

Educational Planning and Management in the Earthquake Affected Areas



Training of Trainers



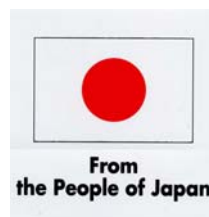
Directorate of Education Extension, AJK

WORKBOOK

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Directorate of Education
Extension, AJK



United Nations
Educational, Scientific and
Cultural Organization

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Timetable

Thursday, 18 October

Time	Session	Duration
0830 - 0900	Registration	30 minutes
0900 - 1030	Session 1: Welcome and introductions	90 minutes
1030 - 1100	Break	30 minutes
1100 - 1230	Session 2: Principles of adult learning	90 minutes
1230 - 1330	Lunch and prayers	60 minutes
1330 - 1415	Session 3: Characteristics of effective facilitators	45 minutes
1415 - 1500	Session 4: Making effective presentations	45 minutes
1500 - 1515	Break	15 minutes
1515 - 1645	Session 5: Presentation practice	90 minutes
1645	Close of day 1	

Friday, 19 October

Time	Session	Duration
0830 - 0900	Review of day 1	30 minutes
0900 - 1015	Session 6: Facilitation skills	75 minutes
1015 - 1100	Session 7: Effective listening	45 minutes
1100 - 1115	Break	15 minutes
1115 - 1230	Session 8: Questioning skills	75 minutes
1230 - 1400	Lunch and prayers	90 minutes
1400 - 1500	Session 9: Preparing to facilitate a session	60 minutes
1500 - 1515	Break	15 minutes
1515 - 1630	Session 10: Different facilitation techniques	75 minutes
1630	Close of day 2	

Saturday, 20 October

Time	Session	Duration
0830 - 0900	Review of day 2	30 minutes
0900 - 1000	Session 11: Practice facilitation sessions	60 minutes
1000 - 1015	Break	15 minutes
1015 - 1115	Session 12: Group management	60 minutes
1115 - 1215	Session 13: Practice facilitation sessions	60 minutes
1215 - 1315	Lunch and prayers	60 minutes
1315 - 1400	Session 14: Preparing to lead a workshop	45 minutes
1400 - 1500	Session 15: Practice facilitation sessions	60 minutes
1500 - 1515	Break	15 minutes
1515 - 1600	Session 16: Evaluation	45 minutes
1600 - 1630	Session 17: Evaluation and closing	30 minutes

Session 1: Welcome and Introductions

Objectives

By the end of this session you will be able to:

- Identify other people in the course
 - Understand the course objectives
-

This Training of Trainers workshop was developed to meet the needs of training organizations to provide their master trainers with a refresher course on adult learning theory and effective training methodologies. The goal of the workshop is to contribute to the overall goal of “build back better” by improving the skills of master trainers who will in turn impart these skills to other trainers and ultimately to teachers. The specific workshop objectives include helping you:

- Make better, shorter presentations
- Be more confident about adult learning styles and training approaches that address them
- Facilitate more, lecture less
- Understand the principles behind the UNESCO courses and how you can also apply these principles to your other training courses

Participant introductions

This is a training of trainers workshop. Accordingly we will be practicing our training skills for the next three days. Take a few minutes to prepare to introduce yourself to a group of “trainees.” You decide what is important for you to include in your introduction. Please follow these steps:

- Plan your introduction
- Make it as memorable as possible
- **You will have only 30 seconds!**

Session 2: Principles of Adult Learning

Objectives

By the end of this session, you will:

- Learn your own learning style preferences (and biases)
 - Learn about four important learning styles
 - Activist
 - Reflector
 - Theorist
 - Pragmatist
 - Be able to accommodate different learning styles in your training sessions using appropriate techniques for each style
-

People are obviously different from one another. It should not be surprising, then, that people also tend to learn differently. One of the most respected and practically useful views on this phenomenon (there are many) is that developed by David A. Kolb and Roger Fry, called the *Experiential Learning Model*. This simple but effective model is based on earlier ideas by John Dewey and Kurt Lewin that stressed the importance of experience and the learner's active participation in learning. The model is based on four elements: concrete experience, observation and reflection, the formation of abstract concepts and testing new situations. This model and its implications for recognizing different types of learners was further refined in Kolb's *Learning Style Inventory*. We will discuss learning styles in this session and will return to the Experiential Approach in more detail tomorrow.

Space for your notes

Activity: Design your own learning programme

You have the opportunity to learn about four topics and can decide how you personally would like to learn about each of them. For each topic, study the choices that are available and pick one for each topic. The four topics are:

1. Monitoring School Construction
2. Disaster Preparedness Planning
3. Implementing New Financial Management Procedures
4. Becoming a Better Trainer

For each topic there are four different activities, all of which require a ticket to join. The tickets at the right will allow you into the activity. **Circle only one ticket for each topic.**

1. CHOOSE ONLY ONE TICKET FOR HOW YOU WILL LEARN ABOUT MONITORING SCHOOL CONSTRUCTION	
You will be given a monitoring checklist and then go out to a school construction site to try it out. You will determine which aspects of the monitoring checklist work best and which areas are unclear or need improvement.	14AX33
You will read books and articles about how to inspect schools and how to determine the quality of materials. You will read what the experts have to say about the best modern construction techniques and what makes buildings safer.	24ST71
You will observe several engineers while they are inspecting school construction projects throughout the province. You will observe what different people do and what they look for when inspecting construction. You will then have a chance to dialogue with colleagues to consider which practices are the most efficient and effective.	13RQ59
You will meet with inspectors and engineers from the Works and Services Dept or from other organizations working in your district to ask them for specific suggestions of what you need to look for at the school construction sites in your district.	94FP26
2. CHOOSE ONLY ONE TICKET FOR HOW YOU WILL LEARN ABOUT DISASTER PREPAREDNESS PLANNING	
You will organise and facilitate a meeting of those involved in disaster work in your community. You will lead a discussion about disaster preparedness and what can be done to make schools, teachers and students better prepared.	24FA29
You will review data from the past 10 years on disasters that have hit the country. You will also review the literature on disaster preparedness and compare it with your own experiences and those of colleagues. Finally, you will look for correlations and key lessons about disaster preparedness.	34TH96
You will read the concise “lessons learned” report from disaster preparedness experts. You will meet with the authors and ask questions about how their findings relate directly to your own work.	66KP52
You will attend a symposium on disaster preparedness planning. You will hear lectures by a number of disaster preparedness experts and have an opportunity to discuss how their experiences or recommendations match your experiences in the country.	59RG32

3. CHOOSE ONLY ONE TICKET FOR HOW YOU WILL LEARN ABOUT IMPLEMENTING NEW FINANCIAL MANAGEMENT PROCEDURES


<p>You will call a meeting with your staff to agree on a strategy for implementing the new procedures. You and your staff will then begin implementation – correcting any problems as they come up. The main thing is to get started and then find out what works best.</p>	<p>67KA54</p>
<p>You will visit educational staff from other districts who have already implemented the new procedures. You will ask for their ideas about what has worked well, and what aspects still need improvement. The main thing is to learn from their mistakes before you decide what will work best in your district.</p>	<p>68RL80</p>
<p>You will attend a course on financial management to learn more about financial management generally and how to develop appropriate financial systems in your district. You will use a logical approach and study various options for organizing the financial management functions in your district. Then you will consider which one will work best, based on the financial and human resource constraints you are facing.</p>	<p>38TX37</p>
<p>You will meet with education managers from districts that have successfully implemented some of the new financial management procedures. You will interview them and ask for their advice on the best way to proceed in your district.</p>	<p>66HP84</p>

4. CHOOSE ONLY ONE TICKET FOR HOW YOU WILL LEARN ABOUT BECOMING A BETTER TRAINER:

<p>You will conduct a short practice training session with an audience of your peers. “Practice makes perfect” – you cannot learn about training by having someone tell you what works best.</p>	<p>79SA35</p>
<p>You will explore learning theory and consider why in the past you have learned some things well and others with more difficulty. Your group will draw lessons from your own observations to test the theory presented.</p>	<p>38ZT17</p>
<p>You will watch examples of other trainers and observe carefully the mistakes that others have made so that you can avoid them. You will also be able to observe their successes so that you can copy them. Careful analysis of what works for others will help you learn what will work best for you.</p>	<p>67GR13</p>
<p>You will meet with expert trainers and talk to them about the tricks and tips that make the difference between good and bad trainers. You will also be able to seek their advice on a particular training that you are scheduled to conduct in two weeks.</p>	<p>16SP84</p>

SCORING SHEET

Now look at the 4 tickets you bought. Write the serial number of each ticket on the lines below.



Five horizontal lines provided for writing the serial numbers of the tickets.

Count the number of As, Ts, Rs, and Ps shown on all of your tickets. Write the number in the boxes below

A		R		T		P

Reading: Adult learning styles

“**Know thyself.**” This advice is good for many situations, but especially so when you are preparing to train others. It is useful to understand your own preferred learning style(s) so that you can better think through the choices you will make when helping others learn. You have developed your own learning habits over the years. As an adult, you are comfortable with these habits or styles and likely feel that they work well for you. You may presume that what works well for you also works well for everyone else but this is often not the case. Peter Honey and Alan Mumford described four learning styles based loosely around the four stages of David Kolb's learning cycle.

General Descriptions of Kolb's Four Learning Styles

Kolb's *Experiential Learning: Experience as the Source of Learning and Development* (1984) theorized that people develop preferences for different learning styles in the same way that they develop any other sort of style, that is, management, leadership, negotiation etc. To understand the value of the exercise you have just completed, you must first have a basic understanding of the different learning styles and know your preferred learning style(s). The short descriptions below explain attributes of each style.

Activists



Activists look for and involve themselves fully in new or different situations. They enjoy the “here and now” and are happy to be immersed in immediate experiences. They are generally open-minded and un-skeptical, making them enthusiastic about anything new. Their philosophy is, “I’ll try anything once.” They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has subsided they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer term consolidation. They are often outgoing people constantly involving themselves with others and generally finding a way to be in the middle of things. Activists learn best from activities in which there are:¹

- new experiences and challenges from which to learn
- short ‘here and now’ tasks involving competitive teamwork and problem-solving
- excitement, change and variety
- ‘high visibility’ tasks such as chairing meetings, leading discussions and presentations
- situations in which new ideas can be developed without constraints of policy and structure
- opportunities for just ‘having a go’.

Reflectors



Reflectors like to stand back and ponder their own experiences and will try to observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about things thoroughly before coming to a conclusion. The thorough collection and analysis of data about experiences and events is critical to them so they tend to postpone reaching conclusions for as long as possible. Their general philosophy is one of caution – “look before you leap!” They are thoughtful people who like to consider all possible angles and implications before making a move. They may prefer to take

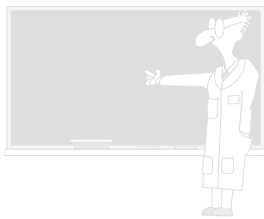
¹ From “Understanding Your Learning Style”, the University of Southampton, 2003 available at www.studyskills.soton.ac.uk/studyguides/Learning%20Styles.doc

a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant relaxed air about them. When they act they are likely to be extremely confident in their own analysis and decision-making.

Reflectors learn best from activities where they:²

- are allowed or encouraged to watch / think / ponder on activities
- have time to think before acting, to assimilate before commenting
- can carry out careful, detailed research
- have time to review their learning
- need to produce carefully considered analyses and reports
- are helped to exchange views with other people without danger, by prior agreement, within a structured learning experience
- can reach a decision without pressure and tight deadlines.

Theorists



Theorists adapt and integrate their observations into sometimes complex, but logically sound theories. They think problems through in a step by step, logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who will not rest easily until things are tidy and fit into a rational scheme. They like to analyze and synthesize. They are keen on basic assumptions, principles, theories, models and systems thinking. Their philosophy prizes rationality and logic. “If it’s logical, it’s good”. Questions they frequently ask are: “Does it make sense? How does this fit with that? What are the basic assumptions?” They may appear to be detached, highly analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. They may rigidly reject anything that does not fit within their own logical constructs. They prefer to maximize certainty and feel uncomfortable with subjective judgments, lateral thinking and anything they consider flippant. Theorists learn best from activities where:³

- what is being offered is part of a system, model, concept or theory
- they can explore methodically the associations and interrelationships between ideas, events and situations
- they can question and probe the basic methodology, assumptions or logic
- they are intellectually stretched, for example, by being asked to analyse and evaluate, then generalise
- they are in structured situations with a clear purpose
- they see interesting ideas and concepts, whether or not they are immediately relevant.

Pragmatists



Pragmatists are interested in trying out ideas, theories and techniques to see if they really work in practice. They proactively search out new ideas and take the first opportunity to experiment with real-world applications. They are the sort of people who return from management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with endlessly thinking over issues and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities

² From “Understanding Your Learning Style”, the University of Southampton, 2003 available at www.studyskills.soton.ac.uk/studyguides/Learning%20Styles.doc

³ Ibid.

“as a challenge.” Their philosophy is: “There is always a better way” and “If it works, that is good enough for me”. Pragmatists learn best from activities where:⁴

- there is an obvious link between the subject matter and a ‘real life’ problem
- they are shown techniques for doing things with obvious practical advantages
- they have the chance to try out and practise techniques with coaching or feedback from a credible expert
- they see a model they can emulate, or examples / anecdotes
- they are given techniques currently applicable to their own work
- they are given immediate opportunities to implement what they have learned
- they can concentrate on practical issues, such as drawing up action plans or giving tips to others.

Learning Style Examples

Learning to operate a vehicle

- Reflector - Watches while others drive and thinks about what they are doing.
- Theorist – Delves into the theory of auto mechanics and develops a clear concept of how engines work and how cars/trucks operate.
- Pragmatist – Asks for practical tips and techniques from someone who knows how to drive.
- Activist – Gets into a vehicle and starts driving.

Learning How to Use a new Software Program

- Reflector – Watches the clerk do it first, listens to what others say about the program
- Theorist – Reads the documentation first and tries to understand how the program works, and what its limits are
- Pragmatist – Uses the “Help” menu item provided with the software and studies the “frequently asked questions (FAQ)” section.
- Activist – Loads the program and starts using it, figuring that she/he will solve problems when they come up.

Remodeling/repairing a house

- Theorist – Buys the “Remodeler’s Handbook” and reads it, reads up on different kinds of tools and finishes. Makes analysis of cost to value of similar remodeling in other homes
- Pragmatist – Calls relatives who are carpenters or contractors to solicit advice on what to do (or not to do) first. Asks same experts to provide advice on an ongoing basis throughout the project.
- Activist – Starts by tearing out walls, then considers how best to solve the various problems of support, plumbing and electrical service caused by the demolition.
- Reflector – Visits relatives and friends remodeling their own houses first, regularly watches television programmes on remodeling

Playing cricket

- Activist – Goes outside and practices batting and fielding
- Reflector – Watches cricket on TV, reads books, watches others play.
- Theorist – Reads articles on the best cricket players and buys the latest “Improving your batting” video as well as the best designed cricket bats
- Pragmatist – Asks good cricket players for coaching and tips

⁴ From “Understanding Your Learning Style”, the University of Southampton, 2003 available at www.studyskills.soton.ac.uk/studyguides/Learning%20Styles.doc

Remember, it is only a model

Remember that this description of the basic four learning styles is simply an academic model. Although it is a useful construct, it does not account for all learning processes and necessarily simplifies fairly complex issues as an aid to better understanding. It is important to remember that this is only a model – and not an absolute reality. Do not strictly classify yourself or others into one or the other of these styles as such labeling may lead you to miss other important aspects of learning and training needs not described here. Models are simple – people are complex.

Most people generally learn using each of the styles described above to some degree, but one of the four will likely be a favorite or heavily preferred. The ideal training for an individual should be tailored to their own personal style. The approach taken for groups, however, is more complex and must include elements appropriate for each style, since groups are likely to include participants with different styles. This need becomes more critical when you know less about the group members' preferred learning styles and particularly when the group becomes fairly large (thereby guaranteeing a wide spectrum of learning styles).

Session 3: Characteristics of Effective Facilitators

Objectives

By the end of this session you will:

- Have further developed the concepts of good facilitation
 - Understand your role in creating a positive psychological environment
-

Activity: What makes a good facilitator?

Think about workshops or training events in which you have participated. Which facilitators were the most effective? What qualities or characteristics did they possess that made them effective? What did they do or what were they good at that helped you learn more from them or that made you think they were “good” facilitators?

Discuss these qualities or characteristics with your group and write them on a flipchart.

Reading: Effective facilitation skills

Effective facilitators have many qualities and characteristics. In general, these characteristics involve four categories of skills, which we all can practice and develop.

Listening skills

Listening involves more than just listening to the words of the learner. It also involves listening to what is not said, and listening for the motivation and needs (why would they ask this?) of the learner.

It involves showing the listener that you are listening (body language - leaning forward, watching the speaker, nodding etc.)

It also means that you must truly listen - not in order to respond but in order to assimilate what the speaker is saying.

Do not be afraid to be silent while you absorb what the speaker has said. This allows you time to respond to what the speaker is really saying. If you are unsure of what the speaker is asking, rephrase the question and say, "Is this what you are asking?"

Be aware that as a facilitator there may be times when the things that learners say hide what they really mean. The facilitator needs to "listen" to what is not said or may be only hinted at. While it is important for the facilitator not to make assumptions or "jump to conclusions", the facilitator needs to be aware and open to what the learner is trying to say. There will be times when they cannot articulate what they mean and you will need to listen very well and ask questions (without aggression) to understand.

Observation skills

Be sure to look at all the learners. Most people focus more on one side of the room than the other but facilitators should be aware that where they stand in the room affects where they focus. If you stand on the right side, for example, your focus will be toward the left side of the room. Consciously making a decision to stand on both sides of the room will increase your interaction with all participants. Use your peripheral vision to notice when learners wish to speak and to ask the quiet people to contribute.

When interacting with a group your observation skills should help you to

- recognise when the speaker is uncomfortable
- understand what is **not** being said as well as what is being said
- create an awareness that will help develop empathy

Verbal communication

Verbal communication needs to be clear and to the point. Speak clearly, so that each person can hear you. This does not mean shouting but speaking clearly (articulating) and loudly enough so that you can be heard at the back of the room.

Structure the communication so that the important points in what you are saying are recognised as the main points. To surround the main point with lots of insignificant talk without "signposting" simply means that the learner will have stopped listening before the real point is made – or worse will see the insignificant and the important as all the same.

Never assume that everything that you say is equally important. It is not.

Allow questions whenever they occur. It is more important to answer the queries of the learners than it is to tell your own story. After all, they are the ones to be learning and they

will learn more effectively when they are focused - as they will be if they are motivated enough to question or comment.

Empathy: others' points of view

To achieve empathy, it is necessary to try to see the world as others see it – to accept their 'truths', generally their opinions. This helps to see their point of view, and to accept that their truths, their points of view, may be as valid as our own.

As facilitators, we need to see the world (and any given situation) from the learner's point of view. It will help us to understand why the learners think and feel as they do, and then why they act as they do. You are the facilitator and so you have the responsibility to understand the learner.

We have a responsibility to be fair and honest in our dealings with the learners. We should not hold prejudices against any of the learners in the group as we are responsible for the welfare and learning of all the learners with whom we work. Questions we should continually ask ourselves include:

- Am I dismissive of some of the learners? Why?
- Am I dismissing some learners because they belong to a group that I just do not know or understand very well?
- Do I ask men to contribute more than women?

If our answer to any of the above is "yes," then we must challenge ourselves to respect and include all learners in our trainings. The skills of listening, observation, clear verbal communication and empathizing, or seeing others' viewpoints, will help us become better facilitators. They are also the skills that we will be teaching the learners. It is very important, then, that we are good role models for being effective facilitators.

Session 4: Making Effective Presentations

Objectives

By the end of this session you will be able to:

- Describe the elements of effective presentations
 - Make better short presentations
 - Prioritize key points in your presentations
-

Reading: Short presentation planning guide

One element of workshop training is “the presentation.” Unfortunately, trainers sometimes see this as the only element of the training without due consideration of discussion, exercises, and other means of helping trainees learn. The latter are also critical elements and will be covered later in this workshop.

In every training, however, you will need to make some short presentations so it is important that they are done well. The short guideline that follows provides some basic information that can help you make a more meaningful presentation. Always plan your own “internal dialogue” through the training session before time. Practice it the night before. Do not risk getting lost in the middle of your session without a plan. Be flexible, listen to the participants and explore points of interest that arise, but avoid making extensive detours and delays from your pre-planned strategy.

1. Start with a bang! Get their attention with:

- a shocking fact
- a provocative question or statement
- an interesting story
- an outrageously optimistic viewpoint

2. Overview

- Explain your topic and the main areas of your presentation. Explain yourself and why you are giving the presentation
- Never apologize for being the trainer!
- Find at least one good reason why this should be a great session

3. Develop the main themes or points

- Set out a logical framework or sequence
- Allow different points of view and encourage discussion but keep on track and on time
- Use “signposts” – oral signals about where the presentation is going

4. Wrap it up

- Reach some kind of natural ending, such as:
 - a summary or synthesis
 - a recommendation
 - a challenge
- Never complain that there was not enough time to really do the job right

5. End

- Finish clearly and cleanly
- Finish on time
- Thank everyone and invite follow-up questions over the break or lunch

Prioritization

Prioritization is a key skill for trainers involved in a structured setting where breaks, lunches, and other sessions all demand their own space and time. In almost all cases, you will not have the luxury to “spend as long as it takes.” Making the message fit the available time is essential. Furthermore, it is almost always more satisfactory to the audience as well, to have concise and clear sessions that make points, clarify ambiguities and keep moving.

The trainers’ guides and materials developed in the UNESCO-supported courses include session objectives and summaries to guide you in the prioritization of messages and key points. The prepared audio visuals are also designed to guide you through these prioritized points. If you are a trainer for one of these courses, your general approach should be to guarantee that the key points have been covered before covering additional points. If you are developing your own training materials, you should make sure that you have clearly identified your objectives for each session and that messages are prioritized according to those objectives.

Timing

Workshop sessions that go on too long are frustrating for you and can be painful for the workshop participants. People will invariably be thankful for a timely workshop schedule that starts and ends on time. The tips below will help you stay on track and on time.

- Make sure that there is a clock or watch some place where you can see it without being too obvious
- Practice timings carefully, particularly for exercises and exercise debriefings
- Mark your presentation notes with timings – use the actual session running clock time, not total minutes per section
- Prioritize, in advance, which parts of a session could be abandoned if time becomes an issue. Remember the need to prioritize the most important points first.
- Do not overload your session with too much material – or commentary from your own experience – at the expense of covering the key points.

Generating interest and structure

Making a presentation is a performance. Adults, like children, prefer to be entertained when being trained. That is not to say that the entertainment component is more important than the content. Suffice to say, presenting the content clearly, concisely and correctly is a must. If the presentation is entertaining, moving or otherwise memorable, it will more likely be remembered and the training will be that much more effective.

Perform

- Generate interest and excitement in your topic – your enthusiasm will be appreciated by everyone else
- Smile
- Be positive/optimistic about the topic
- Know your audience – make sure the topic appeals to them on a level they recognize and appreciate

Make the most of your voice

- Speak a little bit slower and a little bit louder than in normal conversation
- Vary your pitch and tone for emphasis
- Speak to the farthest person in the room
- Vary your speed: faster to excite, slower to emphasize
- Be aware of and control nervous tics and mannerisms

Use the right body language

- Be lively and confident
- Stand to your full height but be relaxed
- Use gestures for emphasis but be aware of them and use them for the purposes you intend

Make eye contact

- Do not just read your notes, powerpoint presentation or flipcharts word by word
- Scan the group for visual cues about their confusion, irritation, sleepiness, etc.
- Pause if you need to regain attention
- Move around a bit, but avoid pacing or weaving back and forth

Control your nerves

- Prepare
- Practice, practice, practice
- Visualize how the session will run
- Use your own relaxation techniques or ...
 - Take a deep breath
 - Tense and then relax muscles

Using “signposts” to structure your presentations

“Signposts” in oral presentations are words and phrases that explain what you are doing in the session and where you are going with your message. They are transitions, emphasize, and reminders that help you structure the pace and direction of the presentation and help the participants to follow you. In training situations where there are varying degrees of expertise in the specific vocabulary being used, signposts can help the listeners find their way in the session. The following phrases are designed to help you:

- speak more smoothly
- structure your thoughts and your presentation
- link main themes in a logical way

12 Commonly Used Signposts

- “This presentation is divided into three parts...”
- “First of all,...Secondly,...”
- “To sum up,...” or “In Conclusion...”
- “So far I have presented...”
- “I will next turn to my second point...”
- “Let me begin by saying...”
- “This brings me to my third point...”
- “You will note on the flip chart that...”
- “Let me spend a moment on that idea...”
- “Before I go on to the next issue...”
- “In my opinion, the answer to your question is...”
- “Your comment brings us to the issue of...”

Believe in what you are saying

Belief matters. When you prepare to run a workshop or deliver a training, or even make a short presentation, you need to believe that what you are doing or saying has value and that the information you are sharing is correct. Trainees will quickly detect the emptiness of your training session if you are not comfortable with what you are presenting. To present a prepared training session that you have not studied and agreed with is not only very

unsatisfying to you, it will likely have an even more detrimental effect on the trainees. They will feel that their time has been wasted, and may even feel the topic you are presenting is of no value to them. In order to avoid these disturbing results, you need to do three things:

1. Read, review and understand the training materials yourself. Do not just read the materials, but imagine yourself saying them and answering participants' questions on the topic.
2. Identify any areas you are not comfortable with and deal with them, either by finding your own words or ways to express key points, or by asking someone else to do the training.
3. Once having made the decision to do the training, find a way to make it work for you, and believe in both the training message and yourself.

When dealing with complex topics for which you do not already have a strong background, **you need to spend focused time and energy getting comfortable with the material before the training session. There is no quick solution or tip to make this requirement any easier.** Even if you only consider yourself a competent messenger, and not an expert, you will need to express the feeling that you understand and believe the message yourself, for it to be of value to the trainees.

Three things you should never say in a training session:

- "I don't know who wrote this, or what it means, but it says here that ... "
- "I don't agree with this, but I am supposed to say ..."
- "I hope this makes sense to you. It certainly does not make sense to me!"

Saying any of these things completely erodes your message. It would be better to say nothing at all, or if the point is a small one, provide your own interpretation as a clarification or illustration rather than as a rebuttal. If you are dealing with subject matter that you do not completely understand or with which you do not fully agree, try the following tips:

- Read and research why the materials are presented this way. Call someone who knows and talk it through with them. If you still have reservations, at least present the underlying logic for the point, even if you disagree with some aspect. Then add your own interpretation.
- When clarifying or offering additional points to prepared statements use the word "*and*" rather than the word "*but*". The word "*and*" signifies additional helpful material for the participants, while the word "*but*" often signifies refusal of the point rather than clarification and, for many listeners, it serves to erase the entire statement made before the "*but*".
- Call others who have used the materials and ask for support or explanation to help you achieve a better understanding.
- If, in fact, the information is simply wrong due to a typographical error or policy change since the time of publication, etc., verify that the information is wrong and explain to the group that a correction must be made.

Finally, believe in yourself. Remember that you do not have to be an expert on everything. Do not pretend to be something you are not. Illustrate those points that you can with your own experiences. In those areas beyond your own personal experiences, explain how you came by the knowledge (research, reading, advice from others, etc.) and explain that your role in the training is simply to pass these good ideas on to the others.

Session 5: Presentation Practice

Objectives

By the end of this session, you will have:

- Practiced your skills in making effective short presentations
 - Become more confident and more comfortable as trainers
 - Analyzed and evaluated your own (and each other's) performance through self-review and peer feedback
-

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Session 6: Facilitation Skills

Objectives

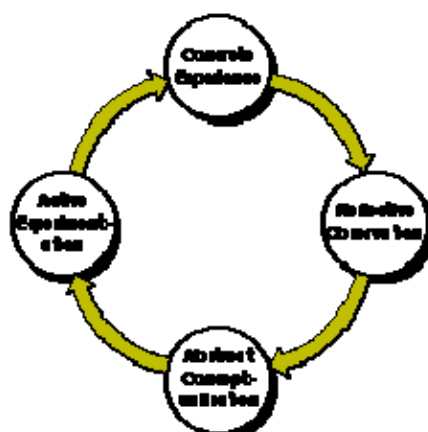
By the end of this session, you will be able to:

- Use the experiential approach
 - Describe the importance of facilitation for enhancing learning
 - Begin preparing for your team facilitation practice
-

Reading: An introduction to the experiential approach

The experiential learning process is generally described by a simple diagram developed by Kurt Lewin (1890-1947). Lewin was a Gestalt psychologist, who moved from Berlin to the U.S. and who then developed the basis for much of today's basic learning theory. Kolb, Honey and Mumford and others have all developed much of their work from this simple idea. The idea is shown as a cycle involving four sections or steps, and is called Lewin's Cycle or the Experiential Learning Cycle. Consider the diagram below and relate the learning styles discussed in Session 2 to the points on the cycle. Plainly there is a close resemblance and the two theories go hand in hand.

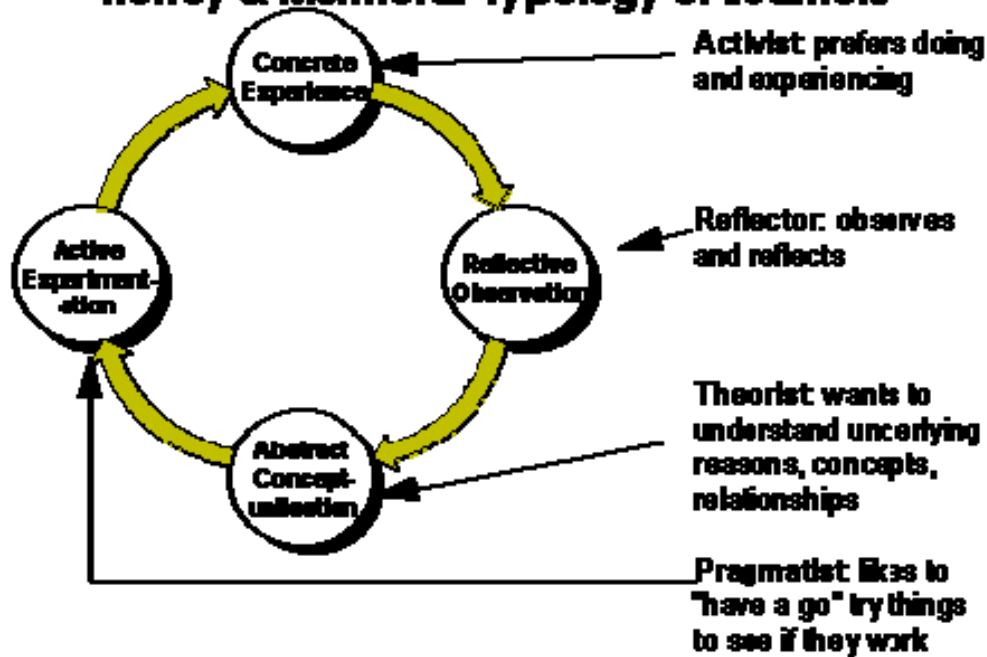
Lewin's Cycle



- **The Concrete Experience:** the initial activity and data-producing part of the Experiential Cycle
- **Reflection Observation:** the reflections on the activity undertaken during or right after the experience
- **Abstract Conceptualization** (or generalization): drawing conclusions, identifying lessons learned and making generalizations stimulated by the first two phases of the model
- **Experimentation or Application:** incorporating what has been learned in the first three phases of the model and applying it in practice. The diagram is cyclical in essence since this application provides another experience to feed the cycle – we continue to “live and learn”.

For the latest tools and information on these ideas see Kolb's website @ <http://www.learningfromexperience.com>

Honey & Mumford: Typology of Learners



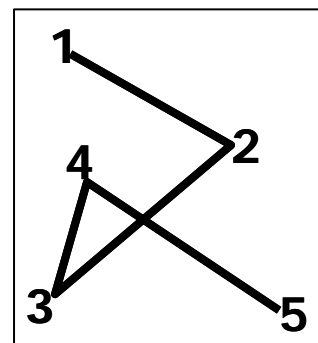
It is interesting to note that by putting the two concepts of the learning styles and the experiential cycle together (as shown in the diagram), trainers can begin to see the value of each learning style and the need to support and develop other learning styles for a more balanced approach in their own learning as well as in their training.

An excellent example of a short exercise that clearly illustrates the experiential cycle is called the "Numbers Game". Your facilitator will guide you through the exercise and explain each step of the process as a part of the cycle.

Instructions:

1. Your facilitator will give you instructions for the next exercise.
2. Do not turn the page until you are instructed to do so.

You are about to participate in a quick experiment. You and all of the other participants in the workshop are subjects in the experiment. You will be asked to perform a simple task of "connecting the numbers." In this instance, your job will be to locate the number 1 (somewhere in a random field of numbers) put your pencil point directly on the number. Next locate the number 2, and then draw a line from 1 to 2. **Continue this process**, from 2 to 3, from 3 to 4, and so on **until you reach the number 25**. When you finally connect your line to the number 25 STOP IMMEDIATELY and raise your hand!



Your facilitator will inform you when to begin the exercise. This is a timed task, so all participants must begin at precisely the same time.

The Numbers Game

This is the test side of the sheet. You should be working on the test now.

1 37 57 59 79 98 78 58 38 18

17 19 39 77 97 80 60 56 36 2

3 35 55 61 81 96 76 40 20 16

15 21 41 75 95 82 62 54 34 4

5 33 53 63 83 94 74 42 22 14

13 23 43 73 93 84 64 52 32 6

7 31 51 65 85 92 72 44 24 12

11 25 45 71 91 86 66 50 30 8

29 49 67 87 99 90 70 46 26 10

9 27 47 69 89 00 88 68 48 28

Activity: Preparing to facilitate a mini-session

Tomorrow you will work in teams of three to facilitate a practice session. **Each team will have 15 minutes for their facilitation practice and every member of the team must take an active part in the exercise.** You will be responsible for revising your assigned (or chosen) activity so that it takes only 15 minutes and you must use the experiential learning cycle as follows:

- Introduce an idea or provide an experience (through an activity)
- Stimulate a debate/discussion (facilitate participants' reflection and observation on the idea or experience)
- Summarize the discussion
- Draw a conclusion

After each team's practice session, the other participants will complete an exercise evaluation form in order to provide the teams with feedback. An example of the form is shown below so you know the elements on which you will be evaluated.

Facilitation Exercise Evaluation Form

Session Topic or Focus:

Facilitation Team:

TASK	Well Done	Adequate	Attempted	Not done
Introduce idea/ provide experience				
Stimulate a debate or discussion				
Summarize the discussion				
Draw a conclusion				

Any comments on the listening skills of the facilitators?

Did you feel encouraged to participate in the discussion?

Do you feel that your input was taken into account and accurately summarized?

Do you believe that the conclusions drawn accurately reflected the "sense of the group"?

Session 7: Effective Listening

Objectives

By the end of this session, you will:

- Be aware of the miscommunication and misunderstandings that occur when listening skills are not practised
 - Understand the skills of effective listening
-

Activity: Retelling the story

Were any of the stories accurate?

What changed in the retelling?

Was anything left out in the story?

Was anything that was left out important to the story?

Was anything added to the story?

Why do you think that this happened?

Did events or characters change in the story?

What does this tell us about the way that we listen?

Is it enough to get 80 percent of the story correct?

Does this lead to misunderstandings and confusion?

Tips on active listening

Active listening tells your learners that you are paying attention to them and allows you to tune in to their specific issues, challenges and viewpoints. In doing so, you can adapt and refine your teaching strategy for optimum effect. There are a few basic guidelines for becoming a better active listener:

- Focus on listening, not speaking
- Avoid interrupting
- Do not feel compelled to fill the silence
- Be interested and alert
- Seek areas of agreement
- Paraphrase
- Summarise and reformulate what you think the person is trying to say
- Withhold judgement until the speaker is finished
- After listening, ask questions to clarify or check understanding

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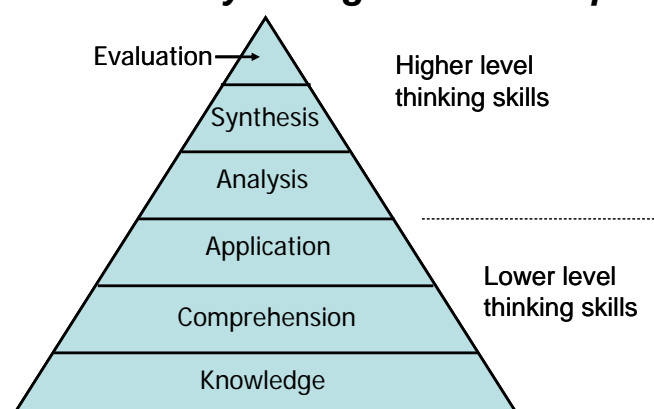
Session 8: Questioning Skills

Objectives

By the end of this session, you will:

- Understand and be able to use questioning skills to help participants learn more effectively.
- Know and be able to use the most appropriate type of questions to ensure higher level learning

Review of Bloom's taxonomy of cognitive development



Level	Definition	Example
Knowledge:	<i>Any factual information that can be verified.</i>	<i>The names of the characters in the story; the parts of the earth's surface</i>
Comprehension:	<i>where the learner understands the information and can relay it back with meaning</i>	<i>Drawing the story (in sequential order); solving mathematics problems</i>
Application:	<i>where the learner can apply the information to a different situation</i>	<i>Use the moral of the story in a different story; use the maths to solve a different problem</i>
Analysis:	<i>where the learner can 'take the information apart' and see the principle or ideas related to the information</i>	<i>Being able to say 'why such a thing is so' where this has not been explicitly stated in the content. Being able to draw conclusions</i>
Synthesis:	<i>where the learner can put the information, principles and ideas together in a way that a new outcome can be seen, in terms of a concept, plan of action, etc.</i>	<i>Puts together several mathematics principles to solve a completely new problem; turning the air-conditioning vents upward because there is an understanding that hot air rises and so forcing air circulation</i>
Evaluation:	<i>where the learner makes a judgment about the information and issues, and can then internalize the full knowledge ideas and concepts</i>	<i>Seeing the "moral of the story"; testing a hypothesis and finding it valid</i>

Activity: Questioning Skills

Knowledge (Answers can be found in the story)	1. 2.
Comprehension (Shows an understanding of the story)	1. 2.
Application (Can use the information in a different context)	1. 2.
Analysis (Can 'take the information apart' to see the principles)	1. 2.
Synthesis (Use the information to come to new conclusions)	1. 2.
Evaluation (Judging the information)	1. 2.

You have 20 minutes for this activity.

Advantages and disadvantages of open and closed questions

	Advantages	Disadvantages
Open questions		
Closed questions		

Session 9: Preparing to Facilitate a Session

Objectives

By the end of this session, you will:

- Know the contents of your assigned or chosen session
 - Have analysed and begun preparation of your session topic
-

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Session 10: Different Facilitation Techniques

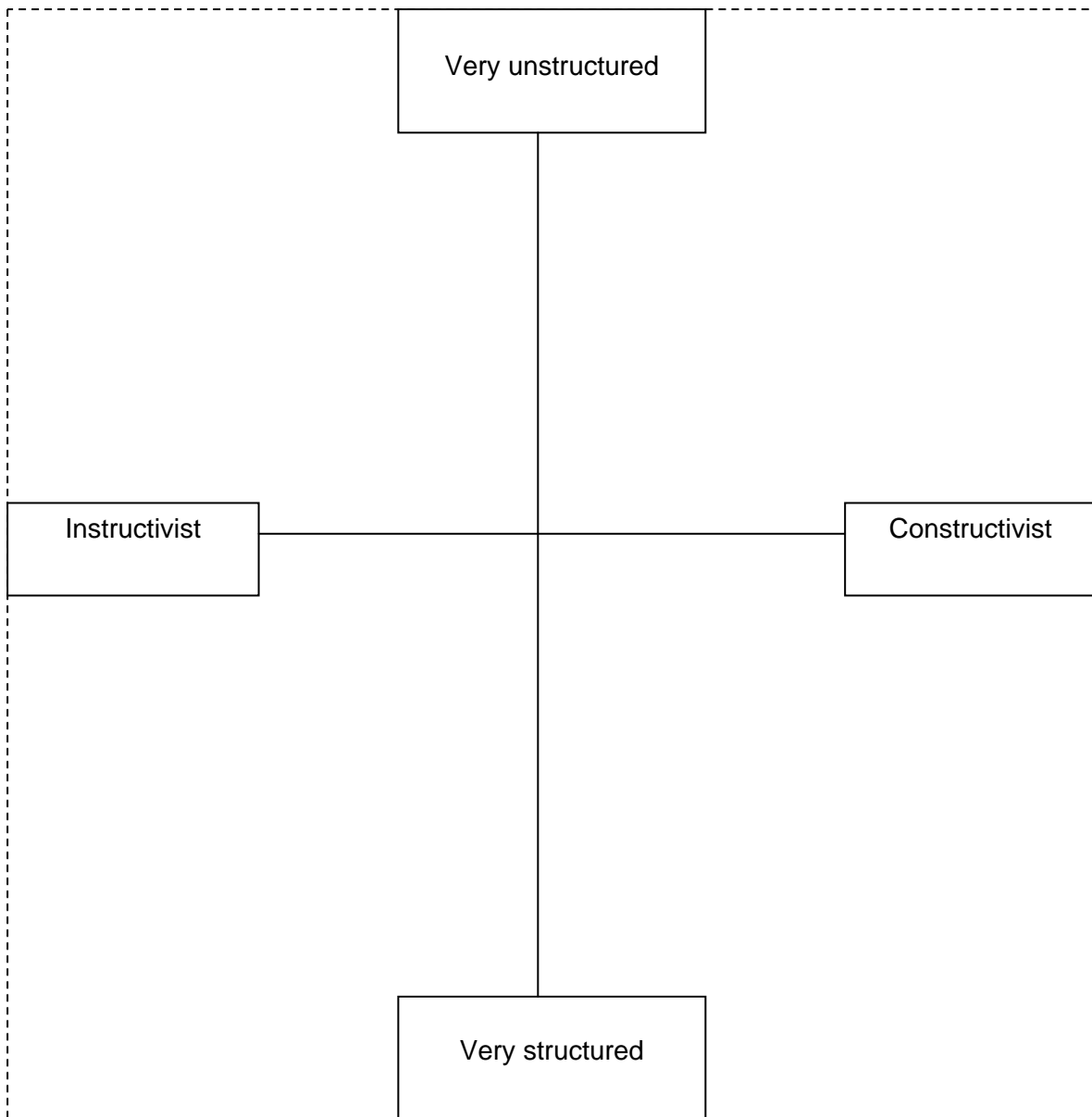
Objectives

By the end of this session, you will:

- Understand the advantages and disadvantages of various facilitation techniques
 - Be aware of which facilitation techniques are most suitable for given situations
-

Space for your notes

Use this to map the various techniques and where they belong



Session 11: Practice Facilitation Session I

Objectives

By the end of this session, you will have:

- Monitored your own progress and skill level through the processes of self- and peer review
 - Practiced your skills in basic facilitation techniques
 - Helped your trainees learn better, in a more memorable way, with less work on your part.
-

Space for your notes

Session 12: Group Management

Objectives

By the end of this session you will be:

- Aware of the components of group management
 - Able to utilise constructive methods of group management
 - Understand why group work is used in facilitation
 - Understand the structure of groups and when to use particular structures
-

Activity: Facilitating group discussions

As this is a role play use this space to make your notes of lessons learned from it.

Advantages and disadvantages of using small groups

Advantages	Disadvantages

Activity: Forming small groups

You are leading a workshop with:

- 10 head teachers (principals and head masters/head mistresses)
- 5 teachers
- 5 subject specialists
- 5 ADOs

<i>IF ...</i>	<i>How would you form your small groups?</i>	<i>Why?</i>
1. ... you want a maximum range of ideas		
2. ... you want to develop a training plan to address the needs of head teachers		
3. ... you want to compare and contrast the viewpoints of the different groups of participants on a particular subject		
4. ... you want participants to discuss a sensitive topic and feel free to give their opinions		

Session 13: Practice Facilitation Session II

Objectives

By the end of this session, you will have:

- Monitored your own progress and skill level by the processes of self- and peer review
 - Practiced your skills in basic facilitation techniques
 - Helped your trainees learn better, in a more memorable way, with less work on your part.
-

Space for your notes

Session 14: Preparing to Lead a Workshop

Objectives

By the end of this session you will:

- Understand the basics that make training more effective
 - Be able to use this knowledge and the associated skills in your own preparation
-

Space for your notes

Reading: Basic training tips

These are divided into four areas: Content, Method, Environment and Product/Outcomes, which generally correspond to the way people think of a training workshop.

Content

Preparation

- Prepare. Know what it is you are going to cover in each session.
- Ensure that you have all the materials and have prepared all the aids you need for each session.

Implementation

- As you are the facilitator/trainer, you must understand the subject matter very well.
- You do not have to demonstrate everything you know, but you should understand the content well enough to facilitate discussions and incorporate participant comments into the message you are trying to teach.
- Create a mindset for your participants: explain the learning objectives for each session.
- Allow for the input of the participants on the elements of the course.
- Ensure that the sessions have variety and use a range of methods to maintain the pace of the session or day. The sessions have been designed this way; make sure to conduct all of the session activities.
- Sessions should be well planned, but make sure you are also flexible so that you can respond to the needs of the participants.
- Conclude each session or day by synthesizing what has been covered. Summarizing and clarifying the key points of the sessions help the participants to focus on learning outcomes.
- Be sure to thank participants for their time and attention.

Method

The methodology of this course is built on principles of adult learning. The UNESCO supported-courses are designed to use a variety of methods:

- **Lectures:** where the whole group needs particular instructions or information
- **Brainstorming:** where lots of ideas are generated to find solutions or develop discussion
- **Case studies:** where real life examples are presented in a brief form for analysis and discussion, generally in small groups.
- **Group work:** to explore concepts or to gain a particular outcome
- **Role-plays:** to explore particular situations
- **Simulations:** where particular roles are scripted within a scenario
- **Debates:** to explore the advantages and disadvantages of various options.

These have been varied to provide pace to the day and to suit the content and the groups with whom you will be working.

Lecture

- This should be used when you have information to pass on to the whole group.
- You need to be well prepared and take into account the group with whom you are working. Use their skills and experiences to enhance your lecture.
- Be enthusiastic about your subject and your participants. [See the psychological environment.]

Brainstorming

Brainstorming is used when you want to generate a lot of ideas about a topic in a short time or when you are asking for a lot of information.

- If the group is larger than 20, divide it into at least two groups for the brainstorming activity.
- All participants should contribute to the brainstorm.
- There should be no judgment of ideas offered; all ideas are accepted.
- There should be no discussion of the ideas until the brainstorming is over (approximately 10 minutes).
- At the end of the 10 minutes, the ideas should be categorized into groups according to the suggestions of the participants.

Case studies

Case studies generally provide a situation that can be controlled for analysis and application of the principles being illustrated. This approach allows participants to practice their response and, ideally, they should be able to transfer the lessons to real-life situations.

When using case studies make sure that everybody has enough time to read the case study and allow enough time for this, especially for people who may not be reading in their mother tongue. If it is appropriate, read the case study yourself so that people can follow in their workbooks.

Group work

Group work can be used for most discussions where you are drawing on the skills of the participants. For brainstorming activities and for the preparation of demonstrations, you need groups composed of participants with different experiences. For summarising experiences, you need similar professions or backgrounds (e.g. all teachers, all head teachers, all programme managers). *Never* group according to nationality, ethnic background or gender, except for the purpose of a common language. Groups can range from pairs to six or eight people.

There are several reasons why group work can be very effective.

- People who may not contribute in a large group may feel more comfortable and therefore ready to contribute in a small group.
- As a general rule, if you want to create a variety of ideas, use a larger, randomly chosen group. If consensus within the group is important, use a smaller group of people with the same aims or backgrounds.
- Conclusions that are made by the groups are owned by the people in the groups. This means that they are more likely to abide by them.
- Participants in the group learn to create their own solutions.

Always give instructions as to what you want the group to do *before* you form the groups (for example, what each group has to do, when you will give them their materials – if necessary, where the groups will be placed in the room and how long they have for their discussion).

- Group people quickly and get them started on their activity. Remember, putting people into groups is not the activity.
 - For the first grouping, simply group people who are sitting together in the size of group you want (generally three or four). Only use this method more than once if you ask people to sit next to people they don't know at different times in the workshop.
 - Count around the room (1, 2, 3, 4, etc.). Remember this will give you a number of groups not the size of the group. So if you have 25 participants and you want groups of 4 you need to count to 6 (and then one group will have five people). If

- you use this method more than once either make sure that people have changed seats or start counting from a different place in the room.
 - Sometimes you need groups where people have a common background. These groups need to be nominated and then sub-divided (for example if there are 10 teachers then you may have two groups of teachers).
 - Groups can be formed according to colours, or what people are wearing. Be careful that you do not choose things that are gender specific.
- Move around the groups to ensure that they are working according to instructions. Check that nobody is dominating the group discussion and that all are involved. Listen to the discussion and pose questions or offer suggestions if you think the group is going off track. This movement should be continual so that every group is visited at least twice in the time period allowed.
- The process of group work is always the most important element. However, the outcome of the group work must be shared with all the participants. These feedback sessions can (and should) be varied. A feedback session which consists of one member of the group reading a flip chart (group after group) can become very boring very quickly. Role-plays or scenarios acted out can be very powerful, as can a 'gallery walk' where each group's conclusions are put up on the walls for everybody to walk to and read.
- Whatever methods you choose for a feedback session, make sure that you ask for explanations and clarifications, and have some questions of your own to stimulate discussion from the large group.

Role-plays

Role-plays are used to illustrate a point or concept you are trying to make.

- Discussion on the role-plays should be restricted to the concept you want to illustrate and not on the quality of the acting.
- Ensure that the participants are aware that the characters depicted in the role-plays are only characters and that the people acting the parts should not be judged according to the characters they play.
- Some role-plays require the participants to take on certain characters, which you have prepared. Ensure that the participants really understand exactly what you require from them if you use scripted role-plays. Discuss with each group separately to ensure that the roles are interpreted as you have scripted them.
- At the conclusion of the role-play, ask the participants to stay in role during the discussion on motives, etc. of the characters.
- There should always be open discussion about the issues raised in the role-plays. Make sure that you have some questions for each character to stimulate discussion.

Simulations

Simulations are used to allow participants the opportunity to work with a given situation and to formulate responses. They are similar to role plays in that particular people are given roles but the situation is more structured and the processes that are to be undertaken are clearly stated.

Debate

Debates provide an opportunity for participants to think through arguments to support advocacy. Taking an opposing view encourages understanding of that point of view, which helps people to construct well-developed points to counteract these views.

Environment

There are two parts to environment. The first is the physical environment and the second is the psychological environment.

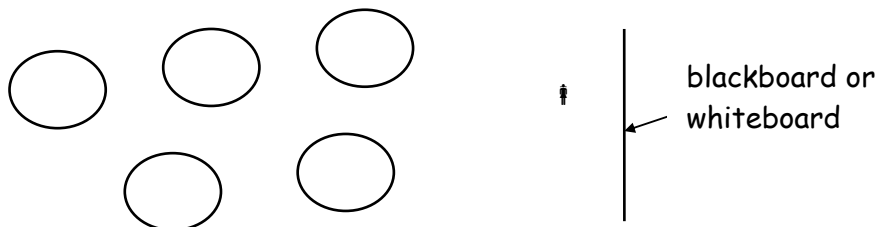
The Physical Environment

The venue

- Organize the seating so that there is no barrier between you and the participants. Never sit behind a desk.
- Ensure that, whatever arrangement you choose, you (and the participants) can move freely around the room.
- Check windows and where the sun comes in. Never stand directly in the path of sunlight or with the sun shining into the eyes of participants (that is, with your back to the sun). If the participants cannot see you, they will lose interest.
- If there are desks or tables for the participants, then stand for your training (unless you are having an open discussion). If the participants are seated in a circle or semi-circle then, providing you can see everybody, you can sit (that way you are more part of the group).
- Classic seating arrangements are the horseshoe or hollow square.



- There are other arrangements which may be more suitable for your room or the type of training.



- The small tables mean that generally your groups are already formed (by table) which may be appropriate for some situations. If you want to change the groups remember to ask people to move and take all their belongings with them.

Training equipment

- Ensure that all participants can see the board or audio-visual aids that you are using.
- If using a blackboard or whiteboard, make sure that your writing is clear, large enough to be read, and straight. If you are using a whiteboard, remember that it is more slippery than a chalkboard and there is a good chance that your writing will suffer.
- If the blackboard is long (horizontally) divide it into sections. Always write from left to right (if the language is from left to right). Know what you are going to write and where you will place it before writing anything.
- Often people think that writing in capital letters is neater than ordinary printing. If you choose to write in capital letters, remember that it takes more time to write anything and brainstorming in particular can become very tedious.
- All board work should summarize what you are saying or have said. Drawings and graphic representations can be used to great effect. Keep your drawings simple (for

example: stick figures), and use diagrams that are simple and reinforce the point you are trying to make. Any drawing or diagram should make your point obvious with as few words as possible.

- If you are using electrical or electronic equipment, tape down the cords, ensure that all the equipment works before the session starts and be careful not to stand in front of the projection.
- If you are using power-point presentations or overhead projections, never just read from the slides – only the key points should appear, your job is then to speak to those points.
- If you use the “Gallery Walk” as reporting method, make sure the flip charts are spread around the walls so that people can see them clearly.
- Make sure that you refer the participants to their workbooks for questions, exercises and supplementary notes.
- Make sure that handouts that need to be used during a session are distributed before the activity, unless they are a summary in which case they should be distributed at the end of the session.

Breaks

- The average adult attention span is about forty-five minutes. This does not mean that you need a break every forty-five minutes but you do need a change of activity.
- Breaks should last at least 15 minutes. Participants need this time to mentally ‘regroup’ and to discuss issues that have arisen during the presentations.
- If you can, ensure that there are a variety of drinks.
- If you are working in a hot climate, always make sure there is water freely available throughout the session (not just at break times).

The Psychological Environment

The psychological environment depends almost entirely on you, the facilitator/trainer. It is your job to create an atmosphere where people are willing and able to learn. If you are co-facilitating or working in a team of facilitators, remember that your preparation and planning should be done as a team and that your manner towards each other should reflect the same respect and co-operative attitude you would like from the participants. Having a facilitation partner helps sessions to run more smoothly as one person can keep time while the other is conducting the session, and moving around groups is more timely and effective.

Manner

- Be warm, friendly and enthusiastic. If you enjoy yourself in the training, the participants probably will as well.
- Never set yourself up as the master. The participants are adult learners and deserve the respect of their age and experience.
- Learn the names of as many participants as you can (or have name badges). Use individual’s names, not just to ask questions - if you refer to a point made by a participant, acknowledge it by naming the person.
- Be genuinely interested in what your participants have to say; if you need clarification or more explanation ask for it, gently and with a smile. Remember, you are not an examiner.
- Listen to what participants say, really listen. Don’t stop listening part way through to formulate your response. Nobody minds if you think for a few moments before answering. In fact, it is a compliment to the participant.
- Listen also when participants talk to each other; many people feel too shy to speak from their heart to a facilitator/trainer, but they will to their colleagues.
- If you give an example to the group and one person (in your example) has done wrong, take that role yourself. Let the participant be the ‘good guy’.

Eye contact and voice

- Make frequent eye contact, not staring (which intimidates participants) but look at all the participants.
- Use your peripheral vision (looking out of the corner of your eye) so you notice the participants to your side, especially if they want to speak.
- When you move around the room, stand beside people you wish to speak to, not in front of them as this is often seen as very aggressive (especially if you lean over the desk/table).
- Speak clearly and not too fast, but loud enough for all participants to hear and with expression (a monotone will put your participants to sleep).
- Use the level of language your participants need. Simple language does not mean simple concepts.
- If you are working with people whose mother tongue is not the language of instruction, make sure that you use short simple sentences and allow more time for responses. It is not easy to think in another language and people may be translating the information before formulating a response.

Posture

- Stand straight; slumping makes you look tired, as if you would rather not be there.
- It is considered rude in most cultures to point with a finger or stand with your hands on your hips. Often, folding (crossing) your arms is also unacceptable.
- Move for a reason: to make a point, to talk to a particular group, to check if people need your help. There are several types of trainers that you don't want to be like:
 - *the walker*: this is the one who walks ceaselessly up and down. Participants become mesmerized by the pacing to and fro, and fail to listen to what is being said.
 - *the swayer*: this is similar, but they move only on the spot, back and forwards or from side to side.
 - *the wanderer*: this one also walks but all over the room; talking to the backs of people as he/she walks around the room, talking all the time.
 - *the statue*: this one is perfectly still – no movement at all.
 - *the waver*: this one waves his/her hands around continually, not to illustrate a point, just waving. This also distracts the participants.

The psychological environment also depends to some extent on the participants. Make sure that they know each other, that they feel psychologically comfortable in each other's company. Many ice-breakers have just this purpose. *Never* make a fool of a participant. If it should happen unintentionally, apologize. It should not be necessary to formulate rules with adult learners. Make sure you are courteous and your participants will also be courteous.

Training or facilitating should be enjoyable for both you and the participants. It is a learning experience for everybody. Be sure to acknowledge what you learn from the participants.

Product/outcomes

- The product or outcomes from any training should be tangible. If participants make recommendations or decisions, ensure that these are followed.
- Outcomes can be difficult to judge during the course. Try to make sure that you can follow up at a later time.
- Ask participants to summarize what has been learned during a session or a day.
- Have revision sessions built into the course. Make this a quiz or some form of game; the participants should be able to discuss and build on each others' responses.
- If necessary, have follow up sessions so that it is possible to see results of the workshop.
- If you use written evaluation sheets, make sure that you leave enough time for them to be completed or, if it is possible, ask them to complete their evaluation sheets two weeks after the course. This gives a real indication of the value of the course.
- If you use written evaluation sheets, always make sure that they are anonymous (that is, do not ask for people's names).

Session 15: Practice Facilitation Session III

Objectives

By the end of this session, you will have:

- Monitored your own progress and skill level by the processes of self- and peer review
 - Practiced your skills in basic facilitation techniques
 - Helped your trainees learn better, in a more memorable way, with less work on your part.
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Space for your notes

Session 16: Evaluation Basics

Objectives

By the end of the session, you will:

- Understand the importance of evaluation
 - Understand the training elements that can/should be evaluated and tools and techniques for conducting evaluations
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What is evaluation?

What elements should we evaluate?

Evaluation tools and techniques

- Evaluation forms (structured and open)
- Pre-test/post-test (of knowledge and skills)
- Unstructured observation of participant in working environment (post workshop)
- “Pre-test/post-test” (interview/observation) of attitudes and behaviour
- Observation of workshop by participants (structured – with checklist)
- Structured self-evaluation (by facilitator)
- Tests/quizzes
- Unstructured self-evaluation by facilitator
- Post-workshop questionnaires (to measure retention and transference)
- Observation of workshop by external observer (structured – with checklist)
- Observation of workshop by external observer (unstructured)
- Case study (of participant for impact of workshop)
- Structured observation of participant in working environment post workshop (with checklist)

Evaluation Form

**Educational Planning and Management in the Earthquake Affected Areas:
Generic Training of Trainers**

Date:

Check (✓) the most appropriate box.
Please rate the following categories on a scale of 1 – 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree.

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
The workshop achieved its aims and objectives.				
My expectations of the workshop were fulfilled				
The content of the workshop is relevant to my work.				
What I have learned will impact on the way I work.				
The facilitator had a thorough understanding of the content of the course.				
The facilitator's attitude and manner was conducive to learning.				
The quality of the learning materials and aids was useful.				

Content

What sessions/topics of the workshop were most useful for you?

What improvements/changes or additions would you suggest for similar workshops?

Please give any other comments/suggestions.

**Thank you for taking the time to fill in this form.
Please return it to the workshop facilitator.**