



World Education

Training of Trainers IV:

Visual Aids & Workshop Design

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

**Funded by the United States Agency for International Development
Contract No. 279-0080-C-00-0003-00**

**Ta'iz, Yemen 8 - 13 April 1995
Ibb, Yemen 15 - 19 April 1995**

**Beth Gragg, Lead Trainer
Suad Al Qedsi and Elham Abdul Wali, SWAY Staff Trainers
Lina Yehia Amika and Heria Gasam Al Ataf, Co-Trainers
Suad Abdul Wali, Instantaneous Translator**

FINAL REPORT

FINAL REPORT
Training of Trainers in Visual Aids
and Workshop Design
(TOT IV)

Overview and Recommendations

The SWAY Project's Training of Trainers in Visual Aids and Workshop Design (TOT IV) was carried out in two sites during the month of April, 1995. The first workshop was held in Ta'iz from 8 - 13 April and the second was held in Ibb from 15 - 19 April, 1995. Training of Trainers 4 was the last in a series of Trainings of Trainers carried out by the SWAY Project. Training of Trainers 1 was held on the Basics of Nonformal Education. Training of Trainers 2 was carried out to help Women's Association members design and carry out needs assessments in their Centers. Training of Trainers 3 was held to create activity designs and support materials for literacy, health and skills-building classes utilizing Nonformal Education (NFE) philosophy and techniques.

SWAY Program Officers Suad Al Qedsi and Elham Abdul Wali followed up TOT III by carrying out a needs assessment for TOT IV. They visited centers, observed NFE classes and made recommendations for how the classes could be improved. They used a questionnaire to find out what needs the women had for the upcoming TOT IV, and they identified four women to help design and facilitate TOTIV.

The four women who joined the training team for TOT IV were Muna M. Mahmood of Al-Azaiz Center, and Safia Ahmed of Kabaita Center (both in the Ta'iz Region). Khairia Qasim and Lina Amika joined the team from Ibb. In addition to those four women, the team consisted of Suad Al Qedsi and Elham Abdul Wali of the SWAY staff, and Beth Gragg, of World Education in Boston, was the lead trainer. The instantaneous translator was Suad Abdul Wali.

Of the 32 women who participated in TOT IV, 30 had attended TOT III. This is an excellent percentage for repeat attendance. Having this many repeat attendees allowed the trainers to build on skills learned in previous TOTs. The participants' familiarity with techniques and procedures helped make the workshops operate more smoothly and productively. (Two participants from TOT III did not attend because they had moved out of the region. They were replaced by two women who had not attended TOT III, but who had a good grasp of the concepts of Nonformal Education).

Workshop Goals:

Based on the findings of the SWAY staff's follow-up to TOT III, the goals of Training of Trainers 4 were:

- To plan and design a workshop of at least three days in length. The subject of that workshop (or series of workshops) was dependent on the needs of the women who attend classes in the Centers;

- To produce an evaluation plan for that workshop;
- To design and create effective visual aids by using materials available locally;
- To apply skills in training adults and to receive feedback on those skills;
- To improve skills in group work;
- To design plans to help participants carry out future trainings, given that SWAY support for their programs ends in June, 1995.

Workshop Results:

Based on participants' feedback, workshop goals were met in both Ta'iz and Ibb. To promote sustainability, each Center was represented by at least two women. By the end of the workshop, each Center "team" had produced a design for a series of trainings that they will carry out in their Centers at a future date.

The subjects of those workshops were: teaching the alphabet to nonliterate women; teaching numeracy skills; the prevention and cure of diarrheal diseases; the proper cultivation practices for various food and cash crops; the care and feeding of livestock; recruiting and retaining volunteers to work in the Centers; organizational development, including such topics as writing job descriptions and determining responsibilities among staff and volunteers in a Center. Two Trainings of Trainers on the Basics of Nonformal Education were designed. One was geared toward training kindergarten teachers and the other is to be used in training literacy teachers.

TOT IV participants created visual aids from low or no-cost materials that they could find in their communities. Using potatoes, plastic bottles, rulers, markers, yarn, tape, sandpaper, a glue made of flour and water, plastic bags and other commonly found items, the women created dolls, puppets, drawings, and musical instruments. They used puppets to develop a role play that illustrated the difference between a teacher in a traditional educational setting and a trainer in a Nonformal Education setting. Dolls were used to illustrate a dehydrated child and how one can "cure" diarrhea through the use of oral rehydration salts.

Plants were brought into the training room to demonstrate how to plant tomatoes, potatoes and other cash crops. A blanket and a piece of plywood served as a mobile chalkboard. The blanket was draped over the plywood and posters and drawings were fastened to the blanket by gluing sandpaper to the backs of the drawings and attaching the rough side of the sandpaper to the blanket. Potatoes were transformed into puppets by drawing faces on them, attaching yarn for hair. Held up by pencils, three potatoes became a puppet family that acted out a family crisis, and the fact that a literate woman was better able to take care of the crisis than a woman who could not read or write.

Methods of evaluation were used and analyzed as to their effectiveness and their applicability to different situations. Questionnaires, drawings, graphs and demonstrations were used as means of evaluating sessions and the overall workshop. Participants adapted these methods to the evaluation of their own workshops, and, in some cases, created their own hybrids.

Ample opportunity was allowed for the participants to practice their skills in groupwork, and to facilitate segments of the workshops that they will carry out in their Centers. At the end of each workshop, time was allowed for participants to consider how they are going to continue the educational functions in their centers without SWAY support. Plans for this included increasing and nurturing communications among the Centers, between the Branches and the Centers and between the Centers and the Ministry of Education.

Training Team:

Training of Trainers 4 was carried out under difficult circumstances. Because it was the last training to be held under the auspices of the SWAY Project, the participants' expectations were high and there were many needs to be met. The women who attended the TOT saw it as their last chance to get much needed information and skills-building experience. The training team performed well under intense pressure to meet those needs and expectations.

A major recommendation from TOT III was that TOT IV be designed in Yemen with maximum possible input from the SWAY staff and from beneficiaries of the trainings. This was seen as one way to increase the chances of sustaining the educational activities in the Centers after the SWAY Project ended. While ultimately this process succeeded, the timing was very tight, and anxiety was high.

The first design meetings were held one week before the first workshop in Ta'iz began, and it was not until three days into the design period that the whole team was assembled. Adding to the challenge was the fact that each co-trainer had a different set of skills and widely varying levels of experience in designing and carrying trainings.

The co-trainers from the Centers had been chosen because they had already carried out significant NFE programs and because they were motivated and committed to continuing to improve their skills. Throughout the month that they worked together, separated from their families and familiar surroundings, they maintained professional and positive attitudes. They learned rapidly, and took initiative to ensure that the trainings were the best they could be. They helped arrange logistics and coordinated between SWAY office staff and the training team to prepare and reproduce workshop materials. They attended a post-workshop meeting in Ta'iz to give their recommendations for how to improve the workshop design and those recommendations have been incorporated into the design that is included in this report.

During the TOT, the SWAY staff underwent a series of personnel emergencies. The Project is drawing to a close and the two Program Officers were involved in several urgent personnel issues. This created a series of disruptions for the

training team, as there were times when it was not clear if the SWAY staff was still on staff or if they had resigned. At one point it was not clear if the Ibb Program Officer would accompany the team to Ibb. She had had an argument with the Ibb Branch Director, and was not happy with the resolution. Although she did eventually join the team in Ibb, she had created an atmosphere that was difficult to facilitate. In addition, the SWAY staff departed Ibb before the closing of the workshop without notifying either the Project Director or the lead trainer. This caused the workshop participants to question the SWAY staff's commitment to their work and their professionalism in carrying out their jobs.

Despite these challenges, the training team made great progress from the beginning until the end of the time they worked together. Of the four co-trainers from the Centers, two of them are capable of designing and carrying out workshops on their own, and the other two are well prepared for the many important support tasks that need to be carried out to implement a full length workshop.

Feedback from the co-trainers at the beginning of the workshop indicated that they would have preferred to have had the lead trainer carry out the workshop while they observed and participated in a support role. The lead trainer's philosophy is a participatory one, however, and she led the team through the entire process of putting together a workshop. The reason for carrying out the design process in this manner was so that the training team would be able to go through the same process with others. Training of Trainers 4 was like peeling back the layers of an onion: the lead trainer facilitated the training team as it learned how to design and carry out a workshop with a group of participants who would then design and carry out their own workshops.

Based on the follow up to TOT III, the training team determined the needs of TOT IV participants. They determined the overall objectives of the workshop should be, its timing and scheduling, the objectives of each session, and how the sessions were to be evaluated. Working in teams, they wrote session plans (a skill learned in TOT III), designed activities, and determined the materials they would need to carry out each activity.

They were responsible for preparing all the materials needed and for making sure that they were ready before each session began. The co-trainers were hesitant to facilitate sessions with which they were unfamiliar. Therefore, in Ta'iz, the co-trainers took support roles in facilitating sessions with which they were not familiar, while the lead trainer took primary responsibility for those sessions. In Ibb, the reverse was true. The co-trainers took primary responsibility for all except the session on designing and creating visual aids. The lead trainer played a support role as the other team members facilitated sessions.

The team was organized so that members who were not actually facilitating sessions were responsible for observing it and giving feedback to the facilitators at the end of the day. This helped the team make adjustments to the design. One result was that the workshop in Ibb required less time to cover the same topics. Another result was that the team increased the participatory nature of the activities used in Ibb. They were introduced to several methods

for ensuring learners' involvement in activities, and for ensuring that as many participants as possible were able to voice their opinions and respond to questions.

Progress was also made in the area of designing and using visual aids. As the participants were urged to take time and care in preparing their support materials, the training team began to take more time and care with its materials. In Ta'iz, at the beginning of the workshop, used visual aids were found lying on the floor with footprints all over them. In Ibb, visual aids were displayed around the training room, providing a constant reminder of how much work the participants and the training team had completed. Materials in general became more and more creative, and trainers began to develop visual images for concepts, rather than relying solely on words.

The level of analysis improved greatly from the beginning of the design process to the end of the workshop in Ibb. One indicator of that improvement is that at the beginning of the workshop, co-trainers were asking only to be told what to do. When it became clear to them that they were expected to make decisions for themselves and to carry out sessions by themselves, they became much more involved in trying to predict what training interventions would bring the desired results. They asked questions about how to manage groups more effectively, and wanted to know more about how adults learn and how to train others about how adults learn. These are complicated topics, requiring substantial knowledge about the subject and a desire to understand them better.

Recommendations:

Given that Training of Trainers 4 is the final TOT to be carried out under the SWAY Project's auspices, these recommendations may be considered to be in designing future projects, especially ones in which training is a major component.

1. Training Issues: The SWAY staff and their co-trainers from the Women's Centers made great strides toward carrying out learner-centered, Nonformal Education classes. Far from lecturing constantly and expecting students to learn by rote, they are able to set up situations that provoke discussions and require the learners to make decisions about a topic. Despite these gains, when not reminded to engage the participants as much as possible in the learning process, the tendency is for trainers to lecture.

In TOT IV, the techniques of choice were a lecturette followed by group discussion. Lecturettes tended to become lectures. At times, group discussions became passive agreement on the participants' parts. When the lead trainer asked the team to consider a different technique to stimulate conversation, the team opted for role plays. Role plays then became a substitute for a lecture, only instead of one lecturer there were two people involved.

The team would design a role play involving two people, one who was the expert trainer and the other who had a training design problem. The two actors would deliver a lecture as a dialogue between them, while workshop participants sat passively listening to the knowledge that the two trainers had to impart.

It was suggested that they try a technique that would let participants share some of the knowledge that they already had. At that, one trainer responded, "I can't do that. I'm the trainer. They [the participants] have to think that I know more about the subject than they do, and I can't let them see that I don't know everything about the topic." This reflects the need to maintain the traditional teacher-student relationship, one that reflects the cultural norm of respect for the teacher. A traditional Yemeni teacher would never admit that s/he was not an expert on the subject matter being taught.

Another indication of this attitude is exhibited in the team's management of small group work. In one session plan, the instructions to the facilitator read, "...trainer asks that team observe the small groups at work to make sure that they concentrate on what is required of them." In practice, this meant that the co-trainers were sometimes found to be doing the work of the participants. The trainers would take the paper and marker away from the group and begin to write the "answers" to the group's work. When asked why she was monitoring the group's work in this way, her answer was, "They have to get it right."

One of the premises of Nonformal Education is that "getting the answer right" is not necessarily the goal of NFE activities. And knowing all of the answers is not necessarily a prerequisite for NFE trainers. Helping people reach the answer that is most appropriate for them is a prerequisite for NFE facilitators. This is a risky venture for people who have not experienced giving up control of their students. It is a skill that is learned by careful experimentation, over a long period of time, and with constant feedback from students and outside observers.

Recommendation: A full time training specialist would have been very helpful to the SWAY staff and to the women in the Centers. Having an outside consultant involved in the process for short periods of time is useful, but the progress participants made over month's period of time, as in TOTs 3 and 4, would have been greatly enhanced by having full-time, consistent guidance for the SWAY staff's Program Officers. Two aspects of their work would have benefited. The first aspect is how to carry out Nonformal Education in the training room, and the second is how to apply NFE techniques to their work in the Centers. Nonformal Education methodology can be successfully applied to program planning, decision-making, and evaluation, and over time, can bring commitment and participation from the beneficiaries.

2. Process Issue: In most cases it appears that transferring NFE techniques from the training room to the class room is not being consistently done. Teacher-participants constantly asked for assistance to make the skills they learned in TOT II and IV as applicable as possible to the situations in their Centers. The trainers made every attempt to provide suggestions and opportunities for them to make those applications. Participants were asked to base their session plans and workshop designs on actual curricular themes, and in every case they did so. The participants can, and do, take isolated sessions and increase their participatory nature. But it is doubtful that a Center trainer could take the government mandated literacy curriculum and make it truly participatory and relevant to the needs of their students. It is

equally doubtful that a Center trainer could base her health-related and sewing curricula on participatory adult education theory.

Recommendation: The women from the Centers repeatedly stated that the most useful subjects for them were literacy, health, and sewing. For future consideration, base the training program those subjects, using the premises of Nonformal Education to do so. Make the applications early and constantly. Make them on-going and in the setting in which the teachers find themselves teaching. Removing teachers from their Centers for refresher courses is important. However, on-going and consistent guidance, feedback and co-training while they teach literacy, health-related subjects or sewing would have a lasting impact and would help them to become facilitators rather than teachers. To expect that NFE techniques will be applied to the classroom without this type of nurturing is to raise false expectations that women schooled for thousands of years in the traditional Islamic mode of education will be able to switch to a radically different method of teaching based on a different way of viewing themselves as teachers and their students as participants in the learning process.

A possible model might have been to train a small group of trainers from the Centers in NFE as applied to literacy, to health, to sewing and other appropriate subjects. That core group of trainers would then train other Center teachers in a series of TOTs on NFE in literacy, sewing and other topics. They would supplement the TOTs by monitoring on-going classes in the Centers. This model would allow for both the theoretical learning and practice necessary to be able to carry out NFE, as well as allowing the direct application of Nonformal Education to the classes taught in the Centers.

Training of Trainers 4

Name:	Center
Ta'iz:	
Faiza Anam Saif	Kabaita
*Safia Ahmed Said	Kabaita
Shrood Muqbil Alhaj	Kabaita
*Muna Mahmood	Al-Azaiz
Muna Saeedfare	Al-Azaiz
Ekbal Azazi	Al-Azaiz
Entisar Alakhali	Al-Akahila
Amria Ahmed	Al-Akahila
Sabah Abdou Ali	Alrahida
Hana Mohamed bin Mohamed	Alrahida
Adeela Ahmed	Alkaresha
Fausia Ahmed	Alkaresha
Nafha Ab Aziz	Saber
Ehsan Ibrahim	Saber
Aida Ab Aziz	Sharjab
Elham Abdul Aziz	Sharjab
Ebtisam Qasim	Al Turba
Faiza Ahmed Fare	Al Turba
Nabila Alsaqaf	Ta'iz

Ibb:

*Lina Amika	Ibb
*Khairia Qasim	Ibb
Garam Mohamed	Ibb
Nabila Mubarek	Ibb
Habiba Mohamed	Yarim
Saba'a Mohamed	Yarim
Sabah Mohamed Muhsin	Badan
Fakhria Najil	Badan
Majda Mohamed	Alnajd Al-ahmar
Nuria Mohamed	Jebila
Amat Alsalam Damaj	Alnajd Al-ahmar

*Denotes member of training team

TRAINING SESSIONS

**SWAY Project
Training of Trainers in
Visual Aids and Workshop Design
(TOT IV)**

<u>Day</u>	<u>Morning I</u>	<u>Morning II</u>	<u>Afternoon I</u>	<u>Afternoon II</u>
SAT	Session 1: Introductions & Expectations	Session 2: Identifying Overall Content for a Workshop Design	Session 3: Review of TOT 3: Designing and Presenting an NFE Session	
SUN	Session 4: Visual Aids: How to Use Them Effectively; Some Ideas for Making Visual Aids; Practice Making Visual Aids for Use in Workshop Designs			
MON	Session 5: Identifying Overall Objectives and Session Objectives	Session 6: Creating a Block Schedule for a Workshop	Participants Present a Sample Session from Workshop Design; Feedback on Session	
TUE	Session 7: Logistics & Resources	Session 8: Sequencing Sessions	Session 9: How to Evaluate an Overall Workshop	Participants' Presentations (continued)
WED	Session 10: TOT IV Evaluation and Closing Ceremony			

Daily Schedule:
(negotiated with participants)

8:00 a.m.	Training Team Meeting
8:30 - 9:00	Opening Prayer, Steering Committee Reports & Warm-ups
9:00 - 10:30	Morning I Session
10:30 - 11:00	Breakfast Break
11:00 - 12:30	Morning II Session
12:30 - 2:00	Lunch
2:00 - 2:15	Energizers
2:15 - 3:30 p.m.	Afternoon I Session
3:30 - 3:45	Afternoon Break
3:45 - 4:30	Afternoon II Session
4:30 - 5:00	Daily Evaluation
5:00	Steering Committee & Training Team Meeting(s)

**Training of Trainers in
Visual Aids and Workshop Design
(TOT IV)**

Overall Objectives

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

1. Plan, design and evaluate a three day workshop according to the needs of their centers.
2. Design and create effective visual aids by using materials available in their centers.
3. Apply what they learned while they train in adult education classes and they receive feedback on the skills they used in carrying out classes.
4. Improve their skills at working in groups.
5. Design plans to help them carry out training workshops in the future, without the assistance of the SWAY Project.

SESSION I:

Introductions & Expectations

**SESSION 1:
Introductions and Expectations**

Objectives:

By the end of the session, participants will:

1. Be welcomed by SWAY office staff;
2. Agree upon a schedule for the workshop;
3. Choose a steering committee for each day;
4. Agree upon the work norms for the workshop;
5. Create a positive atmosphere;
6. Be able to identify their expectations;
7. Be able to compare their expectations and the actual objectives of the workshop.

Time: 1 1/2 hours

Time & Techniques	Activities & Content	Materials
Reciting 5 minutes	Opening Ceremony: One participant recites from Koran	Koran
Speech 5 minutes	The facilitator introduces SWAY Project Director, and she makes a prepared speech.	
Introductions 15 minutes	<p>The facilitator distributes cards. On each card there is a picture, and the cards have been cut into three pieces each. The facilitator asks the participants to go around the room to find the persons with the other pieces to their card. When they find those persons, they introduce themselves, and get to know one another very well.</p> <p>When each has found the persons with the missing pieces, they reconvene in the large group. Individually, they present one another to the rest of the group, giving their names, their centers, and what their expectations are for the workshop.</p>	One piece of a card with pictures for each participant

<p>Group discussion 10 minutes</p>	<p>The facilitator presents the workshop schedule. She explains to them the time allotted for work and breaks. She asks them their ideas about it. They all agree upon it. She distributes the handout with the schedule on it.</p>	<p>Handout: Workshop Schedule</p>
<p>Group discussion 15 minutes</p>	<p>The trainer explains the norms that will govern the work and the course. She reads out some of the norms. She asks the to add more to the list.</p>	<p>Newsprint with some norms written on it</p>
<p>Steering Committee formation 15 minutes</p>	<p>The trainer posts a newsprint on which she has written the days of the week. She distributes cards to the participants and asks them to write their names on them. She asks each participant to post her name on the day on which she wants to be a member of the steering committee.</p>	<p>Cards for each participant; markers, Newsprint with workshop days written on it</p>
<p>Brainstorming 30 minutes</p>	<p>The trainer asks the participants to review the list of expectations they came up with during the introduction exercise. She posts a newsprint with the overall objectives of the course, and compares them with their expectations.</p> <p>*Do the objectives agree with your expectations? Why/why not?</p>	<p>Newsprint with overall objectives of course written on it</p>

Handout: Session 1

**Training of Trainers in
Visual Aids and Workshop Design
(TOT IV)**

Overall Objectives

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

1. Plan, design and evaluate a three day workshop according to the needs of their centers.
2. Design and create effective visual aids by using materials available in their centers.
3. Apply what they learned while they train in adult education classes and they receive feedback on the skills they used in carrying out classes.
4. Improve their skills at working in groups.
5. Design plans to help them carry out training workshops in the future, without the assistance of the SWAY Project.

SESSION II:

Activity Design Review

**SESSION 2:
Activity Design Review**

Objectives:

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

1. Plan and design educational activities based on what they learned in TOT 3;
2. Use an educational visual aid;
3. Evaluate the activity they carry out.

Time: 1 1/2 hours

Time & Techniques	Activities & Content	Materials
Group Discussion & Brainstorming 30 minutes	<p>The trainer summarizes TOT 3 and what has been carried out in the centers since that TOT. She uses brainstorming technique to get participants to answer the questions:</p> <p>*What did you learn in previous TOTs? *What are the steps for designing an educational/learning activity? Answers are to be written on a newsprint.</p>	Blank Newsprint; markers
Small groups 1 hour	<p>Groups are formed according to the centers present. The trainer asks the groups to prepare a training activity. They should follow the steps that they learned in TOT 3 and should make use of visual aids as much as possible. They should include a step for evaluating the activity.</p> <p>The trainer asks that the training team observes the small groups to make sure that the participants concentrate on what is required.</p>	Newsprint, markers, other materials as required by participants

SESSION III:

Presenting NFE Activity

**SESSION 3:
Presenting NFE Activity**

Objectives:

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

1. Apply and present the NFE activity they designed in the previous session;
2. Receive feedback on that design;
3. Analyze the design process to focus on the difficulties that faced them: how to achieve the objectives, their use of visual aids and the appropriateness of the evaluation step(s).

Time: 4 hours

(Note: Each group needs at least 10 minutes to present their activities, and 20 minutes for feedback. Given eight groups, 5 groups will present the first day and the remaining three will present the next morning).

Time & Techniques	Activities & Content	Materials
Small group presentations	<p>The trainer reconvenes the large group. Each group presents their activities. Directly after their presentations, each group receives feedback:</p> <ul style="list-style-type: none"> * What difficulties did you face during the design stage? * What steps did you follow in designing the activity? * Why did you use this particular visual aid and how did you choose it? * How did you choose your objectives? Did they comply with the needs of the women in you classes? Can they be achieved in one session? 	Newsprint; markers; participants' activities

SESSION IV:

Designing & Using Visual Aids

**SESSION 4:
Designing and Using
Visual Aids**

Objectives:

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

1. Define the conditions of selecting visual aids (availability and guidelines);
2. Identify guidelines and methods for designing visual aids;
3. Use those guidelines in creating and developing their own educational support materials (pictures, objects, etc.)

Time: All Day

Time & Techniques	Activities & Content	Materials
<p>Role Play 15 minutes</p>	<p>Step 1: Three people present a role play demonstrating examples of bad pictures as visual aids and good pictures.</p> <p>The purpose of this role play is to show what makes a good picture for using as a visual aid.</p>	<p>Newsprint with session objectives.</p> <p>Markers, blank newsprint.</p> <p>Prepared examples of "bad" pictures and "good" pictures.</p>
<p>Brainstorm and Large Group Discussion 20 minutes</p>	<p>Step 2: Process the role play. Ask participants:</p> <p>What happened in the role play? What did you notice about the pictures (visual aids)? Which were the bad ones? Why? (Record their responses on a blank newsprint).</p>	<p>Newsprint; markers</p>

<p>Large Group Discussion (continued)</p>	<p>Then ask: Which were the good ones? Why? (record their answers on newsprint with title "Guidelines for Good Visual Aids").</p> <p>Distribute the handout, and ask participants to compare their list of guidelines for making good visual aids to the list on the handout. Ask them to add any ideas to the handout that they have gotten from the discussion.</p>	<p>Newsprint with title "Guidelines for Good Visual Aids"</p> <p>Handout with examples of "good" pictures and "bad" pictures, and explanations of why they are good and bad.</p>
<p>Role Play 20 minutes</p>	<p>Step 3: Three people present another role play. The purpose of this role play is:</p> <ol style="list-style-type: none"> 1. To show how to use objects as support materials; 2. To show how to use those objects correctly <p>A trainer begins by using objects to plant a flower. In using the objects, the trainer is not prepared when she first enters. She has some things in the wrong place when she needs them. She turns her back to the participants so they cannot see what is going on. She has several items on the table that she does not use, and that distract her students' attention. (About 5 minutes for this part).</p>	<p>Plants, soil, water, pots, shovel, dolls</p>

<p>Step 3 (continued)</p>	<p>Then her students interrupt her, politely, of course. "We cannot see what you are doing."</p> <p>The trainer changes the setting so they are able to see. Better yet, she lets them use the objects to plant the flowers. She says that this will help her see if they know what they are supposed to know.</p>	<p>Same as above</p>
<p>Group Discussion 20 minutes</p>	<p>Processing the role play: Facilitator asks the participants:</p> <p>What did you see in the role play?</p> <p>What is the purpose of using objects as support materials (or as visual aids)?</p> <p>Refer to the newsprint with "If I see it..." Here are some reasons for using objects as teaching materials.</p> <ol style="list-style-type: none"> 1. they make the lesson come to life, and more relevant to the learner. 2. you can find them or make them 3. when you let participants use the objects to demonstrate something, they will be able to show you that they have learned what you want them to learn. <p>What can you say about using objects correctly?</p>	<p>Newsprint with</p> <p>If I hear it... if I see it... if I do it...</p>

<p>Small Groups Present 40 minutes</p>	<p>Ask each group to present the visual aid that they produced for their NFE session, and then the one which they re-designed.</p> <p>Ask each group: Which one do you think is better? Why?</p>	<p>Materials as needed by the participants</p>
<p>Large Group, placed so that they can work individually, in pairs or in small groups</p>	<p>Draw the "9 Dot" puzzle on a newsprint so that everyone can see. Ask them to draw the same dots on a card or a piece of paper.</p> <p>Give instructions for the puzzle: "Connect all of the dots, using only four straight lines, and without lifting your pencil off the paper."</p> <p>Ask them to try to solve the puzzle, trying as many times as necessary. When at least one person has solved the puzzle, ask her to show the others how she did it.</p> <p>Ask participants, "What does this puzzle mean to you? Could you have solved the puzzle without going outside the block?"</p> <p>Sometimes we need to go outside the lines and to be creative in order to solve a problem. If the problem is to create visual aids, sometimes we have to look at things with different eyes.</p>	<p>Table or tables that are large enough for everyone to work together</p> <p>Newsprint with "9 Dots" Puzzle from page 11-1 of <u>Helping Health Care Workers Learn</u></p> <p>Two cards for each participant</p> <p>Pencils for each participant</p>

<p>Large group</p>	<p>Show participants a common object, like a ruler. Ask: "What is this? What else can you use it for?" (Some possible answers: drawing straight lines, measuring, pointing at something, as a sword, for cutting paper, as a microphone, (with a string stretched from end to end) as a guitar, as a clarinet or trumpet, etc.)</p> <p>"Would you consider this ruler to be a visual aid?"</p> <p>Continue showing common objects, like plastic bottles, yarn, etc. "What is this? What else can they be used for?"</p> <p>Show participants how to make a "baby" with diarrhea out of a plastic bottle, yarn, etc. (from page 13-11 of <u>Helping Health Care Workers Learn</u>).</p> <p><i>Use other examples of how to use commonly found object to make visual aids, several of which are to be found in <u>Helping Health Care Workers Learn</u>.</i></p>	<p>Commonly found objects, for example: rulers, pencils, plastic bottles, tape, posterboard, yarn, tape, paper tubes taken from toilet paper rolls</p>
--------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Individuals, but as part of the large group</p>	<p>Distribute two or three cards and a pencil to each participant. Ask them to try drawing a face on the card. Start out with a "happy" face, and encourage each participant not to be afraid that their faces are not "perfect." After they have each experimented with one face, ask them to post them on the whiteboard or flannel board. Ask: "Can you see it? If not, why not?"</p> <p>Give the cards back, and ask them to try again, making their faces visible from the back of the room. "How would you do that?" (Make it larger, or as big as the paper will allow, and after you draw it in pencil, use a marker to make it more visible.)</p> <p>Post each face on the board as the women complete their drawings. "Can you see this? Is it clear?"</p> <p>Ask them to experiment with other types of faces: sad, angry, etc. Encourage them to try to draw, and not to worry about whether theirs looks different from their neighbors. Post all of the faces on the board, creating a picture gallery.</p> <p>In making visual aids, "Why do we need to draw faces?"</p>	<p>Cards and pencils for each participant</p>
----------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------

<p>Large group</p>	<p>Show participants three potatoes: one small, one medium, and one large. Ask:</p> <p>"What do you see? What else could they be?"</p> <p>Ask for volunteers to create puppets out of the potatoes, drawing faces on them to show one mood on one side of the potato and another mood on the other side.</p> <p>Ask: "How could you use these potato puppets?"</p>	<p>Potatoes (small, medium, large); pencils to use as holders for the puppets; markers to draw faces.</p>
<p>Groups according to their centers 1 hour</p>	<p>Ask the participants to create a visual aid that would be helpful to them in presenting their workshops. Suggest that they continue working around the table, asking for advice from their neighbors.</p>	<p>All previous materials, and any others the participants can think of and that are available</p>
<p>Evaluation session 30 minutes</p>	<p>Show all of us one visual aid you have created.</p> <ul style="list-style-type: none"> * What do you like about it? * What would you change? * How will you use it? <p>Did we reach our objectives for the session?</p>	<p>Newsprint with evaluation questions</p>

SESSION V:

**Determining Overall Workshop
Objectives**

**SESSION 5:
Determining Overall
Workshop Objectives**

Objectives:

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

1. Identify the general and specific objectives of a three day workshop,
2. Extract and provide the objectives of the sessions from the specific objectives.

Time: 1 1/2 hours

Time & Techniques	Activities & Content	Materials
Role Play 15 minutes	Two trainers carry out a role play in which one of them has an idea for topics to be covered in a workshop. The problem is how to determine the general and specific objectives of a three day workshop. During the discussion, one of the trainers leads the discussion about how to extract the possible objectives and then prioritize them according to their importance.	
Group Discussion 20 minutes	Once the role play has been completed, trainers lead a discussion around the questions: * What did you learn from the role play about how to determine overall objectives (and session objectives) for a workshop? What is the difference between the overall objectives for a workshop and the session objectives?	Newsprint; markers

<p>Small Groups according to Content areas</p>	<p>The trainer asks the participants to break into small groups according to the title of the content they want to work on. Following the same steps that were completed during the role play, groups should identify overall objectives and session objectives for a three day workshop.</p>	<p>Newsprint; markers</p>
<p>Large group</p>	<p>Each group presents its overall and session objectives. They receive feedback on:</p> <ul style="list-style-type: none"> * Identifying the objectives of the sessions: are they correctly written? Are they SMART? * How will the objectives be evaluated? 	

SESSION VI:

**Creating a Tentative Workshop
Schedule**

**SESSION 6:
Creating a Tentative Workshop Schedule**

Objectives:

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

1. Divide the workshop into working hours and breaks;
2. Determine the segments of time with which they have to work during a workshop so as to determine how long sessions should be.

Time: 45 minutes

Time & Techniques	Activities & Content	Materials
<p>Task Assignment 20 minutes</p>	<p>The trainer links this session with previous ones through questions:</p> <p>* What was the conclusion you reached in the last session?</p> <p>Then the trainer asks the participants to start dividing the hours of training into working hours and resting hours. She gives them the general schedule for TOT IV as a model which they make use of.</p>	<p>Markers; TOT IV schedule; cards with time segment written on them; masking tape</p>
<p>Small groups 30 minutes</p>	<p>Trainer divides the participants into groups according to their centers. She asks them to continue designing their workshop by deciding on a rough schedule for their workshop.</p> <p>* How much time will each session take, based on the objectives you identified in the previous session?</p> <p>Trainer asks them to write their results on a newsprint.</p>	<p>Newsprint; cards; markers and tape</p>

<p>Group Discussion 25 minutes</p>	<p>The trainer asks the participants to go back to the large group and present their schedules.</p> <p>* What is the importance of dividing time and scheduling workshop hours?</p>	
------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

SESSION VII:

Logistics & Resources

**SESSION 7:
Logistics and Resources**

Objectives:

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

1. Identify resources necessary to carry out a three day workshop;
2. Determine where to find necessary resources.

Time: 1 hour

Time & Techniques	Activities & Content	Materials
<p>Brainstorm with visual aids 30 minutes</p>	<p>1a. Divide whiteboard or newsprint into three sections. In the center of the board, draw a picture of the training team. In one of the three segments draw a picture of the participants; in another, draw a picture of the objects find inside a classroom; in the remaining segment, draw a picture of the objects found outside the classroom.</p> <p>1b. Ask participants: "What does the training team need in order to carry out a successful training?"</p> <ol style="list-style-type: none"> a. for the participants b. in the classroom? c. outside the classroom? <p>As participants give their answers, list their responses in the appropriate place on the visual aid.</p>	<p>Whiteboard, newsprint or chalkboard Markers</p>
<p>Large group 20 minutes</p>	<p>2. Using two or three of the responses from the previous step, ask participants:</p> <p>"What resources (or materials) do you need to get this done?"</p> <p>"Where will you find them?"</p>	

<p>Small groups according to centers 30 minutes</p>	<p>3. Ask participants to work in small groups, divided according to their centers. Ask them to follow Steps 1 & 2 (above) in their own groups.</p> <p><u>First</u>, answer the question, "What does the training team need to do in order to carry out a successful workshop in relation to:</p> <ol style="list-style-type: none">1. participants2. outside classroom3. inside classroom <p><u>Second</u>, answer: "What resources does the training team need to carry out the workshop?" "Where will it get them?"</p>	
-----------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

SESSION VIII:

How to Sequence Sessions

**SESSION 8:
How to Sequence Sessions**

Objectives:

By the end of the session, participants will be able to sequence workshop sessions using given guidelines.

Time: 30 minutes

Time & Techniques	Activity & Content	Materials
Lecturette with visual aids	Post newsprint with badly constructed building on the wall. Ask: <ol style="list-style-type: none"> 1. what is this picture about? 2. what will happen to this building? 3. how should it be? 	Newsprint with drawing of badly constructed building Markers
	Post newsprint with well constructed building on the wall. Ask: <ol style="list-style-type: none"> 1. what is this picture about? 2. what will happen to this building? 3. why will this building be stronger than the other? 	Newsprint with drawing of well constructed building Markers
	Ask: Why are we talking about buildings? <i>(Because designing a training is like building a building. You figure out the foundation by asking: "What do the participants already know?"). You build on the foundation by asking "What do they still need to know in order to reach our workshop's goals?"</i>	

Group
Discussion
15 minutes

Draw the foundation of a building. Ask participants to imagine that they are designing TOT IV for participants in TOT III. Review the overall objectives of TOT IV.

Ask:

"What do TOT 3 participants already know?" (Have them fill in those skills in the foundation of the building).

Ask:

"In order to reach the overall objectives of TOT IV (review them quickly), what do you still need to know?"

(These are the building blocks on which you sequence the workshop). When sequencing, ask yourself the questions:

"What do the participant already know?"

"What do they need to know in order to reach the overall objectives?"

**SESSION 9:
Workshop Evaluation**

Objectives:

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

1. for whom evaluation needs to be carried out;
2. what information needs be collected;
3. for what purpose that information is collected.

Time: 1 1/2 hours

Time & Techniques	Activities & Content	Materials
<p>Role Play 20 minutes</p>	<p>Step 1. Two trainers present a role play in which one trainer visits another one to talk about the purpose of evaluating her workshop(s).</p> <p>The role play continues as the trainers discuss:</p> <ul style="list-style-type: none"> *for whom the workshop needs to be evaluated *from that person(s) perspective, what information needs to be collected *from that person(s) perspective, why the information needs to be collected. <p>WHO needs to Know WHAT for WHAT PURPOSE? HOW are you going to know?</p> <p>The trainers in the role play should be sure to cover the different <u>stakeholders</u> in the workshop (participants, trainers, center directors, funders, community, etc.).</p>	<p>Newsprint with grid: Who? Wants to Know What? For What Purpose?</p>

<p>Small Group Task 10 minutes</p>	<p>Step 2. Ask participants to consider the different evaluation techniques that have been used during this TOT. (<i>Written questionnaire, demonstrating a product, like a visual aid, and drawing feelings about a subject</i>).</p> <p>Ask them to design an evaluation for the overall TOT from the perspective of the participants.</p>	
<p>Small Group Work 30 minutes</p>	<p>Step 3. Groups carry out task.</p>	<p>Newsprint, marker</p>
<p>Small Group Presentations 30 minutes</p>	<p>Step 4. Groups present their techniques for evaluating the TOT.</p> <p>(<i>Note: if time permits, participants may actually carry out their evaluations with one another</i>).</p>	

Newsprint: Session 9

EVALUATION GRID
(for use in role play)

WHO?	Wants to Know WHAT?	For What PURPOSE?	HOW?
------	---------------------	-------------------	------

EVALUATION SESSIONS
Training of Trainers 4

Evaluation Method I:
Using Questionnaires

If necessary, distribute paper to each participant. Post newsprint with following questions, and ask people to take their time to answer them. Collect their papers after they have finished, and give them to the steering committee to compile for feedback to the training team and for the steering committee report the next day.

1. What new things did you learn today?
 - a. techniques?
 - b. working with groups?How will you be able to use these in your work?
2. Did we reach our objectives for the day?
If not, why not?
3. What ideas would you like to add?

Evaluation Method II:
Demonstrating a Product

This evaluation was used after the session on visual aids, allowing participants to show the rest of the group their creations.

1. Show us one visual aid you created today.
What do you like about it?
What would you change?
How will you use it?
2. Did we reach our objectives for the session?

Evaluation Method III:
Drawing Your Feelings

For each of the day's objectives, draw a face on a card to reflect how well the objectives have been met. If the objectives have not been met, explain, in writing, why not. (To protect privacy, ask participants to fold their cards so that their neighbor cannot see them after they have drawn faces).

Give cards to steering committee for compilation and for feedback to training team.

**Evaluation Method IV:
Using a Graph**

To evaluate how well the workshop's overall objectives have been met.

Facilitator prepares enough newsprints for each center team by drawing an x-axis and a y-axis on each newsprint. Along the x-axis she writes the numbers 1 - 10, and along the y-axis, she writes the overall workshop objectives.

She asks the participants to put a mark along the x-axis to denote how well each objective was covered during the workshop. She explains that 1 = not covered at all, and 10 = completely covered. She demonstrates the technique with a hypothetical objective, and then breaks the group into its separate teams by center. She distributes a different colored marker to each team member and asks them to respond individually, using their individual marker color, and not to respond as a team.