

PN.ACA-213

93293



World Education

Training of Trainers II:

Non-Formal Education Needs Assessment

**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**

December 1993

Table of Contents

I.	Follow up Two-Day Workshop on Needs Assessment for YWAs Which Participated in September 1993 NFE TOT.	
	Rationale	1
	Objectives	2
	Audience, Location of Proposed Training & Timing	2
	Training Staff	2
II.	Proposed Workshop Design: Creating Needs Assessment Methods for Use With Women's Groups in Yemen.	
	Day One:	3
	Session One- Orientation & Review of Workshop Objectives	
	Session Two- Review of Concept of Needs Assessment	
	Session Three- Methods for Carrying Out Needs Assessment	
	Day Two	12
	Session Four- Finalizing the Needs Assessment Method	
	Session Five- Practicum	
	Session Six- Practicum - Part II	
	Session Seven- Action Planning & Workshop Evaluation	

- 1 -

FOLLOW-UP TWO-DAY WORKSHOP ON NEEDS ASSESSMENT FOR YWAS WHICH PARTICIPATED IN SEPTEMBER 1993 NFE TOT

RATIONALE

As part of its Nonformal Education (NFE) component, the SWAY Project proposes to develop the nonformal education training skills of a select number of members of the YWAs with which it is working. YWAs in both Ibb and Taiz Governorates participated in a number of training activities during the first two years of the project which used nonformal education methods. A training of trainers (TOT) workshop on nonformal education was designed and held in September 1993 for sixteen participants from YWAs in both governorates.

The September TOT introduced participants to basic principles of NFE, experiential learning, the role of the trainer/facilitator and to a training design model which the SWAY Project is advocating for use by the YWAs. The training model takes a systematic approach to planning for women's educational activities, starting with needs assessment at the community level, followed by group goal setting and determination of objectives for learning activities. The model includes educational activity design, training of trainers, program implementation and evaluation as separate steps to be completed once the initial steps of needs assessment and goal setting have been completed.

As a follow-up to the TOT on NFE, the SWAY Project will organize and deliver a number of two-day workshops on themes introduced in the TOT. Each of these workshops will result in concrete products which will be applied in the field to gather data necessary for carrying out steps in the process of designing and implementing educational programs for YWA member and nonmembers.

The first of these workshops will be on needs assessment. The data gathered in the needs assessment activities will be reviewed during a training of trainers on NFE materials development to be organized and delivered in the first quarter of 1994. That workshop will bring together YWA NFE trainers and resource people from other sectors including health, agriculture and literacy.

OBJECTIVES:

By the end of the two-day follow-up workshop on needs assessment, participants will have:

- reviewed the concept of needs assessment as presented in the September 1993 NFE TOT;
- developed a needs assessment method for identifying the learning needs of the participants in their YWA's programs;
- practiced using the needs assessment method with other YWA participants;
- revised the needs assessment method on the basis of this field test;
- developed an action plan for carrying out needs assessment activities, which includes the participation and supervision of SWAY Project staff in the field in carrying out the needs assessment and analyzing the data gathered in the exercise.

AUDIENCE, LOCATION OF PROPOSED TRAINING AND TIMING

The proposed two-day workshop will be offered to the staff of YWAs which participated in the September 1993 TOT on nonformal education. Two separate workshops will be held: one for a cluster of YWAs in Ibb Governorate and one for YWAs in Taiz Governorate. The workshops will both take place in late October/early November, in order to facilitate follow-up with each YWA prior to January 1994.

TRAINING STAFF

Proposed training staff for the two workshops are all from the SWAY Project main office in Taiz. Trainers from the YWAs will be asked to help with the facilitation of several of the exercises during the two days.

**PROPOSED WORKSHOP DESIGN
CREATING NEEDS ASSESSMENT METHODS FOR USE WITH
WOMEN'S GROUPS IN YEMEN**

Day 1:

Session 1: Orientation and Review of Workshop Objectives

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

- reviewed workshop objectives and discussed anticipated outcomes and outputs of the workshop;
- discussed their expectations of the workshop and reviewed the proposed agenda for the two days.

Materials: Handout 1: Workshop Objectives

Time: one hour

Procedures:

Reading from the Koran by participants.

Step 1: Carry out introductions by having each participant introduce themselves and explain how they have used the content of the September workshop since returning to their YWAs. Make a list of these actions during the introductions. Trainers should also introduce themselves in the same way.

Step 2: Distribute **Handout 1: Workshop Objectives**. Explain workshop objectives and review participant expectations, following through with a leveling of expectations activity.

Step 3: Review agenda for the two days and emphasize the action oriented nature of the workshop with special emphasis placed on products (needs assessment methods) and practice in use of those products.

Step 4: Discuss the proposed Action Plan and link this workshop activity to the overall goals and objectives of the NFE Component of the SWAY Project.

Step 5: Ask for questions and provide clarification as necessary before moving on to the next session.

Session 2: Review of Concept of Needs Assessment

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

- reviewed the concept of needs assessment as presented in the September TOT on Nonformal Education;
- distinguished between the concepts of felt needs and imputed needs and how each has a bearing on learner motivation in adult education;
- outlined the steps in carrying out a needs assessment; and
- discussed strategies for increasing learner involvement in the needs assessment process.

Materials: Handout 1: SWAY Training Design Model; Handout 2: Major Steps in Carrying Out a Needs Assessment; Handout 3: Strategies for Increasing Learner Involvement in Needs Assessment Activities.

Time: 1 hour and 30 minutes

Procedures:

Step 1: Ask one of the participants to introduce the following question and then use the brainstorm technique to gather participants responses to the question:

"Who can tell me what we learned about needs assessment in the September TOT on Nonformal Education in Taiz?"

The participant facilitator notes other participants' responses on a chalkboard or on newsprint, making no evaluative comments during the process.

Step 2: A SWAY trainer then asks the group which of the comments are about the process of needs assessment and which are about content. Mark those which are process with one color of marker, using a different color to mark those which are about content. Clarify the two groups of responses after this process to make sure that participants are clear and confident about their statements. Make any necessary changes.

Distribute **Handout 1: SWAY NFE Training Model** and review the place of needs assessment in that model. Explain that the objective in this workshop is to move from the

concept of needs assessment into actual practice. Explain that in order to do that there is additional information about needs assessment that will guide our work during these two days.

Step 3: Explain that we need to look more closely at the process of needs assessment. Review that we are clear about why we do needs assessment from the previous discussion, but that we may not be so clear about how we go about it. In a group discussion ask participants if they might have ideas about how to go about organizing a needs assessment. Ask questions like:

- **What do you think might be the first step in carrying out a needs assessment?** (Take notes on suggestions on a flip chart or a chalkboard.)
- **What do you think might be the next step?** (Take notes.)
- **The third step?** (Take notes and continue on with this line of questioning until participants have no further comments.)

Step 4: Provide participants with **Handout 2: Suggested Steps in Carrying Out a Needs Assessment**. Have them read it and then compare these steps with what they had suggested as a set of steps. Ask what kinds of changes would they need to make in their suggestions to come up with a procedure which is close to the one listed in **Handout 2?**

David to prepare Handout 2 Handout will include the following steps:

Identifying the target audience

Developing the needs assessment method

Training staff in the use of the method

Field testing the method

Conducting the needs assessment

Analyzing data gathered

Sharing information with the target audience

Getting organized to take action on needs as identified through the needs assessment

Review the steps in **Handout 2** linking them whenever possible to the suggestions made by the participants, indicating the order in the steps beside the notes on the flip chart.

Reconstruct, if necessary, the steps indicated by participants so that they have a list of steps in front of them which represent their work. If any major steps have been left out by participants, like analysis of data, for example, add it to their list of steps.

Have one of the participants rewrite the notes from the discussion on flip chart so that there is a workshop version of the steps in carrying out needs assessment. This version should be as close as possible to the steps in **Handout 2**.

Step 5: Ask participants to look over their product and consider the implication of the suggested steps in the needs assessment process on learner participation. Ask the following questions to help stimulate the discussion:

In which steps do you see a clear role for learners? The desired answer is in all steps!

In which steps might the role for learners be greater than others? With each suggestion, ask for an explanation of why?

What are some of the problems that you can foresee in trying to encourage greater learner participation in the needs assessment process? Take notes of the constraints that participants suggest, asking for ways in which one might try to overcome those constraints. Each time a viable strategy for increasing participation in the needs assessment process is provided underline it on the flip chart.

Summarize the discussion and ask participants to make a list of strategies for increasing learner participation in the needs assessment process on the basis of the discussion you have just had. On a separate sheet of newsprint put the heading "**Strategies for Increasing Learner Involvement in the Needs Assessment Process**" and group participants comments accordingly.

Distribute **Handout 3: Suggested Strategies for Increasing Learner Involvement in Needs Assessment** and ask participants to read it and compare it to their own list. Where there are differences, ask participants what they think about the suggestions in **Handout 3** in comparison with their suggestions. Negotiate a final list.

Session 3: Methods for Carrying Out Needs Assessment

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

- reviewed at least three methods for carrying out needs assessments;
- observed one of those three methods used in a simulation;
- critiqued the methods discussed used vis a vis their potential for learner involvement in the process; and
- developed an understanding of the relationship between choice of needs assessment method and the audience and context in which the method is to be used.

Materials: Handout 1: Descriptions of Three Needs Assessment Methods; Handout 2: Guidelines for Demonstration of One Needs Assessment Method; Handout 3: Observation Sheet for Evaluating Learner Involvement in Needs Assessment; Handout 4: Guidelines for Using Needs Assessment Methods with Specific Audiences. **David needs to develop all of these unless we can find examples already existing in Arabic.**

Time: 3 hours (including reading time for Handout 1)

Procedures: Part I

Step 1: Prior to lunch provide participants with Handout 1 so that they can have it read prior to the start up of the afternoon sessions.

Step 2: Review each of the three suggested needs assessment methods with participants. Each presentation should take no more than 15 minutes at the most. Vary the presentation method as much as possible, for example:

For the **first**, _____, use a small group discussion format which starts out by asking questions about the method to check whether or not the material on the first method has been read.

For the **second**, **structured interview**, use a lecturette to present the basic information about the method. Ask questions throughout to gauge participant understanding of the method.

For the **third**, **informal interviews using small group discussion**, have the SWAY staff demonstrate the method to participants with one trainer being the "questioner" and the

other trainers being the "learners." Participants could be added to the latter exercise if you want to increase the number of people responding to questions during the demonstration.

During each presentation, the trainer should ask participants to evaluate each method for its ability to encourage or allow maximum learner participation in the needs assessment process.

Step 4: Ask participants to compare the three methods and to see which of the three methods they think would be the best for use in assessing the learning needs of women attending their YWA's programs. On flip chart paper, prepare a grid that has the following columns:

	Method 1	Method 2	Method 3
Degree of learner involvement			
Time needed to implement			
Appropriateness for use with women with low levels of literacy			
Acceptability of method with women's groups			
Ease in collecting data			
Level of difficulty in design			
Ease in analyzing data			

Step 5: On the basis of the foregoing discussion, ask participants which of the three methods they think would be best for use with the women that they work with in their YWAs. For each suggestion which participants offer, be sure to ask why they think the method would be best.

(Given the discussions in past workshops on needs assessment, SWAY staff may need to focus this discussion in the direction of informal group interviews as a way to reach village women rather than using more formal interviewing methods.)

Summarize the discussion by reviewing the following reasons why small group discussions may provide the best approach to needs assessment within the current context.

"There are several reasons why informal group interviews would be the most appropriate methods for needs assessment with womens' groups in Yemen.

1. First, such a procedure would allow for first hand contact with women, either on an individual basis or as part of a group activity. This method allows for those designing the programs to ask probing questions and to seek clarifications to women's answers to specific questions in a more personal and intimate way than formal interviews. For these reasons, the method sets the stage for the next level of intervention which will rely heavily on group discussion techniques in the delivery of women's educational programs.

2. Second, although informal interviews are structured and have precise objectives, they allow those doing the needs assessment to use nonformal education methods as a way to focus group discussion. Role plays, critical incidents, and picture cards are all examples of ways in which a needs assessment discussion can be started.

3. Third, much of the training which the concerned YWAs have received through the SWAY Project to date has used small group discussion methods. YWA staff would already be familiar with the basic technique which would build on brainstorming, another technique with which all the YWA staff are familiar.

4. Fourth, logistically speaking, small group discussions may well be easier to organize at the village level than the systematic interviewing of a large number of women at one time. The method does not require the production of structured questionnaires nor does are literacy skills necessary to carry out the needs assessment.

5. Fifth, small group discussions will also provide a mechanism for sharing the information gathered during the needs assessment with the groups from which the information was gathered in the first place."

Break

Procedures: Part II

Step 1: Ask participants to group themselves according to YWAs as the remainder of the afternoon will be spent working on the basic design for a needs assessment method that they will use in their own YWA.

Step 2: Explain that the task for the rest of the afternoon is to begin work on the design of a needs assessment method which the individual YWAs will use to assess women's learning needs. Explain that there are a number of important criteria which need to be considered when participants are designing their needs assessment method. These are rationale, target audience, method (how, by whom and when) and content.

Step 3: Explain what is meant by rationale, "the why?" behind the activity.

Explain to participants that they should prepare a precise statement about why they are undertaking the needs assessment. Ask for some suggestions of possible rationale for carrying out a needs assessment: better programming, orienting women's educational activities to local needs, decentralized production of learning materials and learning activities, greater learner participation in the design of educational activities. Allow time for participants to write the statement and then have some of the groups share their written statement.

(Example: X YWA is undertaking a needs assessment of women's learning needs in order to design educational programs which are more responsive to local women's learning needs. In undertaking the needs assessment, the YWA is interested in increasing local women's participation in decision making about YWA educational programs.)

Step 4: Explain that a second criterion is that of the target audience for the needs assessment. Is the needs assessment going to be carried out with all YWA members, with non-members too, with a certain proportion of the women in the community?

Explain to participants that they should write a precise statement as to whom they will be using the needs assessment method with.

Allow time for participants to discuss who their target audience will be. Once the groups have written statements, ask some of them to share their written statements with the larger group.

(Example: The needs assessment method will be used with (all, 50%, three quarters of the) women who are current members in X YWA. This might also be adapted to see what non-members are interested in learning.)

Step 5: Explain that each YWA will need to state how and when it will conduct the needs assessment. Here participants should be as precise as possible about how they will conduct the needs assessment (not the steps in designing the assessment), when they will carry out the needs assessment, and who will do the needs assessment.

(Example: X YWA will organize informal group discussions with women in (name place) in order to assess their learning needs. The group discussions will take place during the afternoons in order to accommodate the daily work schedule. The group discussions will be led by _____, who was involved in the design of the needs assessment method.)

Move from group to group to see what is evolving in response to the how, when and by whom. This information need not be shared with the larger group at this time.

Step 6. Explain to participants that here the task is that of determining the scope of the needs assessment--what is it we want to know (women's learning needs which can be met by YWA educational programs). The more focused the needs assessment, the easier the task. Remember that we want to focus our attention of **women's perceptions of their own learning needs**. It will be important to separate out learning needs from non-learning needs very early in the needs assessment.

Ask participants: "How will you organize the actual needs assessment activity--direct questioning, using a role play to focus on women's needs or activities, using a critical incident, a case study? Will the informal discussions start out by asking "What are your needs?" (Probably not.) or a more general discussion about the situation of women in the community--their health, their education, their participation in agriculture and other economic activities?"

If participants say that they are going to use more general questioning to get things started, ask them for an example of how they would accomplish that.

In directing participants work for the afternoon, have them focus on the kinds of information they want--learning needs-- and then the kinds of questions that will get this kind of information from the women they are meeting with.

Step 6: Move from group to group to check on both the process which is being used and the product which each group is creating. Have trainers assigned to specific YWAs so that there is consistency in feedback and direction.

Step 7: Ask each YWA to continue working on the design of its needs assessment activity during the evening as we want to see designs tomorrow morning which are nearly complete. Before breaking up for the afternoon, ask each YWA to report where it is in the design process. Ask if any groups are in need of help during the evening, and if so what kind of help would be most useful.

Step 8: Assign responsibilities for providing necessary assistance in the evening.

Day 2:**Session 4: Finalizing the Needs Assessment Method**

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

- finalized the draft of their needs assessment method/tool including
 - a statement of rationale,
 - a description of the target audience for the needs assessment,
 - a description of how, when and by whom the needs assessment will be carried out; and
 - the line of inquiry they will use in gathering data from women in informal group interviews.

Materials: none

Time: 2 hours

Procedures:

Reading from the Koran by participants.

Step 1: Review progress during the evening and find out what the status is of each YWA's needs assessment activity. Explain that the first two hours of the morning will be devoted to finalizing the initial draft of each group's needs assessment activity. Identify which groups are in need of special assistance and assign trainers accordingly.

Step 2: Explain that each group should be ready to give a demonstration of its needs assessment activity after the morning break and into the afternoon.

Step 3: Move from group to group to assess progress and provide assistance as necessary.

Break

Session 5: Practicum

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

- reviewed the needs assessment activities proposed by at least two of the other participating YWAs;
- made comments on how to improve the needs assessment activities which were demonstrated/explained; and
- begun to think about ways in which they can improve their own proposed needs assessment activities.

Materials: drafts of YWA needs assessment activities

Time: 1 hour 30 minutes

Procedures:

Step 1: Ask for volunteers from the group who are willing to present their needs assessment activity. In presenting, each group should state their rationale; define the target group; explain how, when and by whom the needs assessment activity will be undertaken; and then give a demonstration of how they will get women involved in the needs assessment.

Step 2: After each presentation, ask from comments from the larger group. Use questions like the following to move the discussion along:

- **Is there an opportunity for learner involvement? How?**
- **What kinds of questions were asked? How were those questions asked?**
- **What did you think of the method which the group used to get the informal group discussion moving? How could it be improved?**
- **Do you have other suggestions to make to the group(s) which presented their needs assessment method?**

Step 3: For each of the presentations, ask participants how they would approach the analysis of the information gathered in the needs assessment. The goal here is to stress the need for sharing information with the target group and for objectivity in the analysis. The intent is to make decisions based on what women state as their needs not what leadership think women need.

Lunch

Session 6: Practicum - Part II

Objectives and Procedures are the same as for Session 5.

Materials: YWA Needs Assessment Activities

Time: 2 hours

Session 7: Action Planning and Workshop Evaluation

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

- developed action plans which indicate:
 - when they plan to carry out their needs assessment activities;
 - what assistance they will need in doing so; and
 - how SWAY staff will be involved.
- evaluated the workshop.

Materials: Handout 1: Action Plan Format; Handout 2: Evaluation Form

Time: 1 hour and 30 minutes

Procedures:

Step 1: Explain that the SWAY Project staff will follow-up in the field with each participating YWA. SWAY staff will attend the needs assessment activities and assist YWAs with the analysis of the information gathered. Follow-up in the field will provide SWAY staff with important first hand information and experience in designing Nonformal Education activities for the participating YWAs.

Provide each YWA work group with **Handout 1: Action Plan Format**. **David to develop format.** Ask participants to look over the format and to respond to the questions contained on the form. Explain that the information provided on the forms will be used to schedule SWAY follow-up to the workshop.

Step 2: Allow each group time to work through Handout 1. Collect Handout 1 and quickly transfer the information to newsprint so that the YWAs can see what the overall schedule will be for the needs assessments in the field. Where there are competing priorities, discuss them and come to consensus on which activities will take place during which time slots.

Step 3: Summarize the session up to this point and ask for questions. Provide clarification as necessary.

Step 4: Provide participants with **Handout 2: Workshop Evaluation.** SWAY staff to develop evaluation format. Explain the evaluation exercise and ask participants to complete the form. Answer questions and provide clarification as necessary.

Step 5: Thank participants and close workshop.