



**Training of Trainers III:
Activity & Materials Development**

Final Report

January 7 - 17, 1995

Taiz, Yemen

**Support for the Women's Associations of Yemen
SWAY**

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Instantaneous Translation

FINAL REPORT
Training of Trainers in
Activity and Materials Development
SWAY Yemen

Overview and Recommendations

The SWAY Project's **Training of Trainers in Activity and Materials Development (TOT 3)** was carried out in Ta'iz, Yemen from 7 - 17 January, 1995. It was originally designed by Bonnie Mullinix, Beth Gragg and David Kahler of World Education, Inc. as the third in a series of four TOTs. The first was a workshop on the Basic Principles of Nonformal Education. TOT 2 was carried out to help Women's Association members design and carry out needs assessments in their centers. These assessments were meant to help SWAY staff and members of the Women's Associations determine the training needs for centers' activities

TOT 3 was designed to meet the needs of the same women who attended the previous two trainings. The first goal of the workshop was to analyze the needs assessments that had been carried out in the centers. The second goal was to develop nonformal education (NFE) activity plans and support materials based on the needs identified. The third goal was to plan and schedule periodic visits to the centers from SWAY staff to ensure that the women effectively use NFE activities in their centers.

Assumptions:

The original TOT 3 design was based on several assumptions, many of which proved false. The first was that the women attending it would have attended the previous two TOTs, and would be prepared with the needs assessments that they were supposed to have carried out in their centers. Another assumption was that there would be approximately 32 women attending, based on 2 women from each of 16 centers. Each was to have had some familiarity with nonformal education principles and techniques. It was also assumed that the input of the previous SWAY Project Director and of the Boston-based trainer who had implemented TOT 1 would be sufficient input with which to design TOT 3.

In actuality, 28 of the 36 women who attended the first day of TOT 3 had not attended a previous TOT. Those who had attended TOT 2 (Needs Assessment) asked that they not be considered "experts" and asked the facilitators not to use their work in the workshop. Many did not bring their assessments to the workshop.

It was also assumed that the SWAY staff trainers would be capable of carrying out a lengthy and relatively complicated training. This proved to not be the case. Neither of the two trainers had ever designed an extended workshop, and their skills in facilitating NFE

activities in a participatory manner were minimal. They tended to resort to the lecture method, feeling that this was the way in which could maintain control of the participants and "give them a lot of information."

Design Process:

After Beth Gragg, arrived in Ta'iz from Boston, she and Suad Al Qedsi and Elham Abdul Wali decided that, while the input of the previous SWAY Project Director was valuable, the original workshop design would not suit the needs of the women who were actually going to show up for the training. They determined that it was necessary to radically adjust the training design.

TOT 3 was redesigned to include the following:

- * an introduction and review of the Basic Principles of NFE, the role of the facilitator, and the Theory of Adult Education;
- * an introduction to and review of methods and techniques used in NFE.

Overview of TOT 3:

The workshop began on 7 January 1995, with 36 women in attendance. Most of the attenders had serious concerns about the per diem that was paid by the SWAY Project, and refused to attend the remainder of the workshop if they were not paid more. After several rounds of negotiations, Sam Loli, SWAY Project Director, offered lunch in lieu of raising the participants' per diem. This seemed sufficient for the participants, and the workshop continued the next day with 31 participants. Five women left on the second day for personal reasons.

The workshop began with an overview of the nonformal education and its principles. In order to determine the level of expertise the participants had in designing activities and materials, the facilitators asked them to prepare an activity design and to present it on Day 2 of the workshop.

Key to a good design is knowing the needs of the people for whom the activity is being carried out. Therefore part of Sunday, Day 2, was spent identifying the needs of the women in the centers from which the participants came. In that session the women identified agriculture, health, sewing, embroidery and teacher training as subjects around which they needed to design activities.

A review of nonformal education techniques followed, serving as an introduction for newcomers (about half of the women) and as a review for those who had previous NFE experience. The participants were asked to design and practice an activity using three of the most common NFE techniques: brainstorming, group discussion and icebreakers. They

practiced those techniques and received feedback on their presentations. Feedback emphasized the appropriate situations in which to use those particular techniques.

The facilitators decided that the needs the women had identified in Session 5 were good beginning points around which to design activities. However, the SWAY staff's familiarity with the centers led them to believe that there might be further problems facing the centers around which participants would need to design NFE activities. Therefore, Suad Al Qedsi designed and facilitated a session during which the participants identified other serious problems. The areas of unqualified teachers, irrelevant curriculum, and lack of materials emerged as problems around which NFE activities could be designed.

The next session focused on the essential skills necessary to design a good NFE activity. "Writing Objectives" was facilitated by Elham Abdul Wali. "Identifying Key Content" used a role play to introduce the process of choosing the most important material to be covered in any given activity. Beth Gragg designed and facilitated that session, with the two SWAY trainers as actors in the role play.

At this point the facilitators decided that the participants had enough background to be able to design and practice their own activities and to receive feedback on them. Given the needs that had previously been identified, the women determined which content they wanted to work on. The areas of greatest interest were health, agriculture, and teacher training.

The participants divided themselves into those content areas. They determined what the priorities within that content were, and began to work in groups of three to four women each to develop activities around those subjects. They then practiced the activity they had designed, and received feedback on it from other participants and the facilitators. Given that feedback, they made necessary revisions. Nine activity plans and support materials were produced, practiced, refined and delivered to all centers. (See Workshop Products).

Outcomes:

1. The participants produced activity designs and support materials on the following topics:

Teacher Training:

Don't Design an Activity Without An Objective

Using Role Plays: How and Why

The Difference Between Formal and Nonformal Education

Health:

First Aid: Treating Burns

The Importance of Vaccinations

How to Avoid Diarrhea

Agriculture:

How to Grow Squash

How to Grow Potatoes

How to Grow Tomatoes

2. In "Planning for Follow-Up," the SWAY staff and the participants developed a planning tool that allowed them to coordinate follow-up visits to the 13 centers involved in TOT 3. That follow-up plan is included in the attached training design.

Other Outcomes: During the workshop, the facilitators used a variety of NFE techniques. Collective storytelling, role plays, brainstorming, group discussion, the use of pictures, and small group work were a few of the techniques used. This was reflected in the range of techniques used by the participants in their activity designs.

Skills developed by the participants included writing objectives correctly, and the role of behavioral objectives in evaluating the success of an activity. Substantial amounts of time were spent on the difference between informational questions ("what, why how" questions) and questions to which the participants could only answer "yes" or "no." Much time was spent defining and practicing learner-centered techniques, especially as a way of evaluating when learners had achieved the activity's objectives.

Planning Tools: The facilitators used a number of different planning tools during the workshop. Methods for prioritizing and groups problems were used in two sessions.

Evaluation Tools: Participants used several methods for evaluating the workshop sessions. Some of them relied on the written word, others on pictures, and other required that they physically indicate how they felt about certain questions. By the middle of the workshop, the participants themselves were carrying out the daily evaluation sessions. The women in the workshop formed steering committees for daily evaluation sessions. this committee was composed of three participants and the facilitators, with rotating membership. The purpose of the committee was to review the daily evaluations, to give the facilitators feedback and to make recommendations for changes. They made a report to the full group every morning as a synopsis of the preceding day's events.

Often the most honest feedback came from an envelope posted on a wall. This envelope was titled "The People's Voice," into which participants deposited anonymous suggestions or comments, and which the facilitators read daily.

While the actual activity designs and learning the process of designing activities is important, the other tools and processes that were used or modeled during the workshop are potentially valuable applications that can be used in the women's work in their centers.

Follow-Up:

With the assistance of the Boston-based consultant, the SWAY staff designed follow-up to TOT 3. This includes a schedule for observing each of the centers' participants as they carry out activities they designed during TOT 3. The follow-up includes how to structure observations, how to give feedback on the activity they observe, and a preliminary needs assessment for TOT 4. The needs assessment includes identifying areas in which the women

want follow-up training, those areas that SWAY staff think the centers need more training, and identifying candidates for helping design and carry out the next TOT.

The results from this needs assessment will form the basis for TOT 4.

Observations:

The women in the workshop demonstrated great willingness to participate in all of the workshop activities. They were concerned that they do a good job, and throughout the 9 1/2 day workshop they remained focused. Although they had complaints about other issues, such as per diem, they seldom complained about the work itself. The switch from a formal education perspective to a nonformal one is not an easy switch to make. With support and guidance, the facilitators feel that the majority of the women who participated in TOT 3 will return to their centers and attempt to utilize NFE activities in their work.

The length of time allotted for the training itself was sufficient. The facilitators all felt that there was enough time during the training to meet the needs of the women in the workshop. For future TOTs, the facilitators strongly recommend that more design time be allotted before the TOT begins. Consultants traveling to Yemen should have at least five days to plan the TOT with the SWAY staff. Having the consultant travel to one or two centers would be optimal. This would allow all trainers to see the situations in which the women work, thus helping them better prepare for the TOT.

Allowing more time (or scheduling SWAY staff visits) with the Branch Directors of the Women's Associations would possibly help clear up miscommunications about per diem, transportation and other issues.

More time before the training would help ensure that all of the facilitators were working from the same page. It is important for the trainers to understand the basis for the training, and to be clear about the techniques that will be used in it. It is possible that more time would have allowed the inevitable adjustments that have to be made during a TOT to have been made more easily.

More time would not have helped other aspects of the situation, however. The behavior of two SWAY staff members was problematic. They would not interact with one another when the consultant first arrived and there was obvious animosity toward one another when they did interact. It consumed a lot of time and energy on the consultant's part to ensure that a civil, professional atmosphere was maintained throughout the design process and the training itself.

Before her arrival in Ta'iz, the consultant made several attempts to contact the appropriate SWAY staff. She wanted to find out their level of understanding about the proposed design and to ascertain their progress in translating it from English to Arabic. During this time, the

SWAY Project had been suspended due the civil war in Yemen, and staff changes made it difficult to determine who the correct contact persons were. Attempts went unanswered until the current Project Director, Sam Loli, was hired in December, a matter of weeks before the TOT was to take place.

Involving various SWAY staff from the beginning of the design process does not seem to have done much to avoid difficulties. It was clear at the outset of the planning meetings that the training design was above the skill level of the SWAY trainers, and that there was little commitment to carry it out as it was originally designed. In the case of one staff member, it became obvious that she had not read the design, nor made any attempt to discuss it with her colleague. This added pressure to an already pressured situation.

Despite these obstacles, the two SWAY staff members and the consultant were pleased with the results of the training and the planning and design process. The SWAY staff began to work with one another and to interact on a professional level. They were excited about the possibilities of being including in designing a training from beginning to end, something they said they had never experienced before. They improved their conceptual skills, increased their knowledge of NFE techniques, and strengthened their group facilitation skills. They also understand more fully how to plan for a training , and how to work together over a prolonged period of time to carry out a difficult job.

The consultant would not, however, judge them capable of designing and carrying out a truly participatory workshop without outside help. They both still have a strong tendency toward the lecture format in facilitating groups, the antithesis of the principles of nonformal education. Also, they do not seem to be capable of working together on a sustained basis without constant outside mediation and intervention.

Recommendations:

Some of the stronger participants in TOT 3 should be included in designing and facilitating TOT 4. As SWAY staff does its follow-up, they will identify two or three women from both Ta'iz and Ibb Centers to help with the overall design and to take on specific facilitation roles. This will strengthen the participatory nature of the TOTs, lessening the presence of outsiders and increasing the credibility of center representatives themselves. It will further develop their skills, and increase the prospects for sustaining NFE activities in centers after the SWAY Project ends later this year.

Future TOTs should be done with smaller groups of women. Thirty one is a large number of people, and the differences in NFE experience and literacy levels makes for challenging group facilitation. Consideration should be given to carrying TOT 4 in two sites: one in Ibb and one in Ta'iz. This would allow not only smaller groups focused on the needs of a particular area, but it may increase the chances that the same women who attended TOT 3 will attend TOT 4. It may also make it possible to use actual classes in the centers as a

venue for field testing designs during the TOT. This would give the project a more realistic sense of the NFE skills gained by SWAY participants.



ATTACHMENTS:

I. Workshop Schedule

II. Session Plans

III. Materials Developed by Participants

IV. Original Training Design
(Session Plans with Handouts & Attachments)



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I. WORKSHOP SCHEDULE

**TOT 3
Actual Schedule**

Day	Morning 1	Morning 2	Afternoon 1	Afternoon 2
SAT	Session 1: Introductions <i>(Session began at 10:00 a.m. due to late arrivals).</i>		Session 2: Basic Principles of NFE	Session 3: Philosophy of NFE & Assessing Design Skills
SUN	Session 4: Presentation of Activity Plans & Reflecting on Designing Activity Plans		Session 5: Sharing Needs Assessments: Identifying and Prioritizing Content for Activity Designs	
MON	Session 6: Introduction To/Review of NFE Techniques		Free Afternoon with Overnight Assignment	
TUE	Session 7: Presentation of NFE Techniques		Session 8: Needs Assessment: Identify and Prioritize Needs of Women in NFE Classes	
WED	Session 9: Writing Objectives		Session 10: Identifying Key Content	Session 11: Group Dev't of Activity Designs
THURS	Session 11: Group Development of Activity Designs (cont.)		OFF	
FRI	OFF			
SAT	Session 12: Practicing Activity Designs & Receiving Feedback		Session 13: Refine Activity Designs	
SUN	Session 14: Follow-Up Planning with SWAY Staff			OFF
MON	Session 15: Workshop Evaluation and Closing Ceremony			

Daily Schedule
(Negotiated with Participants)

8:30 a.m.	Reading from Koran & Steering Committee Report
8:45 a.m.	Morning Session Begins
10:00 a.m.	Break (15 minutes)
12:00 p.m.	Lunch
1:30 p.m.	Energizer
1:45 p.m.	Begin Afternoon Session
3:00 p.m.	Break (15 minutes)
3:45 p.m.	Evaluate Day's Sessions
4:00 p.m.	Adjourn/Steering Committee Meeting



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II. SESSION PLANS



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Session One:

Introduction to Workshop

**Training of Trainers
in Activity and Materials Development
(TOT 3)**

Session 1: Introduction to Workshop

Objectives:

By the end of the session, participants will have:

1. Been welcomed to the workshop;
2. Been introduced to each other and identified individual and group expectations of the workshop;
3. Reviewed the objectives of the workshop and the series of SWAY TOTs;
4. Agreed on group norms during the workshop;
5. Discussed logistical concerns;
6. Reviewed the tentative overall workshop schedule and discussed session time preferences;
7. Reviewed the purpose, functions and composition of the steering committee and selected three representatives for the first day.

Time: 1 1/2 hours

Time & Techniques	Activity & Content	Materials
10 minutes Prayer	Opening Devotion/Prayer	Koran
Introductions 15 minutes	<p>Welcome participants to the workshop. Have an official open it if appropriate. Distribute materials and ask participants to write the answer to the following questions:</p> <p>* What do you think or hope you might get out of this workshop?</p> <p><i>(Collect and record expectations on newsprint while participants are carrying out the next activity).</i></p>	Notebook, pens, paper for each participant.

<p>Icebreaker/ Introductions 45 minutes</p>	<p>Tell the participants that they are about to embark on a journey. To get to where they are going, they will have to get on the correct bus, and they will probably have to change buses. They should remember that sometimes, it is the person that you travel with that you feel free with and share very interesting things about your life. This is what you should do on our buses.</p> <p>Buses are assigned according to something about each person. Ask participants, once they are on a bus, to find a partner and introduce themselves. Explain that these pairs will then join together and all participants in the bus will know each other's names.</p>	<p>Buses out of poster board</p>
<p>Step 2 (Cont)</p>	<p>Take turns moving participants from old buses to new buses by posting new destinations on the bus and announcing that participants should change. Bus assignments are as follows:</p> <p>Bus 1 - (according to the number of children women have: 0 - 2, 3 - 5, 6 & more)</p> <p>Bus 2 - according to marital status</p> <p><i>If time allows, a third bus could be:</i> Bus 3 - according to age</p> <p>When participants come back together, ask who has been in a bus with everyone in the room. Ask this person to go around the circle/room and try to name everyone. They may ask for help, if they need it.</p>	<p>Destination markers (which can be placed over each bus) made from half sheets of paper</p>
<p>Discussion 10 minutes</p>	<p>Review the expectations that have been recorded on newsprint. Help group to compare their expectations to the actual objectives of the workshop. Stress the continuous aspect of the process, the amount of work ahead (difference between a <u>w</u>orkshop and a training), along with the need to work together as a team and subteams.</p>	<p>Newsprint with participants' expectations</p> <p>Handout: Workshop Objectives</p>

Brainstorm 10 minutes	Discuss and agree on group norms for the workshop	Newsprint/ markers to record norms
Lecturette 10 minutes	Ask logistical coordinator to share logistical information with participants. Review the tentative overall schedule of the workshop and discuss time preferences with participants.	Handout: Tentative Workshop Schedule Newsprint & markers
Brainstorm/ Discussion 10 minutes	Facilitator reviews the purpose, functions and composition of the steering committee and participants select 3 - 4 representatives for the day. (Include at least one branch level staff and one center staff).	Newsprint for signing up Steering Committee



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Session Two:

**Basic Principles of Nonformal
Education**

**Training of Trainers
in Activity and Materials Development
(TOT 3)**

Session 2: Basic Principles of Nonformal Education

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

1. Describe the type of learning they observe in demonstrations;
2. Generate a beginning list of basic principles of learning;
3. Assess their own learning experiences based on the list.

Time: 1 hour 15 minutes

Time & Techniques	Activity & Content	Materials
Introduce Activity 10 minutes	Ask for groups of volunteers to do role plays. Give each group its own set of instructions.	Session 2. Worksheet #1: Role Plays-- What is Learning?
Preparation for Role Plays (cont.)	Each group meets and discusses how it will conduct its own role play. Trainers meet with the remaining participants and explain their role as observers.	
Role Play #1 10 minutes	Conduct Role Play #1.	
Role Play #2 10 minutes	Conduct Role Play #2.	

<p>Process Role Play 30 minutes</p>	<p>Process Role Plays:</p> <p>a. ask each group to report their observations about: --Role Play #1 --Role Play #2</p> <p>b. discuss observations in large group. Compare learning experiences in each role play from perspective of "teacher" and "learner."</p> <p>Questions: --What is role of the teacher? --What is role of the learner? --Who decides what is taught? --Which approach is more relevant to daily lives and needs? --Who is learning what? --How can you tell?</p>	
<p>Group Discussion 15 minutes</p>	<p>As a large group, list the basic principles of learning by completing the following sentence;</p> <p>Learning occurs when...</p>	<p>Newsprint & markers</p>
<p>Individual Reflection & Group Discussion 10 minutes</p>	<p>Ask participants to think about and then to share examples from their own learning experiences</p> <p>--in SWAY --outside of SWAY</p>	

Session 2.
Worksheet #1.

Role Plays
What is Learning?

Scenario 1.

Your role play should illustrate a learning situation to the one depicted in the attached picture. In this situation the teacher or trainer/community worker has engaged the learner directly in the learning process. This type or variations of this teaching/training approach includes the following:

participatory learning
discovery approach
learner-centered

You are to show a strong contrast to the more traditional, formal education approach frequently seen in schools in which the teacher stands in front of the students and lectures.

Scenario 2:

Your role play should illustrate a learning situation similar to the one depicted in the attached picture. In this situation the teacher or trainer is modelling a traditional classroom style where the teacher stands in front of the students and tells them what s/he thinks the student should know.



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Session Three:

**Philosophy of Nonformal Education
Assessing Participants' Ability to Design
Activity Plans**

**Training of Trainers
in Activity and Materials Development
(TOT 3)**

**Session 3: Philosophy of Nonformal Education
Assessing Participants' Ability to Design Activity Plans**

Objectives:

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

1. Identify the basic steps in the Adult Learning Cycle.

Time: 1 1/2 hours; 10 minutes for homework assignment

Time & Techniques	Activity & Content	Materials
Large group discussion 15 minutes	Lead a discussion with the large group that links the previous session (<i>Principles of Nonformal Education</i>) with the philosophy of adult learning.	
Task Assignment 15 minutes	Divide group into triads by counting off 1, 2, 3... Give each triad an envelope with strips of paper on which are written the steps in the Adult Learning Cycle. Assign task: According to your experience, what is the sequence in which adults learn? Arrange each of the steps accordingly.	Strips of paper on which are written the steps in the Adult Learning Cycle. Prepare enough sets of these strips for each triad, and insert them into an envelope for each group.
Triads 15 minutes	Triads complete task. Clarify as necessary.	

<p>Large group discussion 40 minutes</p>	<p>After the triads have had 15 minutes to work on their task, draw a circle representing the Adult Learning Cycle on the newsprint or chalkboard.</p> <p>Ask groups to give their ideas about which step comes first and why. Continue with each step until the cycle has been completed. Ask for examples from their experience that shows them this is true.</p>	<p>Newsprint, markers</p>
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Assessing Participants' Ability to Design Activity Plans

(This was designed as an overnight assignment so that facilitators could assess the participants's understanding of designing an NFE activity plan).

Time & Technique	Activity & Content	Materials
<p>Overnight Assignment 30 minutes</p>	<p>Ask participants what an activity design is. What steps do you follow to design an activity?</p> <p>Distribute Handout: Activity Design Summary.</p> <p>Review each of the components of the Summary, and clarify questions as necessary.</p>	<p>Handout: Activity Design Summary</p>
<p>Task Assignment 10 minutes</p>	<p>Divide participants into small groups, making sure that those participants with previous NFE experience are represented in all groups.</p> <p>Ask the groups to decide on an activity that they would like to carry out, and to follow the steps they would normally following designing that activity.</p> <p>Ask them to be prepared the next morning to make a brief presentation on the process they followed in designing their activity.</p>	<p>Participants' choice</p>



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Session Four:

**Assessing Design Skills & Reflecting on
Designing an NFE Activity**

**Training of Trainers
in Activity and Materials Development
(TOT 3)**

**Session 4:
Assessing Design Skills &
Reflecting on Designing an NFE Activity**

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

1. Present an activity plan;
2. Reflect on the process involved in designing an activity.

(The purpose of this session is to allow facilitators to assess the skills of the participants in designing activities. It also allows participants to review their work and to articulate the steps they followed in designing the activity. Especially useful if the facilitators have never seen their work before).

Time: 2 1/2 hours

Time & Technique	Activity & Content	Materials
Group Presentations 30 minutes each to presentation and feedback	Each group presents the activity plan it prepared from the evening before. Focus on the process they followed to design the activity, paying close attention to objectives and how they are written. 1. What steps did you follow to design this activity? 2. What do you need to carry it out? 3. How will you know when the participants have learned what you want them to learn?	As determined by participants.
Large group discussion 15 minutes	Refer to the Adult Learning Cycle from the previous session. ask the group how their activity allows their participants the opportunity to experience, reflect, and evaluate their learning.	Newsprint with Adult Learning Cycle



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Session Five:

**Sharing Needs Assessment, Identifying
& Prioritizing Content for Activity
Design**

**Training of Trainers
in Activity and Materials Development
(TOT 3)**

**Session 5:
Sharing Needs Assessment,
Identifying and Prioritizing Content
for Activity Design**

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

1. Identify and discuss the steps involved in designing a
2. Shared information collected during a needs assessment;
3. Experienced the technique of collective storytelling;
4. Generated topics for training women's center groups;
5. Organized topics into similar groupings or clusters.

training activity;

Time: 3 hours

Time & techniques	Activity & Content	Materials
Brainstorming & Lecturette 15 minutes	Ask participants what questions should be asked to plan and design an activity. Write the responses on newsprint or chalkboard, forming them in a stair pattern to show how they form a complete training design. Steps should include: Who Why When What for Where What How	Newsprint & Markers

<p>Collective Storytelling 30 minutes</p>	<p>Tell participants the first thing to think about is who they are writing the activity design for, and what their interests and needs are.</p> <p>Discuss the fact that the best way to know this is to go ask the women themselves. Since they already carried out a needs assessment, tell participants that we will be building on what we know. To do this, we are going to make up a story together. Ask everyone to think about what they learned in their needs assessment and about themselves and friends they know who are living in their villages, and who might, someday, want some training.</p> <p>Explain that together participants are going to tell a story about a day in the life of "Fatima." begin the story with..."Like most days, fatima rose early so that she could begin preparation of the morning meal..." Pass the story on to the next person so they can add a sentence and continue around the room until each person has added something to the story. Ask the participants to keep this story in mind as they continue to the next activity, remembering that there are many days in Fatima's life and much she may wish to know.</p>	
<p>Report Out on Needs assessment Findings</p>	<p>Allow participants to add any additional information from their needs assessment that they were not able to weave into the story.</p>	
<p>Topic Generation & Sharing 30 minutes</p>	<p>Hand out cards and markers to participants (10 minutes). Ask each participant to think about Fatima (and others they know) and to write as many training topics as they can think of. Each topic should be put on a separate card and (where possible) they should also try to draw a simple symbol or picture to show what they mean. When they are finished, ask them to come place their cards up on the wall (20 minutes).</p> <p><i>(If necessary, participants can work in pairs to help each other write out and post the cards).</i></p>	<p>Additional cards and markers (preferably different color for content area titles).</p>

<p>Small Group Card Clustering and Prioritization 90 minutes</p>	<p>Ask groups to carry out the first of the following tasks:</p> <ol style="list-style-type: none"> 1). recluster the topics within the content are cluster to identify primary training focus. Sort through cards and place all similar topics together and add topics as appropriate. Move from group to group, and, as the task is finished provide each of the following tasks for the group to carry out: 2). Weed out exact duplicates by placing a circled number in the corner to represent the additional cards taken down; 3). Place cards in order of priority of training concern. 	<p>Content specific card clusters placed n newsprint (for groups to take)</p> <p>Additional cards & masking tape or sticky gum.</p>
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Session Six:

**Review of & Introduction to NFE
Techniques**

**Training of Trainers
in Activity and Materials Development
(TOT 3)**

**Session 6:
Review of and Introduction to
NFE Techniques**

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

1. Discussed in depth and explained to others 5 different nonformal education techniques;
2. Reviewed descriptions of 20 different nonformal education techniques.

Time: 3 1/2 hours

Time & Techniques	Activity & Content	Materials
Jigsaw Introduction 15 minutes	Facilitator shares objectives and explains that the purpose of this session is to get a brief overview of a wide range of nonformal training techniques. They will use one technique (called the jigsaw) in order to do this. Facilitator then hands out cards and has participants hold up cards referring to their number and stand to be broken into their groups. Facilitator explains that the purpose of the first group is to read through and become experts on the 5 techniques they have been assigned. They should keep the cards as the second part of the jigsaw will place them in groups according to letter, where they will share what they have learned from other groups.	Flipchart: Session Objectives Jigsaw cards, ex: 24 participants: 4 groups of 6 > 6 groups of four (cards 1A-F to 4A-F). Alt: for 20 participants, 4 groups of 5 > groups of four (cards: 1A-E to 4A-E).

<p>Jigsaw, Part 1 90 minutes</p>	<p>Participants break into first (number based groups) and read over, discuss and react to a set of 5 nonformal techniques. They then prepare how to present this to other participants. <i>(Facilitator moves from group to group reexplaining the task and encouraging groups to think of interesting ways to share their techniques with the next group. Facilitator also explains detailed twists of critical incident and problem dramas to groups with case studies and drama).</i></p>	<p>Handouts to each group on NFE techniques (one for each member, plus enough for them to share with next group).</p>
<p>Jigsaw Part 2</p>	<p>Participants reform groups by moving into letter groups. Each group member has 10-12 minutes to present their topics to the other participants.</p>	
<p>Large Group Discussion 25 minutes</p>	<p>Facilitator leads a discussion of the experiences and answers any questions participants may have about techniques or their uses. Facilitator also highlights similarities between techniques and how critical incidents and problem dramas are similar to, and different from case studies and drama.</p>	<p>Newsprint & markers</p>
<p>Overnight Assignment 10 minutes</p>	<p>Form groups by counting off by 3 ("1,2,3...1,2,3..."). Assign participants the task of preparing a 15 minute session for the following morning. Explain that the purpose of the session will be to practice three of the most commonly used techniques and to discuss their uses in centers.</p> <p>Group 1: Brainstorming Group 2: Group Discussion Group 3: Icebreaker</p>	

JIGSAW, PART I - TASK SHEET

1. Individually, read through your handout [5-10 min]
2. Discuss each technique in your group until everyone clearly understands it (if you have questions, feel free to call on the facilitator for further explanation). [30 min]
3. Decide how each of you will share these techniques with your next group. Choose at least one technique from among those you have discussed and use it to design a mini-presentation for your next group of 4-5 participants. You will have 10-15 minutes to present to the next group. Note: you may not use lecture or reading as your primary technique. Remember, except in a couple of special cases, you will be the only "expert" on these techniques in your second group. [30 min]
4. Prepare any materials you may need for your presentation to the next group. [10 min]
5. Review, discuss and/or practice your mini-presentation session if time allows. [10 min]

NONFORMAL TRAINING TECHNIQUES

Group 1: Techniques 1-5

1. **Brainstorming** - This technique encourages active and imaginative input from participants and taps the knowledge and expertise of the participants. The facilitator's role is to encourage all participants to say the first thing that comes to their minds and to keep ideas flowing quickly. Brainstorming is used to help focus or clarify activities or generate information that can help introduce or direct a topic.

Process - The facilitator asks a question on a topic to be investigated. The participants are asked to draw upon personal experience and opinion and to respond with as many ideas as possible. As participants put forward their ideas, each idea is recorded on the board; none are rejected. Thereafter, the group analyzes the information collected.

Advantages - It promotes creativity in finding solutions to problems. It is particularly effective in opening sessions and can be used to establish goals, objectives and norms for training programs.

2. **Case study** - This technique encourages participants to analyze situations they might encounter and determine how they would respond. A case study is basically a story written to show a detailed description of an event that is followed by questions for participants to discuss. Stories of people with similar problems in other villages make ideal subjects for case study analysis. The case study should be designed in such away that the story is relevant to participants and they have enough time to read, think and discuss.

Critical Incident - A critical incident is a special type of case study, it is shorter, focussed on a specific problem and followed by a single "what would you do?" type of question to the participant. It focusses attention on consideration of alternative solutions and viewpoints when approaching a problem.

Process - The facilitator hands out a case study that describes a relevant situation or problem to be addressed (facilitator writes one or uses one that has already been written). Participants read the case study. Participants are either broken up into small groups to discuss or may stay in the large group to discuss the story. The instructor facilitates discussion answers to the guiding questions and approaches to alternative solutions.

Advantages - It encourages participants to identify alternative behaviors and solutions to situations and problems they might experience in the community. It can present a great deal of information that participants can refer back to as they discuss and answer questions.

3. **Demonstration** - This technique is used to allow participants to see how something should be done. A demonstration brings to life some information that could be presented in a lecture, discussion or explanation. For example a discussion of how to apply fertilizer may not be nearly as effective as a direct demonstration of how to do it which participants can both see and try for themselves.

Process - The facilitator should explain the purpose of the demonstration. Facilitator demonstrates the procedures or new behavior. Participants are encouraged to ask questions and engage in discussion. The participants practice what has been demonstrated.

Advantages - Participant's actual participation in trying what was demonstrated by the facilitator shows if they have correctly understood and makes this information that they cannot easily forget.

4. Drama/Skit - When people come together and act out parts they are often able to say more than they might in a normal discussion. Drama can be an interesting, entertaining and, most of all, effective way to get people to discuss and solve problems. Taken one step further in the context of Nonformal Education, Popular Theater (or Theater for Development) includes audience participation as an integral part of the presentation.

Process - Once a problem has been identified, participants come together to write and act out a play for either the class or the community. The most effective skits are those that depict the main ingredients of the problem, but no solution. Actors should learn their parts and practice before presenting their skit/play. After (or even during) the play, they can ask the audience (people watching) for advice on what to do. Following the play actors and audience alike discuss the problem and come up with ideas for action they can take to solve it. Problems might be as simple and local as people coming late or talking so that it disrupts the entire class, or as complicated as the different kind of sanitation and nutrition problems that affect village health and development.

Advantages - All trainers/instructors will generally have to do is encourage a small group of participants to try this technique. It is usually considered such fun that given the opportunity and a bit of encouragement, participants will begin to develop skits on their own. Trainers may even consider using this as a way to have participants help to present new material from a lesson.

Field trips - This technique allows participants to see how something is done first hand. Facilitator finds a place outside of class in which participants can see, in real life, something that has been discussed in class. Field trips should be well planned and help stimulate the interest of the participants. The kitchen concept (discussed elsewhere) is an example of a special type of field trip that helps learners to see things as done by people in their community.

Process - Participants should be briefed on field trip, including location, time and purpose of the trip. The participants and the facilitator should make up a list of questions, or observations that participants can use during the field trip. Following the field trip, participants should discuss and analyze what they have seen.

Advantages - Field trips show participants how information discussed in classes can be applied in real life.

Group 2: Techniques 6 - 10

6. **Film/Video Shows:** Film shows and videos can be used to bring issues to life. The selection of an appropriate video or film for participants to view can offer a low key, entertaining way to share detailed information or issues.

Process - Trainers should select films according to interests of participants and topics under consideration. Participants should be introduced to the film and viewing should generally be followed by a discussion of the film and the information it contained.

Advantages - Film shows are generally quite entertaining and easily capture the interest of participants. If well done, films can capture in a short amount of time, information that might take months to cover. It can capture in moving pictures and words images that make stronger points than an instructor or resource could ever do in a lecture.

7. **Fishbowl** - This technique allows participants on the 'outside' to see something being done on the 'inside'. Participants may observe a role play or an actual situation such as a discussion or a planning meeting. Used in connection with another technique, a fishbowl offers a physical and organizational structure that focusses attention on particular issues.

Process - Trainer helps break participants into two or more groups. A small group performs some action or activity in the center of a larger group. The outer group of participants is asked to observe and analyze the interactions of the inner group. Observers may be broken into subgroups and/or provided with specific observation tasks, tools or guides.

Advantages - As with a fish placed in a bowl of water, participants can see what is happening and discuss what they see. Note: A fishbowl can change the focus of the technique it is used in conjunction with. For example, a simple role play may focus on the feelings and reactions of the role playing participants, whereas in a fishbowl/roleplay the focus is on the observation and feedback that provided by the outer group to the information supplied by the inner group.

8. **Games** - Games are structured activities that have 1) a certain number of players 2) working in a special situation 3) to accomplish a task 4) according to certain rules.

Process - Trainers can easily invent games that help participants to learn information or practice skills learned, as way of review. If you do decide to develop a game, make sure that it has all of the components described above. As you develop a game, here are some tips to remember: a) To be good and useful a game must be well thought out, so set aside some time to develop and test the game. b) If you decide to award points, do so for right answers, but to not take away points for wrong answers - this can discourage adults from participating. c) Try to involve participants in developing the games, (e.g. let them come up with the questions). d) Keep participants working in teams so that quick learners play alongside slower learners and no one individual ever wins.

Advantages - Games are generally fun and effective ways for participants to learn new skills or practice skills they have recently learned. Good games can be challenging and effective ways of involving even the most hesitant of learners.

9. Ice breakers/Energizers - This technique is used to introduce participants to each other or help them to relax, wake up, or recapture their wandering interest. As its name implies, the ice breaker warms the learning environment to the point that the 'ice' keeping participants from interacting with each other is broken up.

Process - This technique is usually short and has no specific form. It is how it is used that makes it an ice breaker. A joke, short game, or physical activity of some sort can all be ice breakers. For example, to begin a class with new participants you might randomly pair off participants. Have participants work in pairs and find out as much about each other in five minutes as possible. Each participant then introduces his/her partner to the rest of the group. Other examples of ice breakers include: having participants draw a picture which describes something about themselves and then explain it to the group; solve a puzzle together; or take a "blind walk" in which one person (whose eyes are closed) is led by a partner's verbal instructions.

Advantages - An ice breaker actively involves all participants. Ice breakers should be fun and when they are, they create an initial bond between facilitator and participants and help to set an active, participatory tone for a training.

10. Jigsaw technique - This technique is used to help participants master pieces of information that, when put together, cover a complete topic. It provides each participant with an opportunity to become an "expert" on a bit of information and to share this with each other. While it takes a great deal of planning and initial facilitation, the responsibility for learning and teaching remains with the participants.

Process - The large group is divided into smaller groups by receiving cards that have two different symbols (a number and a letter; colors/other symbols). The first groups (by number) are each assigned different aspects of the chosen topic to learn. Each group spends time working together until every member of their group has mastered the topic assigned to the group well enough to teach it to others. One member of each of the original groups now serves as an "expert" for a second group. The second groups are formed by assigning one representative from each of the first study groups to a second group (by letter). The second group stays together until each member has had a chance to teach his or her subject to the group. The entire group meets together briefly to reflect on the process.

Advantages - The jigsaw technique provides an opportunity for people to learn a topic and then immediately afterwards to teach it to others. This techniques encourage cooperation rather than competition. It is an effective way to give individuals training experience and to bolster participant confidence in their own knowledge and teaching skills.

Group 3: Techniques 11 - 15

11. **The Kitchen Concept** - This technique was given this title as it was used and developed in Nigeria. It involves using local community resource people to share knowledge with learners about something they have actual experience with. It is a variation on field trip or guest speakers, but with a particularly effective twist.
- Process* - For example, if learners in a literacy class are studying about keeping livestock, it may actually be better if they were to hear from someone in their own community who has been successful at it. An extension agent might still come and follow up with more information, but it is the presentation by a neighbor who actually does what is being discussed that will make the biggest impression on learners. Moreover, learners could even do more than 'talk' about a topic, they could possibly go on a field trip to visit the person and actually see how things should be done. In many cases, participants in a learning environment class may have critical skills they can share with their peers.
- Advantages* - As has often been said of adult learners, we should both appreciate and use their knowledge and experience. The kitchen concept puts this idea into practice. By using 'local experts', participants are more able to see and believe the possibilities being discussed.
12. **Lecturettes** - Lecturettes are short forms of a lecture which are used to highlight key points of content. They differ from traditional lectures in that they often incorporate participants interactions and, at times, give the impression of a discussion. They are useful as introductions to topics and to experiential activities. Lecturettes seldom last longer than 15 minutes.
- Process* - Review or read through the information that you want to present. Write out an outline of the key points that you want to cover. Consider what visual aids could help your presentation and prepare them in advance if possible. Identify points where you can involve participants through questioning, discussion, or other activities. Practice and time your lecturette to make sure that you have not prepared either too little or too much for the time allotted. As you present your lecturette (or any lecture) keep an eye on the participants and make sure that you are holding their attention. If people start to drift off, do something. A lecturette is only effective if you are able to keep participants listening, involved, and aware of the points you are trying to share.
- Advantages* - Lecturettes can provide detailed and specific information in a short amount of time.
13. **Role plays** - This technique encourages participants to explore solutions to situations or problems under discussion. It is a small, often unrehearsed drama where participants are given roles that they are supposed to act out. Unlike a drama or play, there is no 'script' or particular words that participant-actors must say, but there is a description of the situation, the positions they should take, what they might do or opinions they should express.
- Process* - Roles may be set up by the facilitator or participants may make up their own

roles. The description of a role play can be given orally or by handout. Participants acting in the role play should be given some time to prepare. Participants act out role play as the character that they are portraying. Facilitator facilitates discussion and analysis of what was seen or felt by participants. 'Actors' are given a chance to describe their roles and what they were doing to see if it matches with what participants observed. Participants then discuss how what they saw relates to their own lives and situations they encounter.

Advantages - Discussions following the role play can center around the role, opinions, and actions of characters as presented by the participants and thus avoid criticism of the participants themselves. This technique is entertaining as well as educational, and improves participants' skills of expression and observation.

14. Panel Discussions - This technique allows participants to gather information on several new topics at a time from visiting 'experts' or 'authorities' on the topics. It encourages critical and informed questioning from participants and interaction between guest speakers and participants in exploring a given topic.

Process - 'Experts' or 'authorities' are identified and invited in front of the group. The trainer (or predesignated participant) acts as moderator (facilitator) of the panel discussion by asking initial basic questions of panel members and/or encouraging participants to ask questions of panel members.

Advantages - This can be a good opportunity to invite guest speakers (up to 3 or 4 at one time) into the training setting. It offers participants a different format for information transfer and a change from the trainers as the focus of attention. Also, it can give participants contact references for future work in the field. If you design your sessions in such a way that the participants become the 'resident experts' on a given topic then they can experience a distinct feeling of involvement and accomplishment on the topic.

15. Peer Training - This technique allows participants with expertise in a certain field to help in the training process and gives participants a chance for hands-on training of their peers.

Process - Trainer solicits participant assistance in training, asks for areas of participant expertise and/or assigns participants topics to be researched, prepared and presented. Alternately, a participant(s) might work together with the trainer to conduct a training session. During the presentation other participants are encouraged to participate actively as in any other session, respecting their fellow participant as the 'trainer' and lead facilitator of learning during that session.

Advantages - Peer training can help participants to network for future cooperation, collaboration and support. It takes the role of "expert" away from the trainer and gives the authority and control of learning to the participants. Note: though rewarding, the preparation for peer training activities can be especially time consuming.

Group 4: Techniques 16 - 20

16. Pictures - Many training activities can benefit from incorporating a creative component to participant expression of ideas. Drawing pictures (as a group or individuals) encourages participants to express their opinions and feelings symbolically. Prepared pictures, individual or in series can be effective prompts for discussions.

Process - Trainer identifies a focus for the drawing and break participants into groups, telling them how long they have to complete the drawing. Trainer explains that the quality or technical expertise of the drawing is not important, it is the ideas that are contained in the drawing that are of importance. As long as participants can explain what they have drawn to the group, it need not be even recognizable. They should think of the drawing as shorthand notes that record their discussion. Trainer goes around to groups encouraging them. Trainer calls participants back together and asks them to post, share and explain their drawings to the large group. Trainer keeps comments and discussions light-hearted and down-plays negative criticism. Another variation on the use of prepared pictures involves preparing a series of pictures that can be arranged in sequence. With one picture missing, this "Story with a Gap" technique can be used to involve learners with discussions of processes or issues or the order of a particular task.

Advantages - If this is done well, it helps trainer/participants to overcome their aversion to drawing. It can be a lighthearted and enjoyable activity that can get at affective (feeling) dimensions of participant response. Since future trainers/instructors should be willing to make additional support materials, they should also have practice drawing in a non-threatening situation. (Note: there is usually hesitation in participating in this activity. Placing participants in groups allows them to choose an artist to render their ideas or work together to draw them out. If trainers are careful to encourage and help participants get over their initial hesitation, this activity can be quite rewarding.)

17. Simulations - This technique is used to involve participants directly in an experience. A simulation is a model of reality created so that participants can see the effect of certain actions on a given situation. This can be done through a carefully prepared board game or an expanded fishbowl/role play activity which involves all participants.

Process - Identify a situation that you wish participants to experience. Consider the main issues that you want them to understand. Think of a number of actions that could be taken to respond to these issues and possible outcomes of such actions. Use these as guidelines to prepare a board game or extended role play activity that will actively involve the participants in the situation you have identified. Try the simulation out to see if participants are truly experiencing the essence of the situation as you had hoped. Adjust your simulation accordingly.

Advantages - By simplifying and simulating real life situations, participants can discover the relationships between various forces and the effect of different actions on those forces. They can develop a feeling for how to act in certain situations. It can be a very good mechanism for introducing information (about development activities, etc.) and developing problem-solving skills.

18. Songs and Dances - Song and dance is a vital part of traditional cultures and has long been an entertaining learning tool.

Process - A facilitator can easily encourage learners to create songs and dances that capture a message, key sentence, or even the way letters should be written. These songs can then be shared with other learners. A class may even have an informal competition to see who can come up with the best liked song and dance.

Advantages - Words from songs carry messages that can stay with learners for years and dances offer activity that can add an element of fun and action to a learning experience.

19. Small groups - It is often necessary to break a large training group into small groups in order to facilitate discussion, problem-solving, or team activities and tasks.

Process - Participants select or are randomly broken into smaller groups. A specific task is assigned to smaller groups (the task may be the same or may be a different task for each group). The purpose of the task is clearly stated and a time limit imposed. How the group's work is to be presented is clearly defined and shared responsibility for presentation is given to all members of the group. Following these instructions, the task is carried out. The small groups come back together and results are presented to the whole group.

Advantages - The smaller the group, the greater the chance of individual participation. The more small groups you have, the better your chances of coming up with interesting information and more solutions to problems (although the report out time allocated increases with each additional group).

20. Buzz session - This is a special type of small group activity that is used when participants need to discuss a topic, express opinions and come to some sort of consensus.

Process - As with any small group, the main activity and/or questions are introduced in a large group. The facilitator then divides the participants into smaller groups of 3 or 4 each. Each participant then shares his or her view in the small group and it is recorded. Participants' views are then consolidated within small groups and shared with the large group. If consensus is desired, small groups may occasionally pair off to share and consolidate their findings or opinions before reporting back to the large group.

Advantages - It gives each person a chance to "talk through" a topic. Buzz sessions allow participants to become more actively involved in describing their opinions in small groups before bringing those ideas to the larger group. They help to build self confidence.

FORMING SMALL GROUPS

There are many different ways to break participants into small groups, most of these are quite simple and straight-forward. The most important thing to remember is that you should continually change the way you do this. Since small groups are used quite a bit during the training, the more variety you can use in breaking people up the more interesting you can make this process for the participants. Here are a few examples of different ways to break a large group into smaller groups.

- **Count Off** - Have participants count off, one after another, by number (1, 2, 3,...), letter (a, b, c,...) or any other grouping labels that you identify (supervisor, instructor, learner,...; *ng'ombe, nkhuku, mbudzi*,...; etc...). Give them an example or help them to begin by explaining carefully how many groups they should form.
- **Use cards** - Prepare cards that can be passed out face down or selected by participants to help them form small groups. Write numbers, letters or group names on the cards or use different color cards. This technique provides varied and more random groupings than counting off and is particularly necessary when forming groups for jigsaw, where each participant from the first part group must be in different second groups.
- **Use found objects** - bottle caps (different types), sticks, stones, pencils, pens, beans, corn kernels, and many more small objects can be collected, placed in a basket, hat or small box and passed around to allow participants to pick on object. Make sure to count carefully and evenly, the number of objects included so that there are sufficient objects for each participant and groups are of the correct number.
- **Use team forming strategies** - Ask for volunteers, elect, or otherwise identify individuals to serve as team leaders. Have these individuals choose other participants to join them on their team. You may even choose to provide guidelines for each round of selection (someone you know, someone you don't know, someone wearing blue, someone tall, etc.) or have each new team member choose the next team member.
- **Use areas/seating arrangements** - Divide participants into small groups according to where they are seated. Unless you are able to keep participants changing seats, do not use this technique too often as you will end up with similar groups.
- **Use personal characteristics of participants** - Divide participants according to where they come from, their background and experience, sex, or other relevant characteristics. Use these characteristics to create small groups with similar participants or a balanced mixture, depending on the task and purpose of the small group.



World Education

Session Seven:

Presentation of NFE Techniques

**Training of Trainers
in Activity and Materials Development
(TOT 3)**

**Session 7:
Presentation of NFE Techniques**

Objectives: by the end of the session, participants will be able to:

1. Demonstrate the use of three nonformal education techniques (brainstorming, group discussion and icebreaker);
2. Decide if these techniques are useful and acceptable in their centers.

Time: 2 1/2 hours (*Depends on the number of groups presenting; 20 minutes per presentation and 20 minutes for feedback*).

Time & Techniques	Activities & Content	Materials
Individual group presentations and feedback	<p>Each group practices the technique they were asked to prepare from the previous session.</p> <p>As each group finishes its presentation of techniques, facilitator leads feedback session:</p> <ol style="list-style-type: none"> 1. For what can you use this technique? 2. How can you/will you use it in your centers? 	Determined by participants

(Note: After the brainstorming presentation and the group discussion presentation have finished, facilitator may want to ask how the two techniques can be used together. For example, a brainstorming session can help stimulate ideas for a group discussion. Often it is appropriate to carry out the brainstorm in the large group, and then divide participants into smaller groups for discussion).



World Education

Session Eight:

**Needs Assessment- Identify & Prioritize
Needs of Women in NFE Classes**

**Training of Trainers
in Activity and Materials Development
(TOT 3)**

**Session 8:
Needs Assessment: Identify and Prioritize
Needs of Women in NFE Classes**

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

1. Identify the main problems of the women in their literacy classes;
2. Prioritize the problems identified;
3. Group them according to topics.

Time: 3 hours

Time & Techniques	Activities & Content	Materials
Task Assignment 5 minutes	<p>Ask participants to consider the 3 - 4 groups of problems that they identified in Session 5. For the following morning's session, ask them to be prepared to brainstorm a list of activities that they could do that would help them confront the problems they identified and grouped.</p> <p>They will use these ideas for activities as examples with which to correctly write objectives.</p>	Newsprint with problems from Session 5. grouped and prioritized



World Education

Session Nine:

Writing Objectives

**Training of Trainers
in Activity and Materials Development
(TOT 3)**

**Session 9:
Writing Objectives**

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

1. Brainstorm a list of ideas for activities around which they can write good objectives;
2. Identify the characteristics of a correctly written objective;
3. Write an objective according to guidelines;
4. Articulate why writing correct objectives is important for evaluation.

Time: 2 1/4 hours

Time & Techniques	Activities & Content	Materials
Large group Brainstorm 20 minutes	given the three groups of problems that were identified in the previous session, brainstorm a list of activities that might be carried out around each of those problems.	Newsprint, markers Groups of problems identified in Session 8
Large group Lecturette & Task Assignment 5 minutes	<p>Explain that the purpose of the exercise is not to examine the problems, but to use the activity design ideas as a way to correctly write objectives. Ask participants to focus on the <u>process</u> of writing objectives, not on the <u>content</u> of the ideas.</p> <p>Ask participants to group themselves according to their interests in the three problems identified. Assign the task to groups: Write at least one objectives that would help you design an activity to help solve these problems.</p>	
Small Groups 15 minutes	Groups work on task.	Newsprint & markers

<p>Large group presentation 20 minutes</p>	<p>Reconvene large group. Ask each group to present the results of their objective writing activity. This presentation takes place without analysis; it is meant to help facilitator know what the level of understanding about writing objectives is.</p>	<p>Small group results</p>
<p>Large Group Brainstorm & Discussion 30 minutes</p>	<p>After each group has completed their presentation, ask the entire group:</p> <p>"In order to write an objective, what are the points you need to think about?" Focus discussion on SMART: Specific, Measurable, Achievable, Realistic, and Time-Bound).</p> <p>Record participants' ideas about what characterizes a correctly written objective.</p> <p>Brainstorm a list of action words that help measure a participants' learning.</p> <p>Use one of the objectives that participants have already written. Ask them to change it to fulfill all of the requirements of a correctly written objective.</p>	
<p>Small groups 15 minutes</p>	<p>Re-form the same small groups. Ask them to take their original objectives and apply what they have learned about writing objectives.</p>	<p>Newsprint, markers</p> <p>Participants' original objectives</p>
<p>Large group presentations & discussion 20 minutes</p>	<p>Ask each group to post their objectives and to read them aloud.</p> <p>Focus discussion on the importance of writing clear objectives:</p> <p>"Why write objectives?"</p> <p>"How can objectives help us evaluate participants' learning?"</p>	



World Education

Session Ten:

Identifying Key Content

**Training of Trainers
in Activity and Materials Development
(TOT 3)**

**Session 10:
Identifying Key Content**

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

1. Identify the most important content necessary to train a given subject;
2. Experience a role play as an NFE technique.

Time: 30 minutes

Time & Technique	Content & Activities	Materials
Lecturette 5 minutes	<p>Review the steps "Who, What, "Why..." that we use in designing activities. Ask which step has not yet been covered. ("What?")</p> <p>Explain that "what" is the content that one uses to train about a subject.</p>	Newsprint with "Who, What, Why?..."
Role Play 10 minutes	<p>Implement role play. Actors are two trainers who are designing a training. In this case, they are training about the importance of breastfeeding.</p> <p>During the role play, they go through the steps involved in designing an activity, articulating their objectives, deciding on technique, and the time they will need. They fill in the large activity plan as they do so.</p> <p>Drawing three concentric circles, they decide which is the most critical to train women about breastfeeding.</p>	<p>Newsprint or whiteboard with activity design plan prepared, but not completed.</p> <p>Concentric circles: Outer: nice to know; second: important to know; third: must know</p>
Group Discussion 20 minutes	Process Role Play. Note the use of a role play to stimulate discussion, and the way in which the two trainers decided what the critical content for their activity design is.	



World Education

Session Eleven:

Group Activity Designs

**Training of Trainers
in Activity and Materials Development
(TOT 3)**

**Session 11:
Group Activity Designs**

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

1. Determine content around which they wish to design an activity;
2. Follow previously identified steps for designing an activity plan;
3. Prepare to practice and receive feedback on activity design.

Time: 2 hours

Time & Techniques	Activity & Content	Materials
<p>Large Group 20 minutes</p>	<p>Ask participants to identify the content areas around which they would like to develop activity designs. They should take into consideration the most important needs of the women in their centers. <i>(Those content areas should be posted prominently around the room).</i></p> <p>Ask participants to move to the area of the room in which their content of preference is posted.</p> <p>Determine those areas of interest and then assign task.</p>	<p>Content areas written on large cards and posted around the room.</p>
<p>Content Area Tasks 30 minutes</p>	<p>Ask each content area group to meet and to brainstorm a list of all the possible topics that fall into the areas they have chosen.</p>	
<p>Content Area Groups Prioritization 30 minutes</p>	<p>After they brainstorm the topics, ask them to prioritize the topics according to their importance to the women in their center.</p>	
<p>Topic Group Division 15 minutes</p>	<p>When they have finished the prioritization process, ask them to divide themselves into groups according to the topics on which they want to design an activity.</p>	

<p>Assign Design Task 20 minutes</p>	<p>Assign topic groups the task of designing an activity and preparing to practice it with the remainder of the workshop participants.</p> <p>Determine time constraints; guide the expenditure of time on each segment of planning.</p>	
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World Education

Session Twelve:

**Carrying Out Activities & Receiving
Feedback**

**Training of Trainers
in Activity and Materials Development
(TOT 3)**

**Session 12:
Carrying Out Activities &
Receiving Feedback**

Objectives:

By the end of the session, participants will have had the opportunity to practice carrying out their activity designs and to receive feedback on them.

Time & Techniques	Activities & Content	Materials
Introduction 15 minutes	Outline the morning's presentations that each presentation begins by introducing the activity and ending with feedback.	
8 hours (depending on number of groups to practice activities)	Each topic group presents the activity they were responsible for developing. At the end of the presentation, have the lead facilitator provide comments on their own activity and how they felt about it. Invite participants to provide feedback. Finally, ask lead trainers to provide feedback.	As determined by participants



World Education

Session Thirteen:

Refining Activity Designs

**Training of Trainers
in Activity and Materials Development
(TOT 3)**

**Session 13:
Refining Activity Designs**

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

1. Made changes to activity design plans according to feedback;
2. Compiled all materials and made them legible;
3. Given all materials to designated SWAY staff member for copying and collating and distribution to each center.

Time: 1 1/2 hours

Time & Techniques	Activities & Content	Materials
Small Groups 1 hour	<p>Groups make changes indicated by feedback on their activity designs. They re-write, if necessary, the session plans and revise support materials.</p> <p>When they have finished, they give their plans to the designated SWAY staff person, who coordinates the copying of each plan. Each center should leave with a copy of all of the session plans developed in the workshop.</p>	As determined by participants' session plans



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Session Fourteen:

Follow-Up to TOT III

**Training of Trainers
in Activity and Materials Development
(TOT 3)**

**Session 14:
Follow-Up to TOT 3**

Objective: By the end of the session, SWAY staff and TOT 3 participants will be able to:

1. Define (or determine) if nonformal education is being used in the session observed in the center;
2. Decide NFE skills that need to be developed or improved in TOT 4.

Time: Depends on length of session being observed in the center. *(Allow at least as much time for feedback as the length of the session being observed).*

Time & Techniques	Activities & Content	Materials
	<p>BEFORE VISIT:</p> <p>Step 1: SWAY staff prepares and sends a letter to each center. This letter confirms the date for TOT 3 follow-up visit, objectives for the visit, and procedure for the visit (Steps 2 - 4). Letter should ask center trainers to reserve 30 minutes before training for a meeting and at least one hour after training for feedback. The letter should also request a copy of the chosen activity plan be available to SWAY staff during Step 2 of the meeting.</p>	<p>SWAY stationery; list of centers and branches; addresses; names of TOT 3 participants.</p>

<p>Small Group Meeting 30 minutes</p>	<p>DURING VISIT:</p> <p>Step 2: SWAY Staff and trainers from centers meet to discuss:</p> <p>a. activity plan: review it; is it different than the one developed in TOT 3? How is it different? Who is responsible for what parts of session?</p> <p>b. SWAY staff asks trainer(s) for points on which they want specific feedback.</p> <p>c. SWAY staff reviews the points which are most important to determine if NFE is practiced in session: *facilitator participant roles *techniques used *needs assessment</p> <p>Using the Forms 1, 2, & 3, SWAY staff explains that those are the points that she will be looking at most closely and giving feedback on after the session.</p>	<p>Copy of trainer's activity plan (provided by them)</p> <p>Forms 1, 2, & 3</p>
<p>Practice Session Time depends on trainer(s) plan</p>	<p>Step 3. SWAY staff observes session and takes notes; noting answers on Forms 1, 2, & 3.</p>	<p>Forms 1, 2, & 3</p>

<p>Small Group Meeting Allow at least as much time for feedback as the session itself took</p>	<p>Step 4. SWAY staff and trainer(s) meet for feedback. SWAY staff conducts the feedback session according to the following sequence:</p> <ul style="list-style-type: none"> a. SWAY staff thanks the trainer(s) for their efforts b. SWAY staff asks: "How do you feel about the session?" If there is more than one trainer, each should have the opportunity to express her feelings. c. Both SWAY staff and trainer(s) fill out the form "What Did I Like?" This form has the questions: <ul style="list-style-type: none"> *What did I like about the session? *What would I change about the session? d. After allowing sufficient time for trainers and SWAY staff to answer evaluation questions, discuss them. SWAY staff asks how the trainers would change their session and refers to specific feedback that she noted on Forms 1, 2, & 3. e. SWAY staff asks: What specific NFE skills would you like to improve? What new ones would you like to learn? <p>SWAY staff notes this on Planning for TOT 4 form.</p>	<p>"What Did I Like?" form</p>
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<p>Time: By the end of March, 1995.</p>	<p>AFTER THE VISIT:</p> <p>Step 5: To help SWAY staff and Beth Gragg prepare for TOT 4, SWAY staff makes a list of the results of the questions they asked of the trainers during Step 4:</p> <ul style="list-style-type: none"> *What specific NFE skills would you most like to improve? *What new ones would you like to learn? <p>SWAY staff reviews their feedback forms from each center and makes a list of the skills that <u>they</u> think most need improvement by the center trainers.</p> <p>SWAY staff review their feedback forms and identifies a trainer or trainers that would be qualified to help: (no more than two each for Ibb and Taiz):</p> <ul style="list-style-type: none"> *design TOT 4 *facilitate TOT 4 	<p>Planning for TOT 4 form</p>
<p>Early April 1995</p>	<p>Beth, Suad and Elham begin to prioritize needs and write objectives for TOT 4.</p>	<p>FAX machine; list of needs identified from feedback forms</p>

**PLANNING FOR TOT 4
FEEDBACK FORM:**

(The information on this form can be gotten through observing the classroom facilities, trainer(s) and participants and the general atmosphere in the center).

CENTER NAME:

TRAINER(S) NAME(S):

DATE OF OBSERVATION:

NUMBER OF STUDENTS:

TOPIC OF SESSION OBSERVED:

MATERIALS AVAILABLE: (Chalkboard, chalk, benches or chairs, adequate lighting, desks, other equipment)

MATERIALS USED:

What do I see that shows me the trainer(s) learned something in a SWAY TOT?

What did the trainer(s) want feedback on?

What did she identify as areas in which she wants further training?

In what areas do I think she needs further improvement?

Would this trainer (or these trainers) be qualified to help with TOT 4?

*Design Why?
*Facilitate Why?

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Follow Up for TOT 3

One form for each trainer and one form for SWAY staff

WHAT DID I LIKE?

WHAT WENT WELL?

WHAT DID I LIKE THE MOST?

WHAT DID I LIKE THE LEAST?

WHAT WOULD I CHANGE?

Follow Up for TOT 3

Form 1: Facilitator/Participant Relationship

Form 1: Facilitator/Participant Relationship
Questions for Observer

WHAT SHOWS ME THAT THE RELATIONSHIP BETWEEN THE FACILITATOR AND THE PARTICIPANT IS ADULT TO ADULT (1) OR ADULT TO CHILD (2)?

WHAT KINDS OF QUESTIONS DOES THE FACILITATOR ASK? HOW DO THE PARTICIPANTS RESPOND TO HER?

WHAT IS THE FACILITATOR'S TONE OF VOICE? DOES SHE SOUND LIKE YOUR MOTHER, OR LIKE ANOTHER ADULT?

Follow Up to TOT 3
Form 2: Techniques

QUESTIONS FOR OBSERVER:
ARE THE TECHNIQUES BEING USED:

INTERESTING FOR PARTICIPANTS? WHOSE VOICES DO YOU HEAR?

HOW DO THESE TECHNIQUES SHOW ME THAT THE PARTICIPANTS ARE LEARNING
WHAT THE TRAINER WANTS THEM TO LEARN?

Follow Up to TOT 3
Form 3: Objectives

BY OBSERVING, HOW CAN I TELL THAT THE OBJECTIVES ARE APPROPRIATE FOR THE PARTICIPANTS? IS THE SUBJECT APPROPRIATE?

BY OBSERVING, HOW CAN I TELL THAT THE WOMEN ARE INTERESTED IN THE SUBJECT AND THAT IT IS IMPORTANT FOR THEM TO BE LEARNING THIS?

BY QUESTIONING THE TRAINER(S), HOW CAN DETERMINE HOW IF SHE DID A NEEDS ASSESSMENT AND HOW SHE DID IT?

1. HOW DID YOU DECIDE TO DO THIS OBJECTIVE?
2. HOW DO YOU KNOW THIS OBJECTIVE IS WHAT THEY NEED?



World Education

**III. MATERIALS DEVELOPED BY
PARTICIPANTS**

First Activity

Design Activity

Title: Tomato Planting

Objective: At the end of the session, participants will be able to follow steps for planting tomato plants by themselves.

Time: 20 minutes

Time & Technique	Activity & Contents	Materials
1st step: 3 minutes	The trainer begins by planting tomato seeds using the wrong method. (using sandy soil, irrigating incorrectly with an uneven distribution of water)	soil, water, tomato seeds
2nd step: 5 minutes	The trainer then asks whether the planting method was correct and why. What was done?	
3rd step: 5 minutes	The trainer then plants the tomato seeds correctly, following all the correct steps.	soil, water, tomato seeds, farming equipment
4th step: 7 minutes	The trainer asks the participants to demonstrate what they have observed during the planting of the seeds.	blackboard and chalk

prepared by: Muna S. Fara Al Aza'iz
Fouzia A. Moh'd Qa'raysha
Aida A. Aziz Sharjab

Second Activity

Design Activity

Title: Potato Planting

Objective: At the end of the session, participants will be able to follow and gain a new method for planting potatoes.

Technique: game, group discussion, demonstration

Time: 20 minutes

Time & Technique	Activity & Contents	Materials
1st step: 5 minutes	<p>Trainer begins planting potatoes following the correct method and arranging the following:</p> <ul style="list-style-type: none">• put the potato seeds in a dark place for a certain time,• dig down the required ground for planting purposes with a hoe,• plant the seeds,• irrigate the plant,• continue until the plant grows. <p>When you notice a remarkable drying of the stems and leaves, the potato must be dug out of the ground.</p>	potato, soil, water, equipment, drawings or detailed pictures clarifying the correct agricultural procedures and the period necessary for potato growth.
2nd step: 10 minutes	<p>The trainer requests 2 groups, (group A and group B), plant potatoes in a demonstration following the same steps the trainer used. 3 of the participants are asked to judge the competition between the two groups. Competition time must be limited. Once the time is up, the trainer request the 3 individuals judging to announce the winning group. Finally, grant the winning team a prize.</p>	written instruction for the correct method distributed to the participants and the judgement team
3rd step	<p>Evaluation step: the groups will be questioned whether they are able to plant potatoes in the correct method. How? What are the difficulties of planting potatoes?</p>	

prepared by: Ibtisam and Intisar Turba
Aida Al Rahida
Amira Al A'Khahila

Handout

The Correct Method to Planting Potatoes

1st: Preparation of the Ground

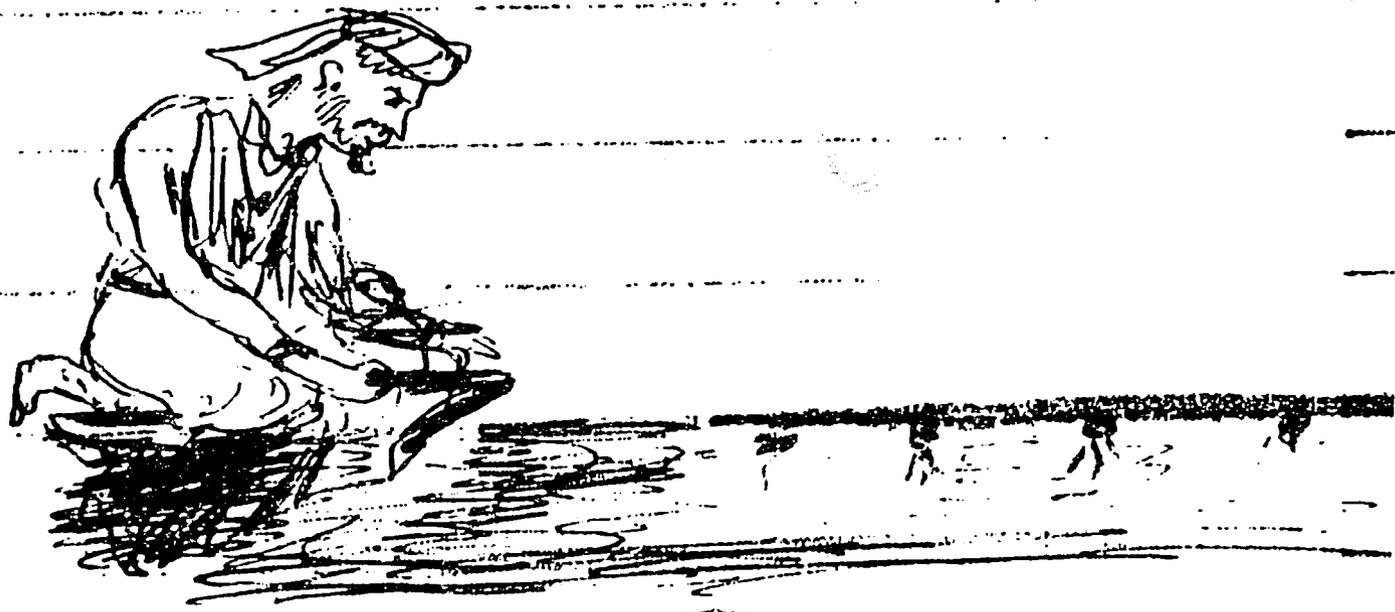
-By digging and sorting out gravel and harmful grass

2nd: Fertilizer

-Before spreading seeds, the soil must be mixed with fertilizer, and level the ground
-Leave a certain distance between the unit potato leg and another while planting
-Irrigation to be done for a limited time (at least every three days).

3rd: How to Obtain Production

-When the remarks of the plant appear then start digging the ground another time and as mentioned previously the final growth of the plant is when the leaves and stem become dry.



صورت رقم (۱)

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سورة الفاتحة

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صورة رقم (٣)

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It is Important to Find an Objective for Any Work

Subject: Teaching the participants to know how to identify a goal for a training activity

Key Content: 1. Planning and Organizing
2. Facilities
3. Evaluation

Objective: At the end of the session participants will be able to identify the importance of establishing an objective for a training activity.

Time: 20 minutes

Designed by: Faiza A. Saif, Al-Qabaita (Dabi Aboos)
Safia A. Saeed, Al Qabita (Dabi Aboos)

Time & Technique	Activity & Contents	Materials
Prepared by Safia		
3 minute ice breaker	1. Trainer distributes cards to the participants and requests them to write their names on them 2. Trainer requests participants exchange the cards with one another. 3. Trainer request the participants fold the cards into a little piece and borrow it to her colleague, then drop it down and step on it and pick it up again and tear it and then throw it away.	cards and pens
Prepared by Faiza		
6 minute discussion	Trainer drew questions to the participants as follows: What have you seen and what is the objective about? Was it well planned or unplanned?	blackboard and pens
3 minute discussion	Trainer clarify that the work was unrealistic and has no objective.	
2 minute discussion	Evaluation: the trainer clarifies to the participants that whenever there is a planning meeting, an objective should be arranged for a training activity to fulfil the objective. It is necessary to find an objective for any activity.	

Third Activity

Prevention is Better Than Therapy: Vaccination

Objective: At the end of the session, participants will be able to identify the importance of vaccination against the 6 diseases of Diphtheria, Small Pox, Pertussis, Chicken Pox, Poliomyelitic and Tuberculosis.

Materials: Drawings of vaccinated children and unvaccinated children

Key Content: It is very necessary to prevent ourselves against diseases. Vaccination are available and free of charge.

Time: 20 minutes

Time & Technique	Activity & Contents	Materials
1st step: 10 minutes	Group offers a role play as per content and the scenario	simple clinical
2nd step: 5 minute discussion	The trainer explains the necessity of vaccination by discussion and questions about role play and the picture show.	
3rd step: 5 minute group discussion	Evaluation: The trainer refers to the drawings of vaccinated children and the drawings of unvaccinated children suffering from poliomyelitic. The trainer then asks: Are vaccinations important? What is the usefulness of vaccinations? How many times must you vaccinate your child? What diseases do vaccinations protect you from? When do you vaccinate your child?	posters, stickers for vaccination, drawings of vaccinated an unvaccinated children

Activity Designers: Kharia Al Attab - Ibb
 Abdul Aziz - Sabir
 Sabah M. Muhsen - Ba'adan
 Fakriah N. Saeed



کھیلنے والا

بچہ

مصاب

پولیو

a child

not
vaccinated
against
polio

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Vaccination Necessity

Role Play Scenario Regarding the Necessity of Vaccination

Action by:

Kairia as the Doctor
Fathia as the Mother of a healthy child (Mother 1)
Sabah as the Mother of an unhealthy child (Mother 2)
Fakhria as the Nurse

Plot

Doctor: The Doctor is in the process of examining a healthy child when a mother with a sick child enters suddenly screaming, "Where is the Doctor? Where is the Doctor?"

Doctor: "What is the problem?"

Nurse: "Doctor, a lady wants to see you without an appointment and she is screaming."

Mother 2: "Doctor, my son is very ill. He cannot breath well and refuses to eat and I do not know what to do."

Doctor: (the Doctor speaks to the Nurse)"You can allow him to come in." The Nurse is bothered by the situation.

Doctor: "Come in please and sit down." The Doctor begins to examine the child and asks the mother how old he is.

Mother 2: "He is six."

Doctor: "How many times has your son been vaccinated?"

Mother 2: "What is vaccination. This is the first time I have heard of this."

Doctor: "You do not know what vaccination is?"

Mother 2: "No Doctor, I do not know what vaccination is because none of us have had it before."

Doctor: "Vaccination is very important for the child. A vaccination consists of an injection from the first month of birth to protect the infant from diseases. The infant receives three doses, one dose in the first month, one in the fifth month and the last injection when the infant is nine months old. "

Mother 2: "Is it because of this injection that the child never suffers from illness?"

Doctor: "The vaccination prevents the child from the 6 deadly diseases of Tuberculosis, Chicken Pox, Pertussis, Poliomyelitic, Diphtheria and Smallpox."
Then the Nurse gave the mother the prescribed medicine sheet to the father of the child for purchase.

Mother 1: "What is happening to your son?"

- Mother 2: "I do not know why he can not breath properly and is refusing to eat. When I brought him to the Doctor now, he asks me about vaccination."
- Mother 1: "I always vaccinated my children because vaccination is very important for them."
- Doctor: (directing his conversation to the mother of the unhealthy child) "Is there a health center in your village?"
- Mother 2: "There is a health center, but I have never gone there."
- Mother 1: "We have a center in our village in which they provide medical treatment and vaccinations. All of the people go to the center for vaccinations with their children. All of them are in good order, and we thank God for this."
- Mother 2: (She is very worried about her son and is fearful that he might die because of her ignorance.)
- Mother 1: (She tries to cool down the other mother and said 'God willing', the sick child will be in good condition and the doctor will make necessary treatment and still God will give his mercy full. The Nurse brought the medicine and gave it to the Doctor.)
- Doctor: "Your son will be, 'God willing', in a good condition and we will do our best and God will cooperate. This medicine is... (the Doctor explains the instructions for usage, but he added that the mother should vaccinate her children and give them the three doses. The Doctor informed her to explain to the women of her village the necessity of vaccinating their children, otherwise the children will suffer deadly diseases. The Doctor then asked her if she understood.)
- Mother 2: She told the Doctor that she would tell all the women in her village about the necessity of vaccination, "God willing Doctor."

THE END

Fourth Activity

Title: Well Qualified Trainer to Teach Adult People Literacy Skills

Objective: At the end of the session, participants would be able to differentiate between the well qualified and the unqualified teacher for teaching adults.

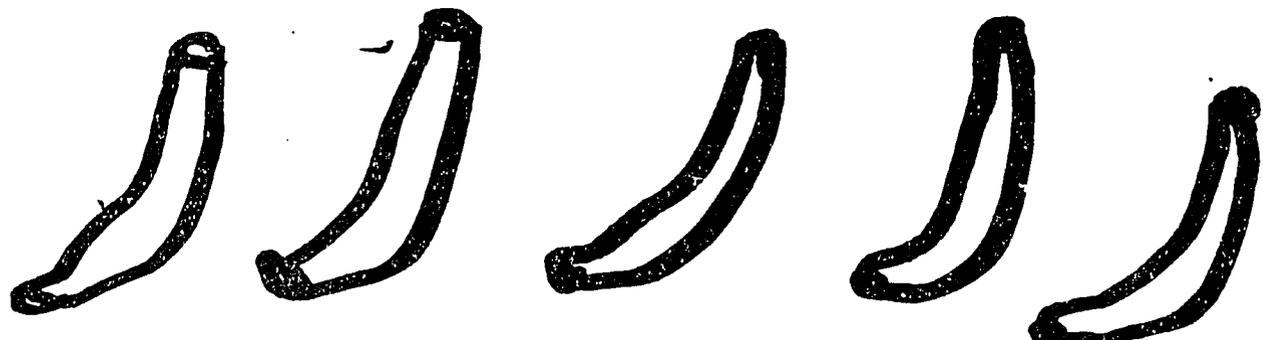
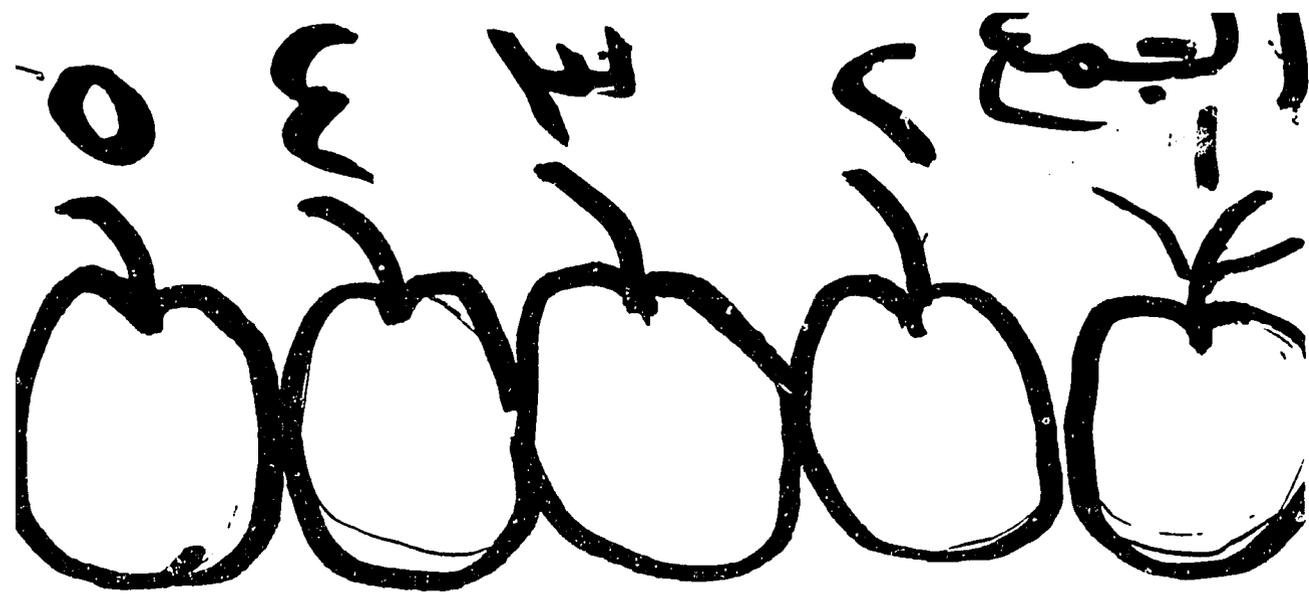
Technique: Role Play

Time: 20 minutes

Time & Technique	Activity & Contents	Materials
1st step: 5 minutes	The first teacher enters and gives a salute "Al Salam Wa'a'likum, Did you solve your homework? O.K., get out the math book." She solved the subject by herself without taking care or showing interest to the participants. She looked with a gloomy face, imposing her own intention not to care about the participants and she disliked discussions.	prepared for the 2 steps, pens and blackboard
2nd step: 5 minutes	The second teacher enters and gives a salute "Al Salam Wa'a'likum." She asked them how they were and whether they had any difficulty solving the subject. Then she started discussions about the difficulties facing the participants. She then showed some educational aids to teach them Mathematics such as a quantity of fruits. She asked the participants to solve the problems using the same implement.	prepared drawings of 5 apples and 5 bananas.
3rd step: 10 minutes	The trainer starts discussion with the participants to know the difference between the well qualified teacher and the unqualified teacher in teaching the adults and she requested them the reason in such a case. What is the difference between the first teacher and the second teacher? What about the method, the subjects and the way of explaining? How did each of the teachers treat the participants? What were relationships between the teachers and the participants? Which teacher was better and why?	

prepared by: Habiba Mohammed Godaf - Yareem
Majda - Al Najd Al Ahmar
Fazia - Turba

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Play of Actions

Role Play

Objectives: Technique for Role Play

At the end of the session, participants would be able to:

- 1) Use practical identification techniques and cultural objectives
- 2) Allocate using steps to role plays

Key Content:

- Attention Attractive
- Helps for Practical Culture
- Create the atmosphere of participation for solving problems

Time & Technique	Activity & Contents	Materials
1st step: 10 minutes	A group of women to be selected for a chewing session. These women start smoking beside a group of children at the same age and an argument between the two women started about their children and the house affairs and others.	cigarettes/pillows
2nd step	The women start smoking while the children appear tired and in a bad condition and are crying because of the bad ventilation.	
3rd step	More visitors come in the same room where the other group are sitting and see that they are smoking beside the children while they are crying and there is no fresh air or good ventilation. One of the visitors was not comfortable with the situation and gives advice and instructions about the harmful effects of such a bad habit to the group smoking.	
4th step: group discussion	Evaluation: After completion of the playing, the actions; trainer asks the participants some questions. What remarks do you have regarding the role playing just completed? Was the objective achieved through the role play?	brochure about role playing technique

Activity Designers:

Muna Mahmoud - Al Aza'iz

Nabila Mubarak - Ibb

Saba Mohammed - Yareem

Sheroud Al F'uj M'ugbil - Qabaita

The First Aid: Burns

Objective: By the end of the session the participants will be able to identify the correct way from the incorrect way to perform first aid for burns.

Technique: Study of how to treat burns

First Condition: The Tale of the Yemeni Woman

Amina is a village woman who usually is good about looking after her children. One day she was boiling water with her child playing beside her. Suddenly, the boiling water fell on the child, burning half of his face. The mother took him to the toilet and cleaned the burned area. After that she took him to the hospital. The child with the burns was treated at once and discharge from the hospital in good order and his face looked like it was never burnt.

Second Condition: The Tale of a French Woman

The following story happened to a French woman when she was not taking care of her children. One day while she was boiling water with her child playing beside her, suddenly boiling water poured on him and burned the child's face. Then the mother carried the child to the toilet and spread toothpaste on his face, as she thought this was proper medical treatment for burns. After putting toothpaste on the child's burns, the mother put tomato past on his burns. After three days, the condition of the child's burns worsened. Then she took the child to the hospital for medical treatment but unfortunately the child was discharged with a completely deformed face.

Questions:

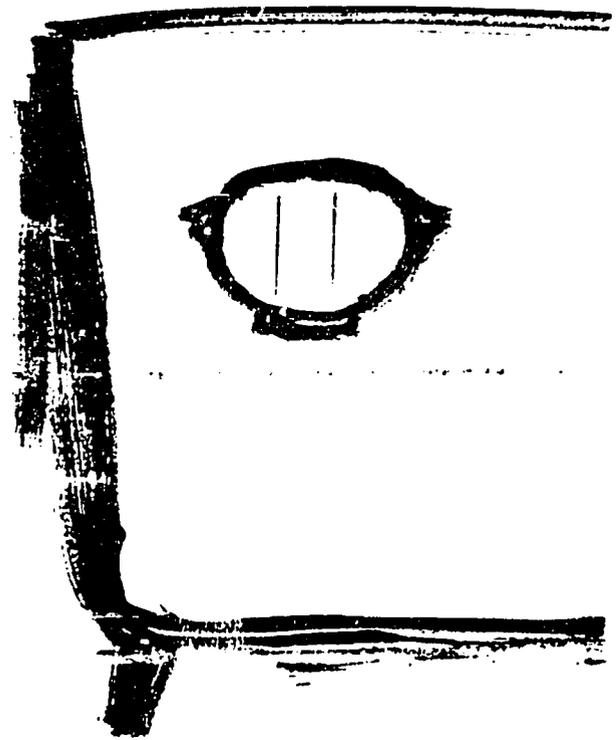
What is your understanding of such a story?

Are the materials used by the French mother to treat her son's burns correct?

Was the first aid treatment given by the Yemeni woman to her son correct? What was the treatment?

Helena followed the appropriate method of first aid for her son.

What is it?



سختی کے حل کے لیے سافٹ اینڈ کیسٹ
ناہت ؟

Time & Technique	Activity & Contents	Materials
1st step: 3 minutes & picture show	Trainer will introduce the two pictures showing participants and explaining the difference between the two ways used by the mothers to treat their son's burns.	pens and paper to draw the two ways for first aid
2nd step: 7 minutes	The trainer will read the first condition to the participants, then will asks the following questions: Whose duty of such ease? Which materials are appropriate to treat the burns?	brochure for the condition
3rd step: 5 minute discussion and their imagination	The trainer prepares a brief and correct way to treat burns with first aid to the participants and shows them the correct way using the two different pictures illustrating first aid.	two pictures illustrating the first aid for burns
4th step: 2 minute discussion and an evaluation of the pictures	Asking questions regarding the evaluation: Make a comparison between the two pictures Clarify the difference between the two pictures. Which way is preferable?	The pictures
5th step: 3 minutes	Trainer will start distributing the pictures illustrating the first condition and the second condition to the participants for a comparison between the two.	brochures for the two conditions

Activity designers: Arwa Abdulla Moh'd - Adeem Center
Lina Yehia M. Au'maka - Ibb Center
Ihsan Ibrahim Ali - Sabir Center
Wahiba Ahmed Muqbil - Adeem Center

Planning Activities

Planting Squash

Objective: At the end of this session participants will be able to identify the method of how to plant squash.

Time: 20 minutes

Time & Technique	Activity & Contents	Materials
1st step: 7 minutes	The trainer asked a preliminary question: Have any of you planted squash before?	
2nd step: 7 minutes	The trainer starts the method for planting squash and states the steps during the demonstration. Then she hangs the pictures which clarify the steps of planting for those who cannot read and this is helpful for clarification.	farming equipment, water, seeds, soil, chalk, pictures of the steps of how to plant squash
3rd step: 6 minutes	Evaluation period: The trainer asks the participants questions whether they could do what has been demonstrated and the trainer should ensure the participants demonstrated what they learned in front of her.	

prepared by: Intisar Sallam/ A'Kha_ila_Nabila Al Sakkaf - Taiz
Iqbal Al Azaiz/ Al Az' aiz

Handout: About the Steps of Growing Squash

Preparing the soil: Plowing the soil and cleaning it of weeds and stones

Fertilizing: Before planting the seeds, mix the fertilizer with the soil and then level and rake it.

Plant the seeds in rows, with space between the rows. This is to prepare a good growing environment. Then plant the seeds. Water the soil by sprinkling.

Harvesting: Harvesting is done when the vegetables are ripe. (color and size)

ادداد لارین

ع لعد لارهدو!



صورة رقم (١)

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الری



Handwritten text in Urdu script, possibly a signature or name, located below the drawing of the woman.

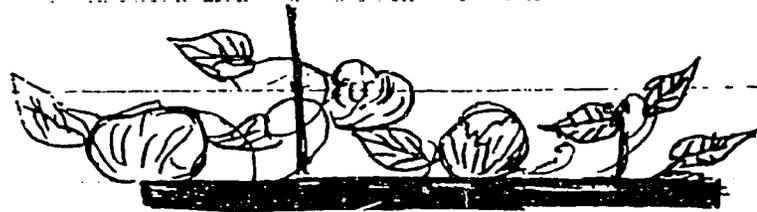
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میرزا رفیق (ع)

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قرن زنبق المحصول



صورة رقم (٣)

Original Training Design

Session Plans with Handouts and Attachments

**Prepared by: Bonnie Mullinix
Beth Gragg
David Kahler**

World Education, May, 1994

SESSION PLANS

TRAINING OF TRAINERS IN ACTIVITY AND MATERIALS DEVELOPMENT

Session 1: Introduction to Workshop

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

1. Been welcomed to the workshop;
2. Introduced each other and identified individual and group expectations of the workshop;
3. Reviewed the objectives of the workshop and the workshop series;
4. Agreed on group norms during the workshop;
5. Discussed logistical concerns;
6. Reviewed the tentative overall schedule of the workshop and discussed session time preferences;
7. Reviewed the purpose, functions and composition of the steering committee and selected (3) representatives for the day.

Total Time: 1 1/2 - 2 hours

Time & Techniques	Activity and Content	Materials
10 min Prayer	Opening Devotions/Prayers	
STEP 1: 15 min Introduction	<p>Welcome participants to the workshop (have an official open the workshop if appropriate). Distribute materials and ask participants to take their pen and a piece of paper and write the answer to the question:</p> <p>* What do you think or hope you might get out of this workshop?</p> <p><i>[Collect and record expectations on newsprint while participants are carrying out the following activity]</i></p>	<p>General Workshop Materials (for each participant)</p> <p>Newsprint, markers, masking tape</p>
45 min Icebreaker/ Introductions	<p>Tell participants that they are about to embark on a journey. To get to where they are going they will have to get on the correct bus and even change buses. They should remember that sometimes, it is the person you travel with that you feel free with and share very interesting information about your life. This is what you should do on the bus. Buses are assigned according to something about each person. Ask participants, once they are in a bus, to find a partner and introduce themselves. Explain that these pairs will then join with other pairs until the group comes together and all participants in the bus know each other's name.</p>	<p>Buses out of poster board (manila papers/ cartolina),</p>

<p>STEP 2: Icebreaker continued...</p>	<p>Take turns moving participants from old buses to new buses by posting new destinations on the bus and announcing that participants should change. Bus assignments are as follows:</p> <p>Facilitator/Bus 1 - according to number of children that they have (0-2, 3-5, 6 & more)</p> <p>Facilitator/Bus 2 - according to marital status <i>if time remains, a third bus could be:</i></p> <p>Facilitator/Bus 3 - according to age</p> <p>When participants come back together, ask who had now been in a bus with everyone in the room. Ask this person to go around the circle/room and try to name everyone (they can receive help when stuck).</p>	<p>Destination markers (which can be placed over each other on the bus) made from half sheets of paper.</p>
<p>STEP 3: 10 min Discussion</p>	<p>Help group to compare expectations to actual objectives of the workshop. Stress the continuous aspect of the process, the amount of work ahead (difference between a <u>w</u>orkshop and a training), along with the need to work together as a team and subteams and the hope that there will be some fun activities along the way.</p>	<p>Handout: Workshop Overview and Objectives</p>
<p>STEP 4: 10 min Brainstorm</p>	<p>Discuss and agree on group norms for the workshop.</p>	<p>Newsprint /markers to record norms</p>
<p>STEP 5: 10 min Lecturette</p>	<p>Ask logistical coordinator to share logistical information with participants. Reviews the tentative overall schedule of the workshop and discuss session time preferences with participants.</p>	<p>Handout: tentative workshop schedule newsprint & markers</p>
<p>STEP 6: 20 min Self-Assessment</p>	<p>Hand out training pre-assessment form and asks participants to complete it, explaining that it will be used to help guide the training and group formation. Collect training pre-assessment.</p>	<p>Handouts: Pre- assessment form</p>
<p>STEP 7: 10 min Brainstorm/ Discussion</p>	<p>Facilitator reviews the purpose, functions and composition of the steering committee and participants select 3-4 representatives for the day (including at least one branch level staff and one branch level volunteer). Also, if appropriate, have participants choose an entertainment committee.</p>	<p>Flipchart: purpose, composition of steering committee</p>

**TRAINING OF TRAINERS IN
ACTIVITY AND MATERIALS DEVELOPMENT WORKSHOP**
For
SWAY PROJECT
Taiz, YEMEN

Rationale and Purpose: To upgrade the training skills of key contact members of the Yemeni women's associations and staff of the SWAY Project through active involvement in the development of training activities (modules) for use with members of women's associations. The development of these activity plans and support materials will provide trainers with the materials they need to bring important topics to their members.

Goal: To provide participants the opportunity to acquire and practice skills in developing training activities and associated support materials and to develop at least 6 activity plans for pre-testing with their associations.

Objectives: By the end of the workshop participants will be able to:

1. Generate, organize and prioritize topics for inclusion in a SWAY activity packet.
2. Describe, experience and participate in the process of developing activity plans.
3. Design and draft activity design summaries and complete activity plans for a priority content;
4. Develop and/or modify appropriate support materials;
5. Practice implementing and refining activity plans;
6. Evaluate and provide feedback on the training workshop through active participation in formative and summative evaluation activities.

Tentative Schedule (timing to be negotiated)

8:30 - 8:45	Devotions/Report Out
8:45 - 10:00	Morning I
10:00 - 10:30	Morning Break
10:30 - 12:00	Morning II
12:00 - 1:30	Lunch
1:30 - 3:00	Afternoon I
3:00 - 3:30	Afternoon Break
3:30 - 5:00	Afternoon II
5:00	Steering Committee Meeting
(Evening Sessions and/or Work as needed/agreed)	

DAY	MORNING I	MORNING II	AFTERNOON I	AFTERNOON II	E
SATURDAY	Session 1: Introduction to the Workshop	Session 2: Sharing Needs Assessment Findings	Session 3A: Identifying Activity Content and Topics	Session 3B: Ordering/ Adding & Prioritizing Content	DAILY
SUNDAY	Session 3C: Report Out on Proposed Ordering for Activity Content	Session 4: Prioritizing and Selecting Content Areas	Session 5A: Designing A Sample Activity		EVALUATION
MONDAY	Session 5B: Developing an Activity Design Summary	Session 6: Group Development of Activity Design Summaries			& STEERING
TUESDAY	Session 7: Drafting Activity Plans and Support Materials (four to five groups of 5 - 6 participants, 2 plans produced per group)			Session 8A: Preparation for Practice Training	COMMITTEE
WEDNESDAY	Session 8B: Practice Training (each of 4 groups presents at least one 30-45 minutes session, with 15-20 min for discussion and feedback)				...
THURSDAY	Session 9: Preparation for On-Site Trainings		OFF		

Overall Workshop Design (Block Schedule)
(continued)

DAY	MORNING I	MORNING II	AFTERNOON I	AFTERNOON II	E
FRIDAY	OFF				
SATURDAY	Session 10A: On-Site Training and Evaluation		Session 10B: On-Site Training and Evaluation		D A I L Y
SUNDAY	Session 10C: On-Site Training and Evaluation		Session 10D: On-Site Training and Evaluation		E V A L
MONDAY	Session 11: Overall Evaluation of On-Site Trainings	Session 12: Planning for Follow-Up			S T E E R
TUESDAY	Session 13: Timetable & Scheduling with SWAY Staff	Session 14: Workshop Evaluation & Closing			

TRAINER'S PRE WORKSHOP SELF ASSESSMENT

Name: _____

(Note: we need this to help us network, form groups and share this back with you at the end of the workshop)

So that we can have an idea of what areas you would like the most assistance on during the workshop and you may see for yourself the knowledge and skills you need to work on during this workshop, we have developed the following self-assessment tool. To complete it, please place check mark in the row next to each skill/technique under the column that most accurately describes your level of ability or understanding.

Part I: Activity and Materials Development Skills

Activity and Materials Development Skills	1 I have never done this before	2 I may have done this, but I am not sure	3 I can do this	4 I could help/teach others to do this
1. Identifying Important Topics and Content for Training Activities				
2. Identifying Key Concepts				
3. Writing Objectives				
4. Designing Activities Drafting Activity Design Summaries				
5. Writing Complete Activity Plans				
6. Writing Training Activity Support Materials				
7. Facilitating a Session Using an Activity Plan				

Part II: Knowledge of and Facility with Training Techniques

Participatory Nonformal Training Techniques	1 I have never heard of this before	2 I have heard of this before and would know it if explained	3 I know this technique	4 I could teach this technique to others
1. Brainstorming			-	
2. Case studies Critical Incidents				
3. Demonstration The Kitchen Concept				
4. Skit or Drama Problem Drama				
5. Field trips				
6. Film shows				
7. Fishbowl				
8. Games				
9. Ice breakers				
10. Jigsaw technique				
11. Flannel Graphs FlexiFlans				
12. Lecturettes				
13. Role plays Sociodramas				
14. Panel Discussions				
15. Peer Teaching				
16. Pictures				
17. Simulations				
18. Song and dances				
19. Small groups				
20. Buzz sessions				

Session 2: Sharing Needs Assessment Findings

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

1. Discussed the importance of training design and questions/steps in designing a training activity;
2. Shared information collected during needs assessment;
3. Experienced the technique of collective story telling.

Total Time: 1 1/2 hours

Time & Techniques	Activity and Content	Materials
<p>STEP 1: 15 min Brainstorming/ Lecturette</p>	<p>Ask participants what questions should be asked to plan and design a training activity. Write responses on newsprint or board forming them in a stair pattern to show how they inform a complete training design. Steps should include:</p> <p style="padding-left: 20px;">Who Why When What for Where What How</p>	<p>Newsprint and Felt Markers</p>
<p>STEP 2: 30 min Collective Story-Telling</p>	<p>Tell participants that the first thing to think about is who they are writing this for and what their interests and needs are. Discuss the fact that the best way to know this is to go ask the women themselves. Since they have already carried out a needs assessment, tell participants that we will be building on what we know. To do this, we are going to make up a story together. Ask everyone to think about what they learned in their needs assessment and about themselves and friends they know who are living in villages and might, someday, want to have some training. Explain that together participants are going to tell a story about a day in the life of a woman "Ilham". Begin the story with..."Like most days, Ilham rose early so that she could begin preparation of the morning meal..." Pass the story on to the next person so they can add a sentence and continue around the room until each person has added something to the story. Ask participants to keep this story in mind as they continue to the next activity, remembering that there are many days in Ilham's life and much she may wish to know.</p>	

<p>STEP 3: 45 min Report Out on Needs Assessment Findings</p>	<p>Allow participants to add any additional information from their needs assessment that they were not able to weave into the story.</p>	
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Session 3A: Identifying Activity Topics and Content

Total Time: 1 1/2 hours

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

1. Generated topics for training SWAY women’s groups and staff;
2. Organized Topics into similar groupings or clusters.

Time & Techniques	Activity and Content	Materials
<p>STEP 1: 30 min Topic Generation and Sharing</p>	<p>Hand out cards and markers to participants (10 min). Ask each participant to think about Ilham (and others they know) and to write as many training topics as they can think of. Each topic should be put on a separate card and (where possible) they should also try to draw a simple symbol or picture to show what they mean. When they are finished, ask them to come place their cards up on the wall (putting rolled masking tape on the back of them)(20 min) <i>[If needed, participants can work in pairs to help each other write out and post the cards]</i></p>	<p>Blank Cards (manila paper or strips of newsprint at least 3" x 11-14") and Felt Markers masking tape or tacky gum</p>
<p>STEP 2: 60 min Small Group Card Clustering and Prioritization</p>	<p>Once all the cards are posted, ask participants if they see any topics that are similar. Help them to group the cards into clusters. When the clusters begin to form, ask participants to help identify the overall title for each content group of activities.</p>	<p>Additional cards and markers (preferably different color for content area titles)</p>

Session 3B: Ordering, Adding and Prioritizing Content

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

1. Consolidated, ordered and added training topics to each cluster selected;

Total Time: 1 1/2 hours

Time & Techniques	Activity and Content	Materials
<p>STEP 1: 90 min Small Group Card Clustering and Prioritization</p>	<p>Ask groups to carry out the first of the following tasks:</p> <ol style="list-style-type: none"> 1) recluster topics within the content area cluster to identify primary training focus areas. - sort through cards and place all similar topics together and add topics as appropriate. <p>Move from group to group and, as the task is finished provide each of the following tasks for the groups to carry out:</p> <ol style="list-style-type: none"> 2) Weed out exact duplicates by placing a circled number in the corner to represent the additional cards taken down; 3) Place cards in order of priority of training concern. 	<p>Content specific card clusters placed on newsprint (for groups to take)</p> <p>Additional cards & masking tape or tacky gum</p>

Session 3C: Report Out on Proposed Ordering for Activity Content

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

1. Shared the proposed ordering of topics and content for activities for training SWAY women's groups;

Total Time: 1 1/2 hours

Time & Techniques	Activity and Content	Materials
<p>STEP 1: 90 min Report Out</p>	<p>Invite each group to report out on their proposed ordering of the content area they chose.</p> <p>Encourage other groups to ask questions and share their opinions about what additional content or topics are needed and any changes in ordering they might suggest.</p>	<p>Newsprint with proposed ordering of topics for each group/ content area</p>

Session 4: Prioritizing and Selecting Content Areas

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

1. Prioritized topics for training.
2. Self-selected and formed 3 - 4 topics area small groups for activity design.

Total Time: 1 1/2 hours

Time & Techniques	Activity and Content	Materials
<p>STEP 1: 30 min Prioritization/ Selection & Discussion</p>	<p>Discuss topic areas and identify 2 that participants would like to focus on developing curriculum for during this workshop. Explain that the other topic may also be developed, but that the purpose of this workshop is to develop their skills as trainers and developers of activities and materials. As this takes a great deal of time and many steps, it is better to be able to focus on the process and produce a couple of good products than to do neither well.</p>	<p>Newsprint and markers</p>
<p>STEP 2: 15 min Small Group Formation</p>	<p>Ask participants to choose the topic they would most like to work on to design a training activity - they are invited to come write their names on newsprint under one of the training areas identified.</p> <p><i>[Note: Facilitator tries to ensure that groups are relatively equal by listing number spaces for names under each area sheet and reminding participants that there are many different skills among them and that resource people, trainers and literacy facilitators should be evenly distributed among all groups.]</i></p>	<p>Newsprint and markers for each group</p>

Session 5A: Designing a Sample Activity

Goal: (For sessions 5A & 5B) To model the overall process used in developing participatory training techniques, with participants actively helping in the process by identifying the key message, content, learning objectives and methods used in designing activities.

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

1. Identified key topic for use in activity planning demonstration;
2. Identified the simplest terms (key concept) in which the topic can be presented;
3. Written measurable learning objectives following given guidelines;
4. Determined essential content for designing participatory activities.

Time: 3 hours

Time & Techniques	Activity & Content	Materials
15 min	Energizer	
STEP 1: 5 min Skit	<p>Skit with two Arabic speaking women taking the roles of women involved in a YWA.</p> <p>Two actors identify a problem with attendance at their YWA, and decide to design an activity that will help solve the problem.</p>	<p>Session 5 A & B. Attachment A (Skit script)</p> <p>Props as determined by actors</p>
STEP 2: 20 min Large group	<p>Facilitator leads brainstorm with group to:</p> <ol style="list-style-type: none"> 1). identify key topic for actors to present to YWA; 2). identify the simplest terms in which that topic can be stated. 	<p>Newsprint</p> <p>Markers</p>
STEP 3: 10 min Skit (cont.)	<p>Skit continues, during which actors identify basic guidelines for writing measurable learning objectives</p>	<p>Skit script</p> <p>Newsprint, markers</p>
STEP 4: 10 min Large group	<p>Facilitator leads discussion as group reviews basic guidelines for writing measurable learning objectives. S/he asks: "What can you tell me about writing an objective?"</p> <p>Facilitator records group's answers; distributes Handout #1. Guidelines for Good Objectives.</p> <p>Facilitator leads discussion as group compares their guidelines with those on Handout #1 and makes clarifications as necessary.</p>	<p>Newsprint, markers</p> <p>Session 5A. Handout #1. Guidelines for Good Objectives</p>

STEP 5: 10 min Large Group	Facilitator distributes Worksheet #1. Examples of Objectives and asks group to determine which of the objectives is best written. S/he asks for rationale behind choices and clarifies if necessary.	Session 5A. Worksheet #1. Examples of Objectives
STEP 6: 10 min Large Group	Facilitator asks group to brainstorm three objectives that will help skit actors reach their YWA with their key message. At the end of the brainstorm, facilitator helps them decide which three objectives: 1). Best follow guidelines reviewed in Step 5 2). Will be most helpful in helping the YWA actors get their message across.	Newsprint Markers
BREAK 30 min	Facilitator (or volunteer) writes three objectives on three separate newsprint for use in Step 7.	Newsprint Markers
STEP 7: 20 min Large Group Small Group	Facilitator distributes Handout #2. Identifying Key Content and leads a discussion about its meaning. S/he then divides the group into three sub-group and distributes a newsprint with an objective written on it Facilitator asks sub-groups to brainstorm the content necessary to reach objectives, and then to categorize it according to "Must Know," "Important to Know," and "Nice to Know" by writing a symbol next to the different categories. (Each category's symbol is written in a different colored ink). Facilitator asks group to record the content they determine to be "Must Know" on blank newsprint	Three newsprint with objectives from Step 6. Session 5A: Handout #2. Identifying Key Content Newsprint with <u>Identifying Key Content</u> scheme drawn on it Blank newsprint Four different colored markers for each group: one for writing content and three for categorizing content
STEP 8: 20 min Large Group	Facilitator reviews "Must Know" content with the large group. By asking the question, "Could these objectives be taught <u>without</u> this content?" s/he determines if the group has identified the most important content necessary to reach objectives.	Newsprint Markers
STEP 9: 20 min Triads	Facilitator places strips of paper with participatory training techniques in a basket or other container. S/he asks each triad to choose a technique from the container. Facilitator distributes poster board and drawing materials to each triad, or leaves them on a central table. S/he asks the triads to draw something that symbolizes the technique that is written on the strip of paper they chose.	Session 5A, Attachment B: Participatory Training Techniques. Poster board cut into 12" X 12" squares for each triad; Basket or other container, Markers, pencils, other drawing materials

<p>STEP 10: 30 min Large Group</p>	<p>At the end of 20 minutes, the triads post their drawings on the wall. Facilitator leads discussion to determine which techniques each drawing represents.</p> <p>At the end of the session, facilitator distributes Session 6. Handouts #1 & #2. Activity Design Guidelines and Activities: Things to Think About for participants to review overnight. In closing the session, facilitator briefly explains that the participants will develop their own activities in the next sessions, and that these handouts will help them prepare for those exercises.</p>	<p>Session 6. Handouts # 1 & 2. Activity Design Guidelines and Activities: Things to Think About</p>
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Session 5A. Designing a Sample Activity
Handout #1. Guidelines for Good Objectives

Guidelines for Good Objectives

Guideline #1: The learner is the subject of the sentence. As a trainer, you are interested in what the learner can do to demonstrate knowledge of a subject.

Guideline #2: Use action words that describe observable behavior. For example, **demonstrate, write, describe, identify, create, invent** are action words. The trainer can see or hear a person **describe** or **create**. Non action verbs like **understand** and **know** are not acceptable in learning objectives because the trainer has no observable way of knowing that the trainee knows or understands.

Guideline #3: Under what conditions will you know that the learner has adequate knowledge or skills about a subject? Ask the questions, **By when?** and **Under what circumstances?**

Session 5A. Designing a Sample Activity
Worksheet #1. Examples of Activities

Examples of Objectives

A learning objective should include the following:

Learner is the subject of the sentence.

Action words describe observable behavior.

Under what conditions the learner will perform.

- A. The mothers will be able to demonstrate new steps in Oral Rehydration Therapy (ORT) preparation by mixing the ingredients.
- B. The mothers will be able to demonstrate new steps in ORT.
- C. By the end of the session, the mothers will be able to demonstrate new steps in ORT preparation by mixing the ingredients.
- D. The participants will know about Oral Rehydration Therapy.

Which of the objectives above follow all the guidelines
of a good objective?

What is missing from the ones that don't?

Session 5A. Designing a Sample Activity
Handout #2. Identifying Key Content

MUST KNOW

IMPORTANT TO KNOW

NICE TO KNOW

IDENTIFYING KEY CONTENT

excerpted from
Facts for Life,
UNICEF, 199?

Session 5A. Designing a Sample Activity
Attachment B. Participatory Training Techniques

Facilitator's Note:

For Session 5A. Steps 9 & 10, use the following examples of Participatory Training Techniques.

BRAINSTORMING

CASE STUDIES

SKIT

ICE BREAKERS

LECTURETTES

ROLE PLAYS

PICTURES

SMALL GROUPS

GAMES

DYADS

TRIADS

Session 5A & B. Designing a Sample Activity**Attachment A. Skit****Step 1:**

Objective: Participants will have identified key topic for use in designing a participatory training activity.

Skit with two Arabic speaking women taking roles of women involved in YWA group. Both have recently heard from group members about the need to improve attendance at YWA meetings, and think that one of the reasons attendance is so low is because the group members' children are always sick with diarrheal diseases. They decide that one simple message they could help the YWA members learn is how to be more hygienic in their cooking practices so as to decrease the incidence of diarrhea in their families. After they leave the room, the large group will identify key topic and message for them to use in their YWA.

A: Hey, B! I just came from our group meeting, and you wouldn't believe what they were talking about!

B: What?

A: They were all talking about how much their kids get sick and how they are so tired that they can hardly come to meetings anymore because they spend all their time taking care of sick children.

B: Well, they are always talking about that, but never do anything about it.

A: Yeah, well, I think that we can help them do something about it.

B: Like what?

A: Well, you and I went to that seminar last month on health in the home. We learned something about keeping the family from getting diarrhea by boiling our drinking water and washing our hands before we cook and ...

B: Oh, but in those meetings we're always so busy. We never have the time. And besides C controls the meetings; she'll never let us talk.

A: She'll listen to us if we tell her that women are too tired to come to meetings because their kids are always sick and that we can help!

B: OK. I'll go with you to talk to C. But what are we going to do with the group? We can't talk for hours, and there's so much to cover about how to keep your family healthy.

A: You're right. We have to keep it simple. Let's go find C right now, and think about it on the way. *(A and B disappear out the door, talking as they leave).*

After they have left the room, the facilitator leads the large group in activities that help them to identify the key concept and the key message for the topic identified by A and B (Session 5A Step 2). As the group finishes its work, the facilitator posts the topic and key message in an obvious place for A and B to see when they enter. The facilitator then moves aside to let the skit continue.

Session 5A & 5B. Designing a Sample Activity

Attachment A. Skit

Objective: Participants will have identified basic guidelines for stating measurable learning objectives.

A: Well, that was good. C must have been feeling good today.

B: Yeah, she said we could do our talk next week! Hey, what's this?

A: Whaaa? Someone's been here when we weren't here! I wonder who it is?

B: *(Looking around)* I don't like this. I don't like ghosts. *(Starts moving toward the door).*

A: *(Putting out a hand to stop her).* Don't go! Look! Whoever it is worked for us! They came up with a really good idea for a simple message that we can use with the group!

B: *(Still uncertain)* It'll have to be really good to keep me here...

A: It is! Read it. *(Reads the newsprint aloud)*

B: Say, that is good. Now we're all finished; we can go home.

A: We *aren't* finished. We don't have any activities to use with the women. I'm not going in there without some idea of what I'm doing. I don't want to make a fool of myself!

B: You're right. So we have this idea. What do we do to help them learn it?

A: Maybe if we use some steps...

B: What about, "The women will understand..."

A: But how do we know from what you just said that they really understand?

B: We'll ask them.

A: That won't work. They'll all just shake their heads "yes" and wish we'd leave them alone! How about...Women who take part in this training will be able to _____. *(Supplies correctly phrased learning objective).*

B: That's good. They'll have to *show* us that they know. This isn't all they need to be able to do, is it?

A: No, it's probably not, but I need to go to school to talk with my child's teacher *(or some other appropriate excuse)*. But I can come back later and we can finish up.

B: OK. *(The two women exit, talking as they leave).* Say, did you hear what X said on the radio last night?

Session 5A & B. Designing a Sample Activity
Attachment A. Skit
page 3

Facilitator guides discussion of writing measurable objectives and determining most important content necessary to reach those objectives (Steps 4 - 8). As this discussion draws to a close, s/he posts newsprint with the group's learning objectives and "must know" content on the wall, so that it is obvious when A and B re-enter.

This section of the skit becomes a role play in which the players create an activity design summary based on the group's previously stated objectives and content. The activity design summary will use, as much as possible, the pictographs created by participants in Session 5A Steps 4 - 8. The role players will need to meet the evening before to prepare their scenario.

By the end of the role play, they will have created a pictograph activity design summary, allocating time and determining materials, while trying to help the foreigner understand the process. The activity design summary will be posted on newsprint for all to see.

Step 9:

Objective: Participants will have chosen participatory learning methods that will help them reach learning objectives.

Participants will have completed an activity design summary.

(A and B re-enter room, talking).

A: See! I told you if we stayed gone long enough they'd come help us out again! I wonder who they are??

B: You were right. What did they do this time?

A: Looks like things people need to know in order to learn about _____. *(Supplies key message).*

B: Yeah, and they did a good job again.

A: Now comes the best part. We get to decide what we're going to do with the women when we've got them where they can't leave...

B: Great! What will we do first? A role play, or a skit?

A: One thing I think we could do to make it more interesting is to not use just words but to try to draw pictures about what we're doing. That way people don't always get bored with words.

B: Yes, and also we have a couple of women who might not be able read and write very well, and this might help them to understand.

Role play continues until actors have completed an activity design summary using pictographs as appropriate.

Session 5B: Developing an Activity Design Summary

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

1. Identified at least three participatory training techniques;
2. Created an Activity Design Summary.

Facilitator's Note: Due to time constraints, Session 5B is designed to be continued on the morning following Session 5A. This will allow the actors in Session 5A to prepare a role play in which they take advantage of the participants' objectives, "Must Know" content, and the poster board depictions of participatory techniques to develop a scenario in which they create an Activity Design Summary.

Time: 30 - 45 minutes

Time & Technique	Activity & Content	Materials
<p>STEP 1: 20 min Role play with pictograph</p>	<p>In a role play, actors return to create a pictograph of an Activity Design Summary using the poster board pictures created by the participants in Session 5A, Step 9.</p> <p>Actors base their Activity Design Summary on the objectives and content generated by the group on Session 5A, Steps 4 - 8.</p>	<p>Participants' poster board depictions of participatory activities</p> <p>Newsprint of group's objectives and "Must Know" Content</p> <p>Sufficient clean newsprint for actors to use as an Activity Design Summary</p> <p>Markers</p>
<p>STEP 2: 10 min Large group</p>	<p>If possible, volunteer leads brainstorm in which group lists ways in which participatory activities can be used in YWAs.</p>	<p>Newsprint</p> <p>Markers</p>

Session 6: Group Development of Activity Designs

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

1. Demonstrated their ability to design participatory training techniques using appropriate guidelines;
2. Completed an Activity Design Summary;
3. Received feedback on their activity designs.

***Facilitator's Note:** In preparing the groups for the task, the facilitator makes it clear that the groups' task will be to create an activity design summary, not a complete activity design. The facilitator should describe the process that participants will be undergoing throughout the day, stating that they will be carrying out the same process they saw modeled in Sessions 5A & B. At this point, they are not responsible for developing handouts, etc., but only for outlining the activity and determining key concepts, allocating time, techniques, content and materials.*

There will be four groups of approximately five people each. They will work on two topic areas as determined by the needs assessment in Session 3B & C. Participants will be asked to work on a topic in which they are not experts, because in Session 7 they will work on complete activity designs for topics in their areas of expertise.

Time & Technique	Activity & Content	Materials
STEP 1: 10 min Large Group	Introduction to Session 6 (see <u>Facilitator's Note</u> above).	
STEP 2: 10 min Large Group	Facilitator distributes Handout #1. Activity Design Guidelines, and briefly reviews the process that a trainer goes through to design a participatory activity. References should be made to specific examples from the group's work up to this point.	Session 6. Handout #1. Activity Design Guidelines
STEP 3: 15 min Large Group	Facilitator distributes Handout #2. Things to Think About and briefly reviews it with the entire group.	Session 6. Handout #2. Designing Activities: Things to Think About
STEP 4: 4 hours Small Groups	S/he then divides large group into four sub-groups and assigns their task for the day. S/he distributes Handout #3. Sample Activity Design and sets time parameters and benchmarks for activity design process, making sure to schedule time throughout the day to make sure groups are on target.	Session 6. Handout #3. Activity Design Summary

<p>STEP 5: 1 hour Small Groups and Large Groups</p>	<p>Facilitator reconvenes the large group and asks each in turn to make a 5 minute presentation of their Sample Activity Design.</p> <p>Facilitator encourages feedback from the large group by asking: "Is everything there that you need to carry out this activity? What more do you need?" If appropriate, "How would you do it differently?"</p> <p>During discussion, facilitator stresses that this is not the completed activity design, but rather a summary of that activity design.</p>	
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Session 6. Group Development of Activity Designs

Handout #1. Activity Design Guidelines

ACTIVITY DESIGN GUIDELINES

After a general topic has been identified, the following method can be used for developing activities.

1. Identify key topic.
2. State key concept in simplest terms. For example, "Mother's milk is best milk."
3. Write learning objectives that will help you measure when trainees have learned key concept.
4. Identify the most important content to teach objectives, differentiating among the "Must Know," "Important to Know," and "Nice to Know" content.
5. Choose methods that involve the learner, and that help you know when they have learned the necessary content or skills.
6. Design your activity, focusing on what the learner is to do, and what the trainer is to say and do.
7. Complete an activity design summary so that you can keep track of your objectives, the techniques you will use to meet your objectives, the activity itself (who will do what and when), the amount of time you need, and what materials you need. This ensures that everyone is clear about roles and responsibilities and the sequencing of activities.

Session 6. Group Development of Activity Designs**Handout #2. Designing Activities: Things to Think About****DESIGNING ACTIVITIES:
Things to Think About**

When designing a participatory activity, it is helpful to follow the sequence below:

1. Use a discussion starting technique that will help the trainer determine what the trainees already know about the topic. Any technique that helps stimulate discussion is useful, for example: a skit that presents the topic, or a case study that involves the appropriate content.
2. Clarify participant knowledge by following up the discussion starter (Step 1) with a few questions that allow the trainer to determine how much the trainees know about a subject, and what their attitudes are toward the subject. If necessary, the trainer uses these reactions and responses to make necessary adjustments to the activity. For example, if a group of women already knows how to breastfeed, then the trainer would not cover that topic again, but would move on to another topic.
3. Present new information. After the trainer knows the trainees' level of knowledge about the topic, s/he provides new information that moves the trainees to develop new skills in using the content. For example, the trainee might introduce a technique that teaches other women about breast-feeding and its importance in maintaining a child's good health.
4. Discuss and clarify. The trainer attempts to see how well the trainees have learned the content area. This is an opportunity for the trainer to ask questions that uncover confusion about the topic, and allow her/him to clarify confusion. For example, "Why is breast-feeding important to a child's good health?" helps the trainer see how well the trainees have learned the new information.
5. Apply new information. If possible, the trainees actually demonstrate their ability to apply new information and develop new skills. For example, the trainer may ask the trainees to carry out a new technique that demonstrates how breast-feeding is important to a child's health.

Session 6. Group Development of Activity Designs
Handout #3. Activity Design Summary

ACTIVITY DESIGN SUMMARY

Key Concept:

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

Time:

Time & Technique	Content & Activity	Materials

Session 6: Facilitator Reference

SOME GUIDELINES FOR PLANNING PARTICIPATORY ACTIVITIES

If you want to SUCCEED, you need to:

If you do, you will:

S	Set brief, clear task rather than lecture or ask questions.	Share power.
U	Use hands-on, multi-sensory materials rather than rely only on verbal communications.	Broaden the base of participation.
C	Create an informal, relaxed climate.	Equalize status.
C	Choose a growth-producing activity.	Draw out talents, leadership, mutual respect.
E	Evoke feelings, beliefs, needs, doubts, perceptions, aspirations.	Ensure relevance.
E	Encourage creativity, analysis, planning.	Enhance personal confidence, self-esteem, skills, resourcefulness.
D	Decentralize decision-making.	Develop capacity for practical action.

From: Lyra Srinivasan, *Participatory Training for Community Development*

Session 7: Drafting Activity Plans and Support Materials

Goal: To allow participants to work in curriculum groups refine content lists and write detailed activity plans and support materials.

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

1. Revised content outlines;
2. Reviewed other available training materials to adapt or utilize in their activity designs;
3. Drafted detailed activity plans;
4. Drafted initial support materials.

Total Time: 4 1/2 hours

Time & Technique	Activity	Materials
STEP 1: 75 min Small Group Work	Gather participants into content (curriculum) groups to consider the ordering and content of activities and provide each other feedback on activity objectives, key concepts, and techniques. Encourage participants to check with relevant reference materials, look through them and add ideas that have been effective (or they believe will be effective) to their designs.	Newsprint versions of curricula with outlines with collected large group feedback
STEP 2: 105 min Individual Writing	When general agreement is reached on step 1 above, individuals take responsibility for each activity plan and write out details of the activity plan as follows: <ol style="list-style-type: none"> 1. Individuals/pairs draft activity design summaries including topic/titles, key concept, objectives, times and techniques, brief description of the content/activity and materials for their assigned activities (40 min). 2. Meet in small groups and provide each other feedback on activity design summaries (especially concepts, objectives and techniques) (20 min). 3. Individuals/pairs responsible for activity plans write out details of activities (45 min). 	Additional activity plan forms
STEP 3: 60 min Small Group/ Individual Materials Development	In pairs (or individually, with peer editing and discussion of each others work), participants identify and draft support materials for use in each activity.	Any materials needed (collected from materials table)

STEP 4: 30 min Large Group Review	Come back together as a group and review final activity plans and provide feedback to the authors on their activity plans.	
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HANDOUT**Session 7****Drafting Activity Plans and Support Materials****SMALL GROUP TASK SHEET**

The following activities should be carried out in your full content group (10-15 participants)
(about 1 1/4 hours).

1. Reconsider the ordering and content of the activities in your assigned content area. Is there any additional content you think should be added? Is there any change you would like to make in the ordering. Make sure to check with relevant reference materials and appropriate resource people. Think about which ideas have been effective (or you believe will be effective) and use these in your designs.
2. Clarify writing responsibilities among the groups and members as follows: a) Identify which 4 activity plans you will write in this workshop; b) identify which subgroups will be responsible for which 2 activity plans; and c) identify which individuals or pairs will take the main responsibility for writing up each of these.

Break into smaller content area groups (5-6 people per group) and work on the next set of tasks.
(about 3 1/4 hours)

3. Individuals/pairs draft activity design summaries including topic/titles, key concept, objectives, times and techniques, brief description of the content/activity and materials for their assigned activities (40 min).
4. Meet in small groups and provide each other feedback on activity design summaries (especially concepts, objectives and techniques) (20 min).
5. Individuals/pairs responsible for activity plans write out details of activities (45 min).
6. Identify and draft (in pairs or individually) support materials for use in your activity (about 1 hour)
7. Come back together as a group and review final activity plans and provide feedback to the authors on their activity plans (30 min).

Session 8B. Preparation for Practice Training
Preparation for Practice Training

(About 1 1/2 hours)

1. Prepare for practice training session by:
 - deciding which presentation time during the day your group prefers,
 - identifying which activity will be demonstrated,
 - identifying who will facilitate the activity,
 - identifying who will observe and what they will record (note changes that are needed);
 - preparing whatever materials will be needed for the activity.

ACTIVITY PLAN

Title of Activity:

Key Concept:

Objectives: By the end of the activity, participants will be able to:

- 1.
- 2.
- 3.

Total Time:

Activity Design Summary:

Time & Technique	Activity	Materials

Attach Activity Detail (Step by Step Narrative, Lecture Notes, etc.)
and Support Materials (Case Studies, Roles for Roleplays, Instructions, etc.)

Session 8A: Preparation for Practice Training

Goal: To give participants the chance to prepare for the presentation of an Activity developed by their small group.

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

1. decided which presentation time during the day your group prefers;
2. identified which activity will be shared;
3. identified who will facilitate the activity;
4. discussed roles and tasks of observers and who will be responsible for observing activity presentation;
5. prepared all materials needed for the activity.

Total Time: 1 - 1 1/2 hours

Facilitator's Note: This session comes in the midst of session 7 (preferably after break) so that participants can move on to finalizing activity plans and preparing for their practice presentation/training.

Time & Technique	Activity	Materials
STEP 1: 15 min Discussion/ Scheduling	Post schedule and have groups get agreement as to order of presentations and what will be needed. Outline the day, including the fact that each session should begin with an introduction and end with feedback.	Newsprint & markers
STEP 2: 45-75 min	Have each curriculum group prepare to present one of the two Activities they were responsible for developing (activities (or pieces) should last between 30 minutes to 1 hour). 2 members of each curriculum group should be identified to keep time and record and document missing pieces of the training. Any additional work needed on activity plans can be concluded during this time.	as required by participant trainers

Session 8B: Practice Training

Goal: To give participants the chance to implement one Activity developed by each small group and evaluate its effectiveness.

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

1. Participated in simulations of at least 4 Activity presentations;
2. Helped to prepare, present or observe an Activity;
3. Given and received feedback on training techniques, styles and facilitation;
4. Made suggestions for modifications to Activity designs and support materials.

Total Time: 5+ hours

Facilitator's Note: The preparation for this session (Session 8A) should be carried out the day before. If more stand up training practice is desired (and the group, training space and number of co-facilitators is large enough) two subgroups can be created with curriculum content groups split between them and more opportunities for training practice are created without losing overview and evaluation of activity plans.

Time & Technique	Activity	Materials
STEP 1: 15 min Introduction	Outline the day and remind participants how each presentation should begin (introducing the activity) and end (feedback).	Newsprint & markers
STEP 2: 4 hrs - 5 hrs Practice Training	<p>Each curriculum group presents one of the two activities they were responsible for developing (each should last 30 minutes to 1 hour). 2 members of each curriculum group keep time and record and document missing pieces of the training.</p> <p>At end of presentation, have the presenter/lead facilitator provide comments/feedback on their own activity and how they felt about it. Invite participants to provide feedback to trainer(s) about the activity. Finally, as training coordinator (master trainers), provide feedback to the group.</p>	as required by participant trainers

Session 9: Preparation for On-Site Trainings

Goal: To provide an opportunity to prepare for trainings to take place with participants who have not been in attendance at workshop.

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

1. Negotiated the time slot during which they wish to carry out their training;
2. Determined roles and responsibilities for carrying out trainings;
3. Prepared all necessary materials.

Total Time: 2 1/2 hours

Time & Technique	Activity	Materials
<p>STEP 1: Visioning Process 20 min.</p>	<p>Ask participants to sit quietly and invite them to close their eyes as they consider the picture the facilitator draws of what is to happen during on-site trainings. <i>(Remember that the women who will be coming to the training have not been attending the workshop, and have little or no familiarity with nonformal education techniques. Draw a verbal picture of confusion, questioning, and general unfamiliarity with the purpose of the training).</i></p>	
<p>STEP 2: Large group Brainstorm 20 min.</p>	<p>From the mental image that you drew in Step 1, ask the participants to brainstorm a list that will help them determine how to prepare for the on-site trainings.</p> <p>Once finished, distribute Session 9: Handout 1. Preparing for On-Site Training, and ask the group to compare their list with the checklist on the handout. Make adjustments as necessary.</p>	<p>Handout 1: Preparing for On-Site Training</p>
<p>STEP 3: Four training groups 1 1/2 hours</p>	<p>Divide into four training groups and ask them to determine roles and responsibilities and to prepare all necessary materials for the on-site trainings.</p>	
<p>STEP 4: Small group to large group 20 min.</p>	<p>Ask each group to make brief (5 min.) presentation on how they will manage their roles and responsibilities during the on-site trainings.</p> <p>Determine which of the time slots each group will take during Sessions 10 A - D.</p>	

Session 9. Preparation for On-Site Trainings
Handout #1. Preparing for On-Site Trainings

PREPARING FOR ON-SITE TRAININGS -

Among other things, you will need to consider:

Introductions...who will make them? What will they need to do/say?
Purpose of training

Training...Will one person take lead role? Who will that be? What will all trainers' roles be?

Evaluation...Who will carry it out? What will you evaluate? What are the roles of the...
Participants
Facilitators
Master trainers?

Overall format of session
Introductions
Expectations
Training
Evaluation
Schedule/Timeline

Materials...
Who is responsible for which materials?
By when will they need to be prepared?
What is needed to complete them?

Sessions 10 A - D: On-Site Trainings

Goal: To provide opportunity for trainees to carry out the activities they have designed during the workshop, and to receive feedback on those activities.

Objectives: By the end of the trainings, participants will have:

1. Carried out a test of their activity with a group unfamiliar with content and process;
2. Received feedback on that training.

Time: (Each Session): 3 hours (including break)

STEPS: As determined by participants

Session 11: Evaluation of On-Site Trainings

Goal: To provide an opportunity for participants to reflect on their on-site trainings and to consider how to apply their learning toward carrying out future field testing.

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

1. Evaluated on-site trainings;
2. Discussed necessary changes testing Activities;

Time: 1 1/2 hours

Time & Techniques	Activity	Materials
STEP 1: Four training groups 30 min.	Distribute Handout #1. What Went Well? Ask the four training groups to consider the questions and to answer them.	Handout 1. What Went Well?
STEP 2: Large group 1 hour	Ask each group to report on its evaluation findings and to make suggestions for future field testing.	Newsprint markers

Session 11. Evaluation of On-Site Trainings
Handout #1. What Went Well?

WHAT WENT WELL?

WHAT WENT WELL?

WHAT DID YOU LIKE THE MOST?

WHAT DID YOU LIKE THE LEAST?

WHAT WOULD YOU CHANGE?

Session 12: Planning for Follow-Up

Goal: To provide opportunity for group to develop guidelines and a plan for carrying out further field testing.

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

1. Discussed suggestions for where, when, and how each Activity will be field-tested;
2. Developed a set of guidelines for how further field testing should take place.
3. Developed a timeline for field testing Activities.

Time: 4 1/2 hours

Time & Technique	Activity	Materials
STEP 1: Small groups 45 min.	Discuss suggestions for where, when and how the activity plans should be implemented and field tested how feedback will be collected/shared.	Additional Activity Plan Sheets, Newsprint and markers for each group
STEP 2: 45 min Report Out/ Presentations	Invite groups to make their suggestions. At the end of each presentation, invite participants to give their reactions/suggestions.	Newsprint & markers
STEP 3: Groups as determined by center "teams"	Distribute Session 12. Handout 1. Action Planning Task Sheet and ask teams from each of the centers (or regions) to consider the question found on it. Ask them to create a plan that outlines what resources are needed to carry out field testing in their centers, who will need to be involved, the support and barriers they will encounter when field testing, and a timeline for field testing and submitting final drafts of Activities.	Handout 1. Action Planning Task Sheet Newsprint & markers

**Session 12. Handout 1
Action Planning Task Sheet**

ACTION PLANNING TASK SHEET

Consider the following in your group and be prepared to discuss and negotiate your thoughts with members of the SWAY staff and others who need to be involved:

1. Identify:
The obstacles that you might encounter in attempting to carry out field testing.
The support you have for carrying out field tests.
2. Identify:
Resources needed to carry out field testing in your center.
What needs to happen, and in what order?
Who will be responsible for what steps?
4. Develop guidelines for field testing:
What do you need to pay attention to?
Who will take notes/observe?
5. Who will be responsible for making final drafts of Activities and sending them to the SWAY staff?
6. What is the timeline for this? (In the event that SWAY staff or others involved in the training cannot be there on that day, what are other possibilities for dates?)

Sample Guidelines for Pre-Testing Training Curricula

Identify who will be involved in testing the activities and, where possible, let each trainer take primary responsibility for facilitating an activity (or a part of it). The other trainer should take responsibility for observing the activity. Observing means that you:

1. Read through the activity plan before the session begins and make comments on any part of the activity that you don't understand.
2. Keep track of time for each different technique used.
3. Note any changes that the facilitator makes in presentation of the activity plan (for better or for worse). Write down any information that you feel would help someone else in facilitating the activity.
4. Talk through your observations with the trainer at the end of the activity and write up summarized recommendations;

Have one person responsible for keeping all of these notes together with the activity and sending them to the SWAY trainers.

Session 13: Timetable and Scheduling with SWAY Staff

Goal: To allow participants and SWAY staff (and others involved) to negotiate and clarify timelines and schedules for field testing.

- Objectives:** By the end of the session, participants will have:
1. Discussed field testing plan and timeline with SWAY staff;
 2. Negotiated date and time for field testing in each center.

Time: 1 1/2 hours

Time & Technique	Activity	Materials
Center "teams" and SWAY staff Variable	Large newsprint of a matrix outlining the name of each center, dates and other pertinent information is posted on the wall. SWAY staff and participants from each center review field testing plans and negotiate a timeline for field testing in each center.	Newsprint & markers

Session 14: Evaluation of Training of Trainers in Activity and Materials Development Workshop / Closing of Workshop

Goal: To provide a feeling of completion and closure of the training workshop for the group.

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

1. Evaluated their individual progress on various topics with respect to training and activity materials development;
2. Collectively evaluated the workshop's ability to provide opportunities to reach the stated objectives;
3. Individually evaluated their personal abilities with respect to the workshop objectives and training skills;
4. Experienced a sense of closure and celebrated completion of the workshop.

Total Time: 1 1/2 (- 2) hours

Note: Steps 1 - 4 plus handouts and additional information are detailed in the evaluation reference section under session 10D.

Time & Technique	Activity	Materials
STEP 1: 20 min Self-Assessment	Distribute copies of the self-assessment instrument and ask learners to complete it thinking about how they would answer each question now that they are at the end of the workshop.	
STEP 2: 10 min	Distribute original copies of self-assessments completed during introduction to workshop. Have participants compare their personal assessment of abilities with what they noted at the beginning of the workshop. Allow a few participants a chance to comment on the changes in their responses and abilities.	Copies of self-assessments completed during introduction to workshop.
STEP 3: 15 min Small Group/ Large Group Evaluation of Workshop	Post the "Objective Mountains" around the room. Explain that the purpose of this activity is to evaluate how well the workshop provided opportunities for participants to reach their each objective (not how well they did). Break participants into 4 small groups and tell them that they are to discuss each objective and decide how far up the mountain they have come. Provide each group with 7 cutout figures (a different color for each group) so they can place their figure on the mountainside after they have agreed as a group where it should go. Point out that the 7th figure is for the final "Mountain" which represents the entire workshop.	Instructions plus Prepared Newsprint showing mountains labeled for each objective, colored cutout figures (one for each team)

Time & Technique	Activity	Materials
STEP 4: 15 min Report Out/ Consensus	After each group has posted their figures on the mountainside, have participants comment on (and/or decide) where the figure that could represent all of them might best be placed and make some suggestions for how to improve the workshop.	7 larger cutout figures to post as "consensus markers" on the sides of the mountains
STEP 5: 10-15 min Closure Activity	Invite volunteers from participants to share a song, poem, or vote of thanks for their experience during the workshop.	
STEP 6: 10-15 min Closing Remarks	As facilitator, thank participants and summarize the journey they have undertaken, how far they have gone, and how far they have left to go. Invite official to provide encouragement to the group to complete the task ahead and produce useful and effective training curriculum that can help guide them in their work. Invite official to formally close the workshop.	

REFERENCE SECTION - EVALUATION SESSIONS

Session 14A: Daily Evaluation and Steering Committee Meeting, Day 1

Session 14B: Daily Evaluation and Steering Committee Meeting, Day 2

Session 14C: Daily Evaluation and Steering Committee Meeting, Day 3

Session 14D: Final Evaluation of ToT in Activity and
Materials Development Workshop, Day 5

Session 14A: Daily Evaluation and Steering Committee Meeting

Goal: To carry out formative evaluation on the days activities to determine if objectives were met, which sessions were most effective, and where improvements could be made.

Part I: Daily Evaluation

Total Time: 15 min

Objective: By the end of the session, participants will have:

1. Reviewed and evaluated the day's sessions.

Part II: Steering Committee

Total Time: 30-40 min

Objective: By the end of the session, the Steering committee will have:

2. Reviewed participant evaluations and shared personal observations comment on the day's activities;
3. Reviewed the day's progress in relation to the schedule and the session plans for the following day and proposed the next day's schedule.

Part I:

Time & Techniques	Activity and Content	Materials
STEP 1: 5 min Brainstorm	Ask a participant to summarize the day's activities and refer them back to the objectives for each session, using group impressions to check off whether an objective has been reached (P - partially, / - totally, or x - not at all) and whether or not it should be readdressed later in the workshop (circled).	Newsprint with Objectives from each session, markers

<p>STEP 2: 10 min Itemized Response</p>	<p>Ask participants to identify the following two things:</p> <ol style="list-style-type: none"> 1. Which sessions or activities they enjoyed the most and why? 2. What suggestions they could you make for improving what was done today or the workshop overall? (this can include anything they like, but should be phrased as a suggestion so that action can be taken). <p>Invite participants to record their responses on green cards - "what worked" and red cards - "improvements".</p>	<p>Newsprint with prepared Daily Evaluation Questions</p> <p>Flip Chart with headings: "What worked" and "Suggestions for Improvement"</p>
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Part II: Steering Committee

Time & Techniques	Activity and Content	Materials
<p>STEP 1: 20-30 min Evaluation Analysis</p>	<p>Steering committee meets, reviews participant evaluations and shares personal observations and comments on the day's activities.</p>	<p>Evaluation responses</p>
<p>STEP 2: 15-20 min Group Planning</p>	<p>Steering committee reviews the day's progress in relation to the schedule, the session plans for the following day and proposes the next day's schedule.</p>	<p>Schedule for next day's activities</p>

Session 14B: Daily Evaluation, Day 2

Goal: To carry out formative evaluation on the day's activities to determine if objectives were met, which sessions were most effective, and where improvements could be made.

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

1. Reviewed the day's activities;
2. Identified sessions and activities that they enjoyed;
3. Identified changes that could be made.

Total Time: 15 min

Time & Techniques	Activity and Content	Materials
STEP 1: 5 min Brainstorm	Facilitator asks participants to describe what was done during the day. When a description of the day's sessions has been shared, participants are then handed two colors of small cards they are asked to use one color to write 1) What I liked most about the training sessions so far 2) What I would change about the training <i>[Note: while one facilitator hands out the cards, the other can explain what to do with them]</i>	Newsprint with prepared questions, Small cards of different colors
STEP 2: 10 min Individual Itemized Response	Participants write their responses to the two questions and facilitators collect them to hand over to the next steering committee.	

Session 14C: Daily Evaluation, Day 4

Goal: To carry out formative evaluation on the days activities to determine if objectives were met, which sessions were most effective, and where improvements could be made.

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

1. Reviewed the day's activities;
2. Identified sessions and activities that they enjoyed;
3. Identified changes that could be made.

Total Time: 15 min

Time & Techniques	Activity and Content	Materials
STEP 1: 5 min Brainstorm	Facilitator asks participants to describe what was done during the day. When a description of the day's sessions has been shared, participants are then handed two colors of small cards they are asked to use one color to draw <ol style="list-style-type: none"> 1) What I liked most about the training so far 2) What I liked least about the training <p><i>[Note: while one facilitator hands out the cards, the other can explain what to do with them]</i></p>	Newsprint with prepared questions, Small cards of different colors Pocket Board with pockets for each session as well as other logistical aspects of the training
STEP 2: 10 min Individual Itemized Response	Participants draw their responses to the two questions and place them in the appropriate pocket on the pocket board before they leave for the day. <p><i>[Note: the steering committee will make a collage to share responses with participants]</i></p>	

Session 14D: Evaluation of Training of Trainers in Activity and Materials Development Workshop / Closing of Workshop

Goal: To evaluate various aspects of the training workshop as well as personal achievement.

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

1. Evaluated their individual progress on various topics with respect to training and activity materials development;
2. Collectively evaluated the workshop's ability to provide opportunities to reach the stated objectives;
3. Individually evaluated their personal abilities with respect to the workshop objectives;

Total Time: 1 hour

Time & Technique	Activity	Materials
STEP 1: 20 min Self-Assessment	Distribute copies of the self-assessment instrument and ask learners to complete it thinking about how they would answer each question now that they are at the end of the workshop.	
STEP 2: 10 min	Distribute original copies of self-assessments completed during introduction to workshop. Have participants compare their personal assessment of abilities with what they noted at the beginning of the workshop. Allow a few participants a chance to comment on the changes in their responses and abilities.	Copies of self-assessments completed during introduction to workshop.
STEP 3: 15 min Small Group/ Large Group Evaluation of Workshop	Post the "Objective Mountains" around the room. Explain that the purpose of this activity is to evaluate how well the workshop provided opportunities for participants to reach their each objective (not how well they did). Break participants into 4 small groups and tell them that they are to discuss each objective and decide how far up the mountain they have come. Provide each group with 7 cutout figures (a different color for each group) so they can place their figure on the mountainside after they have agreed as a group where it should go. Point out that the 7th figure is for the final "Mountain" which represents the entire workshop.	Instructions plus Prepared Newsprint showing mountains labeled for each objective, colored cutout figures (one for each team)
STEP 4: 15 min Report Out/ Consensus	After each group has posted their figures on the mountainside, have participants comment on (and/or decide) where the figure that could represent all of them might best be placed and make some suggestions for how to improve the workshop.	7 larger cutout figures to post as "consensus markers" on the sides of the mountains

Note: In session 14, these evaluation activities are followed immediately by an official closing of the workshop.

TRAINER'S POST WORKSHOP SELF ASSESSMENT

Name: _____

So you can have an idea of what areas you have improved your knowledge and skills of during this workshop, please check the column under the number that most accurately describes your level of understanding of each technique in the row next to that technique.

Part I: Activity and Materials Development Skills

Activity and Materials Development Skills	1 I have never done this before	2 I may have done this, but I am not sure	3 I can do this	4 I could help/teach others to do this
1. Identifying Important Topics and Content for Training Activities				
2. Identifying Key Concepts				
3. Writing Objectives				
4. Designing Activities Drafting Activity Design Summaries				
5. Writing Complete Activity Plans				
6. Writing Training Activity Support Materials				
7. Facilitating a Session Using an Activity Plan				

Part II: Knowledge of and Facility with Training Techniques

Participatory Nonformal Training Techniques	1 I have never heard of this before	2 I have heard of this before and would know it if explained	3 I know this technique	4 I could teach this technique to others
1. Brainstorming				
2. Case studies Critical Incidents				
3. Demonstration The Kitchen Concept				
4. Skit or Drama Problem Drama				
5. Field trips				
6. Film shows				
7. Fishbowl				
8. Games				
9. Ice breakers				
10. Jigsaw technique				
11. Flannel Graphs FlexiFlans				
12. Lecturettes				
13. Role plays Sociodramas				
14. Panel Discussions				
15. Peer Teaching				
16. Pictures				
17. Simulations				
18. Song and dances				
19. Small groups				
20. Buzz sessions				