



SHORT REPORT ON TRAINING EXPERIENCES

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RECRUITMENT

IIPLE conducted pilots between the 12th September and the 2th December 2019. In Italy, three pilots were conducted; two pilot sessions involved workers in the construction sector and one pilot involved students. The second pilot was organized with a group of IIPLE students that are attending a two-year vocational qualification training course for the construction industry. Construction workers were registered by their employer as required by Italian legislation.

As IIPLE is a non-profit bilateral organization financed by construction companies, IIPLE delivered these courses to workers free of charge. The STP (Safety Training Package) was tested during the mandatory training that usually lasts 16 hours. When companies enrol their employees onto the programme, IIPLE outlines the ESTEEM training's characteristics and why four additional training hours are required.

OVERVIEW OF PARTICIPANTS

There were a total of 61 participants in 3 sessions; the participants consisted of construction workers and students of different ages and nationalities (ex. Italy, Romania, Albania, Tunisia, Nigeria, Moldova). Table 1 shows the number of participants and the number of Italians and migrants in each pilot.

	Target group	Total number of participants*	Number of migrant participants	Number of Italian participants
PILOT I	Workers	22	11 (50%)	11 (50%)
PILOT II	Students	19	15 (79%)	4 (21%)
PILOT III	Workers	20	8 (40%)	12 (60%)
Total		61	34 (56%)	27 (44%)

Table 1. Participant characteristics in the Italian pilots
**considering the maximum number of participants for each pilot*

THE FORMAT AND PROCESS IN ITALY

The three pilots were planned in different sessions. The training course was planned differently planning for students or workers.

The first and the third pilots were organized in two entire working days and half compatible with workers needs and the organization of the work activity. The training structure is presented in Figure 1.

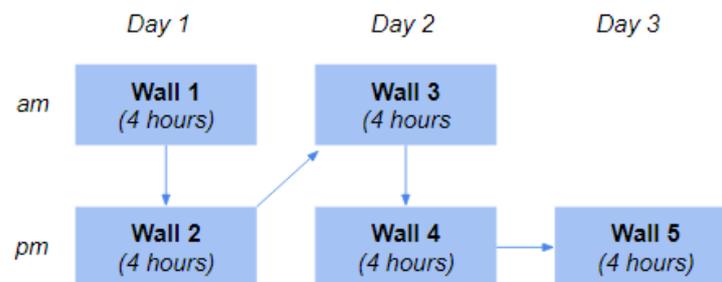


Figure 1. Walls distributions during Pilots 1 and 3

The second pilot was organized with students enrolled in a vocational training course for construction site qualification. The course structure was modified for this pilot to accommodate school management activities and maintain student attention. Walls 2 and Wall 3 were split in two training sessions. The training structure is presented in Figure 2.

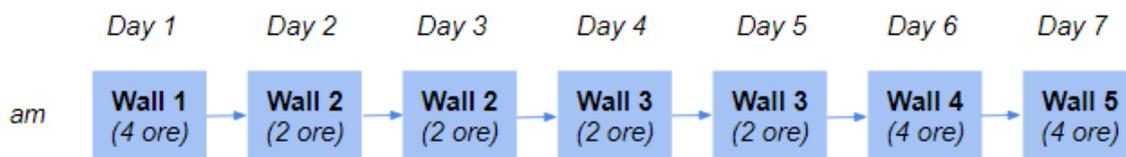


Figure 2. Walls distributions during pilot 2

The training sessions were held by trainers who attended the ESTEEM “train the trainers” session in July 2019. Each pilot session was led by at least two trainers (Table 2a).

	<i>Trainer 1</i>	<i>Trainer 2</i>	<i>Trainer 3</i>	<i>Trainer 4</i>
PILOT I	x	x		
PILOT II		x	x	
PILOT III	x	x		x

Table 2a. Trainer distribution during the pilots

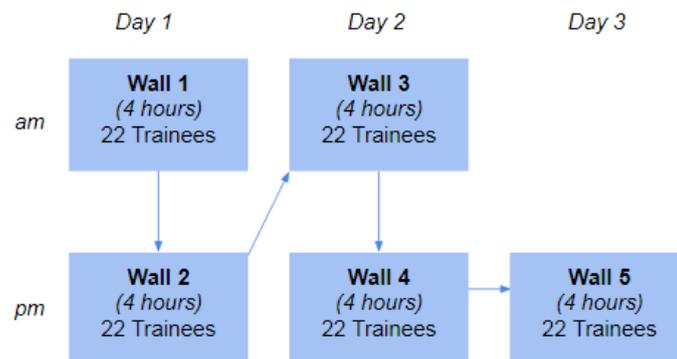
The pilots were observed by one of two Observers (Table 2b).

	<i>Observer 1</i>	<i>Observer 2</i>
PILOT I	X	
PILOT II		X
PILOT III		X

Table 2b. Observer distribution during the pilots

FIRST SESSION

22 construction workers took part in the course. Half of the workers (N = 11; 50%) were native Italians and half were migrants (N = 11; 50%). All the workers attended the course from the first to the last wall. Figure 3 illustrates the training schedule; Figure 4 shows a plenary training activity; Figure 5 shows workers accessing the platform for the first time.



Picture 3. Wall distribution during pilot 1



Figure 4. Plenary activity



Figure 5. First access on the ESTEEM platform

The training was conducted by two trainers (Trainer 1 and Trainer 2) and observed by Observer 1. Table 3 provides more detail on Pilot 1's structure.

Date	Time	Wall Number	Trainers	Number of workers	Observer
12/09/2019	8:30 - 12:30	1	Trainer 1	22	Observer 1
12/09/2019	13:30 - 17:30	2	Trainer 1	22	Observer 1
17/09/2019	8:30 - 12:30	3	Trainer 1	22	Observer 1
17/09/2019	13:30 - 17:30	4	Trainer 1	22	Observer 1
19/09/2019	13:30 - 17:30	5	Trainer 2	22	Observer 1

Table 3. Details about Pilot 1

Trainers were interviewed at the end of each wall and the observer reported his observations. The following tables present findings from trainer interviews and observer notes.

FEEDBACK FROM TRAINERS

Table 4 provides detailed information and feedback about training materials and exercises during Pilot 1.

	Feedbacks on training materials	Feedback on exercises
Wall 1	The number of slides was ok.	Workers were engaged in the ice breaker exercise and ready to interact with each other.
Wall 2	The number of slides were ok, but, given workers characteristics, there was too much statistical information, which should be simplified. It is important to specify different roles of responsibility onsite, as there was some confusion on the matter.	Workers were not aware of the term “near misses” but they were all involved in the exercise and appeared comfortable reporting their experiences. This exercise was useful.
Wall 3	Slides and videos were very useful.	The risk matrix exercise was done all together. Workers seemed to understand the exercise without writing.
Wall 4	In Wall 4, some activities were conducted all together, and not in groups, for purposes of time management. There were too many exercises and slides.	All workers participated in the communication activity. Everyone tried to draw the house and understood that using gestures in communication is important and effective. The role playing with cards needs to be improved as it was not very efficient.
Wall 5	There were a lot of slides. It may be useful to simplify these slides as trainers may rush sessions and will not be able to emphasise main points.	It was difficult to explain the action planning activities. More details are needed for both trainers and workers. It was particularly difficult to explain the difference between soft and hard skills. The Drunk Busters was appreciated and useful. The exercise about fatigue was also appreciated.

Table 4. Feedback about training materials and exercises – Pilot 1

General feedback from trainers

There were 22 workers and trainers reported that groups of 20 to 25 are ideal for activity management. A larger number of workers requires more time and trainers will face difficulties in managing, assisting, and supporting groups during activities.

Improvement feedback from trainers

The cartoon images (e.g. NAPO) were considered childish. Therefore, it would be more effective to depict construction site risks using real situations.

It may be useful to discuss “*risk appetite*” rather than just “*risk perception*”.

The role-play with cards needs to be improved by adding more details in the initial presentation and by providing more information to the workers on how to act.

The exercise on fatigue management needs an additional page of material as workers finished before the allotted 5 minutes.

FEEDBACK FROM THE OBSERVER

General feedback from the observer

The number of workers was adequate for the activities. In all walls, over two-thirds of workers were involved in the activities and no one appeared excluded by the trainers or other workers. Workers took part in the activities and relations between trainers and workers were friendly. The trainers used relevant examples to engage them and workers proposed their own ideas. The trainers supported them in both plenary and group activities and moments of disagreement were efficiently utilised to stress important safety topics.

Specific feedbacks from the observer

In *Wall 5*, Trainer 2 adhered to the methodological guide. The number of slides about alcohol use during work activities was excessive. The Action planning was not well understood by the workers who asked for clarifications about the goal of the exercise.

FEEDBACKS FROM WORKERS

The trainers could not conduct the key learning group activity due to time constraints in the first pilot.

SECOND SESSION

The second pilot was conducted with students enrolled in a vocational training course for construction site qualification. They attended the pilot session as one of the courses required for their qualification.

19 of the 24 invited students attended the training session. 4 students (21%) were native Italians and 15 (79%) were migrant. Participant numbers varied between training days due to student schedules and, on the fourth day, there were only 9 students due to a transport strike. Therefore, a recovery lesson was organized on November 29th with the 8 students who were not able to originally attend.

Figure 6 illustrates the training schedule; Figure 7 features students logging onto the online platform; and Figure 8 shows students completing online activities.

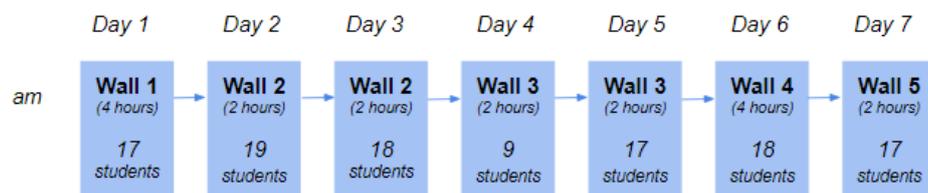


Figure 6. Walls distributions during Pilot 2

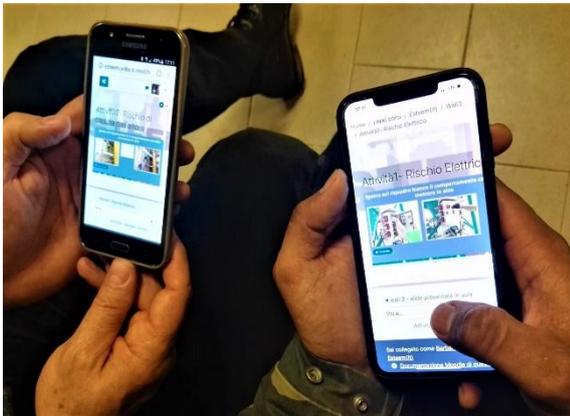


Figure 7. Accessing the ESTEEM platform via smartphone



Figure 8. Completing activities on the ESTEEM platform in the computer lab

The training was conducted by two trainers (Trainers 2 and 3) and was observed by Observer 2. Table 4 provides more details about each wall.

Date	Time	Wall Number	Trainers	Number of Students	Observer
20/09/2019	8:15 - 12:15	1	Trainer 3	17	Observer 2
11/10/2019	10:15 - 12:15	2	Trainer 3	19	Observer 2
21/10/2019	8:15 - 10:15	2	Trainer 3	18	Observer 2
25/10/2019	8:15 - 10:15	3	Trainer 3	9	Observer 2
30/10/2019	8:15 - 10:15	3	Trainer 2	17	Observer 2
08/11/2019	8:15 - 12:15	4	Trainer 3	18	Observer 2
13/11/2019	8:15 - 12:15	5	Trainer 3	17	Observer 2

Table 5. Pilot 2 details

Trainers were interviewed at the end of each wall and the observer reported her observations.

The following tables present the trainers' feedback from their interviews and the observations made during the training by the observer.

FEEDBACK FROM TRAINERS

Table 6 provides detailed information and feedback about training materials and exercises during Pilot 2.

Feedback on training materials

Feedback on exercises

Wall 1

Audio and video materials were useful, but there was no flexibility in the STP so trainers could not adopt and choose materials based on participant interests and characteristics.

The cartoon images did not generate anticipated emotional reactions. It may have been more effective in practical laboratory settings. However, as it is impractical to conduct laboratory activities in training, the current methods are adequate. The exercise about near misses was appreciated because it made students reflect on their personal experience.

The explanation about the historical evolution of the safety regulations is too detailed. It is more important to explain why safety norms have changed.

The risk matrix was difficult to explain to students.

Wall 2

The video about on risk perception (the frog example) was appreciated and well understood.

The “*risk hunting*” exercise was appreciated and useful in showing that the group risk perception is better than individual risk perception. The use of cartoon images may be effective with students, but not with workers.

The video about safety responsibilities could be improved by displaying signage that shows all the safety responsibilities in the construction site.

The risk exercise needs to be better contextualized, focusing on what happened and which personal or collective protection equipment are needed.

Wall 3

Slides and material were useful.

The risk matrix exercise was useful, it could be useful during the plenary discussion to add images of products discussed on the slides.

The videos about falling from heights were appreciated and useful for discussion.

Wall 4

Slides and material were useful.

The exercise on communication (“*how to tell a colleague that...*” and “*how to report that the chosen signage is wrong...*”) were efficient and well appreciated. The same for the exercise with the house floorplan and the exercise on how to wear different DPI.

The role play with cards was not conducted as planned as students had difficulty understanding the different roles as most did not have much or any experience on real construction sites. Therefore, this activity was not useful for this target group.

Wall 5

Slides were useful.

Action planning was not implemented as students did not do practical activities in the laboratory or on the construction site the days between the two training sessions.

The exercise with the Drunk Busters was appreciated.

The exercise on personal experiences of working under the influence of alcohol was not applicable with this target group.

The fatigue management exercise was not effective in showing how fatigue affects performance. It was not possible to show that mistakes increase with fatigue.

Table 6. Feedback about training materials and exercises – Pilot 2

General feedback from trainers

There were 18 students. Trainer 3 reported that this was adequate number when managing activities; however, it would be preferable to have groups of about 20 students in future in both student and worker sessions. More time is required when there are more students.

Trainer 2 suggested that 20 is an adequate number of students for activities, but students may require 2 hour sessions.

Feedback from trainers to improve sessions

Trainer 3 reported that they would have liked greater flexibility in regard to time management and activity structures, particularly in the content division between the five walls.

In the *Wall 2*, the risk matrix exercise could be improved by contextualizing the situations and focusing on: what happened and which personal or collective protection equipment are needed.

It would be useful to discuss “*residual risk*” and provide an example demonstrating why collective protection equipments are more important than personal protection equipments.

In the *Wall 3*, it may be useful add the different pictograms about danger.

In the *Wall 5*, it may be useful create a route to follow when using the Drunk Busters.

In the *Wall 5*, the fatigue management exercise needs more clarification. It may be useful to add more information for trainers in the methodological guide.

FEEDBACK FROM THE OBSERVER

General observer feedback

The number of students was adequate for the activities. Approximately 20 is the optimal number to run activities proposed in the STP.

During all training sessions and walls, over two-thirds of students were involved in activities. The trainers engaged students in the topics and in the activities, supporting their ideas and encouraging them to express doubt and ideas. Students asked for elaboration on certain topics or for clarification.

No one was excluded by the trainers or by the other students. Students took part in activities and there was a good feeling between the workers and the trainers. The trainers used relevant examples from daily work life to engage them and supported students both in plenary and group activities.

Specific feedback from the observer

In *Wall 1* the number of slides about injury rates is excessive, this part needs to be simplified. Students asked to see images of bloody situations with higher emotional activation.

In *Wall 2*, the “risk hunting” exercise worked effectively. The number of slides was good, but this wall would benefit from more interactive activities.

In *Wall 3*, the “falling from heights” video was appreciated as was the risk matrix exercise. This wall may benefit from a focus on “false security” as poor quality safety equipment is more dangerous than if no protection is used at all. The small number of students (9 in the fourth session) makes discussion difficult.

In *Wall 4*, the training materials worked well/efficiently and students took part in all exercises.

In *Wall 5*, the exercise with Drunk Busters was well appreciated and students participated actively. The fatigue exercise did not work, as it did not show how fatigue affects performance and that mistakes increase with fatigue.

FEEDBACK FROM STUDENTS

The group key learning activity was conducted at the end of Wall 2.

Students wrote on:

- **YELLOW POST-ITS:**
What they found most useful
- **GREEN POST-ITS:**
What worked well (content and methods)
- **PINK POST-ITS:**
What did not work well (Content and methods)



Figure 9. Key learning – Students' opinion

Figure 9 shows the post-its from the student activity. Comments are summarised below:

YELLOW POST-ITS

What they found most useful:

- The importance of wearing personal and collective protection equipment (n.4)
- The importance of communication (n.1)
- No alcohol at the construction site (n.2)
- Work safely
- All topics are important (n.2)

GREEN POST-IT

What worked well:

- The exercise with Drunk Busters (n.5)
- The slides (n.1)
- Gaming activity on the online platform (n.4)

PINK POST-IT

What did not work well well:

- Nothing (n.4)
- Confusion don't let me listen (n.2)
- Bloody videos (n.1)

THIRD SESSION

20 construction workers took part in the course, with 19 in attendance. 12 workers (60%) were native Italians and 8 workers (40%) were migrants.

Figure 10 shows the training schedule, while Figure 11 shows a plenary activity, Figure 12 shows a group activity, and Figure 13 shows some workers during the role-play exercise.

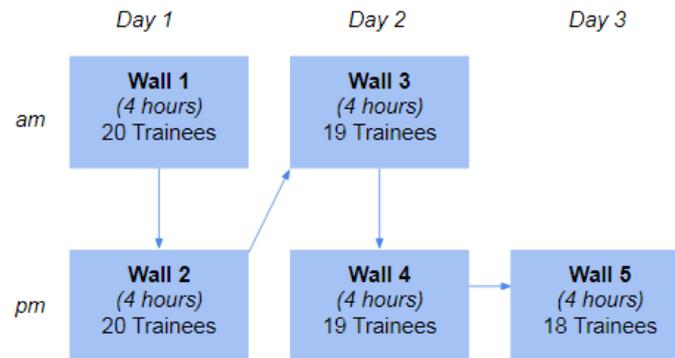


Figure 10. Wall distributions during pilot 3



Figure 11. Plenary activity

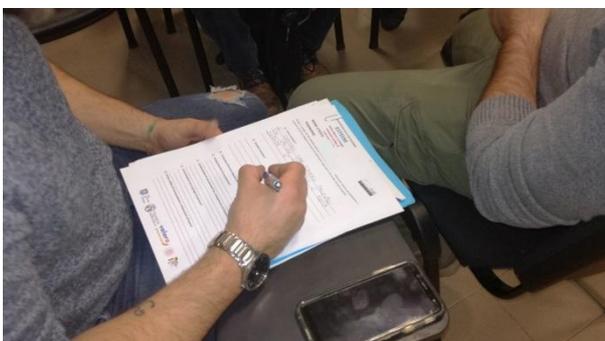


Figure 12. Group activity



Figure 13. Role-playing activity with cards

The training was held by three trainers (Trainer 1, Trainer 2 and Trainer 4) and observed by Observer 2 (See Table 7 for further details).

Date	Time	Wall Number	Trainers	Number of Workers	Observer
19/11/2019	8:30 - 12:30	1	Trainer 1	20	Observer 2
19/11/2019	13:30 - 17:30	2	Trainer 1	20	Observer 2
26/11/2019	8:30 - 12:30	3	Trainer 4	19	Observer 2
26/11/2019	13:30 - 17:30	4	Trainer 4	19	Observer 2
02/12/2019	13:30 - 17:30	5	Trainer 2	18	Observer 2

Table 7. Details about Pilot 3

Trainers were interviewed at the end of each wall and the observer reported her observations.

The following tables present the feedback reported by trainers during interviews and the observations made during the training by the observer.

FEEDBACK FROM TRAINERS

Table 8 provides detailed information and feedback about training materials and exercises during Pilot 3.

	Feedback on training materials	Feedback on exercises
Wall 1	<p>The proposed materials are good, but it may be useful for trainers to have a summary document reminding them if activities are done in group or plenary.</p> <p>Some slides could be clarified and more practical examples should be included.</p>	<p>Workers were engaged in the ice breaker exercise and were ready to interact with each other.</p> <p>The exercise about near misses was useful, but some workers confused near misses and injuries.</p>
Wall 2	<p>Slides were useful.</p> <p>The comparison between national regulations is useful but slides are too detailed. It could be useful</p>	<p>The video “<i>risk and habit</i>” exercise uses language that is too far removed from what is normally used on construction sites.</p>

summarize some information making comparisons.

The “*risk hunting*” exercise worked well. It was useful to show personal differences in risk perception.

The “*risk matrix*” exercise is useful if contextualized.

Wall 3

Videos were appreciated as they were brief and with focused messages. The videos about falling from heights were very useful.

Some slides were too detailed while others were too general. It is necessary to find a medium level of detail while also providing examples.

The time planning is adequate.

Newspapers may be a useful alternative to videos as they provide evidence-based information.

The video on communication with NAPO is important because shows that safety perception needs to be 360° and that electricity is over the head and under the feet. The use of cartoon imagery is preferable to realistic or bloody videos to maintain positive participant outlook.

The exercise with the risk matrix did not work well as it was too difficult to understand, and the language was complex.

Wall 4

Videos were appreciated as they were brief and with focused messages. The watermelon video was particularly appreciated.

Some slides were too detailed while others were too general. It is necessary to find a medium level of detail.

The house floorplan exercise was conducted and appreciated by workers as it emphasised what information is important at work.

The role-playing with cards is a good idea, but not appropriate with this group. The actors were involved, but the observers of the exercise were not engaged.

Wall 5

Materials were useful and slides are adequate. Texts need to be simplified.

Some slides are full of text.

The slides about alcohol topic need to be shortened

The action planning activity (form 4.1 and form 5.1) was too difficult. It would be useful add some examples to clarify instructions. The group activity about action planning was useful and workers were engaged.

The exercise with the Drunk Busters was appreciated and there were numerous volunteers.

The exercise about the self-case of alcohol use at work was appreciated by workers and worked well.

All workers were engaged in the exercise on fatigue and stress, but this exercise needs to be improved.

Table 8. Feedback about training materials and exercises – Pilot 3

General feedback from trainers

There were 20 workers. Trainer 1 reported that this was a perfect number for group activities, as a larger group may not allow everyone to participate, which may lead to feeling excluded. 20 workers also allowed for activities to be conducted within the allotted time.

Trainer 4 agreed that 20 is a good number of workers, as trainers could organise them into groups of 4 or 5 (with 4 or 5 members each). The optimal group number is between 16 to 20.

Trainer 2 also confirmed that 20 is a good group size as it allowed for everyone to participate in discussions.

Trainer 1 noted that some slides were written in complex Italian and need to be simplified as even the native Italian workers had difficulty understanding them.

Trainer 4 reported that Wall 4 contained too many exercises. Some activities could be condensed or omitted.

Trainer 2 notices noted that four-hour sessions were sufficient in maintaining attention.

Improvement feedback from trainers

In *Wall 2*, the “*risk hunting*” exercise could be improved by showing real, contextualised, images rather than cartoon ones. It may be useful to provide a time limit of this activity. The exercise with the risk matrix would work better if different characters are added to different parts of the scaffolding and workers are told to focus on different risks for each character.

In *Wall 3*, it could be useful simplify the risk matrix by using only the final output trivial, tolerable, moderate, important, or intolerable risk levels. It may be also useful to show some images and ask workers to identify the level of risk (trivial, tolerable, moderate, important, intolerable). Instead of newspaper articles, trainers could ask workers to share their own experiences.

In *Wall 4*, the house floorplan exercise could be improved by using a single map. The role-playing with cards activity could be improved by reducing the number of characters and simplifying the roles.

In *Wall 5*, it would be useful to focus on eustress. The Drunk Busters activity could be improved adding a path marked with scotch tape to follow before you get to open the padlock. Alternatively, trainers could ask workers to complete a billboard by joining points together in a precise manner.

In the group exercise on self-reported experiences of alcohol at work, it may be useful to give workers handouts of the slides to answer. There should also be some slides between both activities, which are too close together.

FEEDBACKS BY THE OBSERVER

General feedback from the observer

The number of workers was adequate for the activities. During each wall, over two-thirds of workers were involved in activities. They were interested in the activities and engaged in the exercises. No one was excluded by the trainers or by the other workers. Two migrant workers had difficulties with the Italian language and one worker was inattentive during the plenary presentation. All the workers took part in the group activities with lower to higher levels of engagement. There was a good feeling between the workers and the three trainers. The trainers used a lot relevant and practical examples to engage participant, who also proposed their own ideas. The trainers supported them both in plenary and group activities.

As reported by the trainers, 20 workers is an ideal group size in running the STP. Larger numbers may make it difficult to run activities within the allotted times.

In summary, there were too many forms to complete and most workers were not comfortable with this amount of writing. Both native and migrant workers appeared embarrassed to write and would ask others to write for them.

In the methodological guide, it would be useful to add a brief summary at the beginning of each wall on how to manage activities.

Specific feedback from the observer

In *Wall 1 and 2*, all the proposed activities were well-received. A summary slide on injury rates may be useful for workers. The risk matrix exercise was effective in stressing the subjectivity of risk perception. The exercise can be approved by stimulating greater participant emotion.

In *Walls 3 and 4*, Trainer 4 supported the workers' ideas and reinforced the good points. This attitude encouraged workers to share information about themselves during the plenary discussion. Both walls contained too many slides and too much text. Wall 3's video about falling form heights was appreciated. Wall 4's exercise on one-/two-way communication (slides 49-56) were very popular, as was the role-playing exercise (slides 95-97).

In *Wall, 5* the exercise with the Drunk Busters was particularly efficient and appreciated by workers. The fatigue management exercise did not effectively demonstrate the effects of fatigue, but workers enjoyed the activity and were engaged.

FEEDBACK FROM WORKERS

At the end of the second wall, the trainers conducted the key learning activity.

Workers wrote on:

- **YELLOW POST-ITS:**
What they found most useful
- **GREEN POST-ITS:**
What worked well (content and methods)
- **PINK POST-ITS:**
What did not work well (Content and methods)

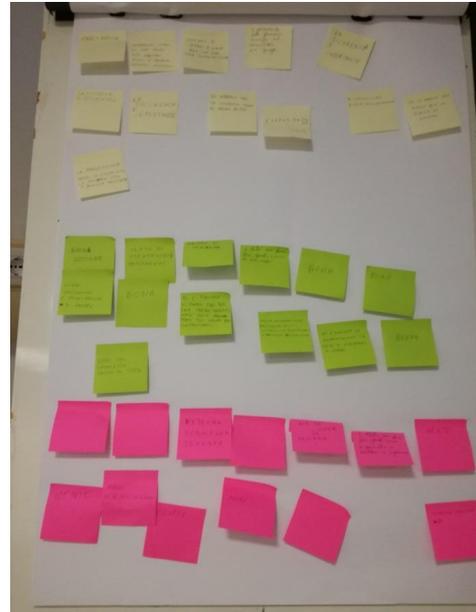


Figure 14. Key learning – workers' opinions

Figure 14 shows the post-its from the student activity. Comments are summarised below:

YELLOW POST-ITS

What they found most useful:

- Safety is important (n.3)
- Safety first (n.1)
- The importance of prevention (n.)
- The importance of information (n.1)
- The importance of communication (n.1)
- New topics (n.1)
- Stress and fatigue (n.2)

GREEN POST-ITS

What worked well:

- Group activities (n.2)
- Clear explanations (n.2)
- All the topics (n.2)
- The staff was professional (n.1)

PINK POST-ITS

What did not work well:

- Nothing (n.6)
- Almost nothing (n.1)
- No practice with personal equipment (n.1)

CONCLUSION

The following table shows strengths, weaknesses, and feedback for improvement for each wall.

	Best Points 	Weak Points 	Feedback
Wall 1	Number of slides; Audio and video materials. Ice breaker exercise. Exercise on near misses.	Too much statistical information on injury rates (needs to be simplified). Cartoon imagery failed to arouse emotional response. Participants asked for more graphic images.	Add more practical examples
Wall 2	Slides. “Risk hunting” exercise.	The language in the “risk and habit” video was too academic. The risk matrix exercise could be better contextualised.	Greater focus on the reason why safety regulations have changed. Improve the safety responsibility video by displaying signage that indicates safety responsibilities on construction sites.
Wall 3	Slides. Videos (especially the videos about falling from heights). Materials; Risk matrix exercise	Some slides were too detailed, some ones too general. It could be needed an intermediate level.	The risk matrix exercise can be improved through better contextualisation (e.g. what happened? What personal or collective protection equipment is needed?). The exercise could also be simplified by using only the final output (trivial, tolerable, moderate, important, intolerable) or by using images to illustrate risk. Participants can look at images and rate the level of risk.
Wall 4	Slides and materials. Videos. Various exercises: One-/two-way communication; Role-playing with cards; How to tell a colleague ...; How to say that the chosen	There were too many exercises and slides. The role-play with cards was a good idea but not effective in this target population as only actors, not observers, were engaged.	Some slides were too detailed while others were too general. The one-/two-way communication exercise could be improved by using a single floorplan. The role-playing activity could be improved by using less characters and simplifying the roles.

signage is wrong; How to wear different PPI

<p>Wall 5 Slides and materials; Various exercises: Drunk Busters; Fatigue management; Alcohol at work</p>	<p>Several slides need simplification, and many had too much text. Instructions for the action planning exercise were hard for trainers to communicate. The slides about alcohol need to be summarised.</p>	<p>The Drunk Busters exercise could be improved adding a ground path marked with scotch tape to complete before you get to open the padlock. Alternatively, trainers could ask participants to complete a billboard by joining points together in a precise manner. Examples can better illustrate and clarify the Action Planning (4.1 and 5.1) .</p>
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Trainers also offered additional suggestions:

- “Risk appetite” (and not only “risk perception”)
- “Residual risk”
- Different dangers in pictograms
- Eustress

To summarise, the Italian pilots of the STP were successful. We note below overall points of strength and improvement:

Strong points

- Group activities
- Mixed teaching methods
- The Drunk Busters exercise was appreciated by students and workers
- Students appreciated the online gaming platform
- A good number of participants (20 per group)

Areas of Improvement

- Excessive number of slides
- Excessive number of exercises in Wall 4
- Language needs to be simplified
- Need to improve the descriptions or forms of some exercises (e.g. safety signage, floorplan exercise, role playing with cards, fatigue and stress exercise)
- Need to add more practical examples
- In methodological guide, add a summary document of exercises for each wall (e.g. which activities are for groups and which are for plenary)
- No trainer flexibility in adapting materials based off participant characteristics and interests.



This feedback will be used in conjunction with comments collected from the UK and Spanish pilots to revise the STP.

