Educational Planning and Management in the Earthquake Affected Areas

Training of Trainers

Directorate of Education Extension, AJK

TRAINING GUIDE
The Directorate of Education Extension (DEE), AJK and UNESCO gratefully acknowledge the support of the U.K. Department for International Development (DFID) and the Government of Japan in the production of this material.
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Outline of the Training Guide

How was this guide developed?
This manual has been designed in response to the needs identified to help strengthen the master trainers and those who will become master trainers of teachers and education managers affected by the earthquake. This training incorporates a rights-based inter-active approach: exactly the same approach as is required for all training undertaken as part of UNESCO’s earthquake response programme. If we are to build a better education system and rise from the tragedy of the earthquake stronger and more effective, it is accepted that we need to improve the quality of all that we undertake. Using a rights-based inter-active approach requires a variety of approaches and active learning to ensure that participants can internalise what they are learning. It is also designed to be practical and give the trainers tools that they can use effectively in their own training.

Who is this guide for?
It is designed for master trainers who will work with educational managers and teachers. It is understood that these people have, themselves, suffered losses as a result of the earthquake and need support. It is hoped that this manual will provide some level of professional support.

How is this guide organised?
There are two books: the Training Guide for the person doing the training and the Workbook for those being trained. The master trainer needs to read these books very thoroughly.

Training Guide
The training guide contains:

- **Session plans**: These explain the objectives, the time allocated for the session (although this can only be a guide), directions for the activities and the resource material for the participants (and trainers) to read. The guide has been written in the most direct style to allow the trainer to make the points that are written directly. Following the flow of the session, the trainer can grasp the main points simply without having to read through a lot of narrative.

- **Activities** are designed to be undertaken as they are written. All instructions are provided to the trainer in the training guide and time allocations are listed both in the training guide and also in the workbook for the actual activity. Tables, questions and extra space for notes are all laid out in the workbook. Where sample responses are included in the training guide, possible responses (or responses to be added) are written in blue.

Workbook
The workbook is designed as a ‘take-home’ reference for the participant. Encourage participants to record all their notes and responses to activities in their workbook. Everything the participant needs to be able to complete the exercises is in the workbook.
# Timetable

## Day 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>0830 - 0900</td>
<td>Registration</td>
<td>30 minutes</td>
</tr>
<tr>
<td>0900 - 1030</td>
<td>Session 1: Welcome and introductions</td>
<td>90 minutes</td>
</tr>
<tr>
<td>1030 - 1100</td>
<td>Break</td>
<td>30 minutes</td>
</tr>
<tr>
<td>1100 - 1230</td>
<td>Session 2: Principles of adult learning</td>
<td>90 minutes</td>
</tr>
<tr>
<td>1230 - 1330</td>
<td>Lunch and prayers</td>
<td>60 minutes</td>
</tr>
<tr>
<td>1330 - 1415</td>
<td>Session 3: Characteristics of effective facilitators</td>
<td>45 minutes</td>
</tr>
<tr>
<td>1415 - 1500</td>
<td>Session 4: Making effective presentations</td>
<td>45 minutes</td>
</tr>
<tr>
<td>1500 - 1515</td>
<td>Break</td>
<td>15 minutes</td>
</tr>
<tr>
<td>1515 - 1645</td>
<td>Session 5: Presentation practice</td>
<td>90 minutes</td>
</tr>
<tr>
<td>1645</td>
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## Day 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>0830 - 0900</td>
<td>Review of day 1</td>
<td>30 minutes</td>
</tr>
<tr>
<td>0900 - 1015</td>
<td>Session 6: Facilitation skills</td>
<td>75 minutes</td>
</tr>
<tr>
<td>1015 - 1100</td>
<td>Session 7: Effective listening</td>
<td>45 minutes</td>
</tr>
<tr>
<td>1100 - 1115</td>
<td>Break</td>
<td>15 minutes</td>
</tr>
<tr>
<td>1115 - 1230</td>
<td>Session 8: Questioning skills</td>
<td>75 minutes</td>
</tr>
<tr>
<td>1230 - 1400</td>
<td>Lunch and prayers</td>
<td>90 minutes</td>
</tr>
<tr>
<td>1400 - 1500</td>
<td>Session 9: Preparing to facilitate a session</td>
<td>60 minutes</td>
</tr>
<tr>
<td>1500 - 1515</td>
<td>Break</td>
<td>15 minutes</td>
</tr>
<tr>
<td>1515 - 1630</td>
<td>Session 10: Different facilitation techniques</td>
<td>75 minutes</td>
</tr>
<tr>
<td>1630</td>
<td>Close of day 2</td>
<td></td>
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</tbody>
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## Day 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>0830 - 0900</td>
<td>Time for last minute preparation</td>
<td>30 minutes</td>
</tr>
<tr>
<td>0900 - 1000</td>
<td>Session 11: Practice facilitation sessions</td>
<td>60 minutes</td>
</tr>
<tr>
<td>1000 - 1015</td>
<td>Break</td>
<td>15 minutes</td>
</tr>
<tr>
<td>1015 - 1115</td>
<td>Session 12: Group management</td>
<td>60 minutes</td>
</tr>
<tr>
<td>1115 - 1215</td>
<td>Session 13: Practice facilitation sessions</td>
<td>60 minutes</td>
</tr>
<tr>
<td>1215 - 1315</td>
<td>Lunch and prayers</td>
<td>60 minutes</td>
</tr>
<tr>
<td>1315 - 1400</td>
<td>Session 14: Preparing to lead a workshop</td>
<td>45 minutes</td>
</tr>
<tr>
<td>1400 - 1500</td>
<td>Session 15: Practice facilitation sessions</td>
<td>60 minutes</td>
</tr>
<tr>
<td>1500 - 1515</td>
<td>Break</td>
<td>15 minutes</td>
</tr>
<tr>
<td>1515 - 1600</td>
<td>Session 16: Evaluation</td>
<td>45 minutes</td>
</tr>
<tr>
<td>1600 - 1630</td>
<td>Session 17: Evaluation and closing</td>
<td>30 minutes</td>
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</table>
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 in the UNESCO courses 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 the UNESCO courses is built on principles of adult learning. The 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 where you are asking for a lot of information.
If the group is larger than twenty, 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 ten minutes, the ideas should be categorized into groups according to the suggestions of the participants.

Case studies
The case studies used in the UNESCO training courses, although fictional, have all been developed from real situations. They provide a situation that can be controlled for analysis and application of the topic being discussed. 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, allow enough time for everybody to read the case study. 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 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, where the groups will be placed in the room (if necessary) 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 do not 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 should not relate to 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 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 the 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.

![Diagram of horseshoe and hollow square arrangements]

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

![Diagram of circle and circle with blackboard or whiteboard]

- 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 a 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 handed out before the activity. If handouts are a summary, however, they should be handed out at the end.

**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 twenty to thirty 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. Do not 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 do not 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 this person moves 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 these 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 participants 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 1: Welcome and Introductions

Objectives
By the end of this session the participants will be able to:
- Identify other people in the course
- Understand the course objectives

Session outline

<table>
<thead>
<tr>
<th>1. Workshop opening</th>
<th>30 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Course housekeeping and objectives</td>
<td>15 minutes</td>
</tr>
<tr>
<td>3. Participant introductions</td>
<td>30 minutes</td>
</tr>
<tr>
<td>4. Expectations of participants</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Total</td>
<td>105 minutes</td>
</tr>
</tbody>
</table>

Materials required
- Index cards and a bag or box to hold the cards
- Flipchart with “content/methodology” written on it
- Workbook for each participant

Session activities

1. Workshop opening 30 minutes
   - If there is a senior official to formally open the training workshop, introduce that person or ask the UNESCO representative to introduce him/her.

2. Course housekeeping and objectives 15 minutes
   - This is a three-day course which has been designed to respond to the stated needs for improving the training techniques of master trainers.
   - Review the housekeeping details with participants.
- Review the course objectives and ask participants if they have any questions.

### 3. Participant introductions

- Show the slide and instruct the participants to get ready to make a 30 second presentation. Explain that you will time them and cut people off who go on beyond 30 seconds. Provide an example yourself and show how much information can be conveyed in 30 seconds. Allow the group 5 minutes to get ready.

### 4. Expectations of participants

- Form participants into small groups of three or four. Give out flip chart sheets and markers to each group.
- Ask participants to discuss in their small group their expectations for this course.
- Explain that groups should choose the most important expectations that relate to this course and to list them on their flip charts.
- After posting the flip charts on the walls, identify the expectations that we may be able to achieve during the course and explain that these expectations will be discussed during the final session.
Session 2: Principles of Adult Learning

Learning objectives

By the end of this session, participants will:
- Learn their own learning style preferences (and biases)
- Learn about four important learning styles:
  - Activist
  - Reflector
  - Theorist
  - Pragmatist
- Accommodate different learning styles in their training sessions using appropriate techniques for each style

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Session Objectives</td>
<td>5 minutes</td>
<td>Plenary presentation</td>
</tr>
<tr>
<td>2. Finding Your Learning Style Preference</td>
<td>45 minutes</td>
<td>Individual exercise and small group brainstorming</td>
</tr>
<tr>
<td>3. Applications</td>
<td>30 minutes</td>
<td>Short presentation and brainstorming</td>
</tr>
<tr>
<td>4. Summary &amp; Conclusions</td>
<td>10 minutes</td>
<td>Q &amp; A and plenary presentation</td>
</tr>
<tr>
<td>Total Time</td>
<td>90 minutes</td>
<td></td>
</tr>
</tbody>
</table>

Special supplies

- Set of four flipcharts labeled A, R, T, and P
- Set of four flipcharts labeled Activist, Reflector, Theorist, and Pragmatist

Session Activities

1. Session objectives 5 minutes

- Introduce the session by asking the group how they think that they learn the best. Many people will likely answer “by experience.” If so, follow up by asking them how they actually learn from their experiences – by comparisons to other experiences, analysis of cause and effect, development of simple rules or guidelines based on the experience, or by testing ideas out in each new experience?
- Explain that, in fact, we all have learning preferences, and that this fact is very useful as a foundation for our understanding of training. A clear idea of one’s own preferred learning style helps us to better empathize with and help those who may prefer learning in a different way. This basic understanding is the key to good training and facilitation. Use the prepared PPT slides to introduce the concept that people learn differently – and – that this has direct application for professional trainers.
- Review the session objectives. Be as concise and clear as possible. Explain that a fuller understanding of each of the four learning styles will be provided in this session.
Note that an understanding of the different learning styles will help trainers see these styles in others, as well as their own personal biases as they affect the way they train – that is, trainers tend to train in ways that suit their own learning style biases.

2. Finding your learning style preference  45 minutes

- Ask participants to turn to page 5 in their workbooks to the activity titled “Design your own learning programme.”

- Explain that in this exercise participants will be able to design their own ideal learning programme in which they can choose how they would like to learn about four different topics. The four topics have already been chosen so they cannot change those but they can choose how they would prefer to learn about each.

- Explain that participants may choose only one of the activities for each of the topics. They should circle the ticket in the right column that corresponds to their selected activity.

- Advise the group that this is to be done individually, without discussion and that they should start immediately. If they have any questions, they should raise their hands and you will come to help them. They will be allowed 10 minutes to make their selections.

- After 10 minutes, ask everyone to turn to page 7 and score their exercise.

- After everyone has scored their exercises, show the PPT slide and ask them to get up and walk to their respective flipcharts now. Once everyone is in a group and standing near their flipcharts, ask them to quickly brainstorm (10 minutes) and record the ways that they learn best, that is, how do they like to learn about things? They should give specific examples if possible.
After 5 minutes have the plenary group walk from flipchart to flipchart while one representative from each small group explains his or her group’s findings. This should take about 20 minutes. (Spend only 3-4 minutes at each flipchart!)

Review each flipchart quickly and draw conclusions as appropriate to the results found. Look for trends and key differences between the different groups and highlight these. Ask the “no preference” or “mixed” group if it was hard for them to find consensus in their brainstorming exercise.

3. Applications

Explain the meaning of the four learning styles very briefly. Use the PPT slides to illustrate the different learning styles. The text provided in the Workbook provides additional examples. Remind the participants that these styles are almost never absolute and that most people have a mixture of all of these styles with a general preference for one or two of them. It is important to note that this preference might also vary depending on the particular topic.

Note that the more “unbalanced” a person’s learning preferences are, the more likely they are to have a strong preference to one of the learning styles, and possibly a strong bias against training techniques that address other styles.

Call for a quick brainstorm of the types of training activities that support each learning style. Capture these ideas on four separate flipcharts under the headings: Activist, Reflector, Theorist, Pragmatist. (This should fill any gaps from the small group flipcharts completed earlier in the session.)

Use the slide of training techniques as a quick summary only. Explain that these are the “textbook” answers. They should match closely to the results of the previous brainstorming exercise. (Note that this is an animated slide – practice the timing before the session!)

If participants’ preferred learning styles do not indicate heavy use of methods such as lectures, point this out to them and discuss how this should affect their training style.

4. Summary and conclusions

It is important to remind the participants at this point that this simplified model is a “rough sketch” only and does not capture the full complexity of reality. As such, the learning style descriptions are not perfect and tend to oversimplify many aspects of personal motivation and understanding that are in fact quite complex. Nevertheless, the model does adequately describe general tendencies that have proven to be true and highly useful for both learners and trainers.

Note that these style preferences are not to be used for stereotyping, or for screening people into or out of training programs, but rather for better understanding of the different learning styles that will be present in any large group of people.

Call for any questions or comments still remaining on this topic.

Explain that these styles are not permanent. People continue to change and evolve in their learning habits as they are exposed to different experiences.
Remind participants that there are also several other important principles of adult learning that trainers must consider. These are that adult learners are:

- **Autonomous**: They have opinions and information that is valid to the group
- **Experienced** and need to be recognized for their experiences
- **Goal-oriented**: They know what they want to learn

Adults also expected to be treated with respect and generally are interested in learning things that are relevant and practical.

These principles must also be kept in mind.

Show the concluding slide:

- Different people really do learn differently
- A wide variety of approaches is useful to address people with different learning styles. The training materials used in the UNESCO-supported courses incorporate many different learning/training approaches for this reason.
- One’s own personal learning style preference may also become a bias against training techniques which more directly address people with other learning styles. This bias should be recognized and managed by every trainer.
Session 3: Characteristics of Effective Facilitators

**Learning objectives**
By the end of this session the participants will be able to:
- Further develop the concepts of good facilitation
- Understand their role in creating a positive psychological environment

**Session outline**

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>5 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>2. What makes an effective facilitator?</td>
<td>30 minutes</td>
<td>Small group activity</td>
</tr>
<tr>
<td>3. Summary and conclusions</td>
<td>10 minutes</td>
<td>Q &amp; A and plenary presentation</td>
</tr>
<tr>
<td><strong>Total Time</strong></td>
<td><strong>45 minutes</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Session activities**

1. **Introduction**  
   - Review the session objectives.
   - The physical environment of a workshop has an effect on the learning experience. We will discuss this topic on the last day of the workshop. The psychological environment, however, is even more important so we will discuss that now. An effective facilitator understands that s/he has primary responsibility for the psychological environment and works to make sure that it is conducive for all participants. An effective facilitator strives toward full respect of the learners as well as to the teaching and learning process.
   - In this session, we will look at characteristics of effective facilitators and in subsequent sessions, we will work on the skills that will make us more effective.

2. **What makes an effective facilitator?**  
   - Form participants into small groups. Ask them to think about workshops or training events that they have participated in and the facilitators that they thought were the most effective. What made these facilitators effective? What did they do or what were they good at that made you learn more from them or that made you think they were “good” facilitators?
   - Ask each group to write on their flipcharts the characteristics of these “good” facilitators.
   - Tell the groups that this should be a quick brainstorm. They should have their flipchart completed in 15 minutes.
   - After 15 minutes, ask the groups to hang their flipcharts on the wall.
Give everyone a few minutes to review the flipcharts. Categorize the responses – ideally according to the categories of listening skills, observation skills, communication skills and empathy. (You may need to add another category for content knowledge.) Spend about 15 minutes reviewing and summarizing the groups’ charts.

3. Summary and conclusion 10 minutes

- Review the four main characteristics of effective facilitators.

**Listening skills.** This includes not 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 (articulating) clearly 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 sometimes 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.

- Are you dismissive of some of the learners? Why?
- Are they bad learners or do they belong to a group that you don't know or understand very well?
- Do you really ask women to contribute as much as men?

- The skills of listening, observation, clear verbal communication, and empathising or seeing others' viewpoints are not just to help you become a better facilitator. These are also skills that you will be teaching the learners. It is very important then, that you are a good role model for being an effective facilitator.
Session 4: Making Effective Presentations

Objectives
By the end of this session the participants will be able to:
- Describe the elements of effective presentations
- Make better short presentations
- Prioritize key points in their presentations

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Presentation basics</td>
<td>30 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>2. Preparation time</td>
<td>15 minutes</td>
<td>Individual activity</td>
</tr>
<tr>
<td>Total Time</td>
<td>45 minutes</td>
<td></td>
</tr>
</tbody>
</table>

Session activities

1. Presentation basics 30 minutes
- Review the session objectives.
- Use the PPT slides to make a concise, dramatic and memorable presentation. If you feel you are doing this quite well, you can “freeze” the presentation at any appropriate moment and “step outside” of the presenter’s role to analyze the presentation together with the participants. You can use terms like “OK, freeze! – let’s look at what just happened. Were the last two minutes memorable? Did the presentation make sense to you? Did it hold your attention? Why? You can also ask, “Why do you think I raised my voice just now? Or “Why do you think I told that little story about our workshop experience last week?” The point is to make both a good presentation as well as to take some time to dissect and analyze the presentation itself.
- One idea for using this slide is to drop a heavy book, or make an outrageous statement immediately to illustrate starting with a bang.

Illustrate in the training room where the clock is or should be. Remove your watch and put it on the podium if you are using one.
- Use the animated slide to discuss “generating interest.” If you are using an overhead projector you will need to modify the slides to show the different images – or else forgo them.

- Refer the participants to the section of their guides explaining signposts. Illustrate the concept with a few examples.

- Stress that it is important for trainers to believe and have confidence in what they are presenting. If the trainers are not confident, then participants will not be either.

- Explain that after the break everyone will be making a short 3-minute presentation. They may choose any subject that they want to talk about. It should be something that they know very well and that they can convey in three minutes. Time will be strictly enforced.

- Review the summary slide.
- Give participants 15 minutes to prepare before breaking for afternoon tea. They can also use some of the tea time to make their final preparations.
**Session 5: Presentation Practice**

**Learning objectives**
By the end of this session, participants will:
- Practice their skills in making effective short presentations
- Become more confident, and more comfortable as trainers
- Analyze and evaluate their own (and each other’s) performance through peer feedback

**Session outline**

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exercise Objectives &amp; Instructions</td>
<td>10 minutes</td>
<td>Short presentation in plenary</td>
</tr>
<tr>
<td>2. Individual Presentation</td>
<td>80 minutes</td>
<td>Individual presentations by each participant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>followed by self-evaluations and review</td>
</tr>
</tbody>
</table>

**Total Time** 90 minutes

**Special supplies**
- 2 trainers to lead 2 separate groups at the same time
- Two rooms with chairs set up so that presentations can be made in each room
- Presentation evaluation forms on standard A4 paper, cut in half. (Prepare enough copies so everyone can evaluate all the presentations that they observe. If you have 24 people split into two groups, then you will need 12x12 x 2 = 288 forms. Make 150 copies of the master and then cut the copies in half to make 300 half-sheet sized forms. The master form is attached at the end of this Trainer’s Note.)

**Session activities**

1. **Exercise objectives and instructions** 10 minutes

   - After reviewing the session objectives, ask the group to try to remember the opening short “trainer introductions” that all participants made during the first session of the day. Ask which of these introductions were **memorable**. After each response, probe further by asking **why** each particular introduction mentioned was memorable. Likely answers will be:
     - use of humor
     - poignant storytelling - illustrated by a real life story
     - depth of conviction of the presenter
     - voice
     - useful, new or original information was presented

   - As responses are given quickly make a flipchart that captures the main points. Explain that making things **clear and memorable** is the main job of the trainer when presenting prepared materials. Follow on by saying that the exercise they are about to do is really designed to help them perform better in this role. **Facilitation, group dynamics and other important topics will follow later in the course.**

   - Remind participants that they will only be making 3-minute presentations and that the time will be strictly enforced.
Ask if there are any last questions about the exercise or the selection of the topics. Divide the participants into two groups. One group will go with the second trainer to the other room.

This session is an interactive exercise designed to allow each participant to practice making short presentations. Your role as the trainer/facilitator in this session includes two important components: (1) logistics and timing of the overall exercise to ensure that each person gets his/her fair turn at making a presentation and (2) facilitating the evaluation portion of the exercise to guide positive and constructive critique of each presentation.

2. **Individual presentation exercise and review** 80 minutes

- Assemble the groups in their separate rooms as quickly as possible and call for a volunteer to be first.
- Distribute the evaluation forms to all of the participants. You should give 11 forms to each person. (Assuming a maximum overall group size of 24 and sub groups of a maximum of 12 people each.)
- Explain that the forms are to be filled out quickly at the end of each short presentation.
- Explain that timing is critical to the success of this exercise and that you will be giving hand signals for guidance on the remaining time for each presentation from the back of the room. Show 2 fingers for 2 minutes remaining, 1 finger for 1 minute, etc. Then show the classic “cut!” sign by dragging your index finger across your neck. Explain that when the presenter sees that sign, he/she must immediately make a conclusion and end the presentation. Take care in using the signs so that only the presenter sees them. Try to avoid having the rest of the group scanning you to see if you are showing the signs. They should rather be paying attention to each presentation.
- Remind the participants that three minutes is a maximum time allotment for the presentations rather than a requirement. Anyone who can make a successful short presentation in less time should be encouraged to do so.
- Start the first presentation with a countdown such as “3…2…1…Action.” Watch the time closely; give appropriate hand signals regarding the time remaining for each presentation.
- After each presentation, give a minute or two for each person to write evaluations of each presentation. Collect the evaluations for distribution to each presenter at the end of the session.
- After the first six presentations, conduct a **10 minute review** of the presentations so far. Start by congratulating the presenters on their efforts!
- Ask each presenter the following questions:
  - “How did you feel – were you nervous?”
  - “How did the time seem to you – long or short?”
  - “Did you make your point?”
  - “Did you follow the plan you had made ahead of time?”
- Ask for a few general reactions from the rest of the group.
- You may give final statements and illustrate any key points made in the presentation, but remember to keep these comments generally positive and use an encouraging tone.
- Spend no more than 10 minutes on this feedback process.
- Then begin the process again with the second half of the group.
After everyone has presented and the feedback session is complete, distribute the evaluation forms. Tell participants to read them. If they have any additional comments or questions, we can discuss them in the first session tomorrow morning.

**Presenter’s name:**

**Topic:**

Rate the presentation using the scale provided below. Quickly check the boxes that apply, and give short suggestions where appropriate.

<table>
<thead>
<tr>
<th>AREA</th>
<th>Great!</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Brief Suggestions for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>START, Introduction</td>
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<td>END, Summary or Conclusion</td>
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<tr>
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<tr>
<td>TIMING</td>
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</tbody>
</table>

**Other Comments:**

**Presenter’s name:**

**Topic:**

Rate the presentation using the scale provided below. Quickly check the boxes that apply, and give short suggestions where appropriate.

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**Other Comments:**
Review Session of Day 1

Learning objectives
By the end of this session the participants will be able to:

- Explain the key points of day 1 learning

Session outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>05 minutes</td>
</tr>
<tr>
<td>2. Review of Day 1</td>
<td>25 minutes</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30 minutes</strong></td>
</tr>
</tbody>
</table>

Materials required
Ball

Session activities

1. Introduction

- Welcome participants back to the workshop. Ask if there are any general questions about the first day of the workshop.

2. Review of Day 1

- Explain that you will throw the ball to one participant who will tell one thing that he/she learned from day 1. All participants should listen carefully as there should be no repeat statements from the group.

- When one person has finished they should throw the ball to another participant and so on until everyone has had an opportunity to speak.

- Throw the ball to one participant and ask for one thing that they learned from day 1.
Session 6: Facilitation Skills

Learning objectives

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

- Use the experiential approach
- Describe the importance of good facilitation skills
- Begin preparing for their team facilitation practice

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction and Objectives</td>
<td>5 minutes</td>
<td>Brief plenary presentation</td>
</tr>
<tr>
<td>2. The Experiential Approach</td>
<td>25 minutes</td>
<td>Individual activity and analysis</td>
</tr>
<tr>
<td>3. Exercise Design Basics and Facilitation Skills</td>
<td>10 minutes</td>
<td>Brief presentation with facilitated discussion</td>
</tr>
<tr>
<td>4. Session Summary &amp; Preparation for Facilitation Exercises (10.2 &amp; 10.3)</td>
<td>35 minutes</td>
<td>Conclusion, formation of facilitation teams and preparation for team facilitation exercise to take place on the next day</td>
</tr>
<tr>
<td><strong>Total Time</strong></td>
<td><strong>75 minutes</strong></td>
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Special supplies

- Printed copy of the “Facilitation Exercise Topics” handout for participants to sign up for their sessions.
- Multiple copies of the Workbooks and Trainers Guides for the psychosocial teacher training course, Introduction to Education Planning and Management and Quality Educational Response courses.

General guidance

This session is a cornerstone for the participants’ understanding of facilitation techniques based on the idea of “experiential learning.” This simple approach underlies much of modern adult education theory and also fits in nicely with the “Experiential Learning Cycle” and Honey & Mumford’s four learning styles presented earlier in the workshop. It is important to express to the participants both how simple this idea is as well as how powerful a tool it can be in helping people learn.

The “numbers game” provides the basis for the illustration of the concept and is deceptively simple. Practice the exercise yourself if you have not seen it before. Think through the various layers of meaning that can be revealed by it. There are lessons to be learned using this device about:

- The importance and the performance-enhancing nature of practice
- The value of recognizing patterns in learning (about anything)
- The way we focus on small areas of larger problems to efficiently solve problems
- The need to analyze our experiences carefully to learn as much as we can from them

It is important to emphasize the experiential learning approach and the four steps of:

- Concrete experience
- Reflective observation
- Abstract conceptualization
- Active experimentation (or application)
These steps are then used to describe different aspects of facilitation – and to show the need for clearly developed exercises and time to complete each of the steps in the training sessions. Finally this session describes some of the skills needed to carry out these steps well, and provides time for participants to prepare for their afternoon facilitation practice exercises.

Session activities

1. Introduction and objectives 5 minutes

- Use the prepared PPT slide to review the session learning objectives with the participants.
- Ask the group or a volunteer to define the word “facilitation.” Underscore participant’s comments that include the idea of “helping” or “making something easier” for others.
- Explain that in the realm of adult training, facilitation means helping others learn the content themselves. Explain that once participants have developed a strong appreciation for facilitation and the required skills, they will make learning easier for their future trainees, and make the training burden easier for themselves.
- Talk through the points on the slide. Be as concise and clear as possible. Explain that while these may look like unrelated points at first glance, this session will unfold to show how each point is related to the previous one and how the experiential approach provides a strong foundation for all of the facilitation skills listed.

2. The Experiential Approach 25 minutes

- Present this animated PPT slide fairly quickly (no more than 5 minutes) and underscore that these are very simple ideas and seem logical. Finish by saying, “And that’s all there is to it – easy!”
- After this very concise presentation abruptly say, “Now let’s do something completely different. Let’s do a little experiment about adult learning. It is a scientific experiment, so everyone must follow my instructions closely.”
- Ask participants to turn to page 21 in their workbooks and prepare to play a little “connect the numbers” game. They should not turn the page until they are instructed to do so.
- Give participants the following instructions:
  - 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 other 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.

Ask if there are any questions. Wait for the second hand on your watch to reach 12, and then say “GO!” in order to provide an EXPERIENCE for the participants. Everyone will start drawing. While keeping one eye on your watch (or a wall clock if available), keep the other eye on the group and watch for hands to be raised. As the hands go up, count them and note exactly when the 10th hand goes up. Make a note of the elapsed time to that point. Then give another minute or so until everyone has completed this step and has connected the numbers from 1 to 25.

Explain that you will now run the experiment a second time, just to be sure of the results. Tell everyone that when you say “GO!” they should find 25 and then follow the same procedure used before to connect the numbers from 25 to 50. Instruct the participants to raise their hands once again as soon as they reach the number 50. Wait for the second hand on your watch to reach 12, and then say “GO!” Everyone will start drawing once again. While keeping one eye on your watch (or a wall clock if available) keep the other eye on the group and watch for hands to be raised. As the hands go up count them and note exactly when the 10th hand goes up. Make a note of the elapsed time to that point. Then give another minute or so until everyone has completed this step and has connected the numbers from 25 to 50.

Finally go to the flipchart and write TEST A at the top of the sheet and TEST B at the bottom. Write down the time you noted for the first trial under TEST A, and the second time you noted for the second trial under TEST B. The TEST B time will be several seconds faster than the TEST A time, often amounting to less than half of the time in TEST A. Explain that the time noted represents how long it took the first 10 people to complete the task. Note that the task is exactly the same both times.

Ask the participants to REFLECT on why the second test was so much faster than the first. There are many answers:
- Participants had a chance to practice on the first test
- The first test revealed that there was a pattern in the numbers which seemed completely random at first
- Once the pattern is known, the eye immediately looks for the next number in the area predicted by the pattern, saving time by not having to scan the entire sheet each time

After this quick brainstorm on the participants’ reflections on the exercise, ask for volunteers to GENERALIZE from these observations. Ask, “What can we learn from this in general?” or “What conclusions can we draw from this exercise?”
- The importance and the performance-enhancing nature of practice
- The value of recognizing patterns in learning (about anything)
- The way we focus on small areas of larger problems to efficiently solve problems
- The need to analyze our experiences carefully to learn as much as we can from them

Finally, ask the participants how they might apply these conclusions or ideas in their day to day work, or in training that they will conduct. Note down on a flipchart the different APPLICATIONS or ways to experiment with these ideas that the participants suggested.

Summarise with this PPT slide and illustrate how the numbers game exercise, the reflection that followed, the generalization that was developed after that, and finally the application of the theory neatly models the experiential cycle shown in the slide. Note that this slide is animated and should be practiced before the presentation.
3. Exercise Design Basics and Facilitation Skills 10 minutes

- Explain that in the UNESCO-supported workshops, the various experiences used to start the experiential cycle have already been developed. These experiences are supported by various types of activities or exercises that are developed specifically for each session. It is critical that trainers recognize the importance of these exercises to adult learning and use them as core parts of their trainings. When parts are left out, the cycle is left incomplete and it also means that sessions may be biased towards particular learning styles at the expense of others.

- Explain also that the sessions in the courses are structured to build on previous sessions and to reinforce the learning as the courses progress – leaving elements out can diminish the learning experience.

- Part of being an effective facilitator is recognizing what elements can be dropped, when necessary, while still maintaining the integrity of the experiential approach.

- Explain to participants that they will be practicing their facilitation skills tomorrow and will have some time to prepare for their practice sessions.

- As discussed yesterday, effective facilitators have several common characteristics, we will focus on listening and questioning skills during the next couple sessions. Participants should try to practice these skills during their practice facilitation sessions.

4. Conclusion 35 minutes

- First, quickly summarize the key points of the session using the prepared PPT slide.

- Next, direct the participants to subdivide into teams of 3 members each. If the numbers do not work out exactly, allow some teams to be made up of 2 members, but do not allow any team to include more than 3 members. These teams will work together to facilitate a learning experience, either based on a segment of one of the UNESCO-supported sessions, or one of their own choosing and design. For those who want to be assigned a pre-set topic, let them choose from the list of topics that is attached to the end of this trainer’s note. The list will need to be copied and cut into individual strips beforehand. Once a group chooses an activity, it is unavailable for another group.

- Encourage the teams to use the lessons from this session in their training strategy as well as they can in their exercises tomorrow. Explain that they have the time left in this session (25-30 minutes) as well as time available overnight to work together as a team.
The groups should review their assigned activities carefully and make sure that they understand the content and the methodology. They will have to make adaptations in order to match the facilitation cycle that we just discussed in this session. That is:

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

If they have questions, they should ask the workshop facilitator for help. Each group will have only 15 minutes to conduct their assigned activity so most groups will have to make adjustments to the proposed timing. They should prepare thoroughly so they know how they will revise the activities for their 15 minute practice facilitation exercise.

Remind the teams that the maximum time for their team facilitation sessions will be 15 minutes, and that each member of the team is expected to contribute more or less equally to their final training session. Explain that those teams who design their own topic must also prepare a “Learning Objective” for the exercise which must be shared before their practice session.

Finally, point out the evaluation points (on the “Facilitation Exercise Evaluation Form”) that will be used in the exercise this afternoon as a final guide to help them structure their short facilitated training sessions. The form is attached to the end of this Trainer’s Note.
### Sign-up Sheet for 15 Minute Facilitation Exercise

**Instructions:** Write the name of your group members in the box next to the topic your group has selected. Each topic can only be chosen by one group.

<table>
<thead>
<tr>
<th>Sessions from Teacher Training course</th>
<th>Names of Facilitation Team Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Session 2, Activity 3 – Survival Techniques</td>
<td></td>
</tr>
<tr>
<td>2. Session 5, Activity 3 – Religious and Social Values and Disasters</td>
<td></td>
</tr>
<tr>
<td>3. Session 6, Activity 3 – Psychosocial Well-being</td>
<td></td>
</tr>
<tr>
<td>4. Session 7, Activity 3 – Emotional Adjustment</td>
<td></td>
</tr>
<tr>
<td>5. Session 7, Activity 4 – Emotional Adjustment</td>
<td></td>
</tr>
<tr>
<td>6. Session 8, Activity 1 – Child Rights and Education</td>
<td></td>
</tr>
<tr>
<td>7. Session 9, Activity 2 – Providing a Conducive Learning Environment</td>
<td></td>
</tr>
<tr>
<td>8. Session 12, Activity 1 – Debate on School Committees</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sessions from Introduction to Educational Planning and Management course</th>
<th>Names of Facilitation Team Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Session 1.3, Activity 2: Introduction to the project management cycle (20 minutes)</td>
<td></td>
</tr>
<tr>
<td>10. Session 1.4, Activity 2: Sample SWOT analysis (15 minutes)</td>
<td></td>
</tr>
<tr>
<td>11. Session 3.4, Activities 1 and 2: Introduction to objective setting and the SMART concept (40 minutes)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sessions from Quality Educational Response course</th>
<th>Names of Facilitation Team Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Session 7, Activity 2: Who is responsible? (35 minutes)</td>
<td></td>
</tr>
<tr>
<td>13. Session 10, Activity 2: Which teacher? [35 minutes]</td>
<td></td>
</tr>
<tr>
<td>14. Session 11, Activity 1: What sort of manager is needed? (30 minutes)</td>
<td></td>
</tr>
<tr>
<td>15. Session 11, Activity 2: What makes a good manager? (45 minutes)</td>
<td></td>
</tr>
</tbody>
</table>
Training Guide: Generic Training of Trainers

Session Topic or Focus:
Facilitation Team:

<table>
<thead>
<tr>
<th>TASK</th>
<th>Well Done</th>
<th>Adequate</th>
<th>Attempted</th>
<th>Not done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce idea/ provide experience</td>
<td></td>
<td></td>
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<tr>
<td>Stimulate a debate or discussion</td>
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<tr>
<td>Summarize the discussion</td>
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<tr>
<td>Draw a conclusion</td>
<td></td>
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</tbody>
</table>

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 Topic or Focus:
Facilitation Team:

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</tr>
<tr>
<td>Draw a conclusion</td>
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<td></td>
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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 the participants will:
- Be aware of the miscommunication and misunderstandings that occur when listening skills are not practised
- Understand the skills of effective listening

Time allocation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>05</td>
</tr>
<tr>
<td>Activity 1: Retelling the story</td>
<td>35</td>
</tr>
<tr>
<td>Conclusion</td>
<td>05</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

Session activities

1. Introduction 5 minutes
- Ask the group who listened to the news on the radio this morning? What were the top news stories?
- People generally cannot remember more than one or two news items. This is because people are listening passively and not actively. Too often when we are teaching, the learners 'listen' the same way.
- Explain that many people assume that the skill of listening should be a skill for the learner, not the facilitator. But if this is true, how does the facilitator know when the learners understand?
- But listening to the facilitator is only one side; the facilitator must also listen to the learners. By listening to them, the facilitator knows what is understood and what problems the learners are having, and can help them to learn more effectively.

2. Retelling the story 35 minutes
- Ask for three volunteers and send them out of the room
- Then tell the group that you are going to tell a story to the first person who is to listen and then tell it to the second person who will tell it to the third person, who will tell it to you.
- Explain that the rest of the group should listen to the retelling for parts that are missed out, parts that may be put in and things that change in the story. No one is allowed to take notes – this is a listening activity.
- Bring the first volunteer into the room and explain that they are to listen carefully to the story as they will retell it to the next volunteer. They cannot ask any questions.
- Tell the story to the first volunteer and then bring in the second volunteer who should listen to the first person and then bring in the third person who should listen to the second person and then retell the story to the group.
I heard this story from a woman I met.

Two women were going to visit relatives in another community to the west of their own village. They both carried food for their relatives and one woman had her baby with her. As they were traveling, they received a message from their own village that the first woman’s child was ill and needed to be taken to the hospital. They turned north and stopped in a nearby village where they left the food, and the second woman left her baby with some friends. Then they turned back to their own village. When they arrived, the child had a very high fever so they took her quickly to the hospital. The mother wanted to stay with her child who was being treated, so the second woman went back to the village in the north. On the way she met an old man who was in need of help. She stopped to help him, giving him water and supporting him to the village. When she arrived at the village she found that all the food had been eaten by the villagers there and so she was angry. But her friends had looked after her baby so she was grateful for that. Because she no longer had any food to take to her relatives, she decided to go home. When she arrived home, her friend and the sick child were home and the child was slowly getting better. Then she was very happy.

When the three people have told the story ask the group what was the difference between the first story and the final story.

- Were any of the stories accurate?
- What changed in the retelling?
- Was anything left out in the story?
- Were the parts that were 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?

Explain to the group that people do not decide to reinterpret information, it is a normal reaction and the brain will automatically try to make sense of information.

Therefore, for good communication it is vital to ensure that the listeners have the opportunity to check information (something we did not allow in this exercise).

3. Conclusion 5 minutes

As a facilitator you have a general responsibility to help the learners to really learn and understand what you are teaching. To listen well is the first skill that you as a facilitator should have, as this is how you come to really understand the learners in your care.
Session 8: Questioning Skills

Objectives

By the end of this session the participants 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.

Time allocation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>05</td>
</tr>
<tr>
<td>2. Review of Bloom’s taxonomy (cognitive domain)</td>
<td>20</td>
</tr>
<tr>
<td>3. Questioning skills</td>
<td>35</td>
</tr>
<tr>
<td>4. Open and closed questions</td>
<td>10</td>
</tr>
<tr>
<td>5. Conclusion</td>
<td>05</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
</tr>
</tbody>
</table>

Session activities

1. Introduction  5 minutes
- Review the session objectives.
- Questioning skills are vital to effective facilitation. To build on the knowledge and understanding that adults bring to the group is one of the vital elements of adult learning. You should be able to lead the learner to learn what you want them to learn, by asking the right questions.

2. Review of Bloom’s taxonomy of cognitive development  20 minutes
- Ask participants to look at the model of Bloom’s Taxonomy of cognitive development.
- Ask participants (in open discussion) to define the type of thinking involved with each of the levels.
## Level Definition Example

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge:</strong></td>
<td>any question where the answer is a fact from the information given</td>
<td>The names of the characters in the story; the parts of the earth’s surface</td>
</tr>
<tr>
<td><strong>Comprehension:</strong></td>
<td>where the student understands the information and can relay it back with meaning (a retelling or internalizing of information)</td>
<td>Drawing the story (in sequential order); solving mathematics problems</td>
</tr>
<tr>
<td><strong>Application:</strong></td>
<td>where the student can apply the information to a different situation</td>
<td>Use the moral of the story in a different story; use the maths to solve a different problem</td>
</tr>
<tr>
<td><strong>Analysis:</strong></td>
<td>where the student can ‘take the information apart’ and see the principle or ideas related to the information</td>
<td>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 ‘if this and this is so … therefore … is so’</td>
</tr>
<tr>
<td><strong>Synthesis:</strong></td>
<td>where the student 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.</td>
<td>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</td>
</tr>
<tr>
<td><strong>Evaluation:</strong></td>
<td>where the student makes a judgment about the information and issues, and can then internalize the full knowledge ideas and concepts</td>
<td>Seeing the “moral of the story”; testing a hypothesis and finding it valid</td>
</tr>
</tbody>
</table>

- This hierarchy is shown as a triangle because this represents the amount of knowledge we have in relation to our understanding, and how much of our understanding is applied to another situation and so on. We know more than we understand, and we synthesise much less than we analyse and so on.

### 3. Questioning skills 35 minutes

- Tell the participants a story (e.g. a fairy tale) that you know well but that they are not so familiar with.

- Put the participants into small groups and ask them to make a list of all the questions that they can think of about the story. Then they should sort them into their levels (this is a good analysis activity for them) –they should have two questions for each level. All the questions must be about the story.

- Allow 20 minutes for this.

- Ask for some examples for each level and discuss whether the question is really at the level claimed. (Quite often higher level questions ‘slide’ from one type to another according to the age of the students.) Allow 15 minutes for discussion.
Possible story

The Three Bears
Once upon a time, there were three Bears who lived in a house in the forest. One morning after Mama Bear cooked breakfast, the three Bears went for a walk in the forest while the porridge cooled. In the same forest there was a little girl with long golden hair also having a walk. Soon, she came to the house of the three Bears. She knocked and, when no one answered, she walked right in.

At the table in the kitchen, there were three bowls of porridge. The little girl was hungry. She tasted the porridge from the first bowl. "This porridge is too hot!" she exclaimed. So, she tasted the porridge from the second bowl. "This porridge is too cold," she said. So, she tasted the last bowl of porridge. "Ahhh, this porridge is just right," she said happily and she ate it all up.

After she'd eaten the porridge, she was feeling a little tired. So, she walked into the living room where she saw three chairs. She sat in the first chair to rest her feet. "This chair is too hard!" she exclaimed. So she sat in the second chair. "This chair is too soft!" she whined. So she tried the last and smallest chair. "Ahhh, this chair is just right," she sighed. But just as she settled down into the chair to rest, it broke into pieces!

By this time she was very tired, so she went upstairs to the bedroom. She lay down in the first bed, but it was too hard. Then she lay in the second bed, but it was too soft. Then she lay down in the third bed and it was just right. And she went straight to sleep.

As she was sleeping, the three Bears came home. "Someone's been eating my porridge," growled the Papa Bear. "Someone's been eating my porridge," said the Mama Bear. "Someone's been eating my porridge and they ate it all up!" cried the Baby Bear.

The three Bears went to the living room. "Someone's been sitting in my chair," growled the Papa Bear. "Someone's been sitting in my chair," said the Mama Bear. "Someone's been sitting in my chair and they've broken it all to pieces," cried the Baby Bear.

The three Bears went upstairs. Papa Bear growled, "Someone's been sleeping in my bed," "Someone's been sleeping in my bed, too" said the Mama Bear. "Someone's been sleeping in my bed and she's still there!" exclaimed Baby Bear.

Just then, the little girl woke up and saw the three Bears. She screamed, "Help!" And she jumped up and ran out of the room. She ran down the stairs, opened the door, and ran away into the forest. And she never returned to the home of the three Bears.

The End
Sample questions for each level

| Knowledge (Answers can be found in the story) | 1. How many bears were there?  
| 2. What did the little girl eat? |
| Comprehension (Shows an understanding of the story) | 1. Who was walking in the forest?  
| 2. Whose house did the little girl enter? |
| Application (Can use the information in a different context) | 1. Do you think that the little girl liked porridge? (Why?)  
| 2. Do you think that the bears walked in the forest often? (Why?) |
| Analysis (Can ‘take the information apart’ to see the principles) | 1. Was the little girl right in her actions? Please explain.  
| 2. Why do you think that the little girl never went back to the house? |
| Synthesis (Use the information to come to new conclusions) | 1. What was the shape of the three bowls? How do you know?  
| 2. Why do you think the story is about three bears when we know that bears do not live in houses and eat porridge? |
| Evaluation (Judging the information) | 1. What name would you give to the little girl?  
| 2. What lessons does this story teach? |

4. Open and closed questions

- Essentially there are two types of questions: closed questions and open questions

- Closed questions have a single correct answer. If you are reviewing content you can ask closed questions. These questions have one answer which is either right or wrong. (For example: $3 + 2 = ?$).

- If the question is “What number combinations equal 5?” What is the answer? The answers then may go to infinity depending on how well the person understands the concept of numbers. Many facilitators assume that the answer they have in mind is the only correct answer; often this is not so. There may be many correct answers. This number combination question is an open question because there are many answers, each one of which may be correct.

- Open questions are those that have a variety of answers and explore the higher levels of Bloom’s Taxonomy: analysis, synthesis and evaluation. These ‘higher level cognitive skills’ are very important in developing a true understanding of the topic. Sometimes facilitators ask what sounds like an open question but they treat it as a closed question (i.e. they want the answer that they have in mind). For example, a question such as “What do you think would happen if …” is only truly open if the learner is encouraged to say what they think will happen. If the facilitator is sure that only one thing that happens is acceptable and accepts an answer that agrees with his/her own answer, then the question is actually closed and the facilitator is not acting fairly.
- Open questions are those where we try to find out if the learners understand, if they can put together two pieces of information to come up with an answer, and if they can discover an answer that is not expressly given.

- True open questions ask "why?" "what do you think?" "is there another way?", "what else can you add?"

- In a large group brainstorm ask for the advantages and disadvantages of open and closed questions. List these on a flipchart. Ask participants to keep these in mind for when they conduct their practice facilitation exercise.

5. Conclusion 5 minutes

- Most of us use a combination of both types of questions, structured closed questions and then open questions. Remember; these questions are not a test – they are to help the learners discover new information.

- Stress that questioning skills are a critical component of effective facilitation and effective communication. Encourage participants to practice their questioning skills in order to improve them.
Session 9: Preparing to Facilitate a Session

Objectives
By the end of this session the participants will:
- Know the contents of their assigned or chosen session
- Have analysed and begun preparation of their session topic for presentation

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>10 minutes</td>
<td>Brief plenary presentation</td>
</tr>
<tr>
<td>2. Preparation for facilitation exercises</td>
<td>45 minutes</td>
<td>Team activity</td>
</tr>
<tr>
<td>3. Conclusion</td>
<td>5 minutes</td>
<td>Assignment of facilitation practice times</td>
</tr>
<tr>
<td>Total Time</td>
<td>60 minutes</td>
<td></td>
</tr>
</tbody>
</table>

Materials needed
- Copies of Training Guides and Workbooks for the assigned course(s)

Session activities

1. Introduction 10 minutes

- Remind the groups that the purpose of their practice facilitation sessions is for them to try using the facilitation skills that they are learning in this course as well as methodologies that that they may be less comfortable with or with which they may be unfamiliar. Therefore participants need to respect each other’s efforts and do their best to participate and provide constructive feedback.

- The instructions for their practice sessions are as follows. They should:
  - 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

- Remind them that they will only have 15 minutes to do this and that every group member must participate. They should use this preparation time to carefully think through how they will do this and decide what modifications they need to make to their assigned activities in order to facilitate them in 15 minutes.

- They should also prepare any visuals or flipcharts that they may need so that they are ready to go tomorrow.
2. **Preparation for facilitation exercises**  
   **45 minutes**
   - Allow groups to prepare but move around to explain any points that may not be clear and provide any materials that may be required.
   - Also, visit each team to discuss with them their planned modifications to the timing of the activities. Make suggestions as necessary.

3. **Conclusion**  
   **5 minutes**
   - After 45 minutes, call the group back together.
   - While the groups were working, place slips of paper numbered 1-8 (the number of facilitation teams) in a bag or box. Ask one member from each member to draw a number. The number that they draw indicates when they will conduct their mini-sessions. Team number one will go first and team number eight will go last. Encourage participants to examine each group’s efforts thoroughly in order to learn from their colleagues’ experiences and to make their own sessions as good as possible.
   - Reinforce the idea that they are demonstrating the facilitation skills that they are learning as much as (or even more than) the content of their session.
   - Remind them that they will have only 15 minutes to facilitate their sessions and that they need to be ready when their number is called. There will be no more scheduled preparation time.
Session 10: Different Facilitation Techniques

Objectives

By the end of this session the participants will:

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

Session outline

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>05 minutes</td>
</tr>
<tr>
<td>Activity 1: Techniques, styles and needs</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Conclusion</td>
<td>05 minutes</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60 minutes</strong></td>
</tr>
</tbody>
</table>

Materials required

Prepared index cards with one style written on each one: lecture, drama, role play, video presentation, guided discussion, small group discussion, small group activity, whole class game, small group game, research, paper exercises, revision tests, unstructured discussion, free play. [There should be enough cards for each participant.]

Using masking tape and four large cards, reproduce the diagram below in the training room floor.

![Campbell Diagram](CampbellDiagram.png)

Session activities

1. Introduction  5 minutes

- Explain to participants that in this workshop they have experienced a variety of facilitation techniques. In this session we will look at which techniques are most appropriate in different situations.

2. Techniques, styles and needs  50 minutes

- Ask participants to stand on the line marked ‘structured’ and unstructured’, where they feel most comfortable when facilitating.

- Ask if anybody feels the need to move along the line and change positions according to the situation.

- Ask why teaching styles should vary? [Because learners learn differently, a variety of styles allows each learner to learn in a way most suitable to them; to avoid]
boredom and create ‘pace’ in the lesson; because active learning is the only way for people to internalise the learning.]

- Now ask the participants to stand away from the quadrant diagram so that everyone can see it.

- Ask what instructivist means? [To instruct; to tell].

- Then ask what constructivist means? [To help construct or build the knowledge.]

Explain that it is possible to be structured as a facilitator but provide constructivist learning activities and you can be unstructured as a facilitator but provide instructivist learning activities.

- Unprepared facilitators tend to be unstructured and so rely heavily on instructivist learning techniques as a way of keeping control. All constructivist learning techniques require a great deal of structure from the facilitator.

- Hand out the prepared cards, one to each participant. Ask the participants to look at the activity on the card and think carefully about where it belongs on the quadrants.

- Explain that if they think it is very instructivist but unstructured then it should go into the outer part of the quadrant. If it is instructivist and very structured, where would it go?

- Tell the group that they may have to justify their decision to the rest of the group.

- After the participants have placed their cards choose several and ask the group why they think that they are placed appropriately. Discuss with the group if there is a disagreement about placement.

3. Conclusion 5 minutes

- Explain that another reason for using a variety of teaching styles is to match to the type of learning. Refer back to the learning styles that we discussed yesterday. “Activists” will prefer very unstructured activities while “theorists” may prefer structured, instructivist activities.

- Note that some things are simply information and just need to be told to the whole group. This makes it instructivist and structured and that is fine. Think carefully about why you are using a particular method because this influences the way you approach the work and will influence the learning that occurs.
Session 11: Practice Facilitation Session I

Learning objectives
By the end of this session, participants will have:

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

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Facilitation Exercise (first 3 teams)</td>
<td>50 minutes</td>
<td>Participants present short facilitated training sessions in teams and are evaluated by their peers</td>
</tr>
<tr>
<td>2. Exercise Review and Self-Evaluation</td>
<td>10 minutes</td>
<td>All participants share their own and each others’ evaluations of the teams’ performances</td>
</tr>
</tbody>
</table>

Total Time: 60 minutes

Note: Depending on the number of teams, there will be three separate sessions devoted to practice facilitation. This will allow time for all participants to participate. The entire time needed to run this facilitation practice exercise is approximately 3 hours.

Special supplies
- Facilitation evaluation forms on standard letter sized paper -- copies cut in half (prepare 40 copies from the master then cut in half to make 80 half-sheet sized forms. The master form is attached at the end of this Trainer’s Guide.)

Session activities

1. Facilitation exercise 50 minutes

- Ask if there are any last questions.
- Distribute three evaluation forms to each participant. Explain that these forms are to be filled out quickly at the end of each short presentation and should be an overall evaluation of the team’s effort, rather than that of any one individual.
- Explain that timing is critical to the success of this exercise and that you will be giving hand signals for guidance on the remaining time for each team from the back of the room. Show 5 fingers to indicate that there are 5 minutes remaining, 2 fingers for 2 minutes, etc. Then show the classic “cut!” sign by dragging your index finger across your neck. Explain that this sign means that the trainer currently speaking must immediately make a conclusion and end the presentation. Take care in using the signs so that only the facilitation team sees them. Try to avoid having the rest of the group scanning you to see if you are showing the signs from the back of the room. Instead, they should be paying attention to each 15 minute session.
- Remind the participants that 15 minutes is a maximum time allotment for the short facilitated sessions rather than a requirement. Any team that can facilitate a short session in less time should be encouraged to do so. Start the first presentation with a countdown such as “3…2…1…Action.”
Watch the time closely, give appropriate hand signals regarding the time remaining for each presentation. After each team presentation, give a minute or two for the others to write their evaluations of the team presentation. Then collect the forms so that they can be handed to the teams during the second part of the session when the review is taking place.

2. Exercise review and self-evaluation 10 minutes

- Congratulate the teams on their efforts!
- Ask the teams the following types of question to gauge how they felt about their sessions:
  - “How did you feel – were you nervous?”
  - “How did the time seem to you – long or short?”
  - “Were you successful in facilitating the learning process of the trainee group?”
  - “Did you follow the plan you had made ahead of time?”
  - “What would you change if you were to do this again?”

- After the team members make a few self-evaluative comments, give a few final statements about teamwork and the overall structure of each session and how the different team members’ parts fit together to make a unified whole. Illustrate any key points made; remember to keep these comments generally positive and in an encouraging tone.
Session 12: Group Management

Objectives
By the end of this session the participants will be:
- Aware of the components of group management
- Able to utilise constructive methods of group management

Session outline

<table>
<thead>
<tr>
<th>Session activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>05 minutes</td>
</tr>
<tr>
<td>2. Facilitating group discussions</td>
<td>30 minutes</td>
</tr>
<tr>
<td>3. What about small groups?</td>
<td>20 minutes</td>
</tr>
<tr>
<td>4. Conclusion</td>
<td>05 minutes</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60 minutes</td>
</tr>
</tbody>
</table>

Materials required
- Prepared role play cards (see note at the end of this session)

Session activities

1. Introduction
- Review the session objectives.
- Nothing can be taught effectively if the group is not receptive and the group is unlikely to be receptive if they are not well-managed. A good facilitator is aware of both the group and the individuals within it.
- Because a workshop is not very long, facilitators need to be very aware very quickly of the quiet people, the dominating people, those that take every opportunity to talk, and those that are there only to disagree with the content. They also have to know how they are to manage these people within the group.

2. Facilitating group discussions
- In this session, participants will participate in a role play in order to illustrate the principles of effective group management.
- Ask for two volunteers (one man, one woman) who will agree to play the role of session facilitators during the exercise.
- Next ask for four volunteers who will serve as observers during the exercise. Their job will be to observe the behaviours exhibited during the discussion (by both the facilitators and the participants) and to note the various ways that the facilitators tried to manage the groups.
- Ask the facilitators to leave the room and distribute the roles to the remaining participants. (See below.)
- Explain to participants that they are to play their roles. If, however, the facilitator's behaviour is respectful and constructive, they may choose to respond in kind.
Select a topic for discussion that is controversial or for which participants will be able to engage in an open discussion for 15 minutes. Suggestions include:

We are grateful for the international aid after the earthquake, but now we do not need any more help: we can manage by ourselves.

Tell the participants their discussion topic and ask them to begin their discussions.

Ask the facilitators to enter the room.

Observe the behaviours of the groups and how the facilitators respond to them.

After 15 minutes, stop the discussion. Lead an open discussion of what happened during the activity. Start with the observers first and ask them what behaviours were exhibited in the small groups. Then ask how they saw the facilitators respond.

Next ask the facilitators what they tried to do about the various behaviours that they witnessed.

Ask the participants who were given the “problem” roles, how they felt about the facilitators’ interventions.

Finally ask the remaining participants for their comments. Did they try to do anything to manage their own group? How did they feel about the behaviours exhibited and the facilitators’ interventions?

### 3. What about small groups? 20 minutes

Group work is considered to be part of any modern training. Putting participants into groups for no reason, or without understanding the reasons, however, means that the work undertaken is not as effective as it could be.

Conduct a large group brainstorm with participants about the advantages and disadvantages of small group work. Tell participants that there is a chart in their workbooks that they can fill in during the discussion. Spend about 10 minutes on this discussion.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiet/shy people have more chance to contribute</td>
<td>Some people dominate the group</td>
</tr>
<tr>
<td>Group work utilises the skills and experience of participants</td>
<td>They can take more time, especially if there is a debriefing of an activity</td>
</tr>
<tr>
<td>Depending on the type of group it is possible to get a wide variety of ideas or a consensus view</td>
<td>Sometimes group work lacks direction</td>
</tr>
<tr>
<td>Group work helps participants to understand the views of others</td>
<td>If the same people are in the same groups over and over, there is less chance for variety</td>
</tr>
<tr>
<td>Can help neutralize status differentials within the larger group</td>
<td></td>
</tr>
</tbody>
</table>

Ask participants to keep these reasons in mind for the next activity.
Next ask participants how they would form small groups for each of the scenarios indicated on the powerpoint.

You are leading a workshop with:
- 10 head teachers (principals and head mistresses)
- 5 teachers
- 5 subject specialists
- 5 ADOs

How would you form your small groups if ...

1. You want a maximum range of ideas?
   - Random groups or groups structured with participants from each of the categories (head teacher, teacher, subject specialists, ADOs)

2. You want to develop a training plan to address the needs of head teachers?
   - Structured groups with participants from each of the categories (head teacher, teacher, subject specialists, ADOs) so that groups think holistically

3. You want to compare and contrast the viewpoints of the different groups of participants on a particular subject?
   - Group by type of participant (head teacher, teacher, subject specialist, ADO)

4. You want participants to discuss a sensitive topic and feel free to give their opinions?
   - Group by type of participant (head teacher, teacher, subject specialist, ADO) in order to neutralize status.

Explain that even when the decision is to form random groups, there are some principles that need to be taken into account.

- If people sit in the same place and you use ‘counting off’ as a method then you will get the same groups. Encourage people to change their seating or form your random groups using different techniques (such as colours of clothing, or types of shoes)
- To have a real balance of people with different experiences assign coloured cards to all of one type of experience and a different colour to all of another type of experience and so on and then ask them to form groups so that all colours are represented in their group. This will also ensure equality.
- Don’t take too much time forming the groups. The point is to form the groups so they can concentrate on a workshop activity – so you need to make sure there is as much time as possible devoted to the learning activities.

Point out to the participants that everybody has different experiences and that all of these are valuable. The grade or position a person holds does not make them more valuable – they just have different experiences and responsibilities. By varying the groups, it is easier to neutralise the dominating personalities.

Changing groups and forming groups gives people a change of pace and a chance to really share their views. This can energise a whole session.
4. Conclusion  5 minutes

- Group work should be used because it is the most effective way to conduct a session. It should not be used because it is fashionable, but because it has particular advantages for learning.

- Group management involves putting into practice the characteristics of an effective facilitator and the principles of adult learning that we discussed on the first day of the workshop.
Role guides (photocopy these in advance of the session and distribute them to participants)

**The Objector**

No matter what points or ideas are raised, you disagree. You give opposing points of view, even if it contradicts something you said earlier.

*If the facilitator engages you in a constructive and respectful manner and tries to encourage more open communication, you should respond appropriately.*

**The Friends**

You and your friend talk only to each other. You do not care what the rest of the group is doing. You are happy with your small group of two.

*If the facilitator engages you in a constructive and respectful manner and tries to encourage more open communication, you should respond appropriately.*

**The Uninterested Participant**

You do not understand what your group is talking about and you do not think it is relevant anyway. You push your chair away from the group and quietly read the newspaper.

*If the facilitator engages you in a constructive and respectful manner and tries to encourage more open communication, you should respond appropriately.*

**The Shy Participant**

You are very shy. Everybody else seems to understand more than you and so you feel that it is better to say nothing and just listen.

*If the facilitator engages you in a constructive and respectful manner and tries to encourage more open communication, you should respond appropriately.*
**The Know-it-all**

You know that you have more knowledge and experience than others in the group. You dominate the group with your ideas and opinions, not listening to anybody else and insisting that your ideas are correct.

*If the facilitator engages you in a constructive and respectful manner and tries to encourage more open communication, you should respond appropriately.*

---

**Facilitator**

The small group discussion will have begun by the time you enter the room. The groups will be discussing the following:

*We are grateful for the international aid after the earthquake, but now it is time for the foreigners to go home. We can manage by ourselves.*

Your task is to help facilitate the discussions of the small groups and to practice the characteristics of an effective facilitator. If individuals or groups are having difficulty with the discussion, you should search for constructive, respectful ways of engaging them.

---

**Facilitator**

The small group discussion will have begun by the time you enter the room. The groups will be discussing the following:

*We are grateful for the international aid after the earthquake, but now it is time for the foreigners to go home. We can manage by ourselves.*

Your task is to help facilitate the discussions of the small groups and to practice the characteristics of an effective facilitator. If individuals or groups are having difficulty with the discussion, you should search for constructive, respectful ways of engaging them.
Observer

Your job is to observe the discussions within the small groups and the facilitators’ reactions to the groups. In particular you should note:

- The behaviours exhibited in the groups (positive as well as negative)
- How the facilitators responded

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Observer

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- The behaviours exhibited in the groups (positive as well as negative)
- How the facilitators responded

Participant in the role play

You should discuss the assigned topic and contribute to the group as you normally would during a small group discussion.
Session 13: Practice Facilitation Session II

Objectives

By the end of this session, participants will have:

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

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Facilitation Exercise</td>
<td>50 minutes</td>
<td>Participants present short facilitated training sessions in teams and are evaluated by their peers</td>
</tr>
<tr>
<td>(second 3 teams)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Exercise Review and Self-Evaluation</td>
<td>10 minutes</td>
<td>All participants share their own and each others’ evaluations of the teams’ performances</td>
</tr>
</tbody>
</table>

Total Time 60 minutes

Note: Depending on the number of teams, there will be three separate sessions devoted to practice facilitation. This will allow time for all participants to participate. The entire time needed to run this facilitation practice exercise is approximately 3 hours.

Special supplies

- Facilitation evaluation forms on standard letter sized paper -- copies cut in half (prepare 40 copies from the master then cut in half to make 80 half-sheet sized forms. The master form is attached at the end of this Trainer’s Guide.)

Session activities

1. Facilitation exercise 50 minutes

- Ask if there are any last questions.
- Distribute three evaluation forms to each participant. Explain that these forms are to be filled out quickly at the end of each short presentation and should be an overall evaluation of the team’s effort, rather than that of any one individual.
- Explain that timing is critical to the success of this exercise and that you will be giving hand signals for guidance on the remaining time for each team from the back of the room. Show 5 fingers to indicate that there are 5 minutes remaining, 2 fingers for 2 minutes, etc. Then show the classic “cut!” sign by dragging your index finger across your neck. Explain that this sign means that the trainer currently speaking must immediately make a conclusion and end the presentation. Take care in using the signs so that only the facilitation team sees them. Try to avoid having the rest of the group scanning you to see if you are showing the signs from the back of the room. Instead, they should be paying attention to each 15 minute session.
- Remind the participants that 15 minutes is a maximum time allotment for the short facilitated sessions rather than a requirement. Any team that can facilitate a short session in less time should be encouraged to do so. Start the first presentation with a countdown such as “3…2…1…Action.”
Watch the time closely, give appropriate hand signals regarding the time remaining for each presentation. After each team presentation, give a minute or two for the others to write their evaluations of the team presentation. Then collect the forms so that they can be handed to the teams during the second part of the session when the review is taking place.

2. **Exercise review and self-evaluation**

   **10 minutes**

   - Congratulate the teams on their efforts!
   - Ask the teams the following types of question to gauge how they felt about their sessions:
     - “How did you feel – were you nervous?”
     - “How did the time seem to you – long or short?”
     - “Were you successful in facilitating the learning process of the trainee group?”
     - “Did you follow the plan you had made ahead of time?”
     - “What would you change if you were to do this again?”

   After the team members make a few self-evaluative comments, give a few final statements about teamwork and the overall structure of each session and how the different team members’ parts fit together to make a unified whole. Illustrate any key points made; remember to keep these comments generally positive and in an encouraging tone.
Session 14: Preparing to Lead a Workshop

Objectives

By the end of this session the participants will:
- Understand the basics that make training more effective
- Be able to use this knowledge and the associated skills in their own preparation

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Session objectives</td>
<td>5 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>2. What do you need to do to prepare?</td>
<td>30 minutes</td>
<td>Small group activity</td>
</tr>
<tr>
<td>3. Summary and conclusions</td>
<td>10 minutes</td>
<td>Q &amp; A and plenary presentation</td>
</tr>
<tr>
<td><strong>Total Time</strong></td>
<td><strong>45 minutes</strong></td>
<td></td>
</tr>
</tbody>
</table>

Materials required

- Index cards
- Four large sheets of flipchart paper labeled content, methodology, environment and outcomes respectively

Session activities

1. Introduction  

- Review the session objectives.
- This session is to help you prepare effectively for your own training courses. While all the sessions in this course are designed to help you facilitate more effectively, proper preparation will help your sessions run more smoothly and enable you to achieve your objectives.
- Generally there are three key areas that require preparation:
  1. Content: do you understand the learning objectives, do you really understand the information and are you thoroughly prepared to deliver it?
  2. Methodology: do you know how to implement the planned methodology, have you thought through the timing of the session?
  3. Environment: has the venue been arranged, do you have all the resources that you need in order to conduct the training?
2. What do you need to do to prepare?  

30 minutes

- Form participants into small groups and give each group a stack of index cards in three colours. Ask the participants not to open their workbooks for this activity.

- For this exercise, they should imagine that they have been asked to lead a workshop. They should think of the various things that they need to do in order to prepare to conduct the workshop effectively.

- They should write their ideas on the cards provided – only one idea per card and according to the following colour scheme. Preparation activities related to:
  - content should be written on the yellow cards, for example “review and be familiar with the content of all the sessions.”
  - methodology should be written on the purple cards, for example, “practice the activity to make sure that I understand it.”
  - physical environment should be written on the green cards, for example, “identifying the workshop venue.”

- Tell the groups that they have 20 minutes for this activity.

- After 20 minutes ask the groups to put their cards on the respective flipchart sheets that were prepared in advance of the session.

- Go through the cards, summarising the points made. The key issues are:

<table>
<thead>
<tr>
<th>Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare thoroughly, not just the actual content in the material but also associated content so that if people ask questions you are able to answer effectively.</td>
</tr>
<tr>
<td>Know how the specific content of one session fits together with information elsewhere in the course.</td>
</tr>
<tr>
<td>Review the learning objectives for each session and make sure you understand them.</td>
</tr>
<tr>
<td>Ask questions of colleagues if you do not understand part of the content.</td>
</tr>
<tr>
<td>Prepare any necessary visual materials, such as flip charts or diagrams.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methodology:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the methodology and make sure you understand it.</td>
</tr>
<tr>
<td>Practice the methodology to make sure that you can complete it in the allotted time.</td>
</tr>
<tr>
<td>If you have less time, determine which items you can leave out without sacrificing the learning objectives.</td>
</tr>
<tr>
<td>As people learn differently, plan to use different methods to ensure that everybody has their favoured learning style at least some of the time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the workshop venue.</td>
</tr>
<tr>
<td>Arrange the physical environment so as to facilitate learning. Do not seat adult participants like children.</td>
</tr>
<tr>
<td>Practice with any equipment first and be sure not to trip on any cords!</td>
</tr>
<tr>
<td>Make arrangements for breaks (tea, lunch, prayers)</td>
</tr>
</tbody>
</table>
3. Conclusion 10 minutes

- Tell the participants that there is a summary of training tips in their workbooks that they should read thoroughly before leading their practice sessions. Note that the summary includes elements related to preparation as well as effective delivery of workshops.
Session 15: Practice Facilitation Session III

Objectives

By the end of this session, participants will have:

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

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Facilitation Exercise</td>
<td>50 minutes</td>
<td>Participants present short facilitated training sessions in teams and are evaluated by their peers</td>
</tr>
<tr>
<td>(remaining teams)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Exercise Review and Self-Evaluation</td>
<td>10 minutes</td>
<td>All participants share their own and each others’ evaluations of the teams’ performances</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Time</td>
<td>60 minutes</td>
<td></td>
</tr>
</tbody>
</table>

Note: The time devoted to this session will depend on the number of teams remaining, estimate approximately 25 minutes per team.

Special supplies

- Facilitation evaluation forms on standard letter sized paper -- copies cut in half (prepare 40 copies from the master then cut in half to make 80 half-sheet sized forms. The master form is attached at the end of this Trainer’s Guide.)

Session activities

1. Facilitation exercise  

- Distribute three evaluation forms to each participant. Explain that these forms are to be filled out quickly at the end of each short presentation and should be an overall evaluation of the team’s effort, rather than that of any one individual.
- Explain that timing is critical to the success of this exercise and that you will be giving hand signals for guidance on the remaining time for each team from the back of the room. Show 5 fingers to indicate that there are 5 minutes remaining, 2 fingers for 2 minutes, etc. Then show the classic “cut!” sign by dragging your index finger across your neck. Explain that this sign means that the trainer currently speaking must immediately make a conclusion and end the presentation. Take care in using the signs so that only the facilitation team sees them. Try to avoid having the rest of the group scanning you to see if you are showing the signs from the back of the room. Instead, they should be paying attention to each 15 minute session.
- Remind the participants that 15 minutes is a maximum time allotment for the short facilitated sessions rather than a requirement. Any team that can facilitate a short session in less time should be encouraged to do so. Start the first presentation with a countdown such as “3…2…1…Action.”
Watch the time closely, give appropriate hand signals regarding the time remaining for each presentation. After each team presentation, give a minute or two for the others to write their evaluations of the team presentation. Then collect the forms so that they can be handed to the teams during the second part of the session when the review is taking place.

2. **Exercise review and self-evaluation**  

   10 minutes

   - Congratulate the teams on their efforts!

   - Ask the teams the following types of question to gauge how they felt about their sessions:
     - “How did you feel – were you nervous?”
     - “How did the time seem to you – long or short?”
     - “Were you successful in facilitating the learning process of the trainee group?”
     - “Did you follow the plan you had made ahead of time?”
     - “What would you change if you were to do this again?”

   - After the team members make a few self-evaluative comments, give a few final statements about teamwork and the overall structure of each session and how the different team members’ parts fit together to make a unified whole. Illustrate any key points made; remember to keep these comments generally positive and in an encouraging tone.

   - Congratulate all the teams on a job very well done. End with any general concluding remarks that are applicable to all the presentations.
Session 16: Evaluation

Learning objectives

By the end of the session, the participants will:

- Understand the importance of evaluation
- Understand the types of elements that can/should be evaluated and tools and techniques for conducting evaluations

Session outline

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: What is evaluation?</td>
<td>15 minutes</td>
</tr>
<tr>
<td>2</td>
<td>What elements should we evaluate?</td>
<td>20 minutes</td>
</tr>
<tr>
<td>3</td>
<td>How do we evaluate?</td>
<td>20 minutes</td>
</tr>
<tr>
<td>4</td>
<td>Conclusion</td>
<td>05 minutes</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>60 minutes</td>
</tr>
</tbody>
</table>

Materials required

Post-it notes
4 flipcharts labeled content, methodology, facilitator, impact.

Session activities

1. Introduction 15 minutes

- Review the session objectives.

- In a large group brainstorm ask the participants what they think evaluation is. Ask if anybody can make a summary statement that would define evaluation (according to the list developed).
2. What elements should we evaluate?  20 minutes

- Show the flipcharts (which should be on the walls but covered) and ask participants to think of all the elements within these categories that could or should be evaluated. Give each table some post-it notes and ask each person to write as many elements for each category as they can think of. They should write only one element on each post-it note. As they finish writing their notes they should put them onto the appropriate chart.

- Remind the participants that these should be specific elements: for example; under facilitator, we should be thinking of things such as mastery of knowledge and level of preparation as well as things like respect for participants and general manner.

- Tell the participants that they have fifteen minutes for this part of the activity. When all the notes are posted ask the group to look at the charts to check that all elements have been covered. Allow any additions (and prompt for additions if necessary).

3. How do we evaluate?  20 minutes

- Form the participants into four groups. Give one of the flipchart sheets with post-it notes on it to each group.

- Show the PowerPoint or flipchart with the list of evaluation tools (also refer participants to page 46 in their workbooks.

- Explain to participants that first they should group any elements on their charts that can be evaluated using the same tools. Then the group should choose the appropriate evaluation tools so that all the elements on their charts are evaluated effectively. These should be listed next to the elements. They have ten minutes for this activity.

- After ten minutes, ask the groups to post their charts on the wall and one person from each group then gives a two minute summary of the chart for the rest of the participants.

- Ask if there are any points of clarification or questions.

4. Conclusion  5 minutes

- True evaluation usually involves formative evaluation; where we look at the components of implementation while they are happening and adjust them according to the changed needs. Summative evaluation is that which happens at the end, sometimes the end of a workshop but more appropriately it judges impact; what is the change in behaviour as a result of the intervention (training). We should also look at not just whether we are doing something well (or badly) but whether it is the most effective thing to do. This requires analysis at a different level. In situations such as workshops, evaluation is when each component of the learning experience is taken into account and analysed to build on the strengths and rectify the weaknesses. This should be done consistently and as thoroughly as possible if the subject and the facilitator are to be credible.

- The facilitator has a responsibility to improve the content, methodology and his/her own facilitation to make the learning more effective. But the transference and application of what is learned is the responsibility of the learner. We all have a professional responsibility to learn from each course we undertake to make future courses better.
Session 17: Evaluation and course conclusion

Objectives
By the end of the session, the participants will:
- Give critical feedback on the contents and methodology of the course
- Receive certificates of participation

Session outline

<table>
<thead>
<tr>
<th>Session activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction and course summary</td>
<td>5 min</td>
</tr>
<tr>
<td>2. Evaluation</td>
<td>30 min</td>
</tr>
<tr>
<td>3. Certificate presentation</td>
<td>25 min</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60 min</strong></td>
</tr>
</tbody>
</table>

Materials required
- Certificates for all participants

Session activities

1. Introduction and course summary  

We have covered a range of topics in the time we have been together. Many of these topics we could spend weeks or months discussing and, although we cannot do it in this course, you should, with your colleagues seek out the knowledge and information where you can and discuss these issues together. By sharing knowledge and experience we can all grow professionally and we can all help the education system and our communities to heal and grow after the disaster: Let us try to “build back better”!

![Course Summary]

2. Evaluation  

Ask the participants to complete the evaluation forms. Explain that it is not necessary to write their name on the form but they should try to respond to the questions as fully as possible as this will help both the facilitators and their colleagues who will participate in this course in the future.

Allow 30 minutes for this.

Presentation of certificates  

After the evaluation sheets have been completed thank the participants for their feedback.

If there is to be a formal closing ceremony, introduce the guest for the closing remarks and presentation of certificates.

Thank the participants for all their hard work and also thank any other workers “behind the scenes” (people who provided refreshments, office support etc.)

If certificates are being presented, ask the guest of honour to present these to each participant in turn.