

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

TRAINER'S NOTES

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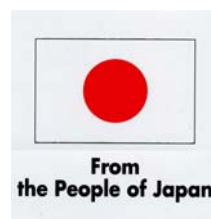


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Outline of the Training Guide

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

Time	Session	Duration
0830 – 0900	Registration	30 minutes
0900 – 0930	Official Opening and Welcome	30 minutes
0930 – 1000	Introductions	30 minutes
1000 - 1030	Expectations	30 minutes
1030 – 1045	Break	30 minutes
1045 – 1130	Session 1: Principles of Learning	45 minutes
1130 – 1250	Session 2: Principles of Adult Learning	80 minutes
1250 – 1330	Break	60 minutes
1330 – 1415	Session 3: Preparing to lead a workshop	45 minutes
1415 – 1500	Session 4: Course Overview	45 minutes
1500 – 1515	Break	15 minutes
1515 - 1615	Session 5: Session Preparation	60 minutes
1630	Close of day 1	

Day 2

Time	Session	Duration
0830 - 0900	Review of Day 1	30 minutes
0900 - 1010	Session 6: Characteristics of an Effective Facilitator	70 minutes
1010 - 1030	Break	30 minutes
1030 - 1130	Session 7: Effective Listening	60 minutes
1130 - 1245	Session 8: Questioning Skills	75 minutes
1245 - 1330	Break	60 minutes
1330 – 1430	Session 9: Why Groups?	60 minutes
1430 - 1530	Session 10: Facilitation of Micro-sessions	60 minutes
1530 - 1545	Break	15 minutes
1545 - 1635	Session 11: Communication and Group Dynamics	50 minutes
1640	Close of day 2	

Day 3

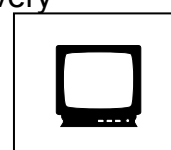
Time	Session	Duration
0830 - 0900	Review of Day 2	30 minutes
0900 - 1000	Session 12: Different Facilitation Techniques	60 minutes
1000 - 1030	Break	30 minutes
1030 - 1200	Session 13: Questioning Skills Part 2	90 minutes
1200 - 1300	Session 14: Facilitation of Micro-sessions	60 minutes
1300 - 1345	Break	45 minutes
1345 - 1445	Session 15: Group Management	60 minutes
1445 - 1500	Break	15 minutes
1500 - 1600	Session 16: Facilitation of Micro-sessions	60 minutes
1600 - 1645	Session 17: Co-operative Learning	45 minutes
1645	Close of day 2	

Day 4

Time	Session	Duration
0830 - 0900	Review of Day 3	30 minutes
0900 - 1000	Session 18: Psychology of Adult Learning	60 minutes
1000 - 1030	Break	30 minutes
1030 - 1130	Session 19: Facilitation of Micro-sessions	60 minutes
1130 - 1200	Session 20: Overcoming Challenges	30 minutes
1200 - 1300	Session 21: Facilitation of Micro-sessions	60 minutes
1300 - 1345	Break	60 minutes
1345 - 1445	Session 22: Evaluation	60 minutes
1445 - 1600	Session 23: Evaluation and closing	70 minutes

Note to Facilitators:

This Training Guide has accompanying PowerPoint or Overhead Transparencies. Ensure that these are thoroughly rehearsed prior to conducting a workshop. There are slides for the objectives of every session and content slides are represented by this icon. If the slides are not to be used, the content of the slide should be written on flipchart sheets.



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 subdivided (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.

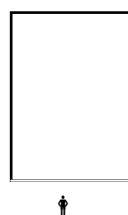
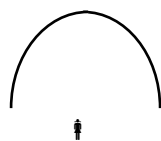
Environment

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

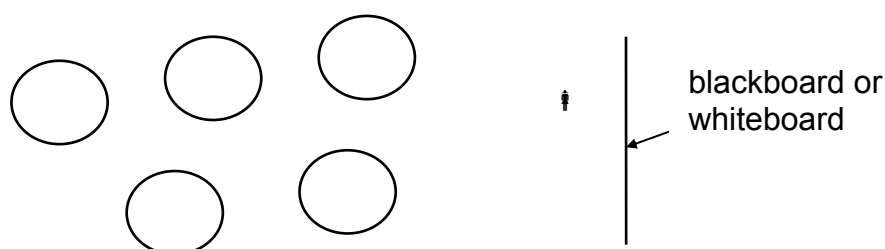
The Physical Environment

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).

Introductory Session

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

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

Time Allocation

Introduction and opening	30 minutes
Introduction of participants	20 minutes
Outline of the course objectives	10 minutes
Expectations of participants	30 minutes
Total	90 minutes

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

Introduction [30 minutes]

Welcome participants and introduce yourself to them saying your name, your organisation and why you have been chosen to conduct this training.

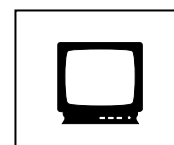
If there is a senior official to formally open the training workshop, introduce this person to the group.

After the official opening, explain that as the participants now know something about you it is time for them to meet each other.

Give each participant a blank card and say "Write your hobby or something interesting about yourself, but not your name, on the card". Put all the cards in a box and mix them up. Ask the participants to select a card, find the person whose card they have drawn, introduce themselves and interview the person to learn their name, position, where they are working, and the number of years they have been an educator in Pakistan. Ask participants to introduce the person whose card they have drawn to the rest of the group.

Course Outline and Objectives [10 minutes]

This is a four day course which has been designed to respond to the stated needs for improving the training techniques of master trainers.



Ask participants if they have any questions about the course objectives.

Expectations of Participants [30 minutes]

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.

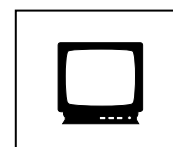
After posting the flip charts on the walls, identify the expectations that we may be able to be achieve during the course and explain that these expectations will be discussed again on day 4 during the evaluation session.

Explain to the participants that this is an inter-active course where they are expected to work together and share ideas. Because the point of this course is to enhance training skills, it is important that the different methodologies are identified and analysed so that the most effective training techniques are known and understood.

Show this flipchart to the participants suggesting that after each session you will write the session title and they should be able to nominate what methodologies were used in the activities. Remind the participants that this chart is also in their workbooks. By the end of the course they will have a good understanding of a range of methodologies and their uses.

Content	Methodology

Emphasise that punctuality is vital not just for the course work but as a courtesy to other participants. Switching off mobile phones is also a courtesy that should be observed.



Hand out the workbooks. Tell the participants that you hope that they will enjoy and learn from the course.

Session 1: Principles of Learning

Objectives: By the end of this session the participants will:

- Have a basic understanding of the principles of learning
- Understand these principles in order to apply them in workshop facilitation.

Time Allocation

Introduction	05 minutes
Activity 1: How Do You Learn?	35 minutes
Conclusion	05 minutes
Total	45 minutes

Materials required

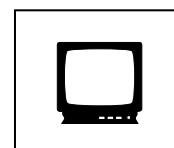
Workbook for each participant, PowerPoint slides/OHP

Introduction [05 minutes]

Explain to participants that there are similarities between the way we learned as children and the way we learn as adults. This is especially true of the informal learning we did as children (often before we went to school). The following activity will give us an insight into the principles of learning that we all knew when we were children but that perhaps we have forgotten since.

Activity 1: How Do You Learn? [35 minutes]

Ask participants to think of a single thing, such as swimming or washing that they learned when they were young that they can still do today (not a subject or a course) and then fill in the chart in their workbook.



Ask participants to look especially at the sections “How did I learn?”, “Who taught me?” and “Why did I learn?”

Tell the participants that they have **20 minutes** for this activity.

Ask participants to identify the principles illustrated in their charts: *motivation for learning, relevance to daily life, respect for the ‘teacher’ and practice*. Write these on a flip chart for the next session.

Conclusion [05 minutes]

Point out that the principles of internalised learning are the same now when they are adults – and that if they successfully learned this way as a child they probably still learn effectively the same way as an adult.

Session 2: Principles of Adult Learning

Objectives: By the end of this session the participants will:

- Have a basic understanding of 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.

Time Allocation

Introduction	05 minutes
Activity 1: What is Important for Adult Learners?	40 minutes
Activity 2: How Do We Respond to Adult Learners?	30 minutes
Conclusion	05 minutes
Total	80 minutes

Materials required

Workbook for each participant, PowerPoint slides/OHP

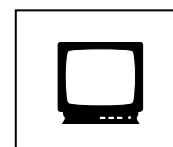
Introduction [05 minutes]

Explain to the participants that, although there are similarities in the way that we learned as children and the way that we learn as adults, adults have special needs. Generally, adults have a lifetime of experiences and can learn independently and these need to be taken into account.

Activity 1: What is Important for Adult Learners? [40 minutes]

Explain each of the elements to the group:

Motivation: This comes partly from the adult learners. If they are not willing to learn, there is little that can be done. However, when the facilitator is genuinely respectful of the participants, which means really listening and treating them as equals, then motivation is engendered.



Reinforcement: Everybody needs positive and constructive reinforcement – but this does not simply mean accepting anything that is said by participants. Facilitation is the art of getting people to do their best and sometimes that means correcting them if they are wrong or inconsistent. When this is done with full respect and in a constructive way it helps the learning process.

Retention: This is when knowledge and skills are internalised by the learner. If you think back to the first activity, the things that we practice and want to learn are the things that we retain.

Transference: The point of learning something is for it to be useful. This usefulness is determined by the number and type of situations where the new knowledge and skills can be used. For adults, if they cannot see this transference, then they will not bother to learn.

Remind participants of the work in the previous session and ask if the list here matches the list on the flip chart. Explain that it is necessary, if we are to be successful in teaching adults, that these principles are kept in mind.

Form small groups to discuss how these principles can be met – through the actions of the facilitator, such as genuine interest in what the participant is saying and through the methodologies used, such as case studies or group work.

Tell the groups that they have **20 minutes** to complete the table. After 20 minutes, ask each of the groups to report on one of the principles. After each group has reported, ask the other groups whether they had anything additional for that principle.

Facilitators' methodologies

Critical Element	Facilitators' Actions	Effective Methodologies
Motivation	<i>Specific and constructive feedback Genuine interest in what participants have to say Create an understanding of how the new knowledge and skills will benefit the learner</i>	<i>Games Open discussion Activities to demonstrate benefits</i>
Reinforcement	<i>Positive interest and 'rewards' for participation and knowledge gained. Real interaction with participants as equals Respect for learners and their inputs Smiles and eye contact.</i>	<i>Games Group work with feedback presentations</i>
Retention	<i>Create links between what participants already know and the new information. Ensure that the meaning is clear to participants. Ensure that participants have an opportunity to practice</i>	<i>Role Plays Open discussions Activities, including demonstration sessions</i>
Transference	<i>Follow up of participants in real life Ensure that there are constructive links between the new materials and real life Ensure that there are links between previous knowledge and new knowledge</i>	<i>Role Plays Planning sessions Discussions (small groups and open discussion)</i>

Ask participants what else they require to learn effectively as adults. List these on a flip chart. This should include things such as being treated with respect; and learning practical, relevant and focused information. Ask the participants to keep these in mind during the course. *[If participants do not think of autonomous ask them how they feel about sharing their views and knowledge; explain that this is important because they are autonomous.]*

Activity 2: How Do We Respond to Adult Learners? [30 minutes]

Form small groups and ask them to turn to their workbooks at the chart shown.

Ask the groups to think back to the principles identified in the previous activity.

In the small groups, discuss the needs and the behaviours facilitators should show in order to respond to adult learners. Write these in the right hand column.

Groups have **20 minutes** for this exercise.

Adult learners	Response from Facilitator
Autonomous Meaning that adult learners have opinions and information that is valid to the group	<i>Actively involve participants in the learning experiences</i> <i>Follow the expectations that participants have</i> <i>Allow participants to assume responsibility for presenting</i> <i>Guide participants to their own knowledge, rather than telling them information</i> <i>Show participants how their goals can be reached</i>
Life experiences Meaning that adult learners need to be respected for their experience	<i>Link participants' knowledge and experiences to the topic</i> <i>Relate theories and concepts to the participants and their experiences</i>
Goal-oriented Adults know what they want to learn	<i>Make the objectives of the course clear and help the participants to see how elements are inter-related</i> <i>Help participants to see how the objectives respond to their needs/goals</i> <i>Respond to participants' expectations, when possible</i>
Relevant and practical Adult learners need to see why they are learning particular things	<i>Identify objectives and expectations</i> <i>Relate theories and concepts to familiar life experiences</i> <i>Help participants to see the application of the work they are doing</i>
Respect Adult learners deserve the same respect as all adults and as the facilitator	<i>Attentive listening</i> <i>Real discussion</i> <i>Warm and respectful manner</i>

Conduct a 'round robin' and collate a list from the small groups.

Conclusion [05 minutes]

Discuss with the participants that good facilitation means keeping the principles and specific needs in mind when dealing with participants. Remind the participants that in their demonstration sessions (which are a form of transference) they should try to incorporate the actions that they have listed.

Session 3: 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 utilise this knowledge and the associated skills in their own preparation

Time Allocation

Introduction	05 minutes
Activity 1: What do you need to do to prepare?	30 minutes
Conclusion	10 minutes
Total	45 minutes

Materials required

Index cards, markers, 'blu-tac' or equivalent, four large sheets of flipchart paper labeled content, methodology, environment and outcomes respectively. Workbooks

Introduction [05 minutes]

This session is to help you prepare effectively for your own session. 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: content (do you understand the learning objectives, do you really understand the information and are you thoroughly prepared to deliver it?), methodology (do you know how to implement the planned methodology, have you thought through the timing of the session?), and environment (has the venue been arranged, do you have all the resources that you need in order to conduct the training?).

Activity 1: 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. They should think of the various things that they need to do in order to prepare for a workshop and write these on the cards – one idea per card. For example, if the yellow cards are for content; knowledge of content would be written on one card. If green cards are for environment then identifying the learning space may be written on one card (physical environment).

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

At the end of the time ask the groups to put their cards on the respective sheets.

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

Content:

- 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.
- Know how the specific content of one session fits together with information elsewhere in the course.
- Review the learning objectives for each session and make sure you understand them.
- Ask questions of colleagues if you do not understand part of the content.
- Prepare any necessary visual materials, such as flip charts or diagrams.

Methodology:

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

Environment:

- Identify the workshop venue.
- Arrange the physical environment so as to facilitate learning. Do not seat adult participants like children.
- Practice with any equipment first and be sure not to trip on any cords!
- Make arrangements for breaks (tea, lunch, prayers)

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 4: Course overview and review of activities

Objectives: By the end of this session the participants will:

- 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 course

Time allocation

Introduction	20 minutes
Activity 1: Familiarisation	20 minutes
Conclusion	05 minutes
Total	45 minutes

Materials required

Workbook for each participant

A Training Guide and Workbook for the assigned course(s)

Slips of paper with the session name and nominated activity written

Introduction [20 minutes]

If the participants in the course will all be master trainers for one specific course, conduct a brief review of the course contents and objectives. For the Teacher Training/Psychosocial course, for example, review how the different sessions address the three key themes of the course.

Explain that the sessions in these courses are activity and discussion based to help the participants internalise the information so that they can share and support their colleagues. Each session is structured to build on previous sessions and to reinforce the learning.

Explain that in order to practice their facilitation skills and to give them an opportunity to practice methodologies that may be less familiar, participants will work in groups of three to develop a micro-session for the large group.

The groups should review their assigned activities carefully and make sure that they understand the content and the methodology. If they have questions, they should ask the workshop facilitators for help. Each group will have only 20 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 where and how they can save time.

During the next session, participants will have time to analyse and prepare for their micro-sessions, but they may also need to work outside of the course time or during breaks to do a really effective job. The groups will be assigned their session topic at the end of this session.

Activity 1: Familiarisation [20 minutes]

Give a Training Guide and the accompanying Workbook to each participant.

So that everyone in the course has an idea of the topics that will be covered during the micro-sessions, briefly review the activities that the teams will be asked to facilitate.

Tell participants that they may choose who they want to work with during the micro-sessions and ask them to form groups of three.

Put the prepared slips of paper with the name of the sessions and the nominated activity into a bag. Each team should draw one slip of paper from the bag in order to determine which team will facilitate which activity.

Explain that each member of the group is to take an active part in the micro-session and that the activity will be conducted with the whole group. If necessary, explain that this means one person introduces the activity and gives instructions, one person facilitates the activity and the third person draws a conclusion from the activity.

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

Ask if there are any questions.

Conclusion [05 minutes]

Remind participants that everything that they learn in this course should be demonstrated when they facilitate their sessions. This is primarily about facilitation techniques, so that while the first groups will be at a disadvantage because not all the skills of facilitation will have been covered, the last groups will be expected to incorporate all the new skills.

Session 5: Session Preparation

Objectives: By the end of this session the participants will:

- Have analysed and begun preparation of their session topic for presentation

Time Allocation

Introduction	05 minutes
Activity 1: Preparation	50 minutes
Conclusion	05 minutes
Total	60 minutes

Materials required

Training Guide and Workbook for each participant
 Learning System Chart (if required)
 Flip chart paper, tape, 'blu-tac' or equivalent, post-it notes, index cards, markers

Introduction [05 minutes]

Ask the participants to work in their micro-session groups. Explain that they have 50 minutes now for preparation of their activities, including allocating the portions of the micro-session to each member of the group.

During the next 15 minutes, the teams should carefully review their assigned activity and plan how they will modify it in order to conduct it within the 20 minute timeframe.. After 15 minutes the facilitators will come to each team to discuss the planned modification.

Tell them that any materials that they may require are available and they should just come and collect what they need.

Tell them that you will call them back together to close the day.

Activity 1: Preparation [50 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.

After 15 minutes, discuss with each group their planned modifications to the timing of the activities and make suggestions as necessary.

Conclusion [05 minutes]

After 50 minutes, call the groups back together and explain that the first two groups will lead their activities tomorrow afternoon. Reinforce the idea that it is the training skills that they will be demonstrating as much as the content of their session. Remind them that they will have only 20 minutes to facilitate their micro-sessions.

Review Session of Day 1

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

- Explain the key points of day 1 learning

Time Allocation

Introduction	05 minutes
Activity 1: Additional preparation time for micro-sessions	25 minutes
Total	30 minutes

Materials required

No special materials required

Introduction [05 minutes]

Welcome participants back to the workshop. Ask if there are any general questions about the micro-session activities.

Tell participants that they will have the remaining 25 minutes to work on additional preparation for their micro-sessions.

Activity 1: Additional preparation time [25 minutes]

As the groups work, circulate around the room to see if there are any questions.

Session 6: Characteristics of an Effective Facilitator

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

Timing Allocation

Introduction	05 minutes
Activity 1: Which qualities?	30 minutes
Activity 2: The key components	30 minutes
Conclusion	05 minutes
Total	70 minutes

Materials required

Workbooks

Introduction [05 minutes]

While the physical environment of a workshop has an effect on the learning experience, the psychological environment is even more important. An effective facilitator understands that s/he has primary responsibility for this and works to make sure that the psychological environment is conducive for all participants. An effective facilitator is one who practices a human rights-based approach. The key to this is to strive toward full respect of the learners and to the teaching and learning process.

Activity 1: Which qualities? [30 minutes]

Conduct a large group brainstorm on the qualities of an effective facilitator. List the responses on a flipchart.

Ask participants: Which qualities can be learned? Mark these with an 'L'.

Ask: How can we learn these qualities?

Explain that while many of the qualities are God-given, the skills that support these qualities can be learned and if these are practiced, they will help us to be more effective as facilitators.

Explain that the following activity is a PowerPoint supported lecture.

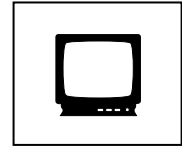
Participants should feel free to make notes in their workbooks.

Activity 2: The key components [30 minutes]

We can all develop qualities such as integrity, openness, and awareness and reinforce them by learning and practicing specific skills such as listening, observation, verbal communication (which includes questioning skills) and empathy. Effective listening and questioning skills are so important in helping to develop these qualities that we will focus on them in more detail in the next two sessions.



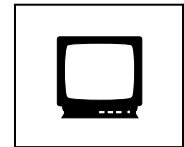
Listening skills. This includes not just listening to the words of the learner. It also involves listening for what is not said, and listening for the motivation and needs (why would they ask this?) of the learner. It involves showing the listener that you are listening (body language - leaning forward, 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.



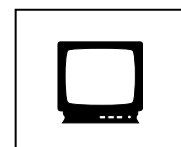
Ask a participant to come and stand next to the flipchart. Ask where they are focused. Ask if they can clearly see the people on their blind side. (The blind side will be on the right if they are standing to the right of the flipchart; or the left if they are standing on the left of the flipchart.) Ask the participants in those areas how it feels.

Explain that 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.



Ask three people to come to the front and speak to the participants [*if possible choose at last one person with a quiet voice*]. Ask the

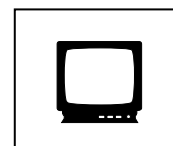
volunteers if they feel that they can be heard in all parts of the room. Ask the volunteers to try to speak clearly and to pitch their voices so that they can be heard. Ask participants to practice this if they have voices that do not 'carry' easily.

Tell participants to 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 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', which are often only 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.

Ask the participants:

- 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?

Conclusion [05 minutes]

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 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

Introduction	10 minutes
Activity 1: Retelling the story	30 minutes
Activity 2: What should a facilitator do?	15 minutes
Conclusion	05 minutes
Total	60 minutes

Materials required

Workbook for each participant

Introduction [10 minutes]

Ask the group: How well do you listen to the learners? How do you know you are listening effectively?

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?

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.

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.

Activity 1: Retelling the story [30 minutes]

Ask for three volunteers and send them out of the room and 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.

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.

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?

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?

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.

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. It is therefore vital to ensure that the listeners have the opportunity to check information (something we did not allow in this exercise).

Activity 2: What should a facilitator do? [15 minutes]

In a large group brainstorm ask the participants what this means in terms of listening to the participants. List the responses on the flipchart and tell the participants that these are things that you will be checking for during the micro-sessions.

Conclusion [05 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

Introduction	05 minutes
Activity 1: Review of Bloom's taxonomy (cognitive domain)	20 minutes
Activity 2: Questioning skills	35 minutes
Activity 3: Open and closed questions	10 minutes
Conclusion	05 minutes
Total	75 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls.
Workbook for each participant

Introduction [05 minutes]

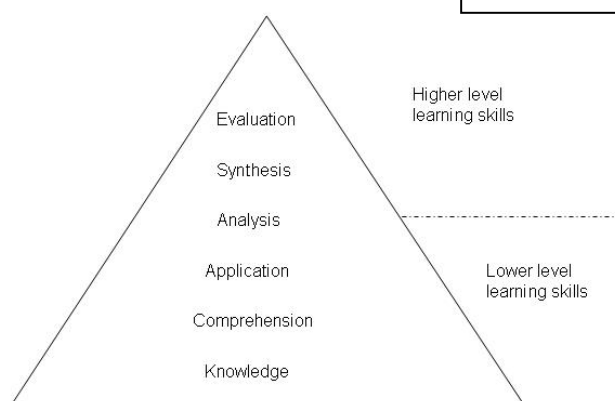
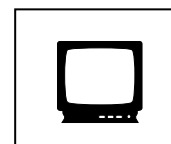
Questioning skills are vital to effective facilitation. To build on the knowledge and understanding that adults bring to the group is one of the elements of adult learning. You should be able to lead the learner to learn by asking the right questions.

Activity 1: Review of Bloom's taxonomy (cognitive domain) [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.

This taxonomy is shown as a triangle because this represents both the time we generally spend on each level and the amount of each level we use in comparison to the next level up the hierarchy.



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

Ask participants how we teach at these different levels; how do we help learners move to the higher levels of thinking? One way is to use questions, not as a testing procedure but as a way to stimulate discussion.

Activity 2: 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 develop twelve questions about the story – two questions for each level. All the questions must be about the story.

Encourage the groups to list all the questions that they can think of and then to sort them into their levels (this is a good analysis activity for them).

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 imagined learners.) 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.

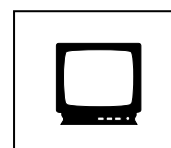
The End

<i>Knowledge (Answers can be found in the story)</i>	<ol style="list-style-type: none"> 1. How many bears were there? 2. What did the little girl eat?
<i>Comprehension (Shows an understanding of the story)</i>	<ol style="list-style-type: none"> 1. Who was walking in the forest? 2. Whose house did the little girl enter?
<i>Application (Can use the information in a different context)</i>	<ol style="list-style-type: none"> 1. Do you think that the little girl liked porridge? (Why?) 2. Do you think that the bears walked in the forest often? (Why?)
<i>Analysis (Can 'take the information apart' to see the principles)</i>	<ol style="list-style-type: none"> 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?
<i>Synthesis (Use the information to come to new conclusions)</i>	<ol style="list-style-type: none"> 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?
<i>Evaluation (Judging the information)</i>	<ol style="list-style-type: none"> 1. What name would you give to the little girl? 2. What lessons does this story teach?

Activity 3: Open and closed questions [10 minutes]

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, and 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). This is called “Guess what the facilitator wants to hear” and it is a very unfair game to play. If you do play this game (whether you know it or not), then sooner or later the learners will not respond to questions at all as they cannot be sure of ‘guessing’ correctly. 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.

Discuss the idea that 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 the board. Ask participants to keep these in mind for their own session presentations.

Conclusion [05 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.

Explain to the group that as questioning skills are so important for effective facilitation that there will be another session on questioning skills later in this course.

Session 9: Why Groups?

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

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

Time allocation

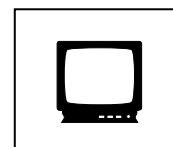
Introduction	05 minutes
Activity 1: Advantages and disadvantages of groups	20 minutes
Activity 2: Why use groups?	10 minutes
Activity 3: Making groups work	20 minutes
Conclusion	05 minutes
Total	60 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls.
Workbook for each participant, small pieces of paper

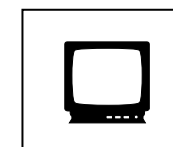
Introduction [05 minutes]

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



Activity 1: Advantages and disadvantages of groups [20 minutes]

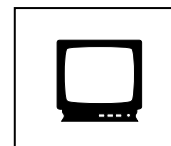
Form small random groups and ask the participants to turn to their workbooks. In their small group they should discuss the advantages and disadvantages of small group work and fill in the chart in their workbook. Tell the groups that they have 15 minutes for this activity.



Advantages	Disadvantages
<p><i>Quiet/shy people have more chance to contribute</i></p> <p><i>Group work utilises the skills and experience of participants</i></p> <p><i>Depending on the type of group it is possible to get a wide variety of ideas or a consensus view</i></p> <p><i>Group work helps participants to understand the views of others</i></p>	<p><i>Some people dominate the group</i></p> <p><i>They take a lot of time</i></p> <p><i>Sometimes group work lacks direction</i></p> <p><i>If the same people are in the same groups over and over, there is less chance for variety</i></p>

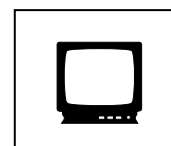
Activity 2: Why use groups? [10 minutes]

In the large group discuss the reasons why groups could or should be used, that is to get a wide range of ideas, to neutralize status within the group, etc. Ask participants to keep these reasons in mind for the next activity.



Activity 3: Forming small groups [20 minutes]

In small groups, ask participants to discuss 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 one in each group) in order to neutralize status.

Give the groups 10 minutes to consider their answers and then ask for volunteers to describe how they would form their groups for each of the scenarios.

However even when random groups are formed 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) or 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.

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.

Conclusion [05 minutes]

Group work should only be undertaken 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.

Session 10: Facilitation of Micro-sessions

Objectives: By the end of this session the participants will be:

- Familiar with the how to facilitate session activities from their assigned course
- Aware of their strengths and weaknesses as a facilitator

Time allocation

Activity 1: Micro-session by group 1	20 minutes
Feedback for group 1	10 minutes
Activity 2: Micro-session by group 2	20 minutes
Feedback for group 2	10 minutes
Total	60 minutes

Materials required

Copies of the facilitator feedback forms to distribute to participants

Introduction

This is a time for the first two groups to lead their micro-sessions. Remind participants that everyone in the course will facilitate one of these sessions and that, out of respect for their colleagues, they should cooperate in the activity and give it their full attention.

Remind them that this workshop is an opportunity for them to practice their facilitation skills and some new techniques in a safe environment. As they will all have a chance to practice, they should use this opportunity to provide their colleagues with constructive feedback and try to learn from the experiences of their colleagues as well as from their own practice session.

Ask participants to watch for the basic facilitation skills exhibited by the team: blackboard/flip chart work, observation of the group, whether there is bias in who they ask to respond to the questions, how well they listen, how clearly they communicate and the level of language they use. They should record their observations and comments on the feedback sheets that you will distribute.

Hand out the feedback sheets and ask participants to fill these in for each group.

Feedback [10 minutes]

At the end of each session, ask for feedback from the group and then give your own feedback. Remember to comment on the things that they did well, as well as where they were not so effective.

Session 11: Communication and Group Dynamics

Objectives: By the end of this session the participants will:

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

Time allocation

Introduction	05 minutes
Activity 1: Making friends	20 minutes
Activity 2: How do we overcome exclusion?	20 minutes
Conclusion	05 minutes
Total	50 minutes

Materials required

Small cards for half the group, Workbook for each participant

Introduction [05 minutes]

Explain to the participants that the following activity is to demonstrate how difficult it can be to communicate with those who do not “belong”. It is also an activity that demonstrates how people feel when they are excluded.

Ask the participants to obey the rules of the game.

Activity 1: Making friends [20 minutes]

Divide the participants into two groups. Ask one group to go outside and wait. Give each member of the inside group five small cards.

Explain to this group that they must not communicate with anyone unless they first swap a card. In other words they do not speak to anyone who does not give them a card. If they want to speak to anyone they must also give a card. [Demonstrate if necessary.]

Tell the outside group to go inside and make friends with as many people as possible inside the room.

Let the two groups "communicate" for about ten minutes.

Quietly give some members of the outside group some cards and then let them communicate with the members of the first group. Stop the activity after five minutes or so.

Repeat the exercise but this time the first inside group goes outside to wait. The group now inside is told that they should speak to people only if they greet them by saying “Is your grandfather well?” The polite response is “Fine and the chickens are also fine”. If neither the greeting nor the response is correctly given they are to assume that the people they are talking to have no manners and they should turn away.

Again tell the outside group to go in and make friends with as many people as possible.

Activity 2: How do we overcome exclusion? [20 minutes]

Bring the group together and discuss how they felt trying to communicate when they did not understand the rules of the other group.

Point out to the participants that a group in a workshop has group dynamics, as do the various communities in which they live. A facilitator must be aware of the group dynamics (who may feel excluded or marginalized, which participants feel superior to others) and develop strategies to make sure that there is inclusion and an understanding of equality. The facilitator's own attitude will have a powerful influence on the group.

Discuss as a large group what elements of communication are necessary to make a group work. List these elements on the board or flip chart. Discuss how these can be overcome by the facilitator.

Conclusion [05 minutes]

Each group that comes together as a workshop group has different dynamics within it. People who do not 'belong' for reasons of status, gender or geographical area, sometimes feel excluded or marginalised. As facilitators we have a responsibility to make sure that learners are not excluded from any of the groups.

Review Session of Day 2

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

- Explain the key points of day 2 learning

Time Allocation

Introduction	05 minutes
Activity 1: Review of day 2	20 minutes
Conclusion	05 minutes
Total	30 minutes

Materials required

None

Introduction [05 minutes]

On day 2 we looked at characteristics of an effective facilitator, effective listening and questioning skills, why we form groups, and communication and group dynamics as well as the first practice presentation session. In this session we will look at what you learned during day 2.

Activity 1 [20 minutes]

Explain that you will throw the ball to one participant who will tell one thing that he/she learned from day 2. All participants should listen carefully as there should be no repeat statements from the group.

Tell participants that when one person has finished they should throw the ball to another participant and so on until everyone has had an opportunity to speak.

Now throw the ball to one participant and ask for one thing that they learned from day 2.

Conclusion [5 minutes]

Remind participants that this course will build each day on what was learned the day before and so we need to learn from each other.

Session 12: 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

Time Allocation

Introduction	05 minutes
Activity 1: Techniques, styles and needs	50 minutes
Conclusion	05 minutes
Total	60 minutes

Materials required

Workbook for each participant, pre-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.]

Introduction [05 minutes]

Explain to participants that in this workshop they have experienced a variety of facilitation techniques. This session is to find out which techniques are most appropriate in different situations.

Activity 1: Techniques, styles and needs [50 minutes]

[Using masking tape and four large cards, reproduce the quadrant areas shown at the end of this session.]

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.

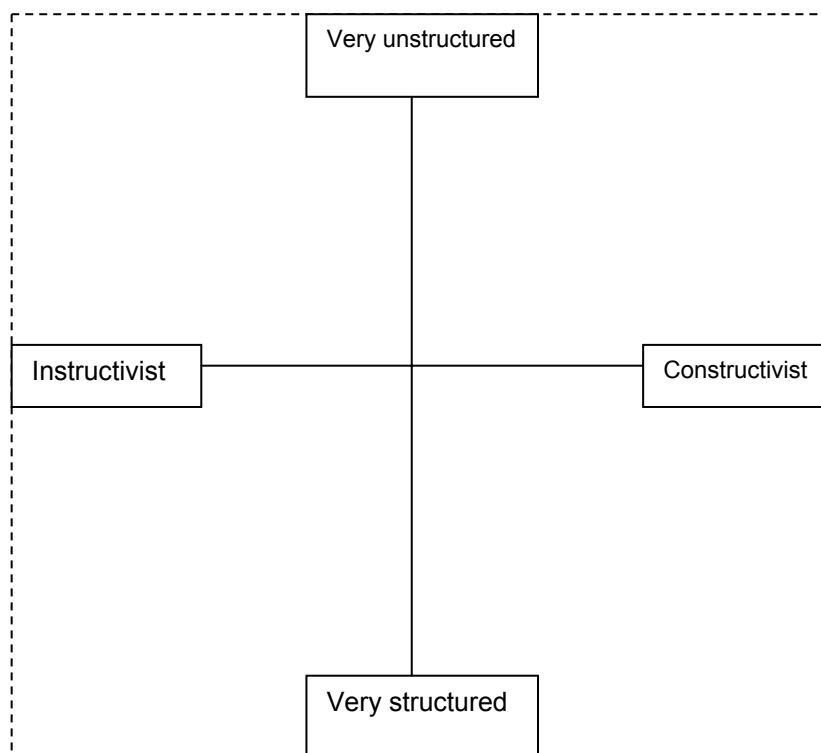
Hand out the prepared cards, one to each participant. Ask the participants to look at the activity on the card and think carefully about where it belongs on the quadrants.

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.

Conclusion [05 minutes]

Explain that another reason for using a variety of teaching styles, in addition to the reasons which were given earlier, is to match to the type of learning. 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 13: Questioning Skills (Part 2)

Objectives: By the end of this session, participants will:

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

Time Allocation

Introduction	15 minutes
Activity 1: Asking questions	30 minutes
Activity 2: What have we learned about questions?	35 minutes
Conclusion	05 minutes
Total	85 minutes

Materials required

Workbook for each participant

The learning outcome written on a flipchart or on the PowerPoint slide

Introduction [15 minutes]

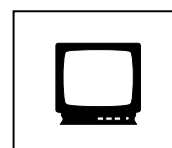
For good discovery or exploratory learning it should be possible to get the learner to the point of knowing without telling; only by asking. If you ask open questions, you need to keep the “learner on track”. If you ask closed questions you need to be able to “build” your questions very logically so that the learner is led to the discovery. The ancient philosopher, Socrates, taught his students by only asking questions. He taught philosophy and ethical development by asking his students to defend their arguments. By asking a series of questions he taught them what he wanted them to know.

This requires an in-depth knowledge of the subject and a very clear understanding of how to get where you want the learners to go. This method, ensuring that the learner ‘psychologically owns’ the knowledge and understanding (because they thought of it themselves), is called the Socratic method. It is this that we use when we use high-level questioning techniques. Higher-level questions are almost always open questions but it requires skill to build on the questions so that the learner moves towards the desired learning.

Point out to the participants that all of us as facilitators are trying to get our learners from where they are (in the lower box) to a new level by helping them to learn new knowledge, skills or understandings.

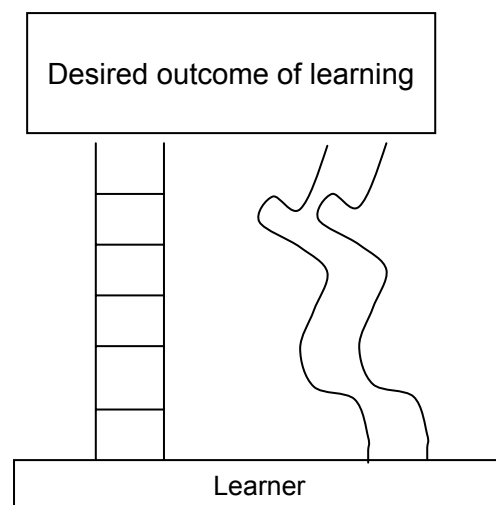
Ask the participants how are the animals taken to market (traditionally) or how ploughing animals are taken to the fields?

Generally they are either led with a rope or, if there are a number of them, then the animals start walking and the person taking them simply throws a stone or switches them when they go too far off the track. The



person taking them does not lead but follows. Which is most effective? Ultimately, both ways get the animals to the destination.

This is what questioning is like. You can use the 'ladder' approach where each step is a question and the questions are closed questions but structured to build on each other. The ladder approach requires thorough planning and very structured questions so that each one builds on the previous one. The facilitator must listen well to the responses to be sure that this 'building' takes place and every question needs to be planned and thought through, even though some of them may never be used.

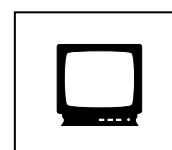


The path approach also requires a thorough understanding of the content and that the facilitator listens well to the responses so that additional questions keep the learners moving in the desired direction. Both methods will get to the desired learning and both require work from the facilitator.

Activity 1: Asking questions [30 minutes]

Explain to the participants that we have 'a learner' (you, the facilitator) and we need to move that learner from the point of 'not knowing' to the point of 'knowing and understanding'.

The 'learner' should stand at the opposite wall (or at least a long way from the chart).



Everybody can ask questions to get the 'learner' to the outcome. Nothing may be told; only questions can be asked. Each question should build on the question before so that the 'learner' can logically build the knowledge through 'exploring' the information as it is developed. If questions are asked that go back to an earlier stage or go on a tangent, then the learner becomes confused and may never reach the learning goal.

If you can answer the question (from your general knowledge or information you could reasonably be expected to have) and it leads towards the goal (but it should not relate immediately to the goal) take a step forward. If a question leads off on a tangent, take a step sideways. If the question has already been asked or if it asks something that you must already know to have answered a previous question – take a step backwards.

Keep this exercise light-hearted and fun for the participants but make sure that they understand the function of asking questions.

Activity 2: What have we learned about questions? [35 minutes]

Once the 'learner' has reached the outcome of the learning ask the participants to turn to their workbooks. Ask them to answer the questions in the workbook. This is individual work and so should be done alone. Tell the participants that they have **20 minutes** for this activity.

After 20 minutes call the participants back together and go through the possible answers with them by asking random people for their response.

Questions	Answers
If we are to help learners to understand would it not be easier just to tell them? Why or why not?	<i>Yes but then the facilitator will 'own' the information not the learner. It is the 'ownership' of the information that enables learners to internalise and so really know it.</i>
What types of questions were asked in this exercise?	<i>Probably a mixture of open and closed questions.</i>
What does this tell you about questioning techniques?"	<i>That every question should 'build' towards the single conclusion that you want</i>
If there are mostly closed questions (or closed questions pretending to be open) how do you think the learner feels?	<i>Frustrated and possibly bored. Made to feel like a child rather than an adult learner.</i>
Are there benefits for the learner to be asked open questions? Explain what these may be.	<i>The learner needs to feel valued (or that their answers are valued)</i>
What happens when the question is asked but the answer is not listened to?	<i>Learners will not be able to check whether they have understood properly what the facilitator said. The facilitator cannot build on the knowledge demonstrated by the learner.</i>
What are the benefits of the Socratic method?	<i>When the learner has 'discovered' the information for themselves, they are more likely to internalise it (really understand and know it).</i>
How do you think the learner feels when they have reached the outcome for themselves?	<i>Satisfied and gaining in confidence</i>
What happens if learners do not have the opportunity to ask questions?	<i>They do not have the opportunity to check whether they have correctly understood</i>
How do we as educators help the self-esteem of learners?	<i>By helping people to learn for themselves</i>
Would you use this method in your training? Why or why not?	<i>No – too difficult and there are too many people in the group and only a few will answer. Yes – it helps the learner to learn more effectively</i>
What sort of questions are the above?	<i>Both open and closed but structured to bring to the conclusion of the learning</i>

Conclusion [05 minutes]

The open approach requires fewer questions but the facilitator needs to understand the knowledge and understandings to be conveyed so that they can ask the correct questions when necessary. This type of questioning allows the knowledge to be discovered by the learner which results in a greater ownership of the materials, but it requires a lot of skill and practice by the facilitator.

Questioning skills are high level facilitation skills which can only really be improved by practice. But if we are to abide by the principles of adult learning, then high level questioning skills will help us to do this.

Session 14: Facilitation of micro-sessions

<p>Objectives: By the end of this session the participants will be:</p> <ul style="list-style-type: none"> ▪ Familiar with the how to facilitate session activities from their assigned course ▪ Aware of their strengths and weaknesses as a facilitator
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Time allocation

Activity 1: Micro-session by group 3	20 minutes
Feedback for group 3	10 minutes
Activity 2: Micro-session by group 4	20 minutes
Feedback for group 4	10 minutes
Total	60 minutes

<p>Materials required</p> <p>Copies of the facilitator feedback forms to distribute to participants</p>
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Introduction

This is a time for the next two groups to lead their micro-sessions. Remind participants that everyone in the course will facilitate one of these sessions and that, out of respect for their colleagues, they should cooperate in the activity and give it their full attention.

Remind them that this workshop is an opportunity for them to practice their facilitation skills and some new techniques in a safe environment. As they will all have a chance to practice, they should use this opportunity to provide their colleagues with constructive feedback and try to learn from the experiences of their colleagues as well as from their own practice session.

Ask participants to watch for the basic facilitation skills exhibited by the team: blackboard/flip chart work, observation of the group, whether there is bias in who they ask to respond to the questions, how well they listen, how clearly they communicate and the level of language they use. They should record their observations and comments on the feedback sheets that you will distribute.

Hand out the feedback sheets and ask participants to fill these in for each group.

Feedback [10 minutes]

At the end of each session, ask for feedback from the group and then give your own feedback. Remember to comment on the things that they did well, as well as where they were not so effective.

Session 15: 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

Time allocation

Introduction	05 minutes
Activity 1: Facilitating small groups	40 minutes
Activity 2: What does group management require?	10 minutes
Conclusion	05 minutes
Total	60 minutes

Materials required

Prepared role play cards (see note at the end of this session)
 Workbook for each participant

Introduction [05 minutes]

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.

Activity 1: Facilitating small groups [40 minutes]

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. For example:

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

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?

Activity 2: What does group management require? [10 minutes]

Lead a large group discussion about what else the facilitators could have done to deal with the “problem” participants. Go through each behaviour and ask for suggestions:

- The person who dominates discussion
- Inattentive or disinterested participants
- Participants who do not want to engage in the group discussion but prefer to work by themselves or with a friend
- Shy participants

Conclusion [05 minutes]

Group management is only putting into practice the characteristics of an effective facilitator and the principles of adult learning.

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

Participants in the role play (multiple)

You should discuss the assigned topic and contribute to the group as you normally would during a small group discussion.

Session 16: Facilitation of Micro-sessions

Objectives: By the end of this session the participants will be:

- Familiar with the how to facilitate session activities from their assigned course
- Aware of their strengths and weaknesses as a facilitator

Time allocation

Activity 1: Micro-session by group 5	20 minutes
Feedback for group 5	10 minutes
Activity 2: Micro-session by group 6	20 minutes
Feedback for group 6	10 minutes
Total	60 minutes

Materials required

Copies of the facilitator feedback forms to distribute to participants

Introduction

This is a time for the next two groups to lead their micro-sessions. Remind participants that everyone in the course will facilitate one of these sessions and that, out of respect for their colleagues, they should cooperate in the activity and give it their full attention.

Remind them that this workshop is an opportunity for them to practice their facilitation skills and some new techniques in a safe environment. As they will all have a chance to practice, they should use this opportunity to provide their colleagues with constructive feedback and try to learn from the experiences of their colleagues as well as from their own practice session.

Ask participants to watch for the basic facilitation skills exhibited by the team: blackboard/flip chart work, observation of the group, whether there is bias in who they ask to respond to the questions, how well they listen, how clearly they communicate and the level of language they use. They should record their observations and comments on the feedback sheets that you will distribute.

Hand out the feedback sheets and ask participants to fill these in for each group.

Feedback [10 minutes]

At the end of each session, ask for feedback from the group and then give your own feedback. Remember to comment on the things that they did well, as well as where they were not so effective.

Session 17: Co-operative Learning

Objectives: By the end of this session the participants 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

Time Allocation

Introduction	05 minutes
Activity 1: Working together	30 minutes
Conclusion	05 minutes
Total	40 minutes

Materials required

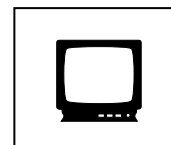
Workbooks for each participant

Introduction [05 minutes]

Explain to participants that this next activity is to demonstrate that co-operation and working together allows us to find many solutions and new ideas. It should also demonstrate what we need to make groups work effectively.

Activity 1: Working together [30 minutes]

Divide the participants into small random groups. Explain that each group must imagine that this is their problem. Explain that each group has some honey, some rolled oats, a wire coat hanger and a hammer. [If participants ask if they also have the containers that these things come in the answer is yes.]



Explain that the groups must find ten different ways to get the ball out of the pipe without destroying the ball, the pipe or the floor. They can use any or all of the things shown plus the people in the group.

Tell the groups have 20 minutes to find their ten solutions.

Ask the groups for their solutions and list these on the flip chart. Ask participants how they would group the solutions found, what would your groups be called? [*Generally 'push' the ball out or 'pull' the ball out.*]

Conclusion

Explain that co-operative learning allows the group to discover many solutions for a problem. If only one person finds a solution it is not always the best solution.

Review Session of Day 3

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

- Explain the key points of day 3 learning

Time Allocation

Introduction	10 minutes
Activity 1: Review	15 minutes
Conclusion	05 minutes
Total	30 minutes

Materials required

Index cards x 2 colours (4 for each person)
 Pre-prepared flip charts sheets ('Constructive learning' and 'Learn more')

Introduction [10 minutes]

Explain to the group that this is a review session to see what was learned from the sessions so far.

Activity 1: Review [15 minutes]

Give each person 4 index cards and ask them to write 2 positive or constructive things that they learned yesterday on one colour card and 2 things that they would like to know more about on the other colour card.

Ask the participants to stick their cards on the prepared flipchart sheets when they are finished writing them.

Analyse the "learn more" sheet and categorise the responses into two or three categories (if necessary).

Conclusion [05 minutes]

By now there should be an understanding of what this course can cover both in content and methodology and there should be a clearer understanding of the training requirements for the UNESCO courses.

Session 18: Psychology of Adult Learning

Objectives: By the end of this session the participants will:

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

Time Allocation

Introduction	05 minutes
Activity 1: Introducing the theories	45 minutes
Conclusion	10 minutes
Total	60 minutes

Materials required

Workbooks

Introduction [05 minutes]

In this session we will look briefly at four well-known developmental theories and how they interact. Knowing how people learn and all the components of learning that should be taken into account will guide how you facilitate work with adult learners.

Activity 1: Introducing the theories [45 minutes]

[Show the square based pyramid model and explain the stages of each of the theories.]

Benjamin Bloom¹ developed several hierarchies. We will concentrate on two – cognitive (intellectual development) and affective (emotional development). Lawrence Kohlberg, developed the theory of ethical development (spiritual or moral development). The fourth theory is that of Abraham Maslow'. His hierarchy of human needs is probably the best known theory and has been used consistently since it was developed. If we combine these four theories, we have a good understanding of how to help people develop to the higher levels of learning.

¹ B. S. Bloom, (Ed.) Taxonomy of Educational Objectives: The Classification of Educational Goals: Handbook I, Cognitive Domain. New York; Toronto, Longmans, Green, (1956)

Bloom's Theory of Cognitive Development.

Knowledge:	Any fact from the information given and can be verified
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 Taxonomy relating to the Affective Domain [Heart]

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.
Organization 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).

When these two domains do not work together we see situations where people hear but do not listen, where information stays 'academic' and never becomes internalised because the learner does not value it. It is rare that

people can learn when they really do not want to believe what they are learning. We refer to this as motivation, but we can see that motivation actually requires several levels of the Affective Domain as well as the interaction with the Cognitive Domain.

Ask participants if they learned to draw maps of different countries when they were at school. Ask how many people can draw a map of a country (but not their own) now. They received the phenomena but did not value it (that is it is not important to them now). When it was time to organize their values, some things have a very low value and so they are forgotten: or we are not motivated to remember them.

Kohlberg's Moral Hierarchy

Lawrence Kohlberg² developed his theories based on Piaget's work of child development (specifically moral development). Kohlberg looked at the stages of ethical development and how they reflected the stages of intellectual development.

Ask the participants "What is the first thing a child learns when s/he comes to school?" Allow the discussion but point out that the child does not learn to read; the first thing that they learn is to sit still and obey the 'rules' of the school or classroom. People need to check if the 'rules' are real. This is why there are discipline problems in schools or very controlled situations. They check by attempting to 'break' the 'rules'.

Explain that absolute rules are often closely tied to our culture and religion.

- Ask participants why they observe Ramazan. ***[Most people will say because they are obeying a rule.]***
- Ask what is the purpose of Ramazan? ***[To learn tolerance, patience and empathy for the poor.]*** These things (especially putting yourself in the place of others) is the principle behind the rule.
- Ask if many people observe Ramazan (or appear to) because they are afraid of what others in the community will say or think of those who do not observe.
- Ask if they think that some people who observe Ramazan do not understand the purpose of Ramazan. Explain that these people are at the level of 'Absolute rules' (at least in this part of their life) while those who observe Ramazan for the purpose of learning the lessons of Ramazan are more at the level of 'principles behind the rules'.

A different example is that of children playing football.

Ask how long a game of football is ***[90 minutes: 45 minute per side]***

Explain that a group of boys want to play football but they only have 40 minutes to play. Ask what they should do: play two 20-minute 'halves' or play half a game (without swapping ends). ***[Most people agree that of course they will play 20 minutes a side and swap after 20 minutes.]*** Explain that this is understanding that swapping ends is the essential 'rule' of fairness; the time rule can be broken if necessary.

² Adapted from Robert N. Barger, Ph.D. University of Notre Dame Notre Dame, IN 46556 Copyright 2000

Kohlberg's Ethical Hierarchy

<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>

Abraham H. Maslow's³ Hierarchy of Human Needs

According to Maslow, all human beings have a hierarchy of needs. This is generally known as the social needs hierarchy. If the basic needs are not fulfilled, then a person cannot reach the higher levels.

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.
Security	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
Self-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.

Show participants that the level of absolute rules matches the level of belonging: this is how we learn socialization. We obey the rules so that we can belong. As we develop self-esteem and understand that not all the rules are the same we gradually move towards understanding the principle behind the rules. This in turn helps us to understand ourselves better and so increases the self-esteem.

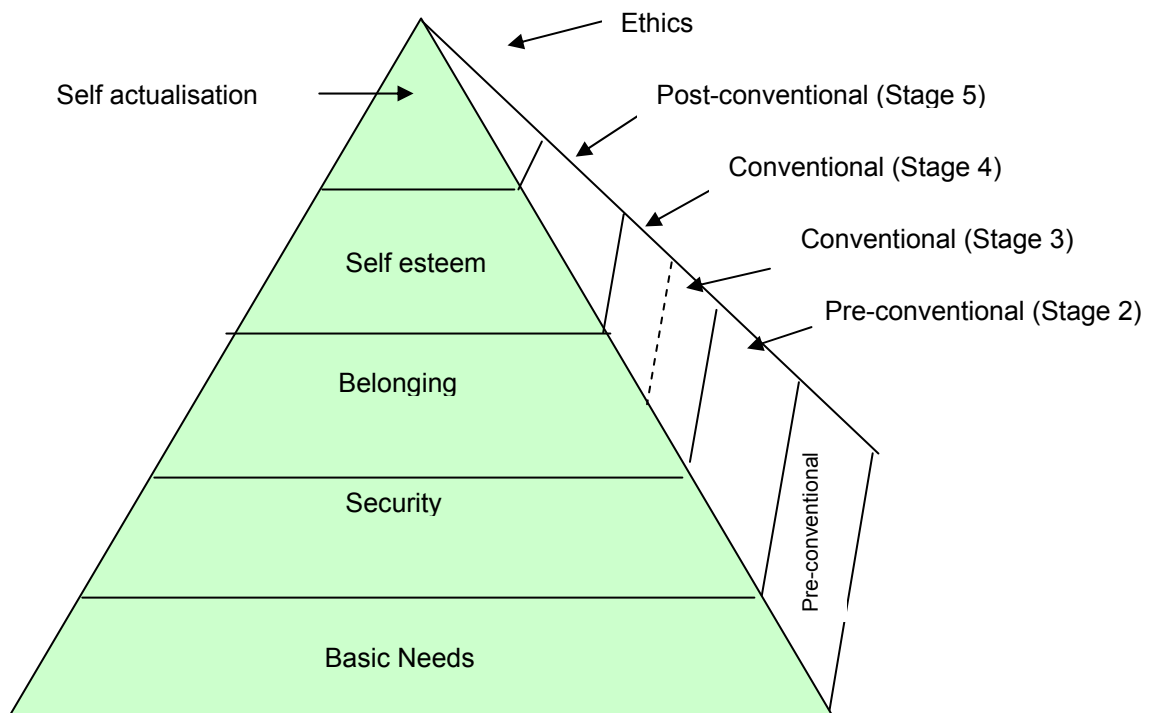
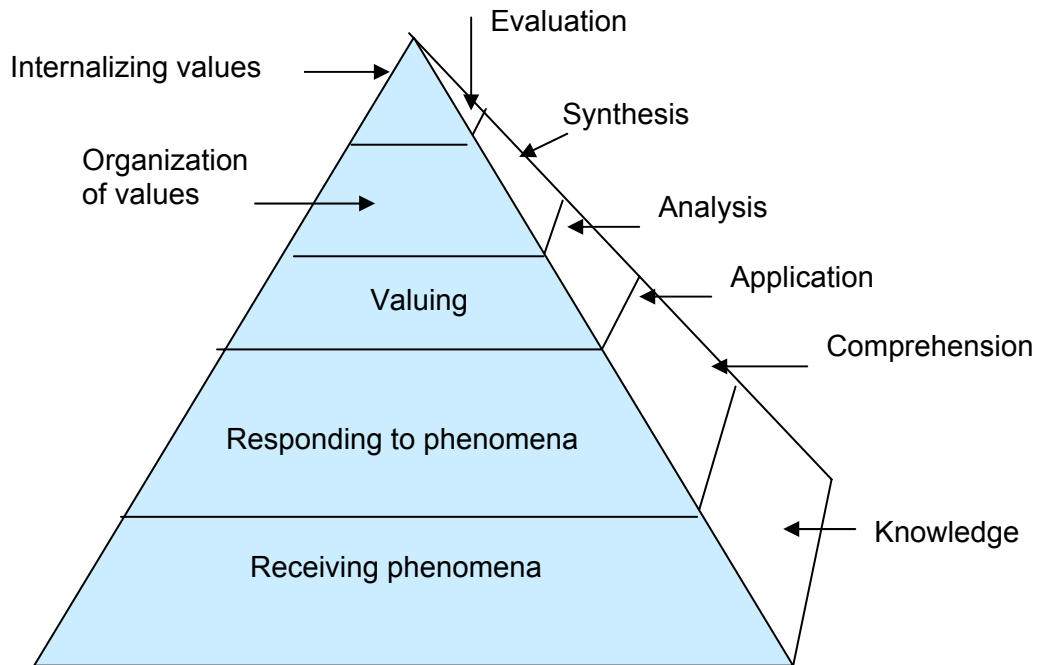
Conclusion [10 minutes]

Remind participants that growth through these levels does not happen suddenly or evenly. Generally the things that are closest to our hearts are the things where we are least developed. This means that while we may accept academic knowledge of somebody else's culture (for example) we may still react emotionally when behaviour that is acceptable in that culture contradicts our own culture. Remind people of the exercise of group dynamics and emphasise how this can alienate or marginalize groups – because of our own level of development.

³ Abraham Maslow, *Motivation and Personality*, New York NY, Harper & Row, 1954.

Note:

The square based pyramid should be built from heavy card if possible and the faces of the pyramid need to be completed as in the diagrams below.



Session 19: Facilitation of Micro-sessions

Objectives: By the end of this session the participants will be:

- Familiar with the how to facilitate session activities from their assigned course
- Aware of their strengths and weaknesses as a facilitator

Time allocation

Activity 1: Micro-session by group 7	20 minutes
Feedback for group 7	10 minutes
Activity 2: Micro-session by group 8	20 minutes
Feedback for group 8	10 minutes
Total	60 minutes

Materials required

Copies of the facilitator feedback forms to distribute to participants

Introduction

This is a time for the next two groups to lead their micro-sessions. Remind participants that everyone in the course will facilitate one of these sessions and that, out of respect for their colleagues, they should co-operate in the activity and give it their full attention.

Remind them that this workshop is an opportunity for them to practice their facilitation skills and some new techniques in a safe environment. As they will all have a chance to practice, they should use this opportunity to provide their colleagues with constructive feedback and try to learn from the experiences of their colleagues as well as from their own practice session.

Ask participants to watch for the basic facilitation skills exhibited by the team: blackboard/flip chart work, observation of the group, whether there is bias in who they ask to respond to the questions, how well they listen, how clearly they communicate and the level of language they use. They should record their observations and comments on the feedback sheets that you will distribute.

Hand out the feedback sheets and ask participants to fill these in for each group.

Feedback [10 minutes]

At the end of each session, ask for feedback from the group and then give your own feedback. Remember to comment on the things that they did well, as well as where they were not so effective.

Session 20: Overcoming Challenges

Objectives: By the end of this session the participants will:

- Be aware of the complexities of the challenges they are to face
- Understand the motivation of self-reliance

Time allocation

Introduction	05 minutes
Activity 1: The human knot	20 minutes
Conclusion	05 minutes
Total	30 minutes

Materials required

Workbook for each participant

Introduction [05 minutes]

Explain to the participants that we are going to try a short experiment to see how problems and challenges develop and how they can effectively be solved.

Activity 1: The Human Knot [20 minutes]

Ask the men in the group to stand in a circle. Ask the men to hold hands and not let go; no matter what. Now ask them to step over one another's hands, go under the hands and generally tie themselves into a knot. Ask one or two of the ladies to come and untie the knot. (If this is unacceptable ask one of the men to stay outside and then come in to untie the knot). Explain to all the participants that the people in the group should obey the person telling them to go under or over but that they should not speak and they should not let go hands.

Time how long it takes for the knot to be untied.

If there are enough ladies, (approximately the same number as men) ask them to form a circle and hold hands. If there are not enough ladies ask the men to reform the circle and hold hands. They should make themselves into a knot a second time.

Tell the group that this time there is no-body to help them and they have to untie the knot themselves – without letting go hands.

Time how long it takes for the knot to be untied.

Conclusion [05 minutes]

The best people to solve problems and overcome challenges are the people who know the situation best. Outsiders can help – but the key to overcoming the challenges is for the people who know the situation best to work together.

Session 21: Facilitation of Micro-sessions

Objectives: By the end of this session the participants will be:

- Familiar with the how to facilitate session activities from their assigned course
- Aware of their strengths and weaknesses as a facilitator

Time allocation

Activity 1: Micro-session by group 9	20 minutes
Feedback for group 9	10 minutes
Total	30 minutes

Materials required

Copies of the facilitator feedback forms to distribute to participants

Introduction

This is a time for the last group to lead their micro-session. Remind participants that everyone in the course has facilitated one of these sessions and so they should, out of respect for their colleagues, co-operate in the activity and give it their full attention.

Remind them that this workshop is an opportunity for them to practice their facilitation skills and some new techniques in a safe environment. As they will all have a chance to practice, they should use this opportunity to provide their colleagues with constructive feedback and try to learn from the experiences of their colleagues as well as from their own practice session.

Ask participants to watch for the basic facilitation skills exhibited by the team: blackboard/flip chart work, observation of the group, whether there is bias in who they ask to respond to the questions, how well they listen, how clearly they communicate and the level of language they use. They should record their observations and comments on the feedback sheets that you will distribute.

Hand out the feedback sheets and ask participants to fill these in for each group.

Feedback [10 minutes]

At the end of each session, ask for feedback from the group and then give your own feedback. Remember to comment on the things that they did well, as well as where they were not so effective.

Session 22: Evaluation

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

Time Allocation

Introduction: What is evaluation?	15 minutes
Activity 1: What elements should we evaluate?	20 minutes
Activity 2: How do we evaluate?	20 minutes
Conclusion	05 minutes
Total	60 minutes

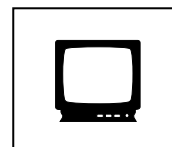
Materials required

Workbook for each participant, post-it notes
 4 flipcharts labeled content, methodology, facilitator, impact. 1
 flipchart/PowerPoint with the evaluation tools listed (see end of session notes)

Introduction [15 minutes]

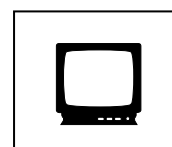
What is evaluation?

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).



Activity 1: What elements should we evaluate? [20 minutes]

Show the flipcharts (which should already 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).

Activity 2: How do we evaluate? [20 minutes]

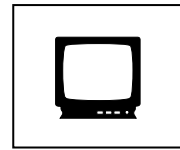
Form the participants into groups of four. Give one sheet to each group.

Show the PowerPoint or flipchart with the list of evaluation tools.

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.



Conclusion [05 minutes]

True evaluation includes formative evaluation; where we look at the components of implementation while they are happening and adjust them according to the changed needs and summative evaluation which happens at the end. It often 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 their 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.

Evaluation tools and techniques

Evaluation forms (structured and open)

Pre-test/post-test (of knowledge and skills)

Unstructured observation of participant in working environment (post workshop)

“Pre-test/post-test” (interview/observation) of attitudes and behaviour

Observation of workshop by participants (structured – with checklist)

Structured self-evaluation (by facilitator)

Tests/quizzes

Unstructured self-evaluation by facilitator

Post-workshop questionnaires (to measure retention and transference)

Observation of workshop by external observer (structured – with checklist)

Observation of workshop by external observer (unstructured)

Case study (of participant for impact of workshop)

Structured observation of participant in working environment post workshop (with checklist)

Session 23: 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

Time Allocation

Introduction	05 minutes
Activity 1: Evaluation	30 minutes
Activity 2: Certificate presentation	30 minutes
Conclusion	05 minutes
Total	70 minutes

Materials required

Certificates if these are being given
 Evaluation forms for each participant if they cannot be removed from the workbooks. (Forms are available at the end of session for photocopying if necessary.)

Introduction [5 minutes]

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”!

Activity1: Evaluation [30 minutes]

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.

Activity 2: Presentation of certificates [30 minutes]

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.

Conclusion [05 minutes]

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.

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 – 5, where 1 = strongly disagree, 2 = disagree, 3= unsure, 4 = agree, 5 = strongly agree.

	1 Strongly disagree	2 Disagree	3 Unsure	4 Agree	5 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 make learning easier?

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.**