

# Educational Planning and Management in the Earthquake Affected Areas



## Training of Trainers



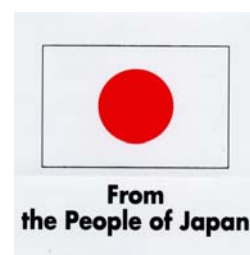
Directorate of Education Extension, AJK



United Nations Educational, Scientific and Cultural Organization  
Organisation des Nations Unies pour l'éducation, la science et la culture

# WORKBOOK

The Directorate of Educational Extension, 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.



## Table of Contents

Timetable .....	2
Introductory Session.....	3
Expectations.....	4
Session 1: Principles of Adult Learning .....	6
Session 2: Making Facilitation More Effective .....	9
Session 3: Analysis and Preparation of Sessions .....	18
Session 4: Session Preparation .....	20
Session 5: Characteristics of an Effective Facilitator.....	21
Session 6: Effective Listening .....	23
Session 7: Questioning Skills .....	25
Session 8: Why Groups?.....	27
Session 9: Micro-session of Facilitation .....	30
Session 10: Communication and Group Dynamics .....	31
Session 11: Different Facilitation Techniques .....	32
Session 12 Questioning Skills (Part 2) .....	34
Session 13: Micro-session of Facilitation .....	36
Session 14: Group Management.....	37
Session 15: Micro-session of Facilitation .....	40
Session 16: Co-operative Learning .....	41
Session 17: Developmental Psychology of Adult Learners .....	42
Session 18: Micro-session of Facilitation .....	51
Session 19: Overcoming Challenges .....	52
Session 20: Micro-session of Facilitation .....	53
Session 21: Evaluation.....	54
Evaluation Form .....	55

# Timetable

## Day 1

Time	Session	Duration
0830 - 0900	Registration	30 minutes
0900 - 0930	Official Opening and Welcome	30 minutes
0930 - 1000	Introductions	30 minutes
1000 - 1030	Break	30 minutes
1030 - 1100	Expectations	30 minutes
1100 - 1230	Session 1: Principles of Adult Learning	90 minutes
1230 - 1330	Break	60 minutes
1330 - 1415	Session 2: Making Facilitation More Effective	45 minutes
1415 - 1500	Session 3: Outline of Session Preparation	45 minutes
1500 - 1515	Break	15 minutes
1515 - 1615	Session 4: Session Preparation	60 minutes
1630	Close of Day 1	

## Day 2

Time	Session	Duration
0830 - 0900	Review of Day 1	30 minutes
0900 - 1000	Session 5: Characteristics of an Effective Facilitator	60 minutes
1000 - 1030	Break	30 minutes
1030 - 1115	Session 6: Effective Listening	45 minutes
1115 - 1230	Session 7: Questioning Skills	75 minutes
1230 - 1330	Break	60 minutes
1330 - 1430	Session 8: Why Groups?	60 minutes
1430 - 1515	Session 9: Micro-session of Facilitation (Group 1)	45 minutes
1515 - 1530	Break	20 minutes
1530 - 1615	Session 10: Communication and Group Dynamics	45 minutes
1630	Close of Day 2	

## Day 3

Time	Session	Duration
0830 - 0900	Review of Day 2	30 minutes
0900 - 1000	Session 11: Different Facilitation Techniques	60 minutes
1000 - 1030	Break	30 minutes
1030 - 1145	Session 12: Questioning Skills Part 2	75 minutes
1145 - 1230	Session 13: Micro-session of Facilitation (Group 2)	45 minutes
1230 - 1330	Break	60 minutes
1330 - 1430	Session 14: Group Management	60 minutes
1430 - 1515	Session 15: Micro-session of Facilitation (Group 3)	45 minutes
1515 - 1530	Break	20 minutes
1530 - 1615	Session 16: Co-operative Learning	45 minutes
1630	Close of Day 3	

## Day 4

Time	Session	Duration
0830 - 0900	Review of Day 3	30 minutes
0900 - 1000	Session 17: Developmental Psychology for Adult Learning	60 minutes
1000 - 1030	Break	30 minutes
1030 - 1115	Session 18: Micro-session of Facilitation (Group 4)	45 minutes
1115 - 1145	Session 19: Overcoming Challenges	30 minutes
1145 - 1230	Session 20: Micro-session of Facilitation (Group 5)	45 minutes
1230 - 1330	Break	60 minutes
1330 - 1430	Session 21: Evaluation	60 minutes
1430 - 1530	Session 22: Evaluation and closing	60 minutes



## **Expectations**

Use this space to record your expectations and those of your group.

The point of this course is to enhance training skills, so it is important to identify and analyse different methodologies in order to know and understand the most effective training techniques. Use this chart to record the various methodologies that are used to convey different types of content.

<b>Content</b>	<b>Methodology</b>

## Session 1: Principles of Adult Learning

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

- Discuss the principles of adult learning that have been used in developing the UNESCO courses.
- Understand these principles in order to apply them in facilitating these courses.

### **Activity 1: How do you learn?**

Think of something that you learned as a child and that you can still do now. This should be a single skill or behaviour – not a course.

<b>What did I learn?</b>	
<b>How did I learn?</b>	
<b>Who taught me?</b>	
<b>Where did I learn?</b>	
<b>Why did I learn?</b>	

**You have 10 minutes for this activity**

## **Activity 2: How do we respond to adult learners?**

In your small groups fill in the chart below.

<b>Adult learners</b>	<b>Response from Facilitator</b>
<b>Autonomous</b> Adult learners have opinions and information that is valid to the group	
<b>Life experiences</b> Adult learners need to be respected for their experience	
<b>Goal-oriented</b> Adults know what they want to learn	
<b>Relevant and practical</b> Adult learners need to understand why they are learning particular things	
<b>Respect</b> Adult learners deserve the same respect as all adults and as the facilitator	

**You have 20 minutes for this activity**

**Activity 3: What is important for adult learners?**

<b>Critical Element</b>	<b>Facilitator's Actions</b>	<b>Effective Methodologies</b>
Motivation		
Reinforcement		
Retention		
Transference		

**You have 20 minutes for this activity**

## Session 2: Making Facilitation More Effective

**Objectives:** By the end of this session you will:

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

**This space is for your own notes**

## 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.

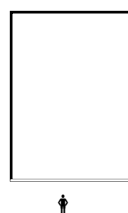
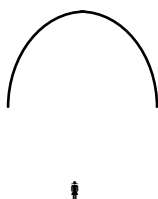
### ***Environment***

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

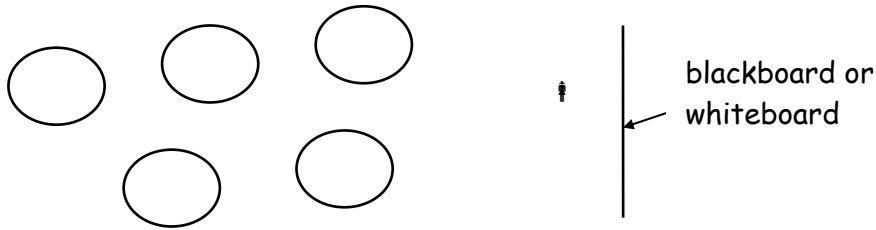
#### ***The Physical Environment***

##### **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.



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



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

### Training equipment

- Ensure that all participants can see the board or audio-visual aids that you are using.
- If using a blackboard or whiteboard, make sure that your writing is clear, large enough to be read, and straight. If you are using a whiteboard, remember that it is more slippery than a chalkboard and there is a good chance that your writing will suffer.
- If the blackboard is long (horizontally) divide it into sections. Always write from left to right (if the language is from left to right). Know what you are going to write and where you will place it before writing anything.
- Often people think that writing in capital letters is neater than ordinary printing. If you choose to write in capital letters, remember that it takes more time to write anything and brainstorming in particular can become very tedious.
- All board work should summarize what you are saying or have said. Drawings and graphic representations can be used to great effect. Keep your drawings simple (for example: stick figures), and use diagrams that are simple and reinforce the point you are trying to make. Any drawing or diagram should make your point obvious with as few words as possible.
- If you are using electrical or electronic equipment, tape down the cords, ensure that all the equipment works before the session starts and be careful not to stand in front of the projection.
- If you are using power-point presentations or overhead projections, never just read from the slides – only the key points should appear, your job is then to speak to those points.
- If you use the “Gallery Walk” as 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).

### **Space for your notes**

## Session 3: Analysis and Preparation of Sessions

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

- Understand the aims of the assigned course and how it is designed
- Know the contents of the assigned course
- Become familiar with the techniques and methodology used in the assigned course

**This space is for your own notes**

**This space is for your own notes**

## Session 4: Session Preparation

**Objectives:** By the end of this session the you will have:

- Analysed and begun preparation of a session topic for presentation to the group

## **Session 5: Characteristics of an Effective Facilitator**

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

- Further develop the concepts of good facilitation
- Understand your role in creating a positive psychological environment

**This space is for your own notes**

### ***Activity 1: The key components***

**Listening**

**Observation**

**Verbal Communication**

**Empathy**

## ***Activity 2: Characteristics***

In your small groups discuss what other characteristics are necessary for an effective facilitator.

**Space for your notes**

## Session 6: Effective Listening

**Objectives:** By the end of this session you will understand:

- How miscommunication and misunderstandings occur when listening skills are not practised
- The skills of effective listening

### ***Activity 1: Retelling the story***

Were any of the stories accurate?

What changed in the retelling?

Was anything left out in the story?

Was what was left out important to the story?

Was anything added to the story?

Why do you think that this happened?

Did events or characters change in the story?

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

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

Does this lead to misunderstandings and confusion?

**Space for your notes**

## Session 7: Questioning Skills

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

- 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

### Space for your notes

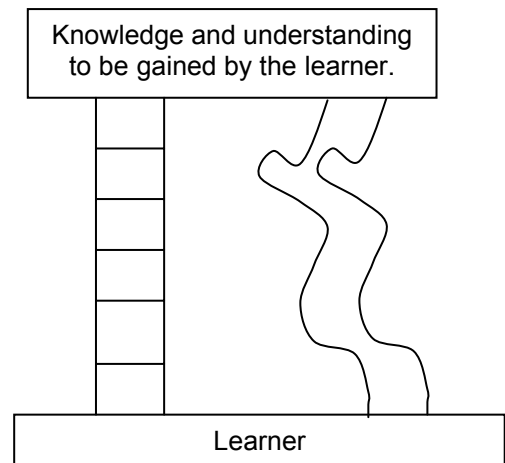
Closed questions

Open questions

Convergent thinking

Divergent thinking

Space for your notes



**Activity 2: Advantages and disadvantages of open and closed questions**

	Advantages	Disadvantages
Open questions		
Closed questions		

## Session 8: Why Groups?

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

- Understand why group work is used in facilitation.
- Understand the structure of groups and when to use particular structures

### ***Activity 1: Why use groups?***

**Space for your notes**

**Activity 2: Advantages and disadvantages**

In your small group discuss the advantages and disadvantages of using group work.

Advantages	Disadvantages

**You have 15 minutes for this activity**

***Activity 3: Making groups work***  
**Space for your notes**

## Session 9: Micro-session of Facilitation

**Objectives:** By the end of this session you will:

- Have practiced facilitating a session from a UNESCO training course
- Be aware of your strengths and weaknesses as a facilitator

**Space for your notes**

## Session 10: Communication and Group Dynamics

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

- Understand communication in the context of group dynamics
- Be able to empathise with learners who may be marginalised
- Develop some techniques for overcoming marginalisation

**Space for your notes**

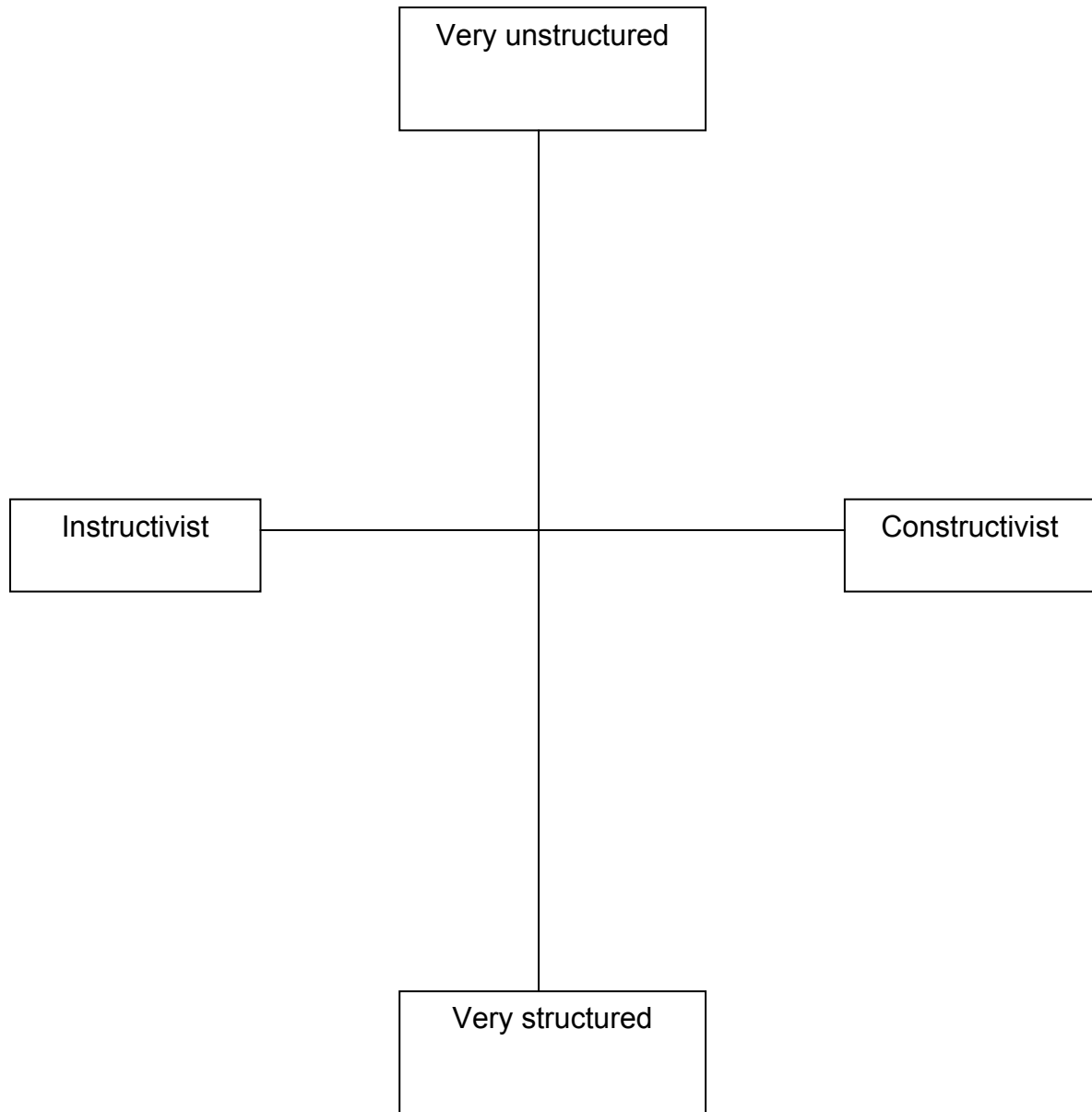
## **Session 11: Different Facilitation Techniques**

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

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

### ***Activity 1: Techniques, styles and needs***

**Space for your notes**



## Session 12 Questioning Skills (Part 2)

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

- Understand and use higher level questioning skills to help participants learn more effectively
- Utilise the ‘Socratic’ method to develop the learners’ ‘psychological ownership’ of the knowledge

**Space for your notes**

### ***Activity 1: Asking questions***

Session 12: Questioning Skills (Part 2)  
Activity 1: Asking questions

**Learning outcome:**

- “Effective teaching in a post-earthquake situation requires a quality approach in all aspects of our work”

**Space for your notes**

## **Activity 2: What have we learned about questions?**

You should answer the questions independently (without a group).

<b>Questions</b>	<b>Answers</b>
If we are to help learners to understand would it not be easier just to tell them? Why or why not?	
What types of questions were asked in this exercise?	
What does this tell you about questioning techniques?"	
If there are mostly closed questions (or closed questions pretending to be open) how do you think the learner feels?	
Are there benefits for the learner of open questions? Explain these.	
What happens when the question is asked but the answer is not listened to?	
What are the benefits of the Socratic method?	
How do you think learners feel when they have reached the outcome for themselves?	
What happens if learners do not have the opportunity to ask questions?	
How do we as educators help the self-esteem of learners?	
Would you use this method in your training? Why or why not?	
What sort of questions are the above?	

**You have 20 minutes for this activity**

## Session 13: Micro-session of Facilitation

**Objectives:** By the end of this session you will:

- Have practiced facilitating a session from a UNESCO training course
- Be aware of your strengths and weaknesses as a facilitator

**Space for your notes**

## **Session 14: Group Management**

**Objectives:** By the end of this session you will:

- Be aware of the components of group management
- Be able to utilise constructive methods of group management

### ***Activity 1: What does group management require?***

In your small group discuss and list all the ways that groups are managed.

## **Activity 2: Constructive group management**

**Space for your notes**

### Session 14: Group Management Activity 2:

- Content
  - Preparation
  - Knowledge and understanding so that there is pro-active facilitation rather than just “keeping control”

### Session 14: Group Management Activity 2:

- Methodology
  - Rights-based approach – to ensure respect and to act as a role model
  - Variety and pace – to eliminate boredom and to ensure that everybody has their preferred learning style some of the time

## Session 14: Group Management Activity 2:

- Environment
  - Clear views – participants, facilitator, equipment
  - Knowledge of equipment and how to use it
  - Seating arrangements to demonstrate equality (no barriers)

## Session 14: Group Management Activity 2:

- Environment
  - Warmth, friendliness, respect to every participant
  - Open to questions and comments (not defensive)
  - Rights-based (treat others as you would like to be treated) – no 'power games'

## Session 14: Group Management Activity 2:

- Outcomes
  - Products should be real and lasting
  - Transference – content in the workshop is able to be transferred to the workplace
  - Applicable and practical

## Session 15: Micro-session of Facilitation

**Objectives:** By the end of this session you will:

- Have practiced facilitating a session from a UNESCO training course
- Be aware of your strengths and weaknesses as a facilitator

**Space for your notes**

## Session 16: Co-operative Learning

**Objectives:** By the end of this session you will:

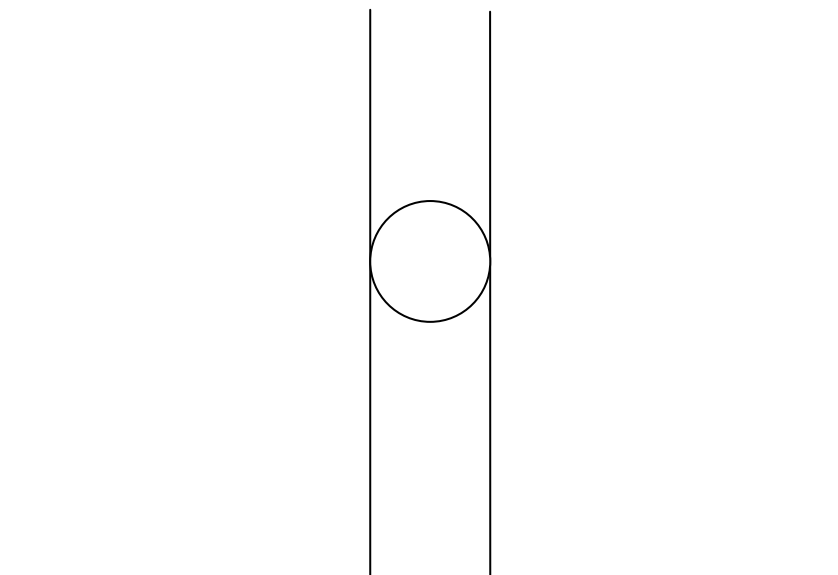
- Be aware of the elements that make groups effective
- Understand that for a group to work effectively there must be co-operation within the group

### **Activity 1: Working together**

In your group you have some honey, some rolled oats (porridge), a hammer and a wire coat-hanger.

You have to get the ball out of the pipe without damaging the ball, the pipe or the cement floor.

You and your group must find ten different ways to get the ball out of the pipe.



**You have 20 minutes for this activity**

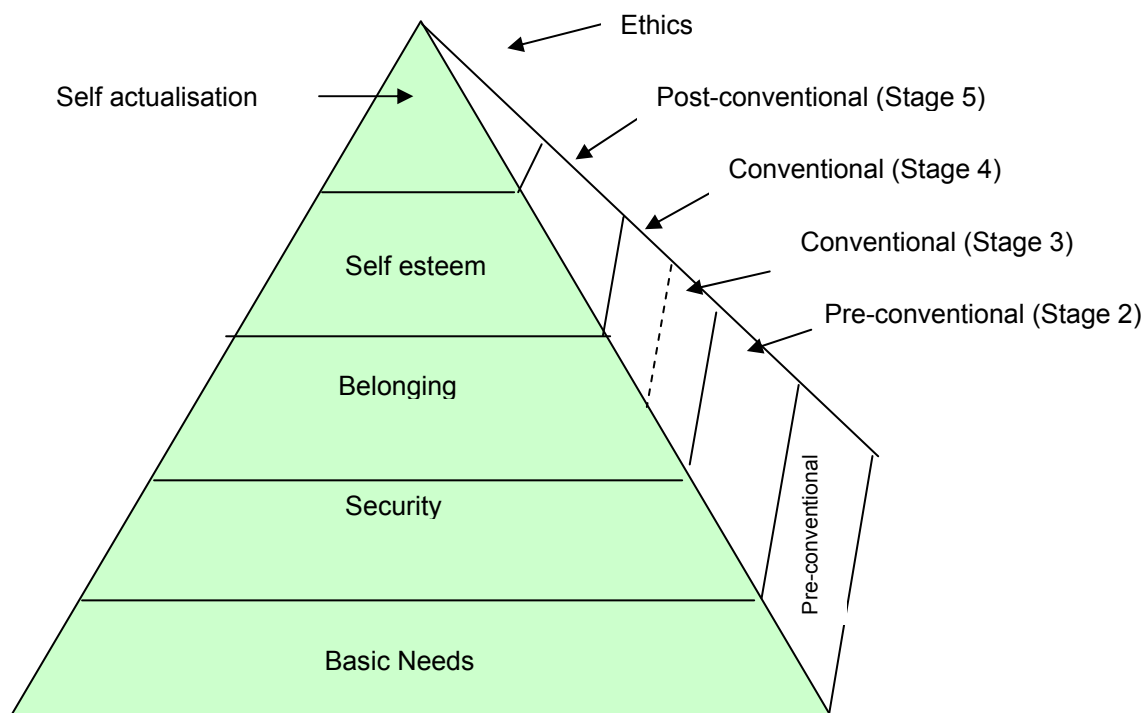
## Session 17: Developmental Psychology of Adult Learners

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

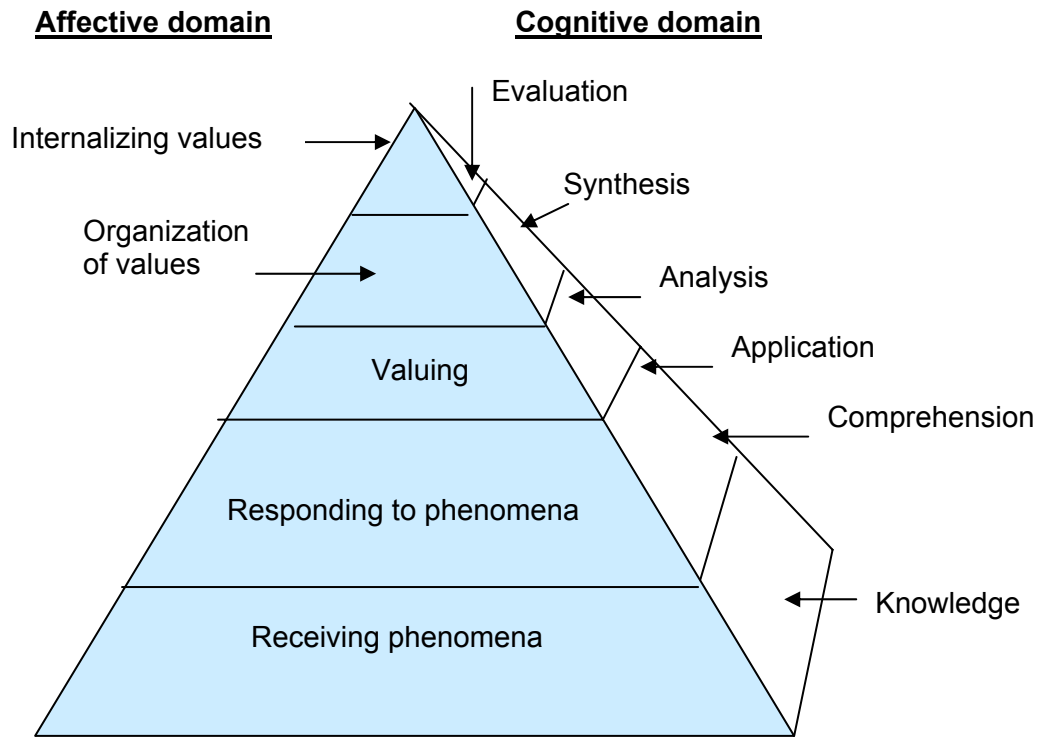
- Understand the stages that people go through so that you can help participants develop and mature
- Respond appropriately to your own workshop groups

### Activity 1: The four theories

Maslow and Kohlberg



**Bloom**



## **Maslow's Hierarchy of Social Needs**

Basic needs (food, water, shelter)	The elements of survival. If these cannot be satisfied it is difficult to move up the hierarchy.
Safety	Physical safety and security. If there is a fear for personal well-being, it is not possible to learn
Belonging/love	Being part of a group, knowing that there is acceptance within that group
Esteem	Understanding that the person is unique (within a group). Understanding one's own strengths and weaknesses and feeling good about oneself. Cultural diversity is the acceptance of other groups, knowing that they have the same rights that we do and that they are human beings who happen to belong to a different group and who are also unique and special.
Self-actualisation	The highest level which few of us reach. Understanding ourselves and others, knowing our place in the world, and willing to accept both our rights and responsibilities for our own actions. Other people's well-being is important to us because we understand that we are all one group on this planet.

## **Bloom's Hierarchy of Cognitive Development**

Knowledge	Any fact from the information given
Comprehension	Where the learner understands the information and can relay it back with meaning (a retelling or internalising of information)
Application	Where the learner can apply the information to a different situation (transference)
Analysis	Where the learner can 'take the information apart' and see the principle or ideas related to the information
Synthesis	Where the learner can put the information, principles and ideas together in a way that a new outcome can be seen, in terms of a concept, plan of action, etc
Evaluation	Where the learner makes a judgment about the information, and issues and can then internalize the full knowledge ideas and concepts

## **Bloom's Hierarchy of Affective Development**

Receiving phenomena	Receives information willingly (wants to learn). The information does not have to be transmitted formally.
Responding to phenomena	Interacts with the information, through reasoned discussion and questions, to build new information.
Valuing	Can explain the new information and justify it, and associate other related knowledge to make a valid value judgement through sensitive and aware attitudes. Shows an ability to solve interpersonal problems and displays empathy.
Organisation of values	Makes links between different pieces of knowledge and associated values and prioritizes the new information together with previous information. Understands that there is a balance between different values. Can solve problems and conflicts.
Internalising values	Recognises value-laden information (and manipulation) and applies new value-information in behaviour. Has a value system that controls behaviour and is self-reliant (i.e. does not need external controls).

## Kohlberg's Theory of Ethical/Moral Development

<p>'No Rules' Pre-conventional 1</p> <p>Pre-conventional 2</p>	<p>Individuals are egocentric and can only view the world from their own perspective. Rules are obeyed because they are backed by punishment and actions are dependent on the avoiding the physical consequences.</p> <p>Action/consequence may work both ways. While a wrong action may be punished, a right action may be rewarded. Here people do the right thing because there is benefit (to themselves) to be gained from it. Things are only right because they suit the individual.</p>
<p>'Absolute Rules' Conventional</p>	<p>This is when individuals understand that there are certain rules in their own group or community and that these rules are necessary for the group to function. The 'rules' are absolute because they mean belonging to the group. Thus actions are determined by what the people around them perceive as being 'good'. This is enlarged to encompass an entire society; where people are 'responsible members of society' and individuals act according to their role in society.</p>
<p>'Principles behind the rules' Post-conventional</p>	<p>At this stage the individual begins to accept responsibility for keeping the rules. They will still appeal to a 'higher authority' when they cannot resolve a conflict but they are able to discuss the rules together. They have developed an understanding of why the rules exist; to make life easier. They understand the principle of the rule and so they know which rules can be modified without infringing on the principle of the rule. This requires a high level of analytical ability and a strong sense of ethics (what is truly fair to all parties).</p>
<p>'Ethics' Post-conventional</p>	<p>It is at this stage where an individual does the 'right' thing because it is universally right and actions are consistent with this. Individuals have reached a stage of understanding morality and live accordingly, because they have internalised the ethical rules and they understand that this is a 'right' way to live. All actions are based on the reasoning of the ethical fairness principles from which moral laws are derived. The Universal Declaration of Human Rights has its principles at this level: that some elements of morality are greater than any single society or culture and are common to all human beings.</p>

<b>Affective</b> → <b>Cognitive</b> ↓	<b>Receiving phenomena</b>	<b>Response to phenomena</b>	<b>Valuing</b>	<b>Organization of values</b>	<b>Internalizing of values</b>
<b>Knowledge</b>	Knowledge is heard intelligently and willingly	Questions knowledge area and associated values	Can explain (and logically justify) the knowledge area with interest	Makes links between different pieces of knowledge and associated values	Recognises simple value-loaded behavioural norms and concepts
<b>Comprehension</b>	Superficial understanding with willingness	Can contribute to a real discussion with interest	Can synthesize these two to exhibit empathy	Understands and accepts responsibility for beliefs and values	Understands simple value-loaded behavioural norms and concepts
<b>Application</b>	Uses knowledge to build to the next level and makes the effort to link the knowledge to the next stage	In discussions can draw on disparate illustrations or viewpoints	Can make a value judgment through applying all components of the knowledge	Can prioritise issues and associated values	Applies new found norms and concepts to situations according to newly developed attitudes (but not automatically)
<b>Analysis</b>	Can listen with discrimination and recognize manipulation and bias	In discussions can draw on disparate illustrations or new points to support a reasoned analysis	Can make a valid value judgment through applying all components of the knowledge (using emotional honesty)	Can analyse in order to prioritise issues and associated values (sees shades of grey rather than black and white)	Understands complex value-loaded behavioural norms and concepts and their applicability, and applies them sometimes
<b>Synthesis</b>	Can listen and relate to associated pieces of knowledge	Can meld disparate points into a cohesive whole in discussions (the team builder/player)	Can create a new value-related point (the intuitive leap) through application of the previous levels	Can verify the new value-loaded thought against other associated points of view (without bias)	After verification in terms of content and values, the process of internalizing proceeds through creative application in diverse circumstances
<b>Evaluation</b>	Has an opinion about what is listened to, an opinion based on all the facts	Asks perceptive questions about what is heard, to verify points	Matches what is listened to with existing value system	Accepts the ethics of new points and incorporates them into personal value system	Internalizes new and valid points into value system and alters attitudes and behaviours as a result

<b>Affective</b> → <b>Cognitive</b> ↓	Receiving phenomena	Response to phenomena	Valuing	Organization of values	Internalizing of values
Knowledge					
Comprehension					
Application					
Analysis					
Synthesis					
Evaluation					

Social → ↓ Ethical	Basic Needs	Security	Belonging/love	Esteem	Self-actualisation
<b>'No Rules' Pre-conventional</b>	Take whatever is needed	Protection is used only to protect the individual (or that belonging to the individual)	Following the rules of the group only in order to be rewarded (loved)	Those who see themselves as better than others	Not possible
<b>Absolute rules Conventional</b>	Wait until given what is needed according to position and status	Protection is provided for those who are accepted as part of the group or society	Following the rules of a society in order to be loved and accepted	Accepting oneself because others in the group accept (this relies on extrinsic motivation).	Not possible
<b>Principles behind the rules</b>	Understand the need for sharing resources to ensure everybody's basic needs are fulfilled	Understanding that everybody in the society/group (even the marginalized or excluded) have the right to be protected	Understanding that other groups/societies have the same rights as one's own group or society	When individuals begin to understand themselves and act according to their values system even when this is not visible to others	When people feel comfortable with who and what they are, understanding why social laws exist and how they can be modified to improve the situation for everybody
<b>Ethics Post-conventional</b>	Ensuring that everybody receives their entitled share of resources	Ensuring that everybody is protected	When an individual ensures that all people in all groups are treated equally and with respect	When people begin to understand themselves and others and can accept without measuring one person against another	When people know themselves and their place in the world, living to do what is right – just because it is right and so responding to the needs of the world around them.

Social → Ethical ↓	Basic Needs	Security	Belonging/love	Esteem	Self-actualisation
'No Rules' Pre-conventional					
Absolute rules Conventional					
Principles behind the rules					
Ethics Post-conventional					

## Session 18: Micro-session of Facilitation

**Objectives:** By the end of this session you will:

- Have practiced facilitating a session from a UNESCO training course
- Be aware of your strengths and weaknesses as a facilitator

**Space for your notes**

## **Session 19: Overcoming Challenges**

**Objectives:** By the end of this you will:

- Be aware of the complexities of the challenges you will face when facilitating training courses
- Understand the motivation of self-reliance

**Space for your notes**

## Session 20: Micro-session of Facilitation

**Objectives:** By the end of this session you will:

- Have practiced facilitating a session from a UNESCO training course
- Be aware of your strengths and weaknesses as a facilitator

**Space for your notes**

## Session 21: Evaluation

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

- Identify the stages of evaluation
- Understand the importance of evaluation

### *Activity 1: Elements of evaluation*

<b>What should be evaluated?</b>	<b>How will it be evaluated?</b>
Content – what was learned or undertaken	
Methodology – how the content was delivered	
Process – implementation of work	
Psychological environment (Training)	
Psychological environment (Project)	
Outcomes (Training)	
Outcomes/product (Project)	

## Evaluation Form

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

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

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

### **Content**

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

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

**Method**

Were there any methods demonstrated in the course that were new to you? Please list them.

Did any of these methods make learning easier? If so please describe

Did you feel comfortable expressing your views during the course?

Why or why not?

Please give any other comments/suggestions.

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