

# A GUIDELINE ON DIGITAL TRAININGS FOR CIVIL SERVANTS

SECTOR NETWORK  
**SENECA.gov**

Good Governance in South-East Europe,  
the Caucasus, Central Asia and  
Afghanistan

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# Welcome & Introduction

The COVID-19 pandemic has forced our working and learning into a virtual space. While we used to be able to decide whether online or offline training better suited the learning format for civil servants, online has now become the norm. This has introduced new challenges: we have to find a way to deal with shorter attention spans resulting from significantly more digital distractions. In addition, in small two-dimensional windows it is more difficult to perceive social cues, which can lead to misunderstandings and hinder co-creation and collaboration. And, of course, the opportunities for informal bonding are limited in the virtual experience.

But, there are also great advantages of this virtual world: we refrain from traveling and therefore save in costs and time. This allows us to act more flexibly and even in a more environmentally friendly way. We can increase our reach to a more extensive network and bring people together from all over the world, allowing us to increase inclusivity.

Of course, there will always be a difference between online and offline, but it's neither better, not bad – it's just different. And in order to enable you, as a trainer, to host online learning experiences for civil servants and strengthen your virtual facilitation skills, we want to share this “Guideline on Digital Trainings for Civil Servants” with you. It is meant to support you in preparing, conducting and following up on digital trainings for civil servants and answering the two main questions: how to design engaging remote learning formats and how to foster live, online collaboration, and interaction.





# Contents

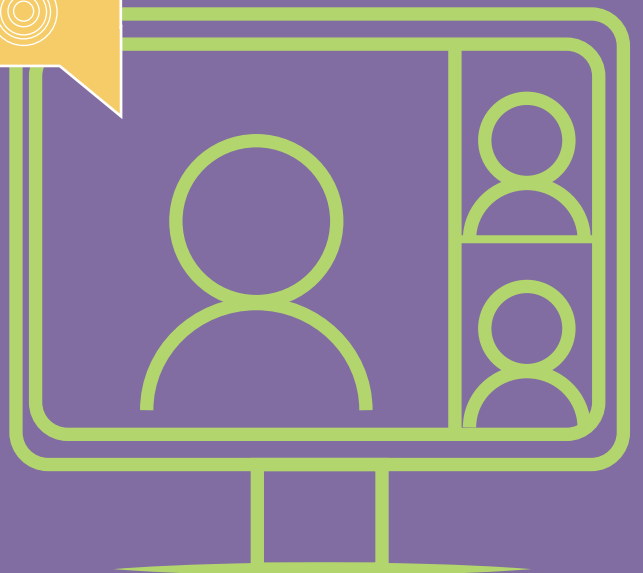
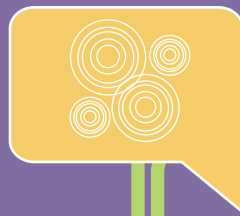
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# Training Facilitation Basics

# 1



# What are the most important virtual facilitation principles?

In-person and virtual trainings differ in many aspects, but three interconnected core elements of facilitation, people, process and place, are the same for both. Each of these elements contain the following principles to consider when facilitating digital trainings for civil servants.



## People

### Build a connection

Encourage interaction between participants to build trust amongst the team.

### Stay in touch

Get a frequent pulse of the group to ensure that you do not lose any participants by accident.

### Balance the share of speech

Be gentle but firm if one participant takes up too much space and ask others to join in to make sure everyone is heard.



## Place

### Establish ground rules

Communicate online etiquette and a code of conduct to develop a common understanding of virtual collaboration and creating a safe space.

### Be visual

Enrich and amplify your digital training with varied and visual content to keep the participants' attention.

### Be prepared

Make sure you have all technical equipment, material for activities and also a backup plan to be able to act flexibly if the unexpected happens. But overall, keep calm!



## Process

### Communicate clearly

Provide concise information at the right time and in the right format to avoid time-consuming questions or misunderstandings.

### Vary activities

Balance phases of knowledge transfer, experience, reflection, and discussion to provide a sustainable learning experience for each type of learner.

### Vary learning modes

Play with different group sizes, group constellations and didactical approaches to design a flow that avoids energy drops.

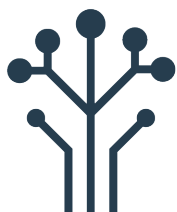
# Top Tips in a Nutshell

Below you can find the most important tips for facilitating digital trainings for civil servants. Ideas for their concrete design as well as many more suggestions are described on the following pages.



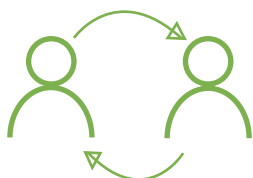
## Timing

- Plan trainings no longer than 4 hours per day
- Include a 15+ minutes break every 90 minutes
- Always start and finish on time
- Have a detailed agenda
- Identify points that could be shortened or removed from the agenda when running behind schedule



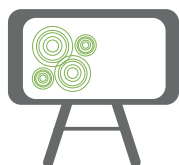
## Tech

- Test tech extensively beforehand
- Include digital collaboration tools
- Conduct an optional tech onboarding for more inexperienced participants



## Interaction

- Integrate break-out sessions
- Let participants discuss their own cases
- Let participants share their experiences
- Make use of the chat
- Include check-ins, check-outs, and energisers



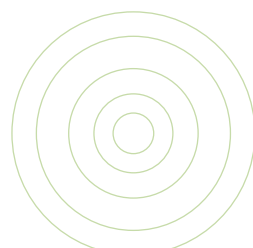
## Presentation

- Present no longer than 40 minutes, including Q&A and discussion
- Include practice-oriented examples
- Enrich your input with varied and visual content



## Communication

- Introduce rules of collaboration
- Introduce a small number of hand signals
- Ask only one question at a time
- Avoid making decisions with the whole group





# Preparing a Digital Training

# 2

# Frame & Goal

## Helpful questions to define what you want achieve with the digital training

In order to plan a digital training for civil servants and anticipate expectations, it is helpful to put oneself in the shoes of the user. The clearer the learning objectives and the requirements of the target group, the easier it is to design exercises and compile inputs. The following questions will help you to develop a concept for your digital training. Write down your answers. This will also give you a point of comparison when you evaluate the digital training afterwards. If you have the feeling that you cannot answer the questions, it might be helpful to talk to some potential participants or training managers before the digital training.



### Diagnose problems

- What challenges do your learners face in their everyday lives regarding the training topic?
- Why do they want to come to the training?
- What results do they want to achieve?



### Determine goals

- What do your learners need to learn to be able to tackle these challenges?



### Detect parameters

- What are the logistical parameters (human resources, technical equipment, etc.)?
- What is the time frame?
- Who are the participants and how many are there?



### Decide on level of competence

- How complex do you want your learners' understanding to be?
- How proficient do you want your learners to become?



### Design a learning experience

- How could your learners best achieve the learning objectives?



### Consider learners profiles

- How much prior knowledge and experience do your learners have?
- How digitally literate are your learners?
- What motivated your learners to participate in the training?
- What do your learners expect from the training?
- What is the cultural context of your learners and what are the specifics to be considered?

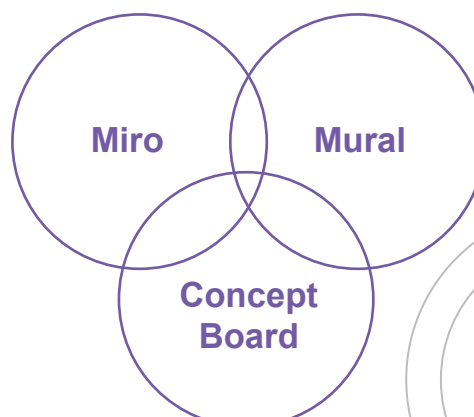
# Tech Equipment & Tools

What do you have to consider technically for digital trainings?

Few things can be as nerve-wracking in digital training as tech. Therefore, it is particularly important to find out which tools are best suited to the learning format you want to offer and to test them extensively beforehand. It may be that internal IT already suggests a platform or video conferencing tool, or public institutions are only allowed to use specific ones. Please verify how well the platforms comply with data protection policies and how privacy is ensured before choosing a platform. Also consider the costs of using a tool – e.g. licensing fees, installation costs, etc. Interoperability with existing digital tools and hardware needs to be ensured as well. The following tools are the most common:



Digital whiteboards are highly recommended in order to have a shared workspace for collaborative and creative phases during trainings. With them, participants can simultaneously visualise work with sticky notes, text fields, tables, pictures, freehand drawings and much more. This simplifies collaboration and at the same time documents, steps, and results. The following tools are the most common:



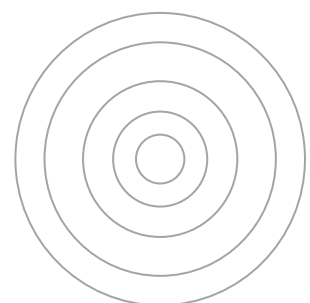
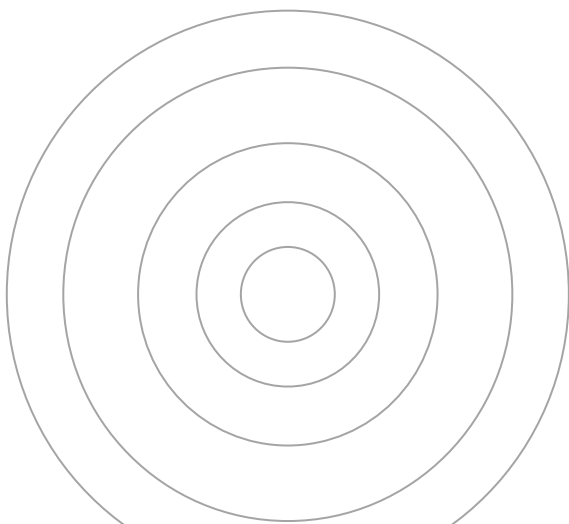
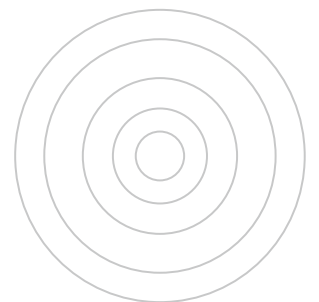
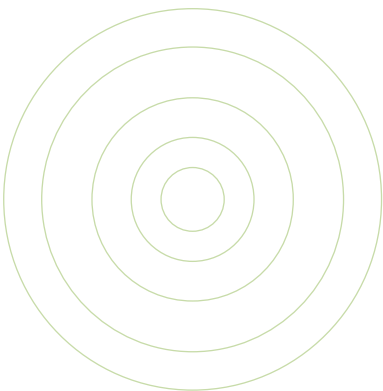


## Duration & break



What do you need to consider in terms of timing for digital trainings?

- A training session should not last longer than 4 hours per day. Consider splitting a long one-day virtual training into two shorter days.
- If only a one-day training is possible, plan extended breaks such as long 20+ minute coffee breaks or individual reflection time.
- A break of at least 15 minutes should be taken at least every 90 minutes.
- Depending on the topic of the training, it can be helpful to divide a training into small learning units. For example, there could be a one hour training per week, leaving enough time for in-depth learning or working on a case until the next week's session.
- Choose the time of day consciously. Often participants have a clearer head if they have been able to already answer urgent emails that day. On Monday morning, many plan their week or receive a flood of emails, whereas late on Friday afternoon, some may already be thinking of the weekend. But overall, there is no one golden time slot.





# Training Schedule

What do you need to consider when developing an agenda for digital trainings?

Similarly to a face to face training, a good, detailed plan is one of the most important things for a facilitator. It helps to structure the learning experience, to give weight to exercises and inputs and to calculate times. An agenda becomes even more important when the training is not facilitated alone, but as a team. It is the basis of the briefing and the overview for organisation.

A detailed agenda document should include the following items:



**Start and end time**



**Learning**



**Duration**



**Responsibilities**



**Activities**



**Materials**



## What do you need to consider when inviting participants to a digital training?

Participants get a first impression as soon as the first contact with them is made. Therefore, it is even more important to think carefully about the tone of the invitation, how information is communicated, how well the participants should be technically prepared and what pre-readings or preparatory tasks are given.

- Send a calendar invitation with training dates (after the participant has registered for the digital training), with the option to already include the link to the video call and a brief outline of the day's agenda.
- Introduce the format and process (about two weeks before the training starts). Give a rough overview of the entire format and put in your contact details in case of questions or technical issues on the training day. Communicate which technical equipment and surrounding is necessary.
- Conduct an optional tech onboarding for participants who are more inexperienced (about three days before the training starts). Here, questions can be directly clarified or technical difficulties solved. As additional options, a link to a tutorial can be sent, an introductory video can be recorded or a step-by-step guide with screenshots can be created.
- Optional: Send out physical training materials by mail in advance e.g. a small book for notes, a template to reflect on the learning progress or prototyping material.
- Optional: Send out pre-readings (about two weeks before the training starts). Make sure to communicate clearly whether preparation is compulsory or voluntary.
- Optional: Connect the participants with each other (about one week before the training starts). Here, participants could, for example, locate themselves on a map or share their favourite song which feeds a playlist for the time of the training.



The background is a solid purple color. It features several sets of concentric white circles of varying sizes, some of which overlap each other. These circles are primarily located in the top and bottom portions of the page, framing the central text.

# **Conduct Digital Training**

# **3**

# Training Structure

What elements should be included in a digital training?

Eight key elements form a solid foundation for designing a digital training for civil servants and should not be missing in any agenda. They can be combined with different media, in length and learning modes and thus create a unique learning experience composition for civil servants.

## Welcome & Introduction

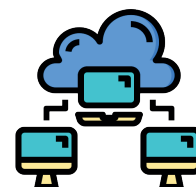
**Objective:** Participants know what will happen on the training day and all expectations are managed.

- Have a list of participants at hand to get an overview of whether everyone is present. Some may need technical help, which the tech support will take care of [CHAPTER 3: ROLES & RESPONSIBILITIES]
- Prepare slides to give an overview of:
  - the online etiquette [CHAPTER 3: TECH EQUIPMENT & ONLINE ETIQUETTE].
  - the rules of collaboration [CHAPTER 3: MODERATION & COMMUNICATION].
  - the agenda and break times, about you and your expertise, the goal of the day, the working modes and roughly outlined, the upcoming activities.

## Check-in & Getting to know each other

**Objective:** The participants have an overview of who is taking part in the digital training and get to know each other. A positive atmosphere should be created to buildup trust in the group and encourage interaction and networking.

- The format of your check-in depends mainly on the number of participants and the desired depth or the time available for getting to know each other.
- In short training formats and programmes with multiple training sessions, the check-in should still be included, but can be kept short.
- In long training formats and formats with a lot of group work, the check-in should be more extensive.
- Consider the cultural context, e.g. hierarchical levels within an institution, when selecting a check-in. If check-ins seem artificial or too “silly”, the trainer can quickly lose authority.
- Ideas for check-ins can be found here: [CHAPTER 5: FURTHER RESOURCES & ANNEXES]





## Q & A Discussion

**Objective:** Questions will be clarified and the content of the presentation will be deepened.

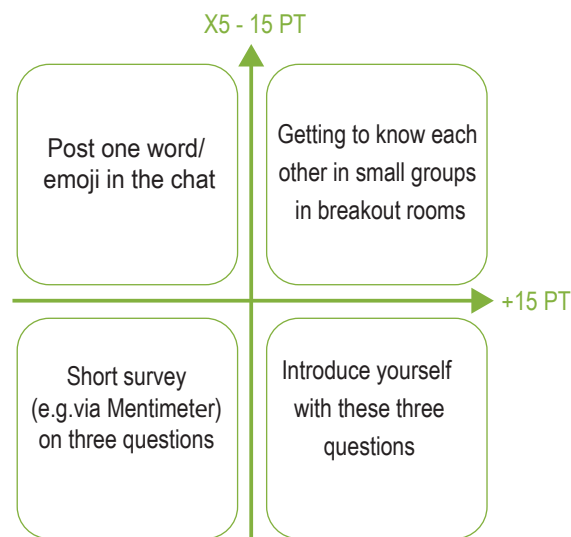
- A long silence can feel uncomfortable during a Q&A session. There can be many reasons for this: it could be that the content is still resonating with the participants and they need time to digest. A short reflection exercise in individual work can be helpful in this case.
- It may also be that the participants are still a little hesitant and shy. To break the ice, it is helpful if the co-facilitator prepares an opening question and gets things started.
- Participants can also post questions in the chat during the presentation, which will be answered after the session.
- If the number of participants is very large, it's recommended to divide the participants into breakout sessions for a short discussion. Again, an opening question or statement should be prepared as an initiator for the small group discussion.
- The presentation and the Q&A that follows should be in proportion to each other.

## Energisers

**Objective:** To refresh the participants' attention and concentration.

- Energisers can serve different functions. They have both an activating effect and can strengthen the group feeling, while mentally preparing the participants for the next task. This effect can be achieved in as little as 5-15 minutes.
- Energisers are especially suitable at the beginning of a training day, before a work session or after breaks.
- When choosing an energiser, think about your target group (civil servants) and develop a keen understanding for your participants. Energisers can be a lot of fun. However, if they dynamics of the training.
- It is important that you always say why this energiser is being done.
- Ideas for Energisers can be found here [CHAPTER 5: FURTHER RESOURCES & ANNEXES]





Check-in information depends on the number of participants (PT) and time available.

## Presentation of learning content

**Objective:** New content is taught to participants in an accessible way. The theoretical framework is set in order to be able to follow up in practice.

- You can enrich and amplify your inputs with varied and visual content such as symbols, pictures, movie snippets or graphic recording.
- You can include practice-oriented examples. You can talk about your own experiences and real-life examples or inspirational best practices of others. You could also plan for participants to bring in and discuss their own cases and thus learn from each other's experiences.
- You can enrich and amplify your inputs with good storytelling. You could, for example, read a story that is relevant to your topic or use metaphors to illustrate complex issues. However, pay special attention here to the framing so that it does not seem informal.
- It is essential to clarify basic technical functions before the presentation e.g. How do I share my slides? How do I work with two screens? Who shares the slides, me or the tech support? [CHAPTER 3: ROLES & RESPONSIBILITIES] When guests or other facilitators give input, the tech check is even more important. Make an appointment before the training with them for a practice run.

## Group work in breakout rooms

**Objectives:** The contents of the theoretical part are deepened in group exercises and a transfer to practice and own cases is established. The participants can exchange ideas, discuss in depth and work creatively.

- Working in small groups is often more effective and increases the learning effect for the participants as new perspectives are opened up through exchange with others. Therefore, every training should include work phases in different group sizes and group constellations.
- Having a co-facilitator in breakout rooms can be beneficial to keep the group focused and on track thematically.

## Check-out & Feedback

**Objective:** Questions are clarified, learnings are reflected and constructive feedback is given by the participants.

- It is advisable to give each participant the opportunity to share thoughts, learnings or feedback at the end. As in the check-ins, the format of your check-out depends mainly on the number of participants and the desired depth or the time available for getting to know each other.
- Tell the participants how much time you want to spend on this, so whether it is a short pulse check or a space where they can go in depth.
- It is recommended that the check-out should be between 10% and 15% of the total training time.
- Ideas for check-outs can be found here: [Chapter 5: Further Resources & Annexes]

**Objective:** Participants know what to do or what happens next and close the day in a good mood.

- Decide how you want to follow up with the participants [Chapter 4] or give an outlook on the next session if the digital training has multiple modules.

# Roles & Responsibilities

What roles and distribution of tasks are helpful in conducting digital trainings?

When it comes to hosting a digital training for civil servants, it can be helpful to define different roles within the facilitator team in advance. Depending on the learning format, group size and available human resources, several roles can be filled by one person.

## Lead Facilitator

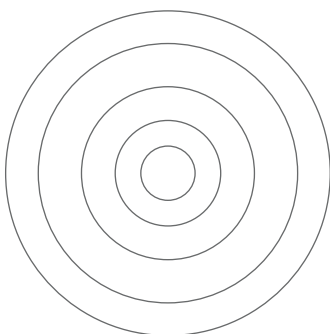
This person is the host and responsible for the flow of the training. He or she leads through the day: welcomes participants, sets the frame and wraps up the call. The lead facilitator can explain phases and exercises and give inputs, but also hand over to their co-facilitator(s). When not moderating, they answer questions in the chat and keep an eye on the timing. If there are short term changes in the agenda, this person makes the final decision\*.

## Co-Facilitator

This one or more persons facilitate certain parts of the agenda that the lead facilitator has briefed them on beforehand. When not moderating, they answer questions in the chat and keep an eye on the timing. Additionally they can also pay special attention to the mood of the group or document essential insights that emerge in the process.\*

## Tech Support

This person acts in the background and is responsible for all technical elements and troubleshooting. This includes creating and starting breakout sessions or giving participants one-on-one support in the private chat or by phone without distracting the rest of the group. He or she also welcomes late comers and onboards them.



\*To ensure a smooth transition of inputs, it is recommended that the respective facilitator shares the slides and not the technical support, as this person has to focus on several things at the same time.



# Tech Equipment & Online Etiquette

Which technical aspects and behaviours are necessary in virtual space?

Tech is often a major challenge in digital trainings. Even though some issues are out of the facilitators' control, there is still a lot one can prepare and influence to prevent major hiccups during the digital training for civil servants.

## Tech set-up for facilitators

- Make sure you have a strong and reliable Internet connection.
- Find a quiet, undisturbing surrounding.
- Test your tech before your digital training. Check your camera, microphone, lights and second screen if you have one. Practice sharing a presentation if necessary, switching between platforms you want to use (e.g. video conference tool and virtual whiteboard tool), playing videos and music and setting up breakout rooms, a virtual background or a recording of the session.
- Adjust the camera so that you are shown frontally with one armlength distance and on eye-level. Look into the lens.
- Be in the call earlier and stay available via email and phone in case participants have problems joining the call.
- Use another communication channel besides the video conference tool when conducting a training with several facilitators to synchronise any short-term changes in the agenda.

## Tech set-up for participants

- Ask participants to download and test the application or any plugin you need before the call.
- Ask participants to rename themselves so that you can address them by name and everyone knows who is in the room.
- Ask participants to turn on their video. If the internet connection is not stable enough, they can turn it off to increase the quality of the connection.
- Ask participants to always mute themselves to reduce background noise for everyone. They should only turn on the microphone when they want to say something.
- Ask your participants to switch the view layout to gallery mode in order to see the full group.
- Ask your participants to close their email inbox and other digital distractions to focus on the training.



# Moderation & Communication

What are do's and don'ts in communicating and dealing with groups in digital trainings? In digital training, it is much more difficult to perceive social cues, which makes misunderstandings and misinterpretations more likely. Therefore, it is even more important to think carefully about what to say, when and how. In addition, it is essential to be aware of group processes and group dynamics and to know how to deal with them.

- Create certainty in what the participants should expect by presenting the agenda, the goal of the day, the working modes and roughly outlined, the upcoming activities. Also communicate the break times and always try to start and end on time.
- Introduce your rules of collaboration, such as the “Vegas rule – what happens in Vegas, stays in Vegas.” or the “Chatham House Rules”, pointing out that what is discussed in the training does not leave the virtual space. This builds trust and often increases willingness to participate.
- Introduce a small number of hand signals and ask participants to use them when they are on mute.



sign of agreement and  
applause



sign to take part in a discussion  
or ask a question



signs of agreement or  
disagreement

- Communicate to participants how and when you will answer questions.



- Think carefully about your questions and ask only one at a time. Open questions asked to the whole group can create silence or chaos. It can be helpful to address a participant directly by his or her name, to go through the list of participants e.g. in alphabetical order, or to let the participants choose their follow-up speaker. Remember that the inhibition to say something in a virtual space is often higher for the participants and that it takes a moment for someone to get over their shyness or to unmute. Try to endure the silence.
- Communicate the specific steps of an exercise clearly and show the task on the slide.
- Make sure that the group has a balanced share of the talking time. If a participant takes up too much space, thank them for their input and invite others to share. Alternatively, you can introduce a specific time limit per participant. With this regulation, it is often easier to interrupt someone who is talking too long. If you decide to use time-boxing make the time visible, use a signal to indicate that the time is up e.g. a soft bell or use the waving hand signal.
- Try to avoid decision making processes with the whole group. If a decision has to be made with everyone, make a proposal and ask if anyone disagrees. You can also give two options to choose from and put them to a vote. Try not to ask open-ended questions.

For example:

Ask: "I suggest we take a 15-minute break now. Is anyone not okay with that?"

Or ask: "We can now have a 10-minute or 25-minute break. All those in favour of a short 10-minute break, raise your hand now."

Don't ask: "How long do you want to take a break?"



# Interaction & Engagement

What tools, methods, exercises, and settings can you use to foster interaction and manage attention?

In digital trainings, there are many more things competing for attention: emails coming in, the postman rings, children or colleagues have a question. People also tire more quickly when looking at a screen and sitting for a long time, and unlike in-person training, they feel less of the energy from other participants and the atmosphere in the room. Therefore, it is even more important to encourage a lot of interaction in digital training sessions to make it easier for participants to keep their focus and energy high.

## Signs of low engagement

Despite your best efforts, some participants will be distracted and disengaged. Try not to take this personally – we all get distracted from time to time. You can tell by the following signs that the participants' focus and energy is dropping:

- They turn off their videos, unless their internet connection is unstable. Consider planning exercises where participants do not need to have their video on as it can be exhausting looking into the camera all the time.
- No one responds to the question you asked.
- Only a few respond to questions in the chat or to a survey.
- They have a fixed gaze, which means they are probably replying to an email or doing something else.

## Coping strategies with low engagement

If you feel that not only one or two participants are distracted or unengaged, but that the energy of the whole group is decreasing, you can try the following things:

- Give your participants a short break, to grab a drink or snack or get some fresh air.
- Intersperse an energiser exercise where everyone stands up, stretches and moves.
- Send participants to breakout sessions so that they can talk to each other in smaller groups.
- Address your observation that you feel some participants are mentally absent. Have a dialogue with them about how they want to use the remaining training time so that it is valuable for everyone.
- Change the type of activity. Maybe your input is too long and the participants just need a moment to digest the information or you gave them way too much time to process an exercise.

# Pool of ideas to foster interaction & engagement

In digital trainings for civil servants, one rule seems to emerge: the more varied and practice-oriented a training is, the higher the attention span and willingness to interact. Below is a list of some ideas with the explicit invitation to combine them, modify them, try them out and play around.

- You can make use of the chat in the video conference tool. For example, participants can post an emoji or gif as a mood or reaction to an input, you can ask for initial associations to a topic, lighten up an input with intermediate questions in the chat or create a check-in and check-out. The chat can be a very powerful element to encourage exchange in the group. It should therefore be integrated right from the beginning and stimulated continuously.
- You can integrate anonymous surveys. Some video conference tools offer this as a feature, otherwise [www.menti.com](http://www.menti.com), [www.kahoot.it](http://www.kahoot.it) and [www.kobotoolbox.org](http://www.kobotoolbox.org) are also highly recommended. This idea is especially helpful for questions that are socially sensitive or more uncomfortable to share, e.g. in hierarchical settings or with potentially large differences in prior knowledge. Surveys are not very time consuming and can therefore always be interspersed in inputs.
- You can integrate breakout sessions. You can vary the group sizes and group constellations in different work phases and either decide who works with whom, use the shuffle mode or let the participants place themselves independently in the rooms based on e.g. preferred questions to discuss.



- You can ask participants to come on stage. Ask questions that everyone can answer, even in the large group. It is often advisable not to do this right at the beginning of the training, as the participants first have to build up trust in the group. In addition, it is often easier to stand on stage as a small group. For example, you could have the participants work on tasks in small groups. Afterwards each group could present their results to the larger group.
- You can include physical materials. For example, participants can draw something and then hold it up to the camera. They can also look for an object in their office that represents the training topic to them. Or you could also send them workshop materials in advance, such as a workbook, printed templates, an hourglass for timing during the workshop, pens and post-its, prototyping material or handouts that can be used to complement the inputs.
- You can include digital collaboration tools. For example, you can create a shared document, e.g. on Google Docs, for working in small groups. Even more powerful are tools like [www.miro.de](http://www.miro.de) where you can create digital whiteboards on which participants can collect thoughts and develop ideas at the same time – with pictures, postits and symbols, etc. The whiteboards should be well prepared clearly structured and visually appealing. Digital collaboration tools also help to record work result and give a good sense of the trainings' progress.
- You can include music, for example when the participants arrive. Or you can also play quiet instrumental music in the background during individual reflection tasks to create a calm atmosphere.
- You can use check-ins, check-outs, and energisers. [Chapter 5: Further Resource & Annexes]



The background is a solid dark gray. It is decorated with numerous concentric circles of varying sizes, drawn with thin white lines. These circles are scattered across the page, with a higher density in the top half and bottom corners, and fewer in the center where the text is located.

# Follow-up of Digital training

# 4





## Participant Communication

What tools, methods, exercises and settings can you use to foster interaction and manage attention?

The end of the training is not the end of the entire learning experience. A good follow-up is therefore like the dessert after the main course and also deserves attention to detail.

- Send a follow-up email to the participants (no later than 3 days after the training). In the email you should look back at the training, summarise the key messages, share any resources such as links, slides or training material and link to the digital whiteboard or export and attach the work results from there.
- If you have a lot of attachments, it is recommended to collect the material in a folder in the cloud (e.g. ownCloud, Google Drive, Padlet) or make it available for download via a link.
- Foster networking among the participants. Provided everyone has agreed, you can share the list of participants. If all participants work in the same organisation, a group chat can also be opened via the company's standard communication tool (e.g. Microsoft Teams).
- Optional: Invite your participants for a pulse check (after min. 6 weeks). For sustainable learning, a short one-hour video call can be very helpful. The session could include a recall of the core content of the training and space for sharing experiences.

# Feedback & Evaluation

How can you get feedback on your digital training for civil servants?

We learn about and improve upon our blind spots through feedback from others. Therefore, facilitators can give themselves a gift by asking participants for feedback. On the one hand, it helps to measure whether the intended goal has been achieved, on the other hand, more informed decisions can be made for the next digital training for civil servants.

- Send a short survey with a maximum of five questions to the participants to gather feedback. Try to avoid purely quantitative questionnaires, as they only give you a high-level impression, but do not reveal what exactly led to it. Some sample questions are:  
If you had to describe the training with three adjectives, what would they be?  
If you could change three things about the training, what would they be?  
How do you rate the training in the following evaluation criteria: time frame, depth of content interaction and exercises, usefulness for everyday work?  
What is different today, at the end of the training, than before?  
What do you want to remind your future self of?  
Why would you recommend/not recommend the training to colleagues?
- Optional: Deepen the feedback by interviewing participants individually after reviewing the survey.





# Further Resourcec & Annexes

# 5



# Useful links with extra resources,tips and ideas

## Check-ins



### Check-ins to get to know each other

- What 3 professional or private topics could you give a short talk about at hoc? Everything is allowed: from how to be a good aunt, to houseplants, to giving presentations.
- Hold an object in front of the camera that should not be missing on your desk.
- Draw a symbol that represents the topic of the training.
- Set a virtual background that shows your favourite place in the world.
- If you weren't on this training, what would you be doing?

### Check-ins to share the peronal mood

- Post the emoji in the chat that describes your mood right now.
- If you were a weather system, what would be your report?
- If your mood was reflected in a movie, which one would it be?

### Check-ins to share expectation

- Complete the sentence: The workshop is a success for me when ...
- Why is it important for you to be here today?
- What do you wish for the collaboration in the group?
- Which three questions would you like to be able to answer after the training?



## Check-ins to share level of prior knowledge

- On a scale of 1-10, how much experience do you have with the seminar topic?
- Where do you encounter the topic of the training in your everyday (work) life?
- Tell us about an experience you had with the topic of the training.
- Choose a quote that fits the training topic (e.g. from a selection on the slide) and explain your choice.

## Check-ins to kick-off group work in smaller groups

- What role do you like to take when working on a team? Choose from the categories:  
Inventor – brings new ideas  
Coordinator – promotes decision-making  
Specialist – provides expertise  
Implementer – puts plans into action  
The caring one – has an eye on the team
- You can also choose a metaphor for this check-in, e.g. a boat. Find out who takes the wheel, who is in the engine room, in the lookout, in the kitchen and who is the anchor etc.
- Following the boat metaphor, each participant can name one thing that they think pulls (wind in sail) and holds back (anchor) good teamwork.



# Energisers



## Energisers to activate the body

- Touch blue – In the video call, everyone turns on their camera. The host says a first colour. Now all participants have to find an object in that colour and hold it up to the camera. The last person to find something says the next colour.
- Mirror Dance – Play an energetic good mood song. Call on each participant in turn to make a different dance move, which they repeat continuously. When everyone is in motion, the participants can mirror each other's moves. Often, at some point, a synchronous movement of a few dance moves emerges.
- Shake down – Ask participants to stand up and have an arm's length of space on both sides. Participants should pin the facilitator's video and follow his/her movements. First everyone shakes the right arm 8 times, then the left arm 8 times, then shake the right leg 8 times and then the left leg 8 times, counting "1-2-3-4- 5-6-7-8!" out loud each time. Then shake each limb 4 times, then 2 times. Finally, each limb is shaken once, ending with a loud cheer.

## Energisers that (possibly) make the group laugh

- High Five Elimination – Ask the participants to change the layout of the video conference in the gallery view. Each participant needs one person to their right and one person to their left. The order will be different for everyone as most video conferencing tools shuffle the video boxes. Also ask everyone to change their video settings to “hide non-video participants”. Explain that you will count down and that everyone then should give a high five to the right OR left within their own frame. The person who manages to give a high five to the person on the left OR on the right stays in the game, the others switch off their video.
- Sketching – This energiser is especially suitable at the beginning of a training. The participants sketch the person in the video call who is below them in the list of participants. For even more fun, they divide the sheet into 4 parts and draw: in the first field the neighbour as realistically as possible, in the second field without taking the pen off the paper, in the third field with the non-dominant hand and in the fourth field with closed eyes. The results are then shown in the group one after the other. Don't forget to set a timer for the exercise.

## Energisers to calm down and refocus

- Zen moment – Everyone grabs a paper and a pen and starts to draw a spiral. The goal is to draw a spiral for two minutes without removing the pen from the paper. Share the drawings afterwards for those who want.
- Box breathing – Introduce the following breathing exercise and do three repetitions. Participants sit as upright as possible on a chair and inhale deeply through the nose, counting very slowly in their heads to four. They hold the breath for another four even seconds and exhale through the mouth, again counting slowly to four. Now they hold their breath, again for four seconds, before repeating the process.
- Reflection walk – In a full-day training, send your participants on a walk with a reflection question. Ask them not to make any phone calls, listen to music or podcasts, but to focus on themselves. They can also take a photo on the walk and share it in the chat afterwards.



Further digital warm-ups and energisers

[www.mural.co/blog/online-warmups-energizers](https://www.mural.co/blog/online-warmups-energizers) (retrieved on 17 August 2021)

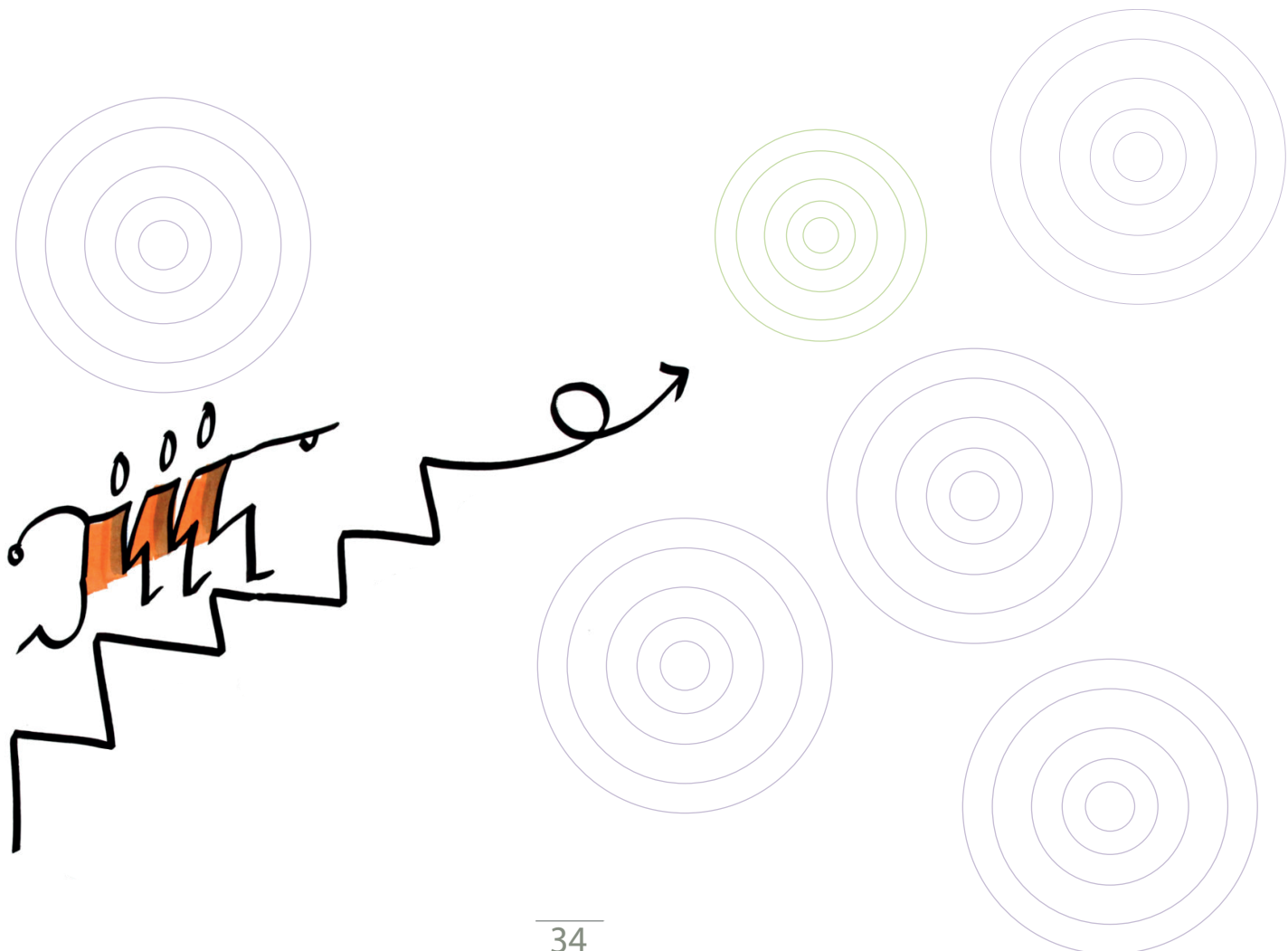
## Check-outs

### Check-outs to share the personal mood

- What key in your keyboard represents best how you are leaving this session?
- If you were a colour, would it be different from the one mentioned in the check-in and why?
- What is the first word that comes to mind that describes how you feel at the end of the training?

### Check-outs to reflect the personal learnings

- What three things would you pack from the seminar into your suitcase and take with you?
- Draw your main takeaways on a sheet of paper and share.
- What was your biggest aha-moment in the training?
- In workshops with a focus on personal development it can be very nice to end the training with each participant creating a vision postcard (e.g. on a miroboard) with one thing they have learned and want to establish. This postcard can be printed and sent to the participants e.g. 6 weeks later as a reminder and analogue artefact of the workshop.





## Check-outs to give feedback in general

- What should we start, stop and continue?
- Share what you want more of, same of, less of.
- Reflect on the workshop using the 4 Ls: Liked, Learned, Lacked, Longed for
- How were your expectations met/not met?
- Draw an emoji that describes best your level of satisfaction on this training.

## Check-outs to reflect the group work in smaller groups

- On a scale from 1 to 10, how would you rate your collaboration with each other?
- What is the biggest strength and weakness of this group from your point of view?
- Start a round of admiration by turning to your neighbour and saying: "What I appreciate most about you...". Then your neighbour says what he/she admires about his/her neighbour and so on until everyone has had a turn.



### Further Resources

Designing learning experiences

- Dirksen, Julie (2012) Design for how people learn. Berkeley: New Riders

Ideas for exercises

- [www.recipesforwellbeing.org/recipes/digital/](http://www.recipesforwellbeing.org/recipes/digital/) (retrieved on 17 August 2021)





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