crime (NPC) is a unique, free-of-charge line using the standard European number 116 006 at which victims and witnesses, as well as their family members, may receive emotional and legal support, useful information relating to criminal or misdemeanour proceedings or be referred to an institution or civil society organisation where they can exercise their rights. Legal support includes information on one's rights and means of exercising those rights in criminal or misdemeanour proceedings, information on the course of criminal or misdemeanour proceedings as well as on financial compensation and other punitive damages.

## About the training module

The training module is intended for those whose work involves or might involve encounters with victims of gender-based violence. The training module aims to provide systematic knowledge of providing support to victims of domestic violence and other forms of gender-based violence. The training module covers the following topics: basic information on gender-based violence, developing basic communication skills to provide support and methods of providing support to victims of gender-based violence, the rights of victims of gender-based violence and other forms of providing support to victims of gender-based violence. The terms used in this training module equally refer to the masculine and feminine gender, whether they have been used in the masculine or feminine form.

## DURATION —

The module takes 21 hours. The training may be divided into three days of 7 hours each or two days of 10 hours each.

## KEY VALUES —

- Empathy
- Understanding without judgement
- Solidarity
- Openness
- Awareness

## Training objectives: —

- Structure the knowledge of providing support and assistance to victims of domestic violence.
- Raise awareness of gender-based violence and domestic violence.
- Develop communication skills needed to provide support.
- Define the types of violence, its consequences, and the cycle of violence.
- Identify and define the stages of criminal/misdemeanour proceedings and associate them with the rights of a victim of domestic violence.

## Module venue and supplies: —

The training is held in a room equipped with a computer, projector, loudspeakers and a pointer. Additional supplies, such as a flip-chart, paper sheets, pencils, and marker pens, are required for the training.

## Training outcomes: —

- The participant understands the forms and dynamics of domestic violence and identifies risk factors for domestic violence.
- The participant can define emotional support, the types of violence, and the cycle of violence, as well as consequences of violence for the victim.
- The participant identifies, defines, and uses active listening techniques, the types of listening, and ways of asking questions.
- The participant understands the importance of empathy in working with victims of violence.
- The participant is able to define and recognise the prejudice and stereotypes associated with victims of gender-based violence
- The participant uses the acquired knowledge in their work with victims of domestic violence

## 1. INTRODUCTION OF PARTICIPANTS

<b>TOPIC:</b>	<b>OPENING AND INTRODUCTION</b>
<b>OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Introduce the participants to each other.</li> <li>• Begin the process of establishing group cohesion.</li> <li>• Present the curriculum for the following two days.</li> </ul>
<b>DURATION:</b>	30 minutes
<b>NEEDS OF PARTICIPANTS:</b>	To create a pleasant work atmosphere, participants need to feel relaxed and safe. Getting to know each other also affects the establishment of group cohesion, which is important for acquiring knowledge and skills during the following two days.
<b>SUPPLIES AND EQUIPMENT:</b>	A computer, projector, pointer, paper sheets, pens, a small ball
<b>ACTIVITIES AND METHODS USED IN SESSIONS:</b>	<p><b>Opening and welcome (10 minutes)</b></p> <p>Participants are greeted and thanked for attendance. Lecturers are presented. The curriculum is briefly presented.</p> <p><b>Introduction (10 minutes)</b></p> <p>Participants form a circle and one of them receives the ball. The participant with the ball states their name and a positive trait that describes them, starting with the same letter as their name. The participant proceeds to throw the ball to someone else in the group. The activity is repeated around the circle.</p> <p><b>Expectations (10 minutes)</b></p> <p>Each participant receives a post-it note to write down their expectations from the training and paste the note on the designated place.</p>
<b>THE PARTICIPANT</b>	<ul style="list-style-type: none"> <li>• Meets other participants.</li> <li>• Showcases their positive traits.</li> </ul>
<b>ACTIVITY OUTCOMES:</b>	<p>Participants have gotten to know each other.</p> <p>Group cohesion has been established.</p>

## 2. BASIC INFORMATION ON GENDER BASED VIOLENCE

<b>TOPIC:</b>	<b>Forms of domestic violence, dynamics of violence and identification of risk factors, risks</b>
<b>OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Familiarise participants with the forms of domestic violence.</li> <li>• Familiarise participants with the dynamics of violence.</li> <li>• Familiarise participants with risk factors for domestic violence.</li> </ul>
<b>DURATION:</b>	3 hours
<b>NEEDS OF PARTICIPANTS:</b>	To be able to recognise instances of domestic violence, participants need to be aware of the forms of domestic violence. It is also important to familiarise them with violence dynamics and risk factors so they could understand its complexity.
<b>SUPPLIES AND EQUIPMENT:</b>	A computer, projector, pointer, paper sheets, pens, a presentation
<b>ACTIVITIES AND METHODS USED IN SESSIONS:</b>	<p><b>Forms of violence (120 minutes)</b></p> <p>Participants receive paper sheets containing life stories of domestic violence survivors and need to identify the forms of violence. The activity is followed by a discussion.</p> <p>The significant aim of this part of the training is to define gender, gender-based violence (family violence, sexual violence, trafficking in human beings, forced labour) and domestic violence. The following forms of domestic violence should be discussed with participants: physical, psychological, economic, sexual violence, neglect of the elderly. Behaviours constituting specific forms of domestic violence (e.g. threatening, beating, rape, causing miscarriage, denying financial resources, preventing a partner from obtaining employment, stalking, intimidation) are identified in conversation with participants.</p> <p>The provided presentation familiarises participants with the risk factors that predispose individuals to abuse their partners and/or family members, pointing out that there is no single risk factor. Rather, violence results from the interaction of social, situational, and individual factors.</p> <p>During the presentation, the lecturer enumerates the risk factors, including:</p> <ul style="list-style-type: none"> <li>• Previous experience as a victim of violence</li> <li>• The belief that violence is a method of solving problems</li> <li>• The need to gain complete control over the partner</li> <li>• An attitude of male superiority</li> </ul>

	<ul style="list-style-type: none"> <li>• The belief that violence is a method of child upbringing</li> <li>• Gender inequality</li> </ul> <p>Participants once again discuss the stories they received at the beginning, this time attempting to identify the dynamics of violence in a few minutes. The lecturer proceeds to clarify the dynamics of violence through discussion.</p> <ul style="list-style-type: none"> <li>• Period of increasing tension</li> <li>• Act of violence</li> <li>• Apology and control</li> <li>• The "honeymoon" period</li> </ul> <p>Through conversation with participants, the lecturer tries to procure the victims' reasons to refrain from reporting violence and the potential risks of reporting violent behaviour and seeking help (risks associated with children, financial risks, continuation of violent behaviour, family, friends).</p>
<b>THE PARTICIPANT</b>	<ul style="list-style-type: none"> <li>• Defines the concepts of gender, gender-based violence, domestic violence, and its forms.</li> <li>• Defines the risk factors for domestic violence.</li> <li>• Recognises the dynamics of violence.</li> </ul>
<b>ACTIVITY OUTCOMES:</b>	<p>Through completing the exercises and seeing the presentation, participants have defined the following concepts: gender, gender-based violence and its forms, domestic violence, and its forms. They have comprehended the dynamics of violence and learned to identify risk factors. The provided examples, exercises, and statistical data have raised participants' awareness of the issue of gender-based violence.</p>

### 3. INTRODUCTION TO CRIMINAL/MISDEMEANOUR PROCEEDINGS AND THE RIGHTS OF DOMESTIC VIOLENCE VICTIMS IN CRIMINAL/MISDEMEANOUR PROCEEDINGS<sup>1</sup>

<b>TOPIC:</b>	<b>Introduction to criminal proceedings and victim's rights</b>
<b>OBJECTIVES:</b>	Participants will be introduced to the course of criminal proceedings and the rights of victims under the Criminal Procedure Act and the Criminal Code. Participants will learn to define individual stages of criminal proceedings and connect individual victim rights with the respective stage of criminal proceedings. Participants will be able to enumerate the rights afforded to victims in criminal proceedings. Participants will be able to describe the course of criminal proceedings from their beginning to the end.
<b>DURATION:</b>	5 hours
<b>NEEDS OF PARTICIPANTS:</b>	To be prepared for providing legal support to domestic violence victims, including information on the course of criminal proceedings, the respective rights and possibilities to exercise those rights, participants need to be acquainted with criminal proceedings and their stages as well as the respective rights.
<b>SUPPLIES AND EQUIPMENT:</b>	A computer, projector, pointer, A4 paper sheets, pens, a flip-chart, presentation
<b>ACTIVITIES AND METHODS USED IN SESSIONS:</b>	<p><b>Introduction to criminal proceedings (3 hours)</b></p> <p>The presentation shown during the lecture will introduce participants to criminal proceedings and the rights afforded to victims.</p> <p>The presentation includes a detailed explanation of preliminary proceedings and criminal proceedings, including the filing of criminal charges, investigation and fact-finding activities, evidentiary actions that may be taken within the proceedings, setting an evidentiary hearing where required, deciding on the criminal charges, issuing and confirming an indictment, holding a preliminary hearing and main hearing and its course as well as rendering a judgement and its finality. The lecture will also familiarise participants with the rights enjoyed by all domestic violence victims in criminal proceedings and with special categories of victims under the Criminal Procedure Act.</p> <p><b>Legal dominoes (2 hours)</b></p> <p>Participants are divided into pairs. Each pair receives cards with terms relating to the rights, the course of criminal proceedings and participants in criminal proceedings. All pairs receive the same cards. The exercise includes five phases. First, participants need to connect the cards with the respective stage of criminal proceedings and arrange them in chronological</p>

<sup>1</sup> The legal part of the training was devised according to Croatian legislation which sanctions domestic violence through criminal and misdemeanour proceedings. This part of the training is subject to modification.

	<p>order. Next, they need to connect each stage with persons who must/may participate in a particular stage of criminal proceedings. In the following step, they need to connect individual rights afforded to victims in proceedings with the stages of proceedings. When the participants have connected all the cards, they need to write down at least three pieces of information they have memorised on each card. When all the pairs have completed all the phases of the exercise, the group will discuss the exercise and individual stages of proceedings with the trainer to clarify any confusion.</p>
<b>THE PARTICIPANT</b>	<ul style="list-style-type: none"> <li>• Identifies all the stages of criminal proceedings and associates them with respective rights.</li> <li>• Defines all the stages of criminal proceedings and the respective rights.</li> <li>• Enumerates the participants in criminal proceedings.</li> <li>• Summarises and breaks down the course of criminal proceedings.</li> <li>• Identifies the features of the stages of criminal proceedings.</li> <li>• Describes the course of criminal proceedings independently.</li> </ul>
<b>ACTIVITY OUTCOMES:</b>	<p>Participants have learned to identify and define the stages of criminal proceedings and connect them with the rights enjoyed by a domestic violence victim in criminal proceedings. Participants have learned to recognise the features of the stages of criminal proceedings as well as to recreate and describe the course of criminal proceedings independently.</p>

<b>TOPIC:</b>	<b>Introduction to misdemeanour proceedings with emphasis on domestic violence</b>
<b>OBJECTIVES:</b>	<p>Participants will be introduced to the course of misdemeanour proceedings under the Domestic Violence Protection Act and the Misdemeanours Act. Participants will learn to define individual stages of misdemeanour proceedings and connect individual victim rights with the respective stage of misdemeanour proceedings. Participants will be able to enumerate the rights afforded to victims in misdemeanour proceedings. Participants will be able to describe the course of misdemeanour proceedings from their beginning to the end.</p>
<b>DURATION:</b>	2 hours
<b>NEEDS OF PARTICIPANTS:</b>	<p>To be prepared for providing legal support to domestic violence victims, including information on the course of misdemeanour proceedings, the respective rights and possibilities to exercise those rights, participants need to be acquainted with misdemeanour proceedings and their stages as well as the respective rights.</p>

<b>SUPPLIES AND EQUIPMENT:</b>	A computer, projector, pointer, A4 paper sheets, pens, a flip-chart, presentation, loudspeakers
<b>ACTIVITIES AND METHODS USED IN SESSIONS:</b>	<p><b>Introduction to misdemeanour proceedings (1 hour)</b></p> <p>The presentation shown during the lecture will introduce participants to misdemeanour proceedings and the rights afforded to victims.</p> <p>The presentation provides a detailed clarification of misdemeanour proceedings, including the filing of criminal charges, evidentiary actions that may be taken, laying an information before a competent court, setting a hearing and its course as well as rendering a judgement and its finality. During the lecture, participants are also familiarised with the rights enjoyed by all victims in misdemeanour proceedings and with special categories of victims under the Criminal Procedure Act applicable in misdemeanour proceedings.</p> <p><b>Phone call listening (1 hour)</b></p> <p>Participants will listen to an imperfect 20-minute simulation call relating to domestic violence, recorded by experienced volunteers for training purposes. Participants are required to listen carefully and note the advantages and disadvantages of the phone call heard. Upon completion of the listening session, all participants will discuss the phone call with the trainer, highlighting the positive points and mistakes made. Participants will have an opportunity to suggest additional questions and information they believe should have been mentioned during the call.</p>
<b>THE PARTICIPANT</b>	<ul style="list-style-type: none"> <li>• Identifies all the stages of misdemeanour proceedings and associates them with respective rights.</li> <li>• Defines all the stages of misdemeanour proceedings and all the rights afforded to victims.</li> <li>• Enumerates the participants in misdemeanour proceedings.</li> <li>• Summarises and breaks down the course of misdemeanour proceedings.</li> <li>• Identifies the features of the stages of misdemeanour proceedings.</li> <li>• Describes the course of misdemeanour proceedings independently.</li> </ul>
<b>ACTIVITY OUTCOMES:</b>	Participants have learned to identify and define the stages of misdemeanour proceedings and connect them with the rights enjoyed by a domestic violence victim in misdemeanour proceedings. Participants have learned to recognise the features of the stages of misdemeanour proceedings and describe the course of criminal proceedings independently.



#### 4. COMMUNICATION - DEVELOPING COMMUNICATION SKILLS TO SUPPORT VICTIMS OF DOMESTIC VIOLENCE

<b>TOPIC:</b>	<b>Introduction to emotional support – Part 1</b>
<b>OBJECTIVES:</b>	Participants will be introduced to emotional support, active listening techniques used in telephone counselling, how to ask questions, how to deal with silence during a conversation, and the importance of having a conversation structure. Participants will be prepared for conversations with domestic violence victims.
<b>DURATION:</b>	6 hours
<b>NEEDS OF PARTICIPANTS:</b>	To be prepared for providing emotional support to victims of domestic violence, volunteers need to be acquainted with methods of providing emotional support and techniques useful in actively listening to a victim. Volunteers need to be prepared for situations that may occur during the provision of emotional support, such as silence during a phone call.
<b>SUPPLIES AND EQUIPMENT:</b>	A computer, projector, pointer, A4 paper sheets, pens, a flip-chart, presentation, loudspeakers
<b>ACTIVITIES AND METHODS USED IN SESSIONS:</b>	<p><b>Introduction to emotional support (5 hours)</b></p> <p>The presentation shown and exercises completed during the lecture will introduce participants to the concept and specificities of emotional support, active listening techniques, telephone counselling, and proper formulation of questions. Defining the types of violence, its consequences, and the cycle of violent behaviour constitutes an important part of the lecture. Participants will be introduced to the types of listening – passive and active. They will also be acquainted with the subtypes of passive listening so that they can identify them and prevent their use when providing support. Participants will be familiarised with the benefits and rules of active listening. Since moments of silence are possible during conversations with victims, an important objective of the training is to develop participants' skills to deal with such situations and to normalise such moments. Participants will become familiar with active listening techniques (paraphrasing, summarising, reflection, reformulating dispute narratives) which are important for establishing a structured conversation. The last part of the lecture introduces participants to the proper way of asking questions. The presentation is divided into 6 sections, each followed by exercises to help participants comprehend the content:</p> <ul style="list-style-type: none"> <li>• Emotional support and specificities of telephone counselling</li> <li>• Defining the types of violence and their consequences for the victim</li> <li>• Types of listening</li> <li>• Silence</li> <li>• Active listening techniques</li> <li>• Asking questions</li> </ul>

	<p><b>Phone call listening (1 hour)</b></p> <p>Participants will listen to an imperfect 20-minute simulation call relating to domestic violence, recorded by experienced volunteers for training purposes. Participants are required to listen carefully and note the advantages and disadvantages of the phone call heard. Upon completion of the listening session, all participants will discuss the phone call with the trainer, highlighting the positive points and mistakes made. Participants will have an opportunity to suggest additional questions and information they believe should have been mentioned during the call.</p>
<b>THE PARTICIPANT</b>	<ul style="list-style-type: none"> <li>• Defines emotional support.</li> <li>• Defines the types of violence, its consequences, and the cycle of violence.</li> <li>• Identifies the types of listening and use them correctly.</li> <li>• Identifies, defines and correctly uses active listening techniques (reformulating, summarising, reflection, paraphrasing).</li> <li>• Defines and correctly formulates questions.</li> <li>• Understands the importance of empathy in providing emotional support.</li> </ul>
<b>ACTIVITY OUTCOMES:</b>	<p>Participants have learned to define emotional support, the types and cycle of violence, and consequences of violence for the victim. Participants have learned to identify, define and use active listening techniques, the types of listening and ways of formulating questions. Participants understand the importance of empathy in telephone counselling and in dealing with victims of violence.</p>

<b>TOPIC:</b>	<b>Introduction to emotional support – Part 2</b>
<b>OBJECTIVES:</b>	<p>Participants will be familiarised with the basic rules of a counselling interview and the specificities of a conversation with victims of domestic violence or criminal offences against sexual freedom. The lecture and exercises will help participants skills to deal with emotionally demanding phone calls and prevent burnout. Participants will be familiarised with prejudice and stereotypes.</p>
<b>DURATION:</b>	5 hours
<b>NEEDS OF PARTICIPANTS:</b>	<p>To be prepared for providing emotional support to victims of domestic violence, participants need to be acquainted with methods of providing emotional support and techniques useful in actively listening to a victim. Volunteers need to be prepared for situations that may occur during the provision of emotional support, such as silence during a phone call.</p>

<p><b>SUPPLIES AND EQUIPMENT:</b></p>	<p>A computer, projector, pointer, A4 paper sheets, pens, a flip-chart, presentation, loudspeakers</p>
<p><b>ACTIVITIES AND METHODS USED IN SESSIONS:</b></p>	<p><b>Introduction to emotional support (2 hours)</b></p> <p>The presentation is divided into 6 sections, each followed by exercises to help participants comprehend the content:</p> <ul style="list-style-type: none"> <li>• Basic rules of a counselling interview</li> <li>• Emotionally demanding phone calls</li> <li>• Specificities of a conversation with victims of domestic violence or criminal offences against sexual freedom</li> <li>• Prejudices and stereotypes – domestic violence victims</li> <li>• Developing skills to prevent burnout</li> </ul> <p>The presentation shown and exercises completed during the lecture will introduce participants to the basic rules of a telephone counselling interview. Much attention will be paid to the issue of emotionally demanding calls and calls with specific categories of victims – victims of domestic violence and victims of criminal offences against sexual freedom. Some of the myths that may be used in the lecture:</p> <ul style="list-style-type: none"> <li>• Domestic violence only occurs in poor families.</li> <li>• Sexual violence is caused by victims' provocative behaviour.</li> <li>• The perpetrator of domestic violence is not able to control their behaviour.</li> <li>• Domestic violence mostly includes violent couples committing aggressive acts against one another.</li> <li>• Domestic violence and gender-based violence are private issues.</li> <li>• Domestic Violence is caused by alcohol consumption, drug abuse, stress, and mental illness.</li> <li>• Had it been so bad, the victim would have left on her own.</li> <li>• Abuse strictly implies violent behaviour.</li> <li>• When they grow up, abused children always become abusers themselves.</li> </ul> <p><b>Phone call simulation (3 hours)<sup>2</sup></b></p> <p>Participants are divided into pairs. Each pair is given a paper sheet with instructions and a case description. Each person in the pair plays a role. One person in the pair is the caller – the victim who will act and present the problem following the instructions provided. The other person will be a volunteer on the victim support line who is tasked with applying the knowledge gained through the training module workshops and providing legal and emotional support. Each simulation will take approximately 20 minutes, after which the persons in the pairs will switch roles so that each participant can experience both roles. The trainer and their associates will</p>

<sup>2</sup> Where the training is held for people who will work with victims of domestic violence face-to-face, and not by telephone, the phone call simulation exercise may be replaced by the role-play exercise. Participants are split into pairs and receive instruction sheets. One participant is given the role of the victim, while the other plays the role of support provider. Participants have twenty minutes to talk, after which they switch roles.

	<p>supervise the phone call simulations. After each pair has completed both simulations, participants will discuss the impressions and challenges they faced during the exercise.</p>
<p><b>THE PARTICIPANT</b></p>	<ul style="list-style-type: none"> <li>• Can define the basic rules of telephone counselling.</li> <li>• Understands the importance of empathy in providing emotional support.</li> <li>• Identifies, understands and defines prejudice and stereotypes.</li> <li>• Develops skills to prevent burnout.</li> <li>• Uses the acquired knowledge to provide emotional support.</li> </ul>
<p><b>ACTIVITY OUTCOMES:</b></p>	<p>Participants have learned to define the basic rules of telephone counselling. Participants have learned to define and identify prejudice and stereotypes and have developed skills to prevent burnout. Through phone call simulations, participants were able to experience the course of a conversation and apply the knowledge gained at the previous workshops within the training module.</p>

## 5. METHODS OF PROVIDING SUPPORT TO VICTIMS OF DOMESTIC VIOLENCE

<b>TOPIC:</b>	<b>Methods of providing support to victims of domestic violence</b>
<b>OBJECTIVES:</b>	Define the methods of providing support to victims of domestic violence
<b>DURATION:</b>	60 minutes
<b>NEEDS OF PARTICIPANTS:</b>	To prepare participants for providing support to victims of gender-based violence, useful conversation guidelines need to be defined.
<b>SUPPLIES AND EQUIPMENT:</b>	A4 paper sheets, pens
<b>ACTIVITIES AND METHODS USED IN SESSIONS:</b>	<p><b>Group discussion (30 minutes)</b></p> <p>Participants are divided into groups. Each group needs to define/devise and write down guidelines for dealing with victims of domestic violence.</p> <p><b>Joint discussion with the lecturer and defining final guidelines (30 minutes)</b></p> <p>Final guidelines are drawn up to be used by participants when talking to victims. For example:</p> <ul style="list-style-type: none"> <li>• Listen carefully without judgement and do not interrupt.</li> <li>• Notice (what you see or hear, in what way the person speaks, their body language).</li> <li>• Ask questions but do not interrogate and refrain from hasty conclusions.</li> <li>• Be honest.</li> <li>• Respect the meaning of silence – allow it and be ready to deal with it.</li> <li>• Let your body language and non-verbal communication show that you pay attention.</li> <li>• Ask open questions to further the conversation.</li> <li>• Do not ask questions beginning with "why".</li> <li>• Use active listening techniques.</li> <li>• Occasionally repeat what the person has told you (their story and emotions).</li> </ul>
<b>THE PARTICIPANT</b>	<ul style="list-style-type: none"> <li>• Defines guidelines for a conversation with domestic violence victims.</li> <li>• Summarises the knowledge and information gained to define the guidelines.</li> </ul>

**ACTIVITY  
OUTCOMES:**

Participants have used the knowledge and information gained during the training to define the guidelines and recommendations for conversations with domestic violence victims.

## 6. TRAINING EVALUATION

<b>TOPIC:</b>	<b>Training evaluation</b>
<b>OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Evaluate training exercises and lectures.</li> <li>• Review the usefulness of the training.</li> <li>• Examine participant satisfaction.</li> </ul>
<b>DURATION:</b>	30 minutes
<b>NEEDS OF PARTICIPANTS:</b>	Participant feedback needs to be collected to examine their satisfaction with the trainers and workshops. It is also important to check how useful and relevant the training was to participants.
<b>SUPPLIES AND EQUIPMENT:</b>	A4 paper sheets, pens
<b>ACTIVITIES AND METHODS USED IN SESSIONS:</b>	<p><b>Written evaluation questionnaire (5 minutes)</b></p> <p>Participants are given standardised written evaluation questionnaires examining their satisfaction with the trainers, workshops, lectures and the training in general.</p> <p><b>Oral feedback (10 minutes)</b></p> <p>Each participant expresses their feelings after training completion and provides feedback</p> <p><b>Expectations (10 minutes)</b></p> <p>The trainers and participants discuss the expectations stated by the participants at the beginning of the training, checking whether all of them have been met.</p>
<b>THE PARTICIPANT</b>	<ul style="list-style-type: none"> <li>• Meets other participants.</li> <li>• Showcases their positive traits.</li> </ul>
<b>ACTIVITY OUTCOMES:</b>	<p>Participants have gotten to know each other.</p> <p>Group cohesion has been established.</p>



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The contents of this publication are the sole responsibility of B.a.B.e. Be active. Be emancipated. and can under no circumstances be regarded as reflecting the position of the European Commission.



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