



Training  
the Trainer

## **Deliverable 3.3**

**The face-to-face train-the-trainer program**



**VIRT<sup>2</sup>UE**  
Training  
the Trainer

**Project Details**

|                            |  |
|----------------------------|--|
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| Work package leader             | UiO  |
| Responsible for the deliverable | Bert Molewijk, Giulia Inguaggiato, Rose Bernabe                |
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## History and contributors

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| 1.0     | First draft | Rose Bernabe and Bert Molewijk |

### List of contributors

Giulia Inguaggiato, Amsterdam UMC, WP3

Bert Molewijk, UiO, WP3

Rose Bernabe, UiO, WP3

On behalf of WP3 members

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## 1. Introduction

The VIRT<sup>2</sup>UE project's main objective is to develop a European train-the-trainer (TtT) program for ethics and research integrity (ERI) in order to:

1. Promote the understanding and upholding the principles and practices of the European Code of Conduct for Research Integrity;
2. Enable contextualized ERI teaching across Europe;
3. Organize 25 trainings in 10 different European countries;
4. Build a community of trainers.

The project provides trainers with comprehensive blended train-the-trainer program and a toolbox, i.e., a collection of materials which can be used online and offline, adaptable to context and modular. All the training materials developed within the project have been made freely available on [The Embassy of Good Science](#)<sup>1</sup>. This enables VIRT<sup>2</sup>UE to reach a diversified audience which includes not only current and future trainers of train-the-trainer programs but also all those who are interested in and want to learn more about ERI (e.g., researchers themselves, research support personnel, teachers, scientific leaders, ERI officers, policymakers). On The Embassy of Good Science, trainers can find detailed training instructions for the organisation of and participation in the training.

The training has a strong focus on a virtue ethics approach to ERI. Throughout the training, participants are encouraged to reflect on and foster skills for developing those moral characters which predispose researchers to do good science. In particular, the training supports participants in creating closer connections between a) (inter)national guidelines and codes, in particular the ECoC, b) theoretical knowledge about ERI and virtues, and c) moral challenges related to concrete cases within daily practice. In the end, the intention is to develop those skills which enable researchers to understand what research integrity morally and personally means for them in concrete situations.

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<sup>1</sup> This is an initiative developed by the EnTIRE project and funded by the European Union's Horizon 2020 research programme under grant agreement N 741782. The website is available at [embassy.science](#).

During the first two years of the project the consortium has conducted focus groups across Europe and collected a list of virtues, considered to be the most important ones by researchers themselves (WP1); collected evidence on existing training materials and training capacities across Europe (WP2); developed both offline (WP3) and online (WP4) training materials, and combined them in a blended learning training program (WP3-4); built a strategy for the recruitment of trainers across Europe (WP5); and developed and used an iterative methodology to evaluate and further develop materials and content of the TtT program (WP6). By the end of the project the VIRT<sup>2</sup>UE consortium aims to have trained 3050 trainers across Europe by using a domino effect.

The first VIRT<sup>2</sup>UE training was organised by WP3 in September/December 2019. During this training, the consortium members were trained as trainers. At the time this deliverable was written, the trained consortium members were organising trainings across Europe with the intention of training about 10 to 15 trainers within their own country or region. Finally, each trainer trained by a consortium member will be asked to train 10 trainers, thereby reaching the final number of 3050 trainers. An overview of the trainings is available on [The Embassy](#).

In the time period which proceeds this deliverable WP3 has

- 1) developed a first draft of the face-to-face train-the-trainer programme (objective 1), which has been described in D3.1;
- 2) organized the pilot of the face-to-face training programme for all partners in VIRT<sup>2</sup>UE (objective 2);
- 3) achieved objective 2 and carried out T3.2 by organizing the pilot of the face-to-face train-the-trainer programme (described in D3.2).

In this deliverable we describe the face-to-face components of the train the trainer program.

## 2. Training program

### 2.1 Development

The TtT program was developed by using an iterative methodology which consisted of a series of pilots and try-outs followed by the adaptation of the materials based on feedback. This process culminated with the organization of the pilot training with the consortium members<sup>2</sup> and was conducted in close collaboration with WP4 (responsible for the development of the online training). This ensured consistency and coherence between the different components of the blended learning program.

The face-to-face and online components of the training have been made available for the consortium members at the end of August 2019 and were tested during the pilot training.

### 2.2 Structure

The blended learning training program is composed of online and offline components. In particular, the training builds upon three elements:

1. Online course;
2. Face-to-face/participatory sessions;
3. Assignments and practicing.

The online course (1), consisting of three online modules (developed by WP4), provides an introduction to the main ERI principles and to the main concepts on which the training builds up on (e.g., virtue ethics). Moreover, it provides an introduction to the ECoC and facilitates reflection on one's own practice. The face-to-face participatory sessions (2) focus on experiencing and reflecting on the

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<sup>2</sup> A detailed description of the steps mentioned is provided in D3.1 section 3.2. and a detailed description of the pilot is provided in D3.2.

facilitation of five participatory exercises specifically designed by WP3 to foster reflection on ERI and to deepen the understanding of the main concepts and principles related to it. The assignments and interim practice (3) provide trainees with the opportunity to develop their own training skills and to reflect on the use of the exercises in their own context.

An overview of the content and rhythm of the training<sup>3</sup> is presented below.

| <b>Overview program and overall time investment:</b> |   |   |  |
|--|---|---|--|
|  | <b>Content</b>  | <b>Tasks</b>  | <b>Time investment</b>   |
| <b>Online course</b>                                 | Introduction to research integrity and ethics, the European Code of Conduct on Research Integrity and the main concepts used during the training and reflection on personal experience. | Complete the online course.   | <b>4 hours</b>   |
| <b>First face-to-face meeting</b>                    | Learning and practicing how to conduct the five exercises.  | Complete the assignments in preparation for the face-to-face training.                                  | Assignments:<br><b>5 hours</b><br><br>Participation in meeting:<br><b>16 hours</b> |
| <b>Interim practice work</b>                         | Practicing the exercises in own institution/context.  | Prepare, organize and practice the five exercises. And filling out a reflection form for each exercise. | <b>5 hours per exercise</b> including feedback form: a total of <b>25 hours</b>    |
| <b>Second face-to-face meeting</b>                   | Reflecting on and discussing experiences and practicing selected exercises.   | Prepare selected exercises  | Preparation:<br><b>2 hours</b><br><br>Participation in meeting:<br><b>8 hours</b>  |

Table 1 – Structure of the training

<sup>3</sup> Available at [http://typo3-v2.p426140.webspaceconfig.de/fileadmin/user\\_upload/embassy\\_training\\_leaflet.pdf](http://typo3-v2.p426140.webspaceconfig.de/fileadmin/user_upload/embassy_training_leaflet.pdf)



For what concerns the face-to-face sessions, the rhythm of the training reflects the learning by doing approach. Trainees are invited to experience the exercises as participants in the first participatory session. Then, they, the trainees, are called to practice their role as facilitators. Afterwards, the trainees are given the opportunity to join their fellow trainees and the trainers to reflect on their experiences with facilitating the exercises (see figure 1).

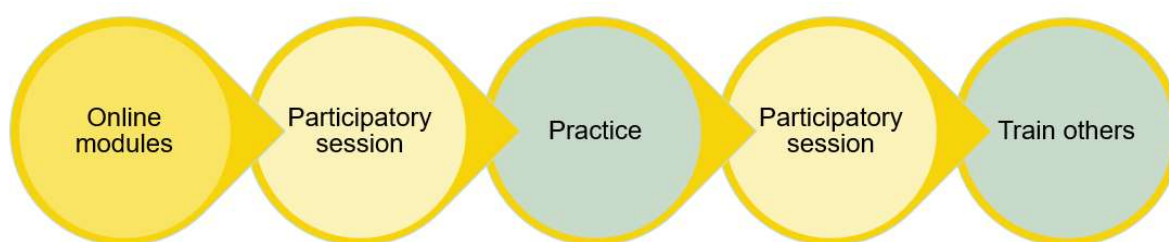


Figure 1 - Rhythm of the training

In the original structure of the training (as described in Table 1), which was designed to be delivered face to face, participants experience all the exercises during the first participatory session. However, due to the COVID-19 pandemic, the training had to be delivered in some cases fully online (mostly via Zoom). To avoid having long online sessions, which can be very draining, some trainers decided to split the first two days of the participatory sessions into shorter sessions (two alternative example programs can be found in Appendix 1 and 2).

### 3. Face-to-face training

The face-to-face training was developed to meet the following learning goals:

- Possess educational skills needed to train researchers in ERI;
- Master didactical skills to conduct face-to-face sessions aimed at facilitating researchers to reflect on moral dilemmas and learn how to apply rules and guidelines in concrete situations;
- Develop own style of training, and reflect on ways in which they, as researchers who devote interest, time and effort to training other researchers, are themselves role models;
- Adapt learning materials to different contexts and audiences;

- Participate in mutual learning and support amongst a community of ERI trainers in an innovative online environment<sup>4</sup>.

The exercises developed by WP3, representing the core of the face-to-face training, reflect the learning goals listed above and focus on creating connections between professional life and codes of conduct (in particular, the ECoC). All the exercises provide a framework for individual and group reflections and are based on a learning by doing approach: participants first learn how to reflect on their own experiences and then learn how to facilitate the same reflection in others.

An overview of the exercises is provided below:

1. Debate-Dialogue
2. Virtues and Norms
3. The Middle Position
4. Rotterdam Dilemma Game<sup>5</sup>
5. Self-declaration approach

The final version of the face-to-face exercises has been described in the exercises' manuals, which are part of the overall toolbox. In the toolbox available on The Embassy, the entire training (including both the online course and the face-to-face training) and the steps, which both trainers and trainees respectively have to take to organise and attend, are described in detail.

In the following section, we provide a short overview of the manuals and materials which have been created to present and support the implementation of the face-to-face training.

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<sup>4</sup> Widdershoven, G. et al. (2017) Virtue based ethics and Integrity of Research: Train-the-Trainer program for Upholding the principles and practices of the European Code of Conduct for Research Integrity, p. 6.

<sup>5</sup> This exercise is an adaptation of the Dilemma Game, developed by the Erasmus University Rotterdam publicly available at: <https://www.eur.nl/sites/corporate/files/dilemmagame-mrg.pdf> . WP3 has obtained consent to adapt the game for the purpose of this training.

### 3.1 Preparation

Before the training, participants are required to 1) read about the main concepts which will be used in the face-to-face training, 2) get acquainted with the exercises they will experience by reading the exercises' manuals, and 3) reflect on their own experience by filling in two reflection forms. Moreover, participants should be acquainted with the structure of the face-to-face sessions and what to expect from them.

The preparatory work required and the structure of the sessions are described in the manuals for trainers and trainees available at the following links:

#### 3.1.1 Introducing concepts

<https://embassy.science/wiki/Instruction:7ce7ad50-499a-4cca-b09d-b2c1573d94f3>

#### 3.1.2 Practicing reflection in dialogue

<https://embassy.science/wiki/Instruction:Bb064d3d-2ee3-4357-be3b-f08fa2bee9da>

### 3.2 The exercises

#### 3.2.1 Debate and dialogue

The Debate and Dialogue exercise aims at cultivating dialogical skills and fostering the understanding of what is needed to support reflection in others by means of dialogue.

The exercise aims to foster the achievement of the following learning goals:

1. Identify and recognize the features of debate and dialogue;
2. Understand the usefulness of dialogue in the reflection and deliberation process;
3. Foster reflection in others through experiential learning;
4. Use dialogue as a tool for reflection processes;
5. Master skills to conduct sessions aimed at facilitating researchers to reflect on moral dilemmas.

This exercise is relevant within the structure of the training to:

- Set the tone for the other exercises;
- Underline the importance of dialogue for group learning processes;
- Stress the importance of dialogue for moral reasoning and ethics education.

The manual for trainer and trainees is available at the following link:

<https://embassy.science/wiki/Instruction:Ac206152-effd-475b-b8cd-7e5861cb65aa>

### 3.2.2 Virtues and Norms

The Virtues and Norms exercise aims at fostering reflection on real dilemmas by means of understanding how virtues can be embodied in practice.

The exercise aims to foster the achievement of the following learning goals:

1. To relate virtues to norms of action in RI dilemmas;
2. To reflect on a real RI dilemma from different perspectives by means of dialogue;
3. To develop approaches for implementing virtues in practice/real life dilemmas;
4. To relate the contents of the European Code of Conduct for Research Integrity (ECoC) to real day to day dilemmas.

This exercise is relevant within the structure of the training to:

- Facilitate reflection on personal cases;
- Learn through dialogue by sharing personal perspectives;
- Deepen the understanding of virtues in relation personal experiences and dilemmas.

The manual for trainer and trainees is available at the following link:

<https://embassy.science/wiki/Instruction:747f4d61-3c97-4c4b-acd9-4d69c95f134b>

### 3.2.3 The Middle Position:

The Middle Position exercise aims at supporting participants in finding the right middle concerning research integrity virtues in everyday research practice.

The exercise aims to foster the achievement of the following learning goals:

1. Foster moral sensitivity for basic RI virtues;
2. Focus on challenges researchers experience in relation to RI virtues in practice;
3. Acknowledge the inherent moral ambiguity of RI virtues;
4. Know how to integrate RI virtues in practice.

This exercise is relevant within the structure of the training to:

- Fostering reflection on concrete situations by making use of virtues;
- Understand the practical meaning of abstract virtues;
- Reflect on moral ambiguities and grey areas.

The manual for trainer and trainees is available at the following link:

<https://embassy.science/wiki/Instruction:522ba3d0-9f26-41d5-9ecf-b4c88214887c>

#### 3.2.4 Rotterdam Dilemma Game

The Rotterdam Dilemma Game<sup>6</sup> aims at confronting participants with dilemmas they are likely to encounter in their actual research activities.

The exercise aims to foster the achievement of the following learning goals:

1. To identify research integrity (RI) principles and virtues in a dilemma;
2. To relate RI dilemmas with values and principles of ECoC;
3. To identify others' own moral justifications;
4. To consider, choose and defend alternative courses of action regarding a realistic dilemma in research integrity.

This exercise is relevant within the structure of the training to:

- Discuss RI issues – opening up to others' opinion without having to talk about personal cases;
- Be used as an ice breaker.

<https://embassy.science/wiki/Instruction:A0dd2e82-52e7-4030-a396-54525630e75c>

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<sup>6</sup> This Exercises is an adaptation of the Dilemma Game, developed by the Erasmus University Rotterdam publicly available at: <https://www.eur.nl/sites/corporate/files/dilemmagame-mrg.pdf> . WP3 has obtained consent to adapt the game for the purpose of this training.

### 3.2.5 Self-declaration approach

The Self-declaration approach aims at fostering reflection on the varieties of goodness in research by using participants' responses to a pre-distributed self-declaration sheet.

The exercise aims to foster the achievement of the following learning goals:

1. To understand the multidimensional nature of goodness;
2. To understand how the different typologies of goodness are relevant and important to the work of a researcher;
3. To relate the different typologies of goodness to RI ideals and issues;
4. To reflect on one's own conceptions of goodness and their application in research.

This exercise is relevant within the structure of the training to sensitize participants to think about what it means to do 'good' research and to be a 'good' researcher.

The manual for trainer and trainees is available at the following link:

<https://embassy.science/wiki/Instruction:64cb2917-6ee4-44ca-ad3b-b998bc6786ea>

### 3.3 Interim practice work

After having experienced the exercises, trainees practice their facilitation and report on their experiences. In order to do that, they have to study the manuals, recruit participants, send out assignments (for those exercises which require participants to prepare beforehand), and plan the sessions (one per exercise). As part of the interim practice work, after facilitating each exercise, trainees fill in a self-reflection form (available in the manual). This form serves a double purpose. On the one hand, it supports trainees in reflecting on their own experience with the exercises as facilitators; on the other hand, it provides valuable information for the trainers, which help them in planning the follow up session based on the questions and issues brought up by trainees.

The manual for trainer and trainees is available at the following link:

<https://embassy.science/wiki/Instruction:A0d97625-d155-4f6f-abd0-2f84413888ad>

### 3.4 Follow up session (i.e. participatory sessions 2)

After experiencing the exercises as trainers in their own context and having reflected on their role, trainees meet again (online or offline) for a follow up meeting. The main objectives of this follow up meeting are as follows: a) practicing again several exercises supervised by WP3 trainers; b) discussing with other participants issues they had encountered during the exercises; c) reflecting on their role as trainers; d) sharing tips and tricks with fellow trainees and trainers.

During this last session of the training, trainers close the training by addressing again the overall goals of the training, by explaining how to find and adapt the materials online, and by addressing certification.

The follow-up session and certification are described in the manuals for trainers and trainees available at the following links:

#### 3.4.1 Reflecting on experiences and practicing exercises

<https://embassy.science/wiki/Instruction:59a94bad-0356-4141-aecc-0dae37f1a40b>

#### 3.4.2 Certification

<https://embassy.science/wiki/Instruction:Fedb6d25-4eaf-4c47-adf3-5921bd6d8ebd>

## 4. Future steps

In the final months of the project, WP3 will offer support to the consortium members who are now are training other trainers and keep monitoring the changes of the manuals on The Embassy and will adapt the manuals based on feedback (if necessary).





*Annex 1 – Example program 1 (online intensive)*

| <b>When</b>                           | <b>What</b>  |
|---------------------------------------|--|
| Preparation                           | <ul style="list-style-type: none"> <li>- Participants receive training information and complete the three online modules</li> <li>- Participants submit any questions they have on the training information and online modules</li> <li>- Participants fill out the preparation sheet for the Varieties of Goodness exercise (this exercise is also known as the self-declaration approach)</li> </ul>   |
| <b>Training day 1</b><br>October 14th | <p><b>9.00 – 9.15</b> Opening, welcome by two certified trainers</p> <p><b>9.15 – 9.30</b> Overview of the TRAIN THE TRAINER program and questions</p> <p><b>9.30 – 10.15</b> Exercise DILEMMA GAME (part 1)</p> <p><b>10.15 – 10.30</b> <b>Break</b></p> <p><b>10.30 – 11.15</b> Exercise DILEMMA GAME (part 2)</p> <p><b>11.15 – 12.30</b> Exercise MIDDLE POSITION</p> <p><b>12.30 – 13.15</b> <b>Lunch</b></p> <p><b>13.15 – 14.30</b> DEBATE AND DIALOGUE</p> <p><b>14.30 – 14.45</b> Questions and comments</p>  |
| <b>Training day 2</b><br>October 15th | <p><b>9.00 – 9.15</b> <b>Q&amp;A</b> (about the online assignments and follow up from the day before (if any))</p> <p><b>9.15 – 10.10</b> Exercise VIRTUES AND NORMS (part 1)</p> <p><b>10.10 – 10.25</b> <b>Break</b></p> <p><b>10.25 – 11.10</b> Exercise VIRTUES AND NORMS (part 2)</p> <p><b>11.10 – 12.40</b> Exercise SELF DECLARATION APPROACH (part 1)</p> <p><b>12.40 – 13.10</b> <b>Lunch</b></p> <p><b>13.10 – 13.25</b> Exercise SELF DECLARATION APPROACH (part 2)</p> <p><b>13.25 – 14.00</b> Reflection on the two days and preparation for the assignments including tips about how participants can facilitate the exercises in their own setting</p> |
| November                              | <ul style="list-style-type: none"> <li>- Participants prepare to facilitate the five exercises by reading the exercise instructions and watching the videos (if available)</li> <li>- Participants practice the exercises with their own trainees or group of interested people</li> <li>- Participants fill-in and submit the self-evaluation sheet about the exercises</li> </ul>  |
| <b>Training day 3</b><br>December 3rd | <p><b>9.00 – 9.30</b> Setting goals for the day: collecting feedback and issues which need further clarification</p> <p><b>9.30 – 11.00</b> Practicing the role of trainer</p> <p><b>11.00 – 11.15</b> <b>Break</b></p> <p><b>11.15 – 12.30</b> Practicing the role of trainer</p> <p><b>12.30 – 13.00</b> <b>Lunch</b></p> <p><b>13.00 – 15.00</b> Practicing the role of trainer</p> <p><b>15.00 – 15.30</b> Reflection on the day and looking back at initial goals</p>   |

*Annex 2 – Example program 2 (online extensive)*

| <b>When</b> | <b>What</b>   |
|-------------|---|
| Preparation | <ul style="list-style-type: none"> <li>- Participants receive training information and complete the three online modules (time investment approx. 4 hours).</li> <li>- Participants submit any questions they have on the training information and online modules</li> </ul>  |
| Week 1      | <p><b><u>Online meeting 1</u></b></p> <ul style="list-style-type: none"> <li>- Get to know each other</li> <li>- Introduction to VIRT2UE program</li> <li>- Reflection on the online modules and questions so far</li> <li>- Exercises: Debate vs. Dialogue and Dilemma game</li> <li>- Tips about how participants can facilitate the exercise in their own setting</li> </ul>   |
| Week 2-3    | <ul style="list-style-type: none"> <li>- Participants prepare to facilitate the Debate vs. Dialogue and Dilemma game by reading the exercise instructions and watching the video (if available)</li> <li>- Participants practice the Debate vs. Dialogue and Dilemma game with their own trainees or group of interested people</li> <li>- Participants fill-in and submit the self-evaluation sheet about the exercise</li> <li>- Participants fill out the preparation sheet for the Varieties of Goodness exercise (this exercise is also known as the self-declaration approach)</li> </ul> |
| Week 4      | <p><b><u>Online meeting 2</u></b></p> <ul style="list-style-type: none"> <li>- Reflection on the Debate vs. Dialogue and Dilemma game exercises</li> <li>- Exercise: Varieties of Goodness</li> <li>- Tips about how participants can facilitate the exercise in their own setting</li> </ul>   |
| Week 5-6    | <ul style="list-style-type: none"> <li>- Participants prepare to facilitate the Varieties of Goodness exercise by reading the instructions and watching the video (if available)</li> <li>- Participants practice the Varieties of Goodness exercise with their own trainees or group of interested people</li> <li>- Participants fill-in and submit the self-evaluation sheet about the exercise</li> </ul>   |
| Week 7      | <p><b><u>Online meeting 3</u></b></p> <ul style="list-style-type: none"> <li>- Reflection on Varieties of Goodness</li> <li>- Exercise: Virtues and Norms</li> <li>- Tips about how participants can facilitate the exercise in their own setting</li> </ul>  |
| Week 8-10   | <ul style="list-style-type: none"> <li>- Participants prepare to facilitate the Virtues and Norms exercise by reading the instructions and watching the videos (if available)</li> <li>- Participants practice the Virtues and Norms exercise with their own trainees or group of interested people</li> <li>- Participants fill-in and submit the self-evaluation sheet about the Virtues and Norms exercise</li> </ul>  |

|            |   |
|------------|---|
| Week 12-14 | <b>Christmas/New Year break</b>   |
| Week 15-16 | <ul style="list-style-type: none"> <li>- Participants prepare to facilitate the Middle Position exercise by reading the instructions and watching the videos (if available)</li> </ul>  |
|            | <ul style="list-style-type: none"> <li>- Participants practice the Middle Position exercise with their own trainees or group of interested people</li> <li>- Participants fill-in and submit the self-evaluation sheet about the Middle Position exercise</li> <li>- Participants complete the program evaluation</li> </ul>  |
| Week 17    | <p><b><u>Online meeting 5</u></b></p> <ul style="list-style-type: none"> <li>- Reflection on The Middle Position</li> <li>- Participants practice one or two exercises of their choice again (elements of the training that they struggle with)</li> <li>- Reflection on the total program - lessons learnt and to pass on to future trainees</li> <li>- Evaluation of the train-the-trainer program</li> </ul> |