



UPLIFTING ADOLESCENTS PROJECT

**“TRAINING SKILLS TRAINERS
FOR AT-RISK YOUTH”
WORKSHOP**

FOR

*NON-GOVERNMENT
ORGANIZATIONS (NGOs)*

*HEART/NTA
Rockfort Vocational Skills Centre and LEAP Centre
November 3-4, 1998*

The UAP is managed by Development Associates, Inc.
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and the Youth Division of the Ministry of Local Government, Youth and Community Development, Jamaica

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INTRODUCTION

The Uplifting Adolescents Project (UAP), in collaboration with the Human Employment and Resource Training Trust/National Training Agency (HEART/NTA), conducted a 2-day Workshop on November 3 & 4, 1998 for representatives of UAP-supported Non-Government Organisations (NGOs) who provide skills training to 'at-risk' youth in the 10-14 age group.

Mr. Lloyd Stanley was Consultant/Presenter for the Workshop sessions, which were held at two HEART/NTA training centres in Kingston. The first day's training took place at the Rockfort Vocational Training Centre, and the second day's sessions were held at the Learning for Earning Activity Programme (L.E.A.P.) Centre. Seventeen (17) participants from 8 NGOs attended on both days (See Appendix I, pg. 29).

The rationale for the Workshop was the need to assist instructors to become knowledgeable about the variables that affect learning among the target age group, and to develop the skill of selecting and applying appropriate methodologies/techniques to encourage learning. Consequently, the Workshop's objectives were defined as follows:-

"At the end of the Workshop, the instructors (participants) will be able to:

1. identify factors that are important to the learning process;
2. improve their method of instruction
3. apply principles of effective discipline and classroom management
4. apply safety procedures."

This Report has been prepared as a permanent record of the Workshop's Proceedings. All NGO Managers are asked to ensure that access to its contents is made freely available to their permanent and volunteer instructors. In particular, the information given on important factors in the learning process, preparing an instructional plan, and classroom management should be useful to instructors of any subject area.

WORKSHOP PROCEEDINGS

DAY 1
November 3, 1998

1. Welcome & Greetings

After participants had registered their attendance, Mrs. Patricia Johnson Small who was representing Mr. Edward Shakes, Acting Director of the HEART/NTA Vocational Training Department, extended a warm welcome on behalf of HEART/NTA and invited a Workshop participant to offer a prayer. That was done by Mr. Wayne Barrett (*Kingston YMCA*).

Mrs. Small then said how pleased she was that the UAP and NGOs were offering training at the pre-vocational level, so that 'at-risk' youngsters could be better oriented for entry to HEART/NTA training programmes, which were designed for young people aged 17 years and over. She advised participants to carefully observe the teaching demonstrations to which they would be exposed later, so that they could identify strengths and gain helpful ideas about ways of teaching various skills. She then introduced Mr. Valva, UAP Chief of Party; Ms. Tania Romashko, visiting staff member from the Washington office of Development Associates, Inc. (co-managers of the UAP); and Mr. Lloyd Stanley, the Workshop's Consultant/Presenter and a former HEART/NTA staff member.

Mr. Valva expressed gratitude to HEART/NTA, through Mrs. Small, for the generous co-operation which that Agency had extended in terms of making facilities and staff assistance available for the Workshop. He thanked his colleagues, Dr. Joyce Robinson and Ms. Tania Romashko, for their participation and told the gathering that Ms. Romashko was in Jamaica to assess UAP training programmes and to recommend how they could be improved to increase their training benefits. Next, he noted that Mr. Stanley was deeply interested in assisting 'at-risk' youth and said how glad he was to have him serve as the Workshop's Consultant/Presenter. Finally, Mr. Valva thanked participants, particularly those who taught in UAP programmes on a volunteer basis, for the sacrifices they had made in taking the time to attend.

Ms. Romashko accepted an invitation to say a few words and explained that she was reviewing the training that had been provided to strengthen the capabilities of the various NGOs supported by UAP. She said she would welcome their ideas on how UAP training might be improved to better meet their needs. She also declared that the training they were there to receive, on how best to teach, would strengthen their efforts to get 'at-risk' youth

back into school and to show them how they could earn money in legitimate ways through acquisition of a marketable skill.

2. Introduction & Purpose of Workshop

Mr. Stanley asked participants to look at the Agenda (See Appendix II, pg. 30) and note the various activities which were scheduled. He then reviewed the 4 Workshop Objectives (See pg. 1) and stressed that they indicated what participants would be able to do by the end of the second day.

During his review of those Objectives, Mr. Stanley also made the following points:

FACTORS INFLUENCING LEARNING

1. As far as the **learning process** was concerned, individuals had different **learning styles** (that is, they learned in different ways). While there were important differences between how adults and children learn, there were some basic and important factors influencing learning which were common to all age groups:
 - The Senses
 - Motivation
 - Environment
 - Opportunity (re Curriculum)
 - Relationships.

2. To facilitate learning it was necessary to:
 - create comfortable and inspirational learning environments, since the quality of the learning environment affected the level of learning;
 - use strategies for delivering training content that would engage students' interest and were appropriate to their ability levels, stages of development and learning styles;
 - draw trainees into **ACTIVE LEARNING** which involves as many of their 5 senses as possible;
 - control disruptive behaviour;
 - help trainees to grow in self-responsibility, self-respect and respect for others.

3. Training differed from teaching. In teaching, the instruction method most often used to promote understanding was Lecturing. Training, on the hand, gave both understanding and skill and so it involved telling, showing and doing.

4. Although in certain local industries great emphasis was placed on safety consciousness (safe work practices, wearing appropriate safety gear, using tools and equipment correctly, etc.), most Jamaicans were socialised into unsafe practices in all areas of life.

It was the duty of skill instructors, therefore, to emphasise the personal, family and community benefits of living well and safely; insist on safe work practices being always followed; and set good examples themselves.

Dr. Robinson intervened to emphasise that the techniques which participants would observe or be taught during the Workshop were applicable across all subject areas. She urged them to make notes to guide their application of those strategies to the training programmes for which they were responsible.

Participants then complied with a request from Mr. Stanley to introduce themselves individually by stating their names, places of work, skills area and some brief background information. It was noted that the backgrounds varied and included welder entrepreneurs, trained vocational teachers (Home Economics teachers, Art & Craft instructor) social workers, swimming instructor, fashion designer, electrical appliance repairer and other volunteers.

IMPLEMENTING AN EFFECTIVE SYSTEM OF INSTRUCTION

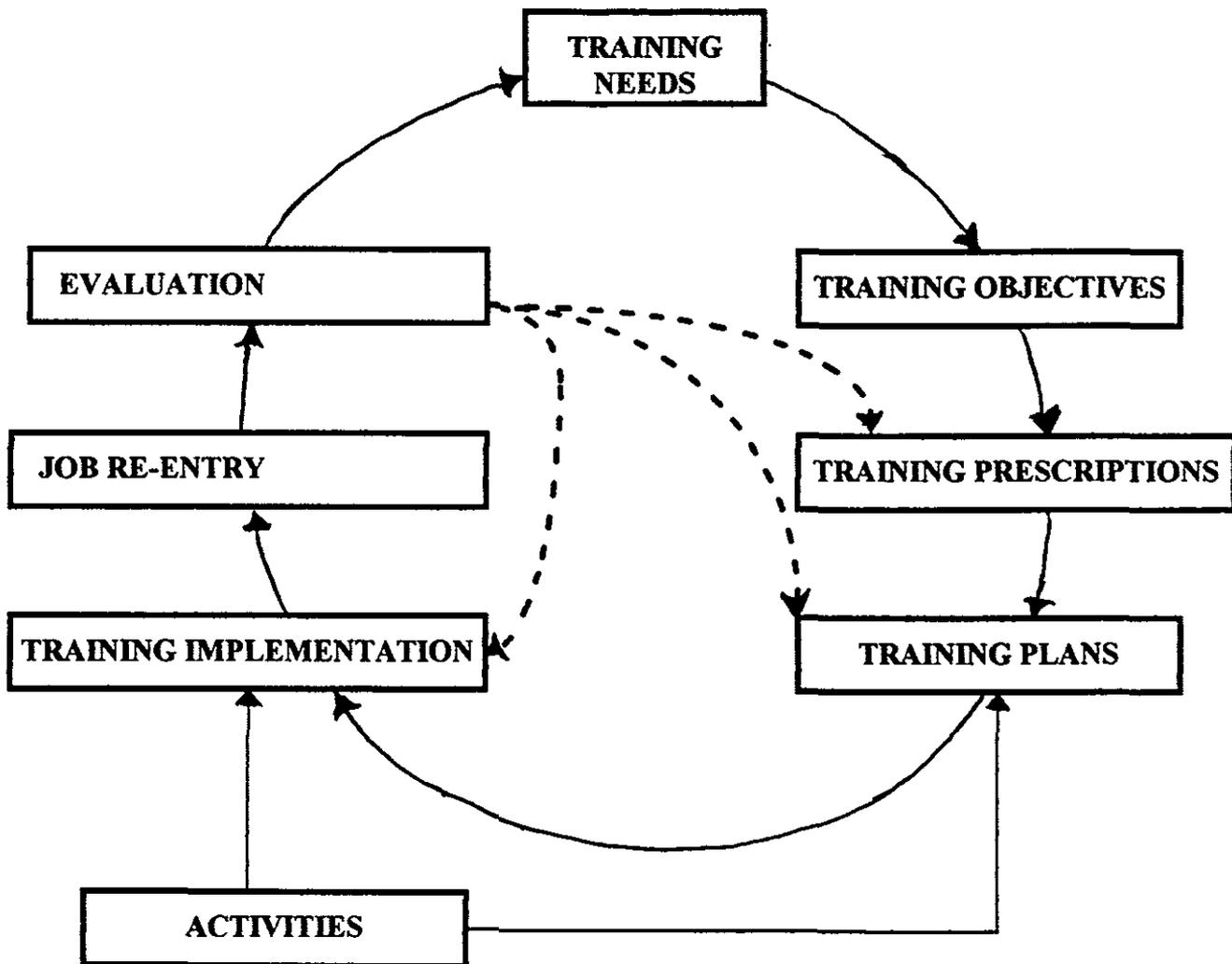
Continuing his introductory remarks, Mr. Stanley introduced a "Model for Strategic Human Resource Development" (See pg. 5) to illustrate the sequence of activities involved in an delivering effective skills training.

The ideal process sequence was:

- **identification of training needs**
 - to decide what students need to become competent, it is essential to find out their aptitude, interests and what they already know. A great deal of analysis was necessary, if training was to be systematic and relevant. Information was needed to determine what should be done and how. Relevance and validity were two tests to be applied at every step of the way before implementation.
- **setting training objectives**
 - the knowledge/skills/behavioural changes to be achieved at the end of the learning process (there must be a match between *needs* and *objectives*)
- **development of a training prescription**
 - identifying the things students must learn (the curriculum)
- **preparation of a training plan**
 - documenting how the instructor will use the curriculum to train the students (methodology has to be creative and suited to individual learning styles)
- **selection of activities**
 - to reinforce learning by providing opportunities for demonstrating knowledge and practising skills
- **training implementation**
 - putting plan into action

- **job (or school) re-entry**
 - students have been enabled to utilise new or improved skills
- **evaluation**
 - continuous assessment during and after the learning process (taking corrective action when necessary), to determine whether the Objectives were attained, and how certain variables affect the learning/training process.

**MODEL
FOR
STRATEGIC HUMAN RESOURCE DEVELOPMENT**



Mr. Stanley said it was imperative to train to produce excellence, and part of the challenge faced by trainers of 'at-risk' youth was to have them successfully complete their training and leave with positive attitudes and undistorted awareness of what will be required of them in the workplace.

Preparation

Each lesson had to be carefully planned, if the set **learning objectives** were to be achieved. This meant that, for each lesson, trainers also had to decide beforehand:

- how much of a skill must be learned and in what time;
- how to breakdown tasks into what had to be done by themselves and the trainees, and in what order (activity elements and their sequence);
- how the activity would be carried out (detailed action steps);
- key points which had to be made in relation to each action step;
- safety hazards/requirements which must be emphasised;
- the setting, tools, supplies and equipment that would be required for completion of the training task;

and prepare themselves accordingly. A part of the advance preparation should be making sure that the instruction area was arranged the way in which the student-worker is expected to keep it.

The Instructional Plan —Some Considerations

- The steps must be in sequence.
- Make sure that the content is related to the objective.
- Plan each step or activity well. Think of all likely situations..
- Review the Plan to ensure nothing significant is omitted.
- Focus the Plan on the trainees and their "strengths", "weaknesses" and learning styles.

A sample **Instructional Plan or Guide**¹ (See *Appendix III*, pgs. 39-40) for a cake-baking lesson was distributed next and the main features discussed.

Following that some **Training Delivery Guidelines** were given:

1. Prepare the trainees:

- Put the trainees at ease.
- State the task and find out what they already know about the task
- Stimulate interest in learning the task, and explain how it is connected to other tasks in order to make the job function complete.
- Place trainees in a position that enables observation. Trainees ought to be in a position where they can easily see what is happening.

2. Present the Operation:

- Tell, show and illustrate *one step at a time*.
- Stress each key point.
- Instruct clearly, completely and patiently in amounts that trainees can absorb.

3. Give Opportunity to Try-out the Operation:

Allow trainees to do the task while you observe and correct errors.

- After you have shown them how, ask each trainee to do the task a second time, explaining each key point as he/she does the job.
- Make sure the trainee understands. Continue until the trainee demonstrates he/she knows how to perform the task.

3. Give Opportunity to Use the Newly-Learned Skill:

Let each trainee practise the skill on his/her own, to develop confidence.

- Designate someone to give assistance in overcoming problems that may arise while practising the skill.
- Check frequently in the early stages and taper-off as the individuals grow in confidence and expertise.

¹ *Appendix III* consists of all the sample Instructional Plans which were distributed. These have been listed by subject category, topic and page number in the "Table of Contents" at the beginning of this Report.

3. Demonstrations and Practical

Participants were given guidelines on how to get maximum benefit from their observations of classes in session, and each person received a copy of the following Checklist for use during that exercise:

THINGS TO LOOK FOR DURING OBSERVATION

1. How clear were the objectives?
2. How relevant were the methods?
3. Steps/sequences in which the instruction was presented
4. How involved were the trainees?
5. The use of questions
6. Strategies used to assess the rate and extent of learning
7. What measures are used to reinforce learning?

Following a guided tour of the Training Centre, they sat in on classes in session to observe the training methods and classroom management techniques being used by the HEART/NTA instructors. The following group allocations were made for this purpose, based on the skills area corresponding to or most closely related to individual training responsibility:

CARPENTRY

Gary Bailey
Clavell Deans
Juliet Johnson*

WELDING

Michael Brown

GARMENT CONSTRUCTION

Mercent Anderson
Jacqueline Anderson-Robinson
Andreen Bailey
Shulamith Barrett
Wayne Barrett
Gary Brown
Roxine Christie
Joan Cooper
Juliet Johnson*
Kathe Lyn
Nella McPherson
Valrie Pagon

ELECTRICAL INSTALLATION

Zeke Ashley
Adrian Taylor

* Divided her time between both classes.

4. Review of Demonstrations

After the tour and classroom observations, participants were invited to comment on and discuss what they had seen. They were generally impressed with the clean and tidy work areas, the up-to-date equipment available, but noted that although most charts in use were well-designed, some had grammatical errors.

At first, discussion centred around a report of an instance of unsafe practice (welder working without goggles).

Mr. Stanley took the opportunity to emphasise the importance of instructors focusing on safety awareness, hazards and safe procedures, so that safe working practices could eventually become the norm. He urged them to discourage improvisation; safety must not only be preached, it must be practised always, since one instance of carelessness could mean disaster.

Setting Objectives.

In commenting on observations concerning the use of Instructional Plans, Mr. Stanley recommended that, in making a decision on whether to set more than one learning objective for a single lesson period, trainers should always bear in mind class size, students' capabilities and task complexity.

He also said that, to be really useful, Objectives should be SMART; that is, they should be

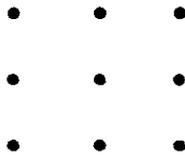
Specific
Measurable
Attainable
Relevant/**R**ealistic, and
Time-based.

The extent to which an objective could be measured was very important, because there must be criteria against which goal achievement can be evaluated. Rational evaluation also depends on how clearly the objectives were stated.

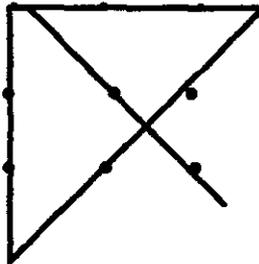
Introducing the Lesson

Lessons should begin with a good introduction to capture students' interest, describe what was going to be done, and motivate them to co-operate in the achievement of the learning objectives. Questions could also be used to gain attention and elicit further thinking about the topic or activity.

When a problem arose in this regard, Mr. Stanley suggested that it was sometimes useful to 'step outside' the problem, so as to see it differently and arrive at a previously unrealised solution. To illustrate this concept, Mr. Stanley asked participants to make 3 parallel rows of 3 dots on a sheet of paper and then connect the dots with 4 lines without lifting the pen or pencil:



After their unsuccessful attempts, he showed that the dots could be connected in the desired manner by thinking beyond the space they framed and extending some of the lines:



In the training context, instructors might need to 'step outside' the skills area itself and focus on an aspect of the students' lives which related to the learning objectives.

Dr. Robinson remarked that participants had made very incisive observations about the teaching demonstrations they had seen. She pointed out that the instructors would have been teaching in ways they thought appropriate for the age levels of their students.

She asked them to use the experience to think about the impressions that would be formed by visitors to their classes. She urged them to always strive for excellence and, though their contributions might go largely unrecognised, they should keep their self-esteem high, as well as set a good example by their dress, speech and overall deportment. As far as the use of Standard English was concerned, she believed that using mainly Jamaican Creole (patois) in the classroom limited both the instructor and the pupils in the long-term.

5. Managing the Classroom

Participants were given a handout which indicated that "Managing the Learning Situation" involved:

- ⇒ directing learning operations
- ⇒ instilling discipline
- ⇒ monitoring learners' progress and providing feedback
- ⇒ maintaining equipment
- ⇒ maintaining inventory of materials
- ⇒ controlling external variables.

• Motivation

Mr. Stanley asked participants to remember that children were tremendously influenced by the learning institutions with which they were involved, so instructors had to make an impact that would fit them for life. This was an awesome responsibility and it involved being very clear about the standards they wanted to transmit. Instructors had to maintain high standards themselves, in order to motivate students to adapt those standards: It took sustained effort, because people found it easier to pattern poor behaviour than to strive for the best: "Disease is contagious; good health isn't".

Students had to be made to realise that their future depended on the attitudes and skills they developed while they were young. Learning had to be integrated with living and basic desires linked with ambition to develop and advance. Important messages that had to be conveyed were the:

- difference between quality of life and standard of living,
- psychological and social benefits of earning a honest, decent living.

Skills Instructors, therefore, should expect to function not only as tutors, but also as 'parents', mentors, counsellors and 'social workers' when necessary.

Perceptions regarding the social status of skilled tradepersons, and the relative importance placed on the human element in national problem-solving *vis-à-vis* other inputs, were discussed next. It was noted that the majority of the workforce was at the 'shop floor' level and increased national productivity could not be achieved without boosting their capacity for meaningful involvement in that effort. The significance of the move to 'megatronics', and away from processes involving the use of hand tools was also mentioned, with particular reference to the quantum mental leap needed to change with the times.

Information on HEART Training Programmes

Mr. Edward Shakes (Actg. Director, HEART/NTA Vocational Training Dept.), who had arrived sometime earlier, was welcomed, given a brief summary of what had taken place up that point, and invited to address the group.

He first reiterated his Agency's pleasure at being involved in the training workshop, then stressed the importance of what participants were doing to acquire improved training techniques. He said that sometimes skills competence did not equate with the ability to implement training, but he hoped that, through their interface with the HEART skills instructors, participants had learned something and *vice versa*.

Mr. Shakes noted that UAP was dealing with a younger age group than HEART did, and so NGOs were preparing students who could be expected to enrol later in HEART/NTA programmes. He looked forward to the positive impact their efforts would have on the

quality of HEART's intake in terms of attitudes; enthusiasm and readiness for vocational training; knowledge of what training was available to them through HEART and other institutions, and the pre-requisites for those training courses.

In summary, questions posed in response to Mr. Shakes' invitation to do so, and his answers to them, were as follows:

When does HEART take in new students?

Applicants could sit an entry exam anytime throughout the year, but trainees were normally enrolled in May or September depending on the length of the course for which they were accepted.

What qualifications are required for enrolment?

Grade 9 proficiency.

What provisions have been made to accommodate physically-challenged students?

No special provisions. This deficiency had been recognised and the Agency was working on way of making training access easier. A very recent meeting had been held with the Ministry of Education and other organisations regarding this issue. In the meantime, HEART/NTA would continue to give financial and technical support to other organisations involved in vocational training for physically-challenged persons. if they met certain criteria.

If UAP caters for children 10-14 years old and HEART caters for those 17 years and over, what happens to those between 14 and 17 years of age?

HEART was geared to training young persons who would attain the legal age for entry to the workforce by the time they completed their training, or older adults who wanted to acquire new skills or upgrade existing skills. The approach was based on the fact that the national educational system provides for children to remain in regular schools up to age 16+.

Dr. Robinson reminded participants that UAP programmes had been designed to encourage children in the 10-14 years age group to remain in school and to facilitate the re-entry of those who 'drop-out'.

INFLUENCING STUDENTS POSITIVELY

After Mr. Shakes' departure, Mr. Stanley said it was his opinion that one of the things many training institutions were not doing was paying enough attention to developing a distinctive organisational culture. Based on his own early experiences as a student, he knew that a training institution could transform students' lives through:

- consistent and cohesive staff efforts to promote and exemplify the organisation's values;
- a well-ordered and supportive environment;
- having high expectations of the students and encouraging them to develop self-respect, self-confidence and worthwhile ambitions;

- giving students meaningful responsibilities/challenges and according them special recognition for their achievements;
- focusing equally on practical skills and academic knowledge.

Next, the Presenter used a 'hand-out' on the "Job Instructor Training (JIT)" system of instruction to focus on the importance of *competency-based instruction* and the Instructor's role as an agent of long-term behavioural change and learning.

JOB INSTRUCTION TRAINING (JIT)

Job Instruction Training (JIT) is a very effective system of instruction. It emphasises the need to apply a combination of the senses in an effort to optimise learning. It also emphasises a step-by-step approach to **competency-based instruction**. This includes:

- 1) Setting clear objectives regarding the level and quality performance that is expected from the trainee
- 2) Establishing a clear sequence in which the skill must be performed
- 3) Presenting information in amounts that can be absorbed without overtaxing the ability of the trainee to absorb the information
- 4) Using a 5-step approach to impart instruction. The rationale for applying the 5 steps is that it is important to ensure (as much as is possible) that the trainee does not make mistakes. The more success that the trainee experiences, the more motivated/encouraged he/she will be to become involved in new learning experiences.

Within the context of **Competency-Based Training**, "Learning" means that the individual acquires new knowledge and skills which result in a change of behaviour.

REQUIREMENTS

Instructors who utilise the JIT approach must be aware and knowledgeable of the following:

- i) Factors that enhance learning
- ii) Factors that impede learning
- iii) How to conduct a Task Analysis
- iv) How to develop Lesson Plans
- v) How to select and apply effective instructional techniques
- vi) How to assess learning and evaluate training activities.

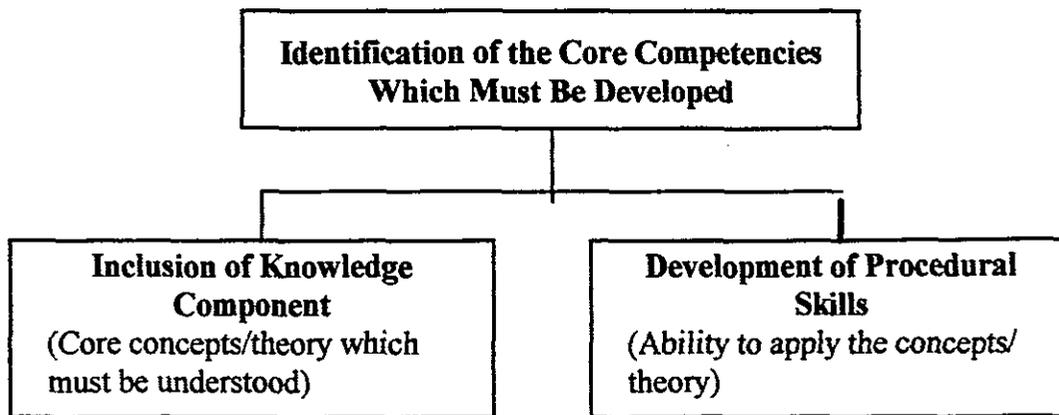
Instructor's Role

The Instructor has the responsibility to ensure that the trainee shows a change of behaviour through the acquisition of knowledge and skills. Therefore, the role of the Instructor is to provide **Quality Leadership** to the trainee to ensure that learning takes place.

Methods

The methods used by the Instructor should impact on memory to influence long-term behaviour change. This will further ensure that the knowledge and skills are used appropriately.

Participants were told that **COMPETENCY-BASED INSTRUCTION** required equal attention to imparting knowledge and skills:



Mr. Stanley recommended getting the knowledge component (theory) out of the way first, but encouraged the use of charts, illustrations and other devices to make the concepts interesting and clear.

TRAINING FOR LASTING EFFECT

It was emphasised that, for the effects of training to be lasting, the instructor must use teaching strategies that will best ensure information retention in long-term memory.

A handout depicting the “Retention and Remembrance Curve” (See, pg. 15) was distributed. This illustrated the results of research into how well people retained information relative to the senses used to receive it. The chart showed that the highest retention rate (90%) was for information gained by “saying and doing”; and the lowest (10%) was for reading (only). The Presenter recommended, therefore, that the following process be adopted for imparting procedural skills:

i) Demonstrate

- Explain what is being done, step-by-step, and why
- Ask the right questions to verify understanding

ii) Repeat

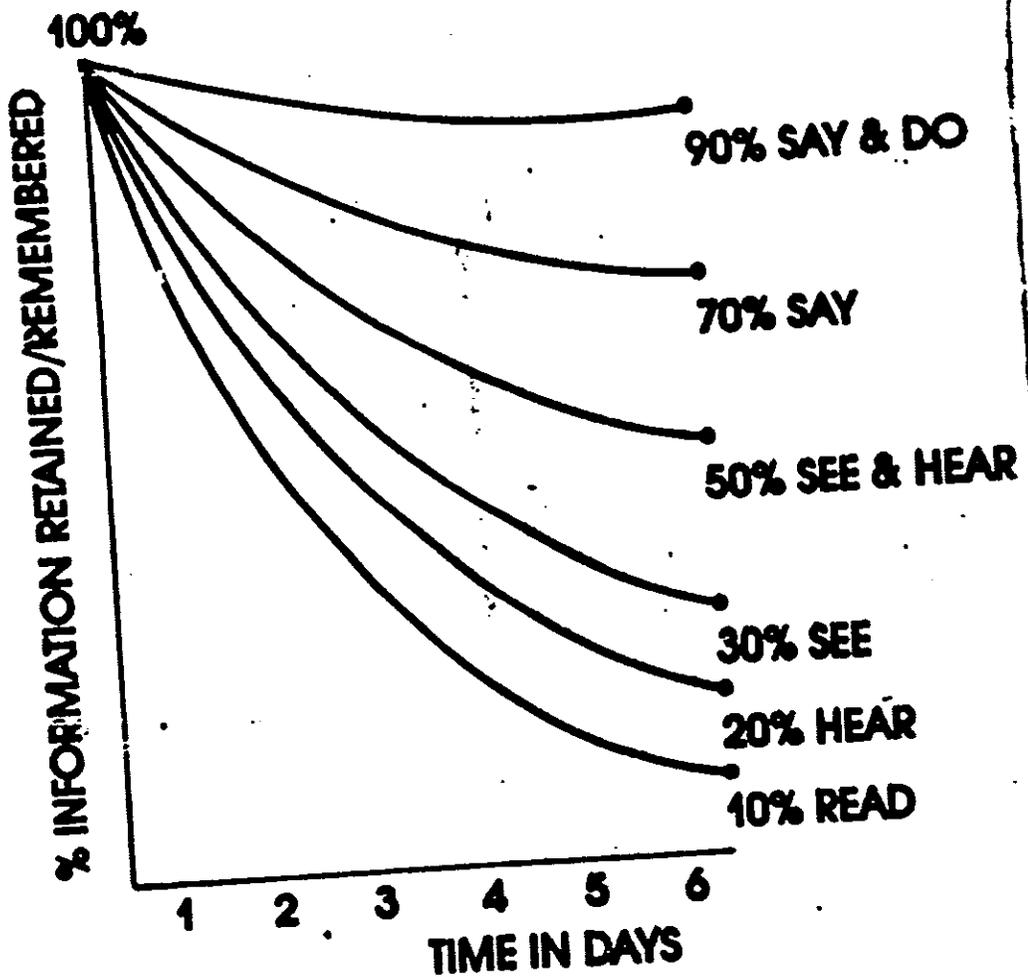
- a) “You tell me what to do”
- b) “Now you do it... but before you begin each step, tell me what you are going to do, and why.”

Gives opportunity to correct misunderstandings

Gives opportunity to correct misunderstandings before:

- *Mistakes cause frustration, loss of interest, injury & or damage*
- *Waste of time/materials*

Retention/ Remembrance Curve



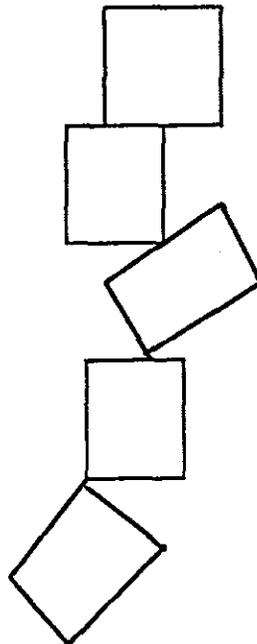
FACTORS THAT ENHANCE/INHIBIT LEARNING

Participants were asked to pay special attention to the following:

- i) Layout of the skills training area — can students move around freely? The training area should also be as representational, as possible, of an actual work area.
- ii) Have opportunities being provided to do... achieve... become...?
- iii) Human Resource Development is more than education and training. Approach the responsibility with a mind-set of *helping*...not just “do it as I say and show you”;
 - Is mutual respect being shown between trainer and trainees?
 - Is there an atmosphere of support or condemnation? Avoid the use of emotive words or body language that communicate negative feelings, particularly when dealing with ‘at-risk’ youth.
 - Research had shown that
 - ⇒ most children receive no intellectual situation at home and most families don’t have even one piece of reading material in their homes;
 - ⇒ the usual parenting style of repressive and cruel discipline did not encourage bonding between parents and children or even between siblings. Many children have been so traumatised by the time they reach basic school age that it becomes extremely difficult to control, influence and stimulate them.

GROUP EXERCISE

On resumption after the Lunch Break, the Presenter organised a Group Exercise in which two volunteers took turns in trying to get the rest of the group to accurately draw diagrams based on instructions conveyed entirely through the spoken word. The drawing given to the first volunteer, but not shown in advance to other group members, looked like the drawing below:



and the instructions given by him were:

At the top of your paper, about 1" from the top, construct a square about 2" x 2". Adjoining to that square, construct another square about the same size but starting from the centre of the 1st square to your left. You will be constructing a 3rd square with one corner adjoining the bottom of the 2nd square at an angle of about 45°. No... with the centre of that square touching the bottom right-hand corner of the 2nd square. Construct a 4th square right below your 3rd square. The centre of the 4th square should touch the bottom point of the 3rd square. The bottom of the 5th square should have both points forming an acute angle with the 4th square.

The second volunteer was asked to give instructions for a different drawing.

No one was able to accurately reproduce either of the diagrams from the instructions given, although some attempts came close. Results were demonstrably poorer on the first round when group members were not allowed to ask the 'instructor' any questions, than on the second occasion when they could seek clarification.

The subsequent discussion of what had taken place made participants realise that several factors influenced understanding, including::

- inability to see what was being described;
- increasing confusion caused by initial bewilderment;
- the instructor's choice of words that might be unfamiliar to listeners;
- inability to ask questions;
- the medium which was used most of the time (oral instruction) is a medium that had the potential to confuse;
- pre-conceptions brought to the learning process (e.g., drawing squares = Mathematics = a feared subject = attention 'tune-out').

The main lesson learned was DO NOT DEPEND ONLY ON WORDS WHEN INSTRUCTING...INVOLVE A COMBINATION OF AS MANY OF THE SENSES AS POSSIBLE.

Dr. Robinson commented that she often did not see blackboards being utilised in skills training rooms and suggested that this inexpensive teaching aid could be used to greater advantage.

Mr. Stanley suggested that use of a Flip Chart would be equally or more helpful. Sheets of drawings or other information could be removed and stored to repeated use, rather than being erased as would have to be the case with a blackboard. It was not necessary to buy expensive, special pads of paper — loose sheets of newsprint could be easily and inexpensively purchased and clamped to a simple easel or stand made by a metal worker or carpenter.

A proposal from Dr. Robinson, that one of the NGOs take on the challenge of making stands and selling them at a reasonable price to other NGOs, was accepted by a representative from St. Patrick's Foundation. Dr. Robinson would be provided with a cost estimate, which she

would publicise among the NGOs so that those who wished to do so could place direct orders..

A handout was made available which listed factors that made learning easier and others that discouraged the process. It gave the following information:

FACTORS THAT ENHANCE LEARNING

- INTEREST
- PRIOR KNOWLEDGE
- LEARNING STYLE
- MATURITY
- LEARNING ENVIRONMENT
- COMMUNICATION
- SENSE OF ACHIEVEMENT

FACTORS THAT INHIBIT LEARNING

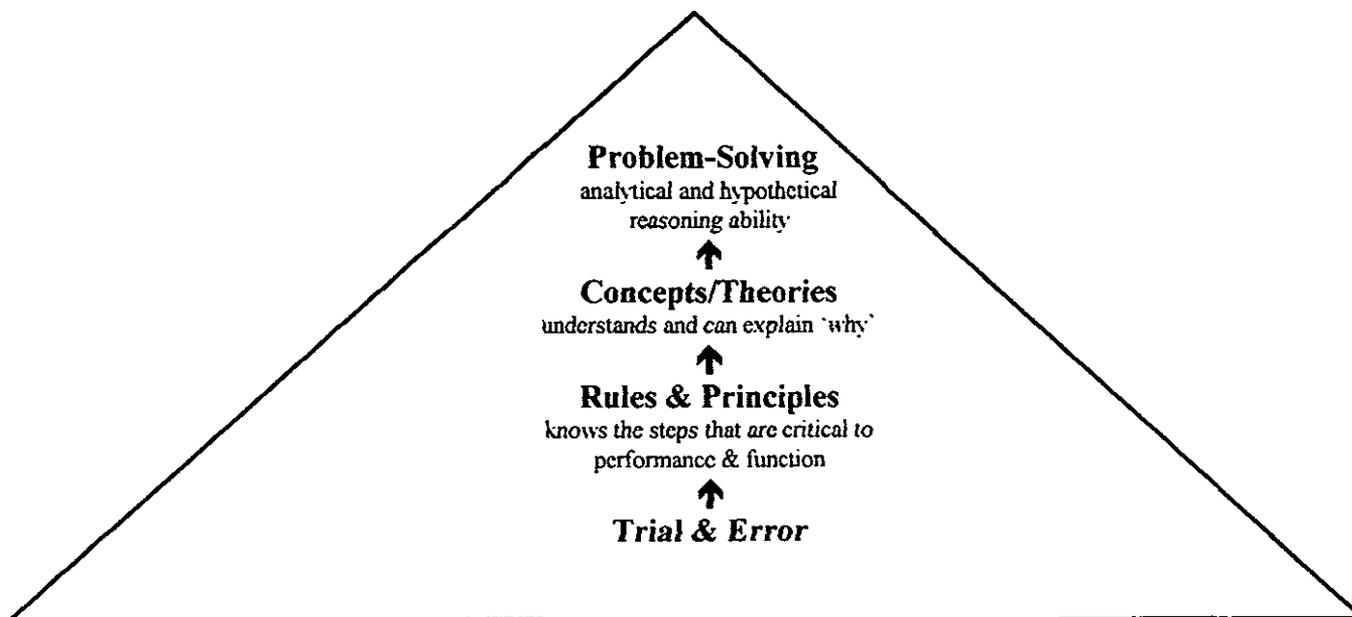
These originate with the Instructor:

- TEACHING TOO MUCH AT ONCE
- PACE OF INSTRUCTION TOO FAST
- COMPLEXITY OF INSTRUCTIONS
- USE OF PRODUCTION TERMS ('SHOP TALK')
- DISTRACTIONS
- LEARNING STYLE IGNORED
- ENVIRONMENT NOT CONDUCIVE TO LEARNING

These originate with the Trainee:

- NERVOUSNESS
- POOR STUDY HABITS
- LACK OF MOTIVATION
- LACK OF CONFIDENCE
- FEAR OF JOB/TASK
- LEARNING STYLE
- STUBBORNNESS
- CARELESSNESS/AWKWARDNESS.

The Presenter drew a diagram to illustrate the 4 different levels of learning, and explained that when it was said that the goal was to build a world-class workforce, what was hoped for was movement upwards and out of the lowest level (Trial & Error).



• Classroom Control

Mr. Stanley advised that the most effective way of holding the attention of a typical member of the target group was through activities. Children were not born with self-control or any sense of personal responsibility so they have to be taught those behaviours. Everybody wanted respect but many did not want to give it; it was the instructor's task to help them to see the link between giving and getting respect.

In response to a question from one participant, others in the group were asked to suggest strategies for holding the attention of students during class-time. Suggestions made, including input from Mr. Stanley, were:

- Write up board/flip chart before the class, so that the trainer doesn't have to turn away from the students for lengthy periods
- Give students a chance to write on the board
- Get them fascinated with the subject/prepare them to like the topic... 'sell' the activity to them
- Display the end product they will be able to make if they concentrate/pay attention and learn
- Make items they can use or crave
- Help them to sell the things they make so that they can see the value of the skill they were developing

- Use Action Flow Learning Plans — develop classroom activity so that there was a continuous flow of meaningful activity that will enhance learning and be enjoyed by the children
- Discover what they want to do/learn and involve them in getting/presenting information on those topics
- Develop lists of questions they want answered and answer them in class either personally or by using a resource person from outside
- Implement a ‘points’ system...deduct for misbehaviour; reward good behaviour over a specific time period with small fits
- Use co-operative learning, team teaching techniques to get students to work together for their mutual benefit
- Change places for a day with other instructors in the same organisation.

After the completion of that activity, the Workshop adjourned until the next day. Before participants left, however, Dr. Robinson reminded them that the LEAP Centre on Duke Street would be the venue for the following day’s sessions. She gave directions for getting there and wished everyone a safe journey home.

DAY 2
November 4, 1998

1. Welcome/Overview

Dr. Robinson welcomed everyone to the continuation of the Workshop, which had started on the previous day. Prayer was offered by Mr. Wayne Barrett (*Kingston YMCA*), followed by Dr. Robinson's review of the day's Agenda. She also pointed out that the LEAP Centre location, where they were that day, was more typical of participants' own training environments than the HEART/NTA Rockfort Vocational Training Centre. They should be able, therefore, to easily transfer many of the ideas and methods to their situations. As one example, she drew attention to a section of a wall which had been neatly painted to serve as a Notice Board.

Mrs. Beverley Clarke, LEAP Centre Co-ordinator, was then introduced by Dr. Robinson.

Mrs. Clarke said how pleased she was to have that opportunity to welcome NGO representatives to the LEAP Centre and as partners in dealing with youth 'at risk'. She advised her audience to treat children 'out of place' as assets, because an asset-based approach was essential to being successful in making a difference in their lives.

She asked participants to focus on that approach while they suggested words for an acrostic based on the initial letters of the words "Youth At Risk". The result of their suggestions was:

Young
Open
Understanding
Teachable
Human

Active/**A**ble
Talented

Resourceful
Intelligent
Sensible/**S**uccessful
Keen/**K**ind.

She urged them to find and use strategies to encourage and motivate the children with whom they worked, as those young people faced a multiplicity of problems. For instance, they should:

- encourage dialogue to find out their problems and solutions they want;
- give compliments and praise;
- avoid use of too much 'red ink' in marking their written work...use question marks or a small dot instead of a large X;
- encourage participation in making decisions that affect them;
- take them on field trips to observe the workplace activities;
- use resource persons to talk on particular skills and give demonstrations;
- talk the language of 'work' to stimulate good work attitudes and prepare them for further training;
- make programme delivery interesting and different from the formal school system to retain their involvement;
- promote their human rights— obtain and read "Children Have Rights Too (a simplified version of The International Convention on the Rights of the Child, including a summary of existing legislation in Jamaica)", Jamaica Coalition on the Rights of the Child (January 1996)².

Mrs. Clarke then gave an overview of the activities carried out by staff at the Centre. Their programme (current enrolment was 173 students) provided 'at-risk' youth in the 15-17 years age with:

- academic upgrading (English, Maths)
- pre-vocational skills training (Art & Craft, Cookery, Electronics-Small Appliance Repairs, Music, Shoe Making & Repairs)
- Computer Appreciation courses
- guidance counselling
- a small residential facility for temporary accommodation until they could make satisfactory alternative arrangements;

and conducted monthly Parenting Workshops. Students were enrolled for 2 years, received an allowance for transportation and were provided with a free, hot meal daily. During the first year they are exposed to all skills areas so that they could make informed choices of the skills area they wished to specialise in during their second year.

The Centre sought and received constant support from parents, service clubs, private sector organisations and international funding agencies. There was also marketing and sales of student-made items, and students earned some income from the shared proceeds.

² There are 2 versions of this publication, one for adult use and one for children's use. The Ja. Coalition on the Rights of the Child can be contacted through its office at 11½ Swallowfield Road, Kingston 5. Phone: 960-8077.

From time to time, the Centre had the temporary care of children under 15 years of age, who were in difficulty and had nowhere else to go. Since they had no facilities for giving skills training to that age group, Mrs. Clarke said she was glad to know that she could refer them to any UAP-NGO able to help.

Participants were given HEART/NTA Press Kits containing brochures and publications which gave information on available training programmes and the work which the agency was doing.

Their attention was also drawn to a Display Table which had been arranged with copies of instructional subject handbooks³ in the Vocational Skills 2000 Series which had been developed by HEART/NTA, in collaboration with the Workforce Development Consortium, in support of a special thrust to "expose trainees to some basic tenets of each subject area and introduce new ideas in order to produce a skilled worker that is equipped with all the knowledge competencies necessary to perform at the pre-trade level". The handbooks "consist of Units with a related activity and, in many cases, revision exercises are included to ensure that the trainee has grasped the subject matter". Copies of the 4 Handbooks could be purchased by contacting HEART/NTA's Curriculum Unit.

After introducing two members of staff who had furthered their education after graduation from one of the HEART training academies, Mrs. Clarke encouraged participants to continue their good work.

2. Tour of L.E.A.P. Facilities

Participants were divided into two groups and taken on a tour of the Centre by Mrs. Clarke and a member of her staff.

3. Agenda Changes

The original Agenda had to be modified from this point on. There were two reasons:

- (1) the morning tour began later than scheduled and so lasted until time for the Coffee Break; and
- (2) resumption after lunch was delayed for some time, while work was being carried out on the air-conditioning units serving the 'room' in which the Workshop was to re-convene.

The first adjustment was the deferment of the Guidance Counsellor's presentation until later in the day. The second adjustment was curtailment of Mr. Stanley's afternoon presentation, including the elimination of group activity planned for the afternoon

³ Integrated English, Basic Mathematics, Customer Service Skills, Entrepreneurship Skills/Shoe Repair.

4. Demonstrations by LEAP Instructors

Following the Coffee Break, participants were again divided into groups and each of the four groups visited one of the classes which were being conducted, to observe the Instructors' teaching methods and class management. These observations continued until it was time for Lunch.

5. Guidance Counselling in Skills Training Programmes

Mrs. P. Edwards Robinson, L.E.A.P. Centre Guidance Counsellor gave an overview of the Rehabilitation Department's role and the Centre's intake process, and also shared some strategies for dealing with unacceptable behaviour.

Through a programme of counselling, sport, music, drama and other cultural activity, as well as interaction with parents, the Rehabilitation Department worked to boost the students' self-esteem and self-control, teach responsibility, and let them feel loved.

On entry to the Centre, new students were first sent to the doctor for a physical examination and such medical care as they might need. The doctor would notify the police if examination showed evidence of rape.

After evidence of satisfactory health, the children were tested to ascertain their levels of ability and allowed a settling-in period of 1-2 weeks during which they participated in individual counselling sessions on a daily basis and some selected activity.

Teachers were given Issue Forms on which to record any problems they observed (e.g., a child constantly sleeping in class) or any incidents of poor behaviour. These forms were forwarded to the Rehab. Dept so that a counsellor could meet with the child, find out what was causing the problem, and take whatever action was deemed appropriate.

Mrs. Robinson outlined some of the domestic situations which forced many of their students to leave home (even when they had no suitable alternative place to live). This often led to feelings of anger, which fuelled aggressive behaviour against authority figures, individuals of the same sex as the abusive parent, their peers or other people.

Sometimes children had to be referred for therapy to other specialist organisations, including the Child Guidance Clinic and the Psychiatric Departments of Bellevue Hospital and UHWI.

Children under 15 were sometimes in residence, but they were channelled into nearby primary schools even if they continued to live on the premises. No child lived permanently at the Centre. The objective was to facilitate the children's return to suitable home settings. To that end, the Centre's staff tried to achieve family reunification through facilitating improved relationships between parents and children.

Sometimes children went back home periodically as part of an effort to mend the parent-child relationship. A counsellor visited the home while the child was there to get a first-hand look at what was going on. At least 3 follow-up visits were made to ensure that conditions were favourable for the child's permanent return home. If that did not prove to be the case, other efforts were made (e.g., search for another suitable relative who was willing and able to give the child a home). No child was ever returned to an abusive situation.

Mrs. Robinson emphasised that punishment should not hurt, it should teach the offender something. Children might not know what they wanted, but they knew that they didn't want to live in the same type of turbulent situation as the one from which they had escaped. Some of the varied strategies used at the Centre to deal with behavioural problems, depending on the situation, were:

- give a warm/cold drink and allow time to calm down ("When you are ready talk, call me." If after a reasonable time the child doesn't call, go back and probe for information.)
- use a male counsellor sometimes, if a female is the root cause of the problem, and *vice versa*
- assign task of making a plaque/poster by removing pictures of smiling faces from a magazine, without the use of a pair of scissors or other harmful tool, and writing a caption for each picture (This is therapeutic; one could read a great deal into how this task was executed)
- whisper until the shouting child lowers his/her voice
- develop deterrents to unwanted behaviour and let children know that they would always be enforced (e.g., fighting children will have to kiss each other in public, even if it is 2 boys or 2 girls)
- use peer counsellor intervention
- let offender decide own punishment and sign a contract agreeing to carry it out
- assign 5 chores or activities that will help offender deal with the problem behaviour
- use the Mediation Process when investigating a case of theft (Deal with one student at a time, call in all of them together, recount what each one said. Depending on how things develop, announce/implement search, calling in parents, suspension of all, and/or police intervention...truth usually comes out before all of those measures have to be taken. All involved must be bound to keeping the proceedings confidential, and a penalty should be imposed for breaching this condition.)

In response to a question on how to handle an hyperactive child in a class, Mrs. Robinson said that true hyperactivity was caused by a chemical imbalance in the brain and could be controlled by appropriate medication. The most that the classroom teacher could do was to try to keep the child occupied and quiet in order to prevent the rest of the class from being

distracted. For instance, when the child was in a calm, stable state, the teacher might say: "Help me to help you. What would you like to do next?" Another strategy could be to set up contracts with the child: "If you sit quietly for 10 minutes and colour this picture, I will give you a ball to play with this afternoon"...until sitting quietly became the primary behaviour and getting the reward became secondary.

She reminded participants that instructors could also learn from children. So, if a mistake was made and pointed out, they should admit their errors by saying, for example: "I am sorry. I ought to have" or "I could have done that differently."

Dr. Robinson thanked Mrs. Robinson on behalf of the participants and before inviting Mr. Stanley to take over, asked participants to remember that "the child you save today is the one you are saving yourself from tomorrow".

6. Content Review

Noting that there was only one hour remaining before the end of the Workshop, Mr. Stanley said he would try to make the best use of the remaining time by reviewing some key aspects of training delivery and the development of instructional plans.

TRAINING DELIVERY

He stressed that it was essential for the instructor to:

- place emphasis on trainees being able to do something tangible at the end of a lesson that they couldn't do before;
- give as many opportunities for practical work as possible, and have sufficient tools and materials and materials available for carrying out the planned tasks;
- pay attention so that he/she could see what was being done;
- keep different sections of large classes occupied through team teaching or co-operative learning;
- ensure understanding before practical work is attempted, so that trainees did things right the first time—the objective being to discourage learning by the trial and error method.

INSTRUCTIONAL PLANS

The importance of the following actions was again highlighted:

- analysing tasks before starting to write an Instructional (Lesson) Plan;
- bearing trainees' strengths and weaknesses in mind when developing Plans and finding ways of capitalising on their strengths;

- focusing on achieving excellence in output (Learning should be about performance);
- ensuring lesson content was related to the learning objective;
- thinking of all likely hazard situations and telling students what to do if those situations occurred;
- reviewing the Plan before training delivery;
- evaluating the training outcomes to give students feedback on how they were doing and
- encouraging them to greater achievements.

Mr. Stanley then distributed a number of sample lesson plans, which have been included in Appendix III⁴. The 'hand-outs' included a partially completed plan for a Garment Construction lesson on "Filling a Bobbin", that would have been worked on had it been possible for the scheduled afternoon Group Exercise to take place. He recommended that the sample plans be carefully examined by participants at a later date and used as guides to developing their own lesson plans.

6. Workshop Evaluation & Closing

Participants were asked to complete and hand in Evaluation forms (See *pro forma* at Appendix IV, pgs. 57-58). Completed forms were returned by 13 (76.5%) of the 17 persons in attendance on the last day of the Workshop.

Subsequent analysis of the forms revealed that the participants who had completed questionnaires gave the Workshop's content very high ratings. The average score for the six evaluation factors for Content was 4.51 out of a maximum 5 points. Positive features of the Workshop programme which received multiple mention were the session on "Guidance Counselling in Skills Training", the tour of the L.E.A.P. Centre facilities and Mr. Stanley's presentation and motivational skills. The very few negative comments related mainly to the time over-runs.

Suggestions for follow-up activity ranged from UAP's retention of Mr. Stanley's services, to assist individual NGOs to develop their skills training programmes, to inviting students in UAP programmes to the same workshops as their trainers so that they could share experiences and participate in open discussions.

The complete Evaluation Analysis Report has been attached as Appendix V (pgs. 59-63).

⁴ See Table of Contents for a list of the Sample Lesson Plans, by subject, topic and page numbers.

The Workshop ended after Dr. Robinson thanked Mr. Stanley most warmly for the outstanding contribution he had made to the Workshop, and urged participants to make use of the ideas and insights which had been shared with them.



12-Nov-98

UAP WORKSHOP FOR TRAINING SKILLS TRAINERS OF AT-RISK YOUTH – NOVEMBER 3-4, 1998

LIST OF PARTICIPANTS

NGO	PARTICIPANTS		ADDRESS	PHONE/FAX	ATTENDANCE	
					3/11/98	4/11/98
Children First	1.	Ms. Shulamith Barnett	Spanish Town	Phone: 999-2476	✓	✓
	2.	Ms. Andreen Bailey		Fax: 984-0367	✓	✓
Jamaica Association for the Deaf	3.	Ms. Kathe Lyn	9 Marescaux Road Kingston 5	Phone: 972-0260	✓	✓
	4.	Ms. Roxine Christie		Fax: 972-2224	✓	-
	5.	Mrs. Michelle Baker		-	-	✓
Jamaica Red Cross	6.	Ms. Joan Cooper	Yallahs, St. Thomas	Phone:	✓	✓
	7.	Ms. Mercent Anderson		Fax:	✓	✓
Kingston YMCA	8.	Mr. Michael Brown	21 Hope Road Kingston 10	Phone: 926-8081	✓	✓
	9.	Mr. Gary Brown		Fax: 929-9387	✓	✓
	10.	Mr. Wayne Barrett		✓	✓	
	11.	Ms. Nella McPherson		✓	✓	
Mel Nathan Institute for Social Research	12.	Mr. Adrian Taylor	31 Mannings Hill Rd Kingston 8	Phone: 931-4989	✓	-
	13.	Ms. Antoinette Simons		Fax: 931-5004	-	✓
Rural Family Support Organisation	14.	Mr. Zeke Ashley	5 Main Street May Pen P.O.	Phone: 986-4242 Fax: "	✓	✓
St. Patrick's Foundation	15.	Ms. Valrie Pagan	78 Slipe Road Kingston 5	Phone: 937-4113	✓	✓
	16.	Mr. Clavell Deans		Phone: 967-3345	✓	✓
	17.	Mr. Gary Bailey		✓	✓	
	18.	Ms. Juliet Johnson		✓	✓	
Women's Centre of Jamaica Foundation	19.	Mrs. J. Anderson-Robinson	42 Trafalgar Road Kingston 10	Phone: 929-7608 Fax: 926-5768	✓	✓
UAP STAFF:		Mr. Francis Valva	1 Holborn Road Kingston 10	Phone: 929-4779	✓	✓
		Mr. Sam Dowding		Fax: 926-1813	-	✓
		Ms. Tania Romashko		✓	✓	
		Dr. Joyce Robinson		✓	✓	
HEART/NTA Vocational Training Dept.		Mr. Edward Shakes Mrs. Patricia Johnson Small			✓	-
L.E.A.P. Centre		Mrs. Beverley Clarke			-	✓
Consultant/Presenter		Mr. Lloyd Stanley			✓	✓
Workshop Rapporteur (Contract Services)		Mrs. B.P. Butler			✓	✓

UAP SKILLS TRAINERS' WORKSHOP AGENDA

November 3 & 4, 1998

TUESDAY, 3/11/98		WEDNESDAY, 4/11/98	
8:30-9:00	REGISTRATION Dr. Joyce Robinson	8:30-9:00	REGISTRATION Dr. Joyce Robinson
9:00-9:15	Welcome & Greetings Mr. Francis Valva <i>Chief of Party, UAP</i>	9:00-9:30	Welcome/Overview Mrs. Beverley Clarke <i>Co-ordinator, L.E.A.P. Centre</i>
9:15-10:00	Mr. Edward Shakes <i>Actg. Director, HEART/VTD</i>	9:30-10:00	Mr. Lloyd Stanley <i>Consultant/Presenter</i>
10:00-10:15	Introduction and Purpose of Workshop Mr. Lloyd Stanley <i>Consultant/Presenter</i>	9:30-10:00	Tour of L.E.A.P. Facilities Mrs. Beverley Clarke
10:00-10:15	COFFEE BREAK	10:30-10:45	COFFEE BREAK
10:15-11:45	Demonstrations by VTD Instructors <i>Carpentry</i> - Mr. Eric Nelson <i>Welding</i> - Mr. Franklin Allen <i>Garment</i> - Miss Elsie Gabbidon <i>Electrical</i> - Mr. Willard Gordon <i>Installation</i>	10:45-12:00	Demonstrations by L.E.A.P. Instructors <i>Cookery</i> - Mrs. Yvonne Bucknor <i>Art & Craft</i> - Mr. Peter Cousins <i>Shoe Making & Repairs</i> - Mr. Bentley Brown <i>Electronics/Small Appliance Repairs</i> - Mr. Aston Lindo
11:45-12:30	Review of Demonstrations (Participants' Discussion) Mr. L. Stanley	12:00-1:00	LUNCH BREAK
12:30-1:30	Managing the Classroom • Motivation & Classroom Control Mr. L. Stanley	1:00-2:00	Developing Instructional Plans, cont'd • Instructional Techniques • Assessment Approach
1:30-2:30	LUNCH BREAK	2:00-3:00	Group Exercises Mr. L. Stanley
2:30-3:30	Developing Instructional Plans • Setting Objectives • Developing Content • Discipline & Control	2:00-3:00	Group Presentations & Discussion Mr. L. Stanley
3:30-4:00	Group Exercise & Role Play Mr. L. Stanley	3:00-3:30	Evaluation & Closing
3:30-4:00	Review		

LEAP CENTRE
NOTES OF LESSON

Name of Teacher : PETER COUSINS
Class: 2nd YEAR
Department: SKILLS

Duration of Lesson: 10:40 - 12:00
Subject: ART & CRAFT 02-11-98
Topic: COLOUR VALUE

OBJECTIVES	SKILL	STUDENT'S ACTIVITY	TEACHER'S STRATEGY	EVALUATION
1. Students will use Primary Colours & Neutrals to make a Colour Value Chart. 2. Students will be able to identify and mix Tints and Tones of colour	1. Students should be able to blend colours with neutrals to get Tints & Tones of colour mixed.	1. Review knowledge of Colours and Neutrals. 2. Participate in discussion of Colour Value re shades of colour. 3. a) Watch Demonstration by Instructor. b) Students will explain lesson taught and the do practical. c) Make Colour Value Chart. d) Select colour for Chart and proceed to complete activity 4. Students should paint all tinted areas before attempting to paint tones. 5. Students should wash brushes and clean up before leaving classroom.	1. Test for previous knowledge. 2. Introduce concept of Colour Value. 3. Demonstrate & explain planned lesson. 4. Entertain Question & Answer dialogue to ascertain if concept has been grasped. 5. Supervise planned activity. 6. Conduct critique.	1. Ask questions to identify Colours and Neutrals. 2. Ask students to differentiate between Tints & Tones, Colours & Neutrals. 3. Critique students' work: <u>Highlights:</u> Neatness Contrast of Values.

INSTRUCTIONAL GUIDE

TOPICS: Measure and calculate lumber and lumber cost.

Objective: Trainee should be able to

- (a) Identify measuring tools, tapes.
- (b) Read and interpret , tapes and rules.
- (c) Calculate square feet.
- (d) Cost lumber given unit cost per square feet.

Condition; Give: Various lengths, width, and thickness of lumber sizes, measuring tape, formula for calculating materials.

Criteria:

- (a) Measuring and calculation must be 100% accurate.
- (b) Correct formula and procedure must be used for making calculations.
- (c) Calculations must be done in imperial system measurement.

Preparation of the Learner:

- (a) State the objective of the lesson.
- (b) Find out what the trainee knows about the lesson.
- (c) State the importance of the lesson.

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OPERATION	THINGS TO DO/OR SAY	INSTRUCTIONAL MEDIA
1. Identify measuring tools, tapes and board rule.	<ul style="list-style-type: none"> (a) Metric rule. (b) Imperial rule. (c) Board rule metric and imperial. 	Transparency Illustration.
2. How to read and interpret, tapes and rules.	<ul style="list-style-type: none"> (a) Determine the units on an inch. (b) Divide an inch into sixteen units. (c) Divide an inch into eight units. (d) Divide an inch into four units. (e) Divide an inch into two units. 	Transparency Illustration.

OPERATION	THINGS TO DO/OR SAY	INSTRUCTIONAL MEDIA
3. Method of calculating square feet.	<p>(a) Determine how many inch equal one foot.</p> <p>(b) Determine how many inches equal square Foot.</p> <p>(c) 1. $\frac{TH'' \times W'' \times L''}{12'' \times 12''} = \text{Square foot}$</p> <p>2. $\frac{TH'' \times W'' \times L''}{12''} = \text{Square foot}$</p>	Transparency Illustration.
4. Method of calculating square feet.	<p>Determine the number of square feet in a pile of lumber. This would depend on these factors:</p> <p>(a) Are the board the same width, thickness or Length.</p> <p>(b) If they are the same you would</p> <p>(1) Calculate the amount of square feet in one piece of board.</p> <p>(2) Multiply the result by the number of lumber in the pile to get the total board feet the pile have</p> <p>(c) If the board are not the same you would</p> <p>1. Organise boards of the same size and</p> <p>2. Calculate one piece of each pile of board to find the square.</p> <p>3. Multiply the result of the board by the amount of board in the batch to get the total amount of square feet in each batch.</p>	Transparency Illustration.

OPERATION	THINGS TO DO/OR SAY	INSTRUCTIONAL MEDIA
<p>5. Costing lumber given the unit cost per square feet.</p>	<p>4. Add the amount in each batch to get the total amount of square feet.</p> <p>1. Prepare a form with the following headings:</p> <p>(a) Description: Which is the type of items.</p> <p>(b) Quantity: Which is the amount of items.</p> <p>(c) Unit Size: Which is the measuring unit to be used. E.g. sq.ft.</p> <p>(d) Unit Cost: Which is the cost for a single unit.</p> <p>(e) Total Unit: Which is the total amount of units. E.g. sq. ft.</p> <p>(f) Total Cost: Which is the amount in the unit will cost.</p>	<p>Transparency Illustration.</p>

INSTRUCTIONAL GUIDE

**** LAYOUT MORTISE & TENON JOINT ****

OBJECTIVE: Trainee will be able to:

- a) Identify Reference Mark
- b) Layout Mortise
- c) Layout Tenon

CONDITION: Given - Try Square, Mortise Guage, Pencil,
Measuring Tape and Stock

CRITERIA:

- a) Reference Mark must be properly identified
- b) Layout lines must be 100% accurate
- c) Layout line must meet the required dimension
 specified on drawing
- d) Layout lines of mortise and tenon must meet
 when put together

PREPARATION OF THE LEARNER:

- a) State the objective of the Lesson
- b) Findout what the trainee knows about the
 Lesson
- c) State the importance of the lesson

Operation	Steps/Procedure & Points to apply	Tool required
1. Identify reference mark.	1. Ensure stocks being marked with the required letters "A" & "B."	Pencil
2. Layout Mortise	<p>1. (a) Measure off dimension of mortis by:- strive for accuracy to get neatness and strength.</p> <p>(b) Start measure from 1" of your measuring tape and count off the required measurement.</p> <p>Measuring tape</p> <p>2. Use try square to layout the two ends of mortise:-</p> <p>(a) Ensure stocks of try-square rest firmly against the edge of the wood.</p> <p>- To prevent movement which will affect accuracy.</p> <p>3. Use pencil to mark wood against the blade of try-square.</p> <p>- apply moderate weight of pencil.</p> <p>- ensure pencil rest against blade throughout mortising.</p> <p>4. Gauge mortise to required dimension:-</p> <p>(a) Set spur to the mortise gauge 1/4" from the stock and 1/4" from the first spur of mortise gauge.</p>	<p>Measuring tape</p> <p>Pencil and try-square.</p> <p>Mortise gauge and measuring tape.</p> <p>Mortise gauge</p>

	<p>(c) Slightly tilt the mortise gauge forward so the spurs trails behind.</p> <p>(d) Proceed with layout of mortise.</p> <p>(e) Use a pencil to highlight your gauge line.</p>	<p><i>APPENDIX III</i></p> <p>Pencil</p>
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SKILL TEST ASSESSMENT CHECK LIST

Workman-ship 60	Job Knowledge 40	Procedure 50	Quality Finish 40
1. Proper selection of tools and equipment. [10]	Correct interpretation of drawing and specification. [20]	Correct sequencing of operation. [10]	Appearance
2. Proper use of tool and equipment. [20]	Selection of material. [10]	Correct use of tool and equipment. [10]	Measurement
3. Proper selection of material. [10]	Selection of method. [10]	Correct posture e.t.c. [10]	Surface
4. Correct approach to the task. [10]		Work safety. [20]	Fit
5. Economy in the use of materials. [10]			Squareness e.t.c.

LEVELS of PENALTY: - Subtract the points allocated for criteria not met.
 - No point should be given for less than 50% accuracy.

INSTRUCTIONAL GUIDE

LEARNING OBJECTIVE Trainees will be able to make cake using the "rubbing method"

CRITERIA Cake should be baked to golden brown on outside.

SETTING Training Laboratory/Kitchen - with table, and gas oven.

TOOLS Mixer, mixing bowl, wooden spoon, measuring cup, spatula, tins.

SUPPLIES Flour, sugar, fat, eggs, milk, baking powder, spices.

WHAT TO DO (Elements)	HOW IT IS DONE	KEY - POINTS	HAZARD (Safety Features)
<p>1. Put trainees at ease and stimulate interest.</p> <p>2. Prepare working area.</p> <p>3. Measure ingredients</p>	<ul style="list-style-type: none"> * Light talk about cakes and get trainees to share knowledge and views. * Wipe table/counter with soap and water. * Identify each utensil and explain its use. * Identify material and explain how much of each will be used. * Use measuring cup to measure out ingredients (flour and sugar) * Put ingredients into mixing bowl as each is measured 	<ul style="list-style-type: none"> * Objectives of class clearly defined. * Trainees assured that they can learn and enjoy cake baking. * Test knowledge, opinions about cake baking. * Ensure that table is clean; that all spots are removed. * Exact amount must be measured. * Use cups for large amounts, and measuring spoons for small amounts. * make sure measuring cup and spoons are clean and dry. 	<ul style="list-style-type: none"> * Dirty table/work areas can contribute to food poisoning.

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WHAT TO DO (Elements)	HOW IT IS DONE	KEY - POINTS	HAZARD (Safety Features)
4. Make cake batter.	<ul style="list-style-type: none"> * Use mixer to mix ingredients in the mixing bowl. 	<ul style="list-style-type: none"> * Hold mixer carefully and allow it to spin freely in bowl. * Test batter. 	<ul style="list-style-type: none"> * Avoid spillage
5. Grease cake tins.	<ul style="list-style-type: none"> * Use fingers to spread grease (butter) evenly in cake/baking tins. 	<ul style="list-style-type: none"> * Make sure hands are clean. 	<ul style="list-style-type: none"> * Take care not to let tin slip from hands.
6. Pre-heat the oven	<ul style="list-style-type: none"> * Light the oven and set dial to 350 	<ul style="list-style-type: none"> * Ensure exact setting. 	<ul style="list-style-type: none"> * Make sure strike match before turning on gas.
7. Put batter in tins.	<ul style="list-style-type: none"> * Carefully pour the batter in the tin. 	<ul style="list-style-type: none"> * Batter should be 1" from top of tin or tin should be no more than 2/3 full. 	
8. Put cake to bake	<ul style="list-style-type: none"> * Open oven door and place tins on rack in oven. * Close the door. 		
9. Test cake	<ul style="list-style-type: none"> * After minutes carefully open the oven door and test the cake if it is baked. 	<ul style="list-style-type: none"> * Be careful when opening the oven. 	
10. Remove cake from oven		<ul style="list-style-type: none"> * Let the cake stand on rack for five minutes before turning it out of the tin. 	

INSTRUCTOR LESSON

PLAN

13-17-57 ^{APPENDIX III}

#/SL Beginners

TITLE: Cake-making -
 Rubbing method

TERMINAL OBJECTIVES

PERFORMANCE: Students should be able to ma-

 cakes using the Rubbing method
CONDITION: Cake-making

STANDARD: Give cake-making material and
 utensils.

Cake should be baked to appor-
 priate standard.

ENABLING OBJECTIVES

- (1) Collect necessary utensils and mate-
- (2) measure ingredients
- (3) prepare batter.
- (4) prepare cake tins
- (5) put cake to bake
- (6) Remove cake from oven and let
 to cool.

ATTITUDES

- (1) Co-operate with others
- (2) Work with instructor
- (3) wear appropriate gears.

EQUIPMENT

Mixing bowl, wooden spoon, sieve
mold, cake tins, measuring cups,
spoons.

APPENDIX III

TEACHING AIDS

MATERIALS

Flour, Sugar, fat, egg, milk, Baking
powder, salt, spices

REFERENCE

Practical Cooking by Kirtan and
Cissara

I. PREPARATION OF THE LEARNER

Put the students at ease

State the task

Find out what the learner knows about
the lesson

II. PRESENTATION

STEPS / TOPICS	KEY POINTS / THINGS TO DO OR SAY
(1) Prepare working area	(1) Wipe off working with soap and water.
(2) Collect utensils and materials	(2)
(3) Measure ingredients	
(4) Make cake batter	
(5) Bake the cake tins	

VI
FD

III. APPLICATION: Practice by learner under close supervision.

Students will:

Prepare working area

Collect material and utensils

Prepare cake batter

" " " " tins

Clean working area

Put away tools and utensils

Display work.

IV. EVALUATION / TEST: Performance of task to acceptable standard.

Cake should have the correct texture
and will be baked to the correct
stage of doneness

Suggested reading for the student:

Practical Cookery by Kington and Casanova

The next lesson is

INSTRUCTIONAL GUIDE

Terminal Objective: Trainees will be able to (1) Identify a series of circuit, (2) Calculate: Resistance, Voltage, current and power in a series.

Condition: Responding to oral or written questions with or without reference or diagram.

Standard: Response should be in accordance with information given.

Enabling Objectives:

- (1) Review the parts of a simple series circuit.
- (2) Demonstrate OHMS law and its relationship in reference to current, power voltage and resistance in a series circuit.
- (3) Introduce formula for: current, voltage, resistance and power in a series circuit.
- (4) Illustrate use of formula on chalk board.

Teaching Aids: Wall chart, chalk and chalk board.

References: Electrical Installation Theory and Practice by E. L. Donnelly.

Preparation of the Learner:

- (1) Motivate Trainees interest.
- (2) State the lesson and find out what the trainees already know about the subject.
- (3) State the objectives.
- (4) Proper seating position for observation.

THINGS TO DO/OR SAY	HOW THEY ARE DONE	KEY POINTS	HAZARDS (safety features)
<p>1. State characteristics of a series circuit.</p> <p>2. State OHMS law in formula and words.</p>	<p>They are based on OHMS law.</p> <p>1. OHMS law states that the the current flowing in a circuit is directly proportional to the voltage and inversely proportional to the resistance at a constant temperature.</p> $V = I \times R / I = \frac{V}{R} \quad R = \frac{V}{I}$	<p>1. One path for current.</p> <p>2. Total Resistance is equal to the sum of individual resistances i.e. $2T = R1 + R2 \dots Rn$</p> <p>3. Total Voltage is equal to the sum of the individual voltage drops $VT = V1 + V2 \dots Vn$</p>	

Application: (1) Three resistors connected in series: 0.41352, 1.275 and 0.89652 respectively to a supply voltage of unknown Value and a current of 0.5 amps:

- Calculate :
1. Total Resistance
 2. The supply voltage
 3. Total Power

(2) A circuit consisting of three resistors of values 6.5, 3.52 and the third unknown. The current is 5amps. And the supply volatage is 150 VoHs:

- Calculate :
1. The total resistance value
 2. The unknown resistor value
 3. V1, V2, and V3
 4. The total power.

Evaluation: Will be based on concept and result of the above mentioned problems.

Suggested Reading: Electrical Installation Calculation, Volume 1. Fifth edition by A. J. Watkins.

Next Lesson is: The parallel circuit.

INSTRUCTIONAL GUIDE

LEARNING OBJECTIVE TRAINEES SHOULD BE ABLE TO BASIC CARE OF ^{cleaning} SEWING MACHINE

CRITERIA - MACHINE MUST BE FREE FROM DUST.

SETTING : GARMENT LABORATORY

TOOLS : DAMP CLOTH, DUST BRUSH, DRY CLOTH, MACHINE OIL

APPENDIX III

WHAT TO DO	HOW IT IS DONE	KEY - POINTS	HAZARD
1. PUT TRAINEES AT CARE	* DO A MINUTE OF DEEP BREATHING .	* OBJECTIVES CLEARLY DEFINED . * Find out WHAT TRAINEES know about cleaning sewing machine	
2. Remove cover from machine and fold	* USE BOTH HANDS TO REMOVE MACHINE COVER and fold in half & then in quarter	* machine cover should be place in drawer available under machine .	* CHECK TO MAKE SURE machine is off and NEEDLE IS OUT.
3. Dust machine	* using a machine brush dust all areas that can be reach .	Dust in a up and down direction and across where possible	
* Wipe machine	* Damp a piece of cloth and use to wipe machine carefully .	* Cloth should not be wet, so water will drip from it when squeezed .	* WEAR LAB COAT
5 Rewipe machine	* use a dry cloth to re wipe areas that was wiped before with damp cloth	* A soft cloth is better to use when wiping .	

LEARNING OBJECTIVE : TRAINEES SHOULD BE ABLE TO THREAD SEWING MACHINE .

CRITERIA : THREADING SHOULD PASS THROUGH ALL THREAD GUIDES .

APPENDIX III

SETTING : GARMENT LABORATORY - WITH MACHINE .

Tools : MACHINE , THREAD .

WHAT TO DO	HOW IT IS DONE	KEY - POINTS	HAZARD
1. PUT TRAINEES AT EASE AND STIMULATE INTEREST	* BRIEF TALK ABOUT MACHINE .	* OBJECTIVES OF CLASS DEFINED . * FIND OUT WHAT TRAINEES KNOW ABOUT LESSON .	
2. PREPARE WORKING AREA	* UNCOVER MACHINE * PLACE SPOOL OF THREAD TO BE USE ON MACHINE .	* ENSURE THAT MACHINE IS TURNED OFF .	MACHINE NEEDLE WILL DAMAGE FINGERS IF FEET IS PLACED ON THREADLE .
3. RAISE TAKE UP LEVER	* TURN HAND WHEEL TOWARDS THE FRONT TO RAISE TAKE UP LEVER TO ITS HIGHEST POINT .	* NEEDLE MUST BE ALL THE WAY UP TO ITS HIGHEST POINT .	

XI

WHAT TO DO	HOW IT IS DONE	KEY POINTS	HAZARD
<p>4. PLACE SPOOL THREAD ON SPOOL PIN.</p>	<p>* TAKE THREAD AND PUT ON SPOOL PIN/THREAD STAND.</p>	<p>* ENSURE THREAD IS PLACED ON THE CORRECT THREAD STAND.</p>	
<p>5. PUT THREAD THROUGH FIRST(?) THREAD GUIDE</p>	<p>* HOLD THREAD END AND PUT THROUGH THE FIRST THREAD GUIDE WHICH IS ABOVE SPOOL PIN AND TO THE OTHER GOING FROM TOP TO BOTTOM AND FROM BOTTOM TO TOP, AND THROUGH THE OTHER TWO GUIDES.</p>	<p>* THREAD SHOULD PASS THROUGH THE GUIDES AVAILABLE ON MACHINE</p>	
<p>6. TAKE THREAD THROUGH NEEDLE THREAD TENSION DISC, AROUND SPRING UNDER THREAD GUIDE AND THROUGH TAKE UP LEVER.</p>	<p>* THREADING WILL BE DONE HOLDING THE END OF THREAD AND TAKING IT THROUGH THREAD GUIDES</p>	<p>ENSURE THREAD IS PASS THROUGH THREAD TENSION DISC AND AROUND SPRING.</p>	
<p>7. TAKE THREAD THROUGH GUIDES AND OUT THROUGH EYE OF NEEDLE</p>	<p>* NEEDLE IS PASS THROUGH THE FINAL THREAD GUIDES AND THROUGH THE EYE OF NEEDLE</p>	<p>NEEDLE MUST BE THREADED FROM LEFT TO RIGHT AS THE LONG GROOVE OF NEEDLE IS ALWAYS PLACED TO THE LEFT & SHORT GROOVE TO THE RIGHT.</p>	<p>Avoid turning needle.</p>

INSTRUCTIONAL GUIDE

TASK Filling A Bobbin

LEARNING OBJECTIVE

SETTING

CRITERIA

TOOLS

SUPPLIES .

WHAT TO DO (Elements)	HOW IT IS DONE	KEY - POINTS	HAZARD (Safety Features)
<ol style="list-style-type: none"> 1. Locate Bobbin Compartment 2. Open bobbin compartment 3. Remove bobbin case from compartment. 4. Determine whether or not to refill bobbin. 5. Place bobbin on winder shaft. 6. Mount bobbin winder thread supply. 7. Thread bobbin winder. 8. Wrap thread around bobbin winder. 9. Contact pully with machine belt. 10. Operate machine to perform bobbin winder operation. 11. Remove filled bobbin from winder shaft. 			

WHAT TO DO (Elements)	HOW IT IS DONE	KEY - POINTS	HAZARD (Safety Features)
<p>12. Position for insertion of bobbin in bobbin case.</p> <p>13. Place bobbin in bobbin case and thread bobbin.</p> <p>14. Set Needle to its highest point.</p> <p>15. Hold bobbin in position for mounting.</p> <p>16. Mount bobbin case into sewing hooks.</p> <p>17. Mount thread on machine head thread supply.</p> <p>18. Pick up bobbin thread.</p> <p>19. Leave machine ready for sewing operation.</p>			

LEARNING OBJECTIVES: TRAINEE SHOULD BE ABLE TO LAYOUT, CUT & ASSEMBLE SKIRT.

CRITERIA: FABRIC MUST BE CUT ON STRAIGHT GRAIN, STITCHING LINES MUST BE STRAIGHT.

SETTING: GARMENT LABORATORY

TOOLS: CUTTING SHEARS, TAPE MEASURE, MACHINE, CUTTING TABLE, FABRIC

WHAT TO DO	HOW IT IS DONE	KEY - POINTS	HAZARD
PRESS FABRIC	* USE IRON TO PRESS OUT FABRIC AND REMOVE CRUSH LINES	* Gauge iron to appropriate temperature.	* TURN OFF IRON WHEN NOT IN USE.
FOLD FABRIC	* With SEWEDGES together fold fabric with right side facing.	* ENSURE EDGES ARE EXACTLY TOGETHER	
LAY OUT PATTERN PIECES	* SELECT AND LAY OUT LARGER PIECES OF PATTERN FIRST.	* PATTERN PIECES MUST BE PLACED ACCORDING TO DIRECTION OF PATTERN WITH PLACE ON FOLD OF THE FOLD AND STRAIGHT GRAIN OF THE STRAIGHT.	* MAKE SURE PIECES ARE PLACED ON THE CORRECT GRAIN -
TRANSFER PATTERN MARKINGS	* TRACE USING CARBON PAPER & TRACING WHEEL TO TRANSFER MARKINGS.		
CUT OUT GARMENT PIECES.	* CUT AROUND GARMENT PIECES WITH CUTTING SHEAR.	* PLACE HAND FLAT WHEN CUTTING OUT SO AS TO PREVENT SHIFTING.	
STITCH DARTS	* PLACE SKIRT UNDER MACHINE, by right pressing foot, then stitch dart starting at wider point towards end end.	* THE LAST THREE ROW OF STITCHING MUST BE ON THE FOLD.	MAKE SURE HAND IS NOT MOVED TOWARDS NEEDLE.

WHAT TO DO	HOW IT IS DONE	KEY POINTS	HAZARD
<p>STITCH CENTRE BACK</p>	<p>* WITH RIGHT SIDES FACING EACH OTHER. STEP DOWN 8" FROM WAISTLINE AND START STITCHING AT GIVEN ALLOWANCE TOWARDS HEMLINE.</p>	<p>* BOTH PIECES OF GARMENT MUST BE FLAT.</p>	<p>REMOVE ALL PINS WHEN STITCHING.</p>
<p>INSERT ZIPPER</p>	<p>* TAKE OUT $\frac{1}{8}$" FROM RIGHT SIDE OF SEAM ALLOWANCE, PIN TO ZIPPER AND STITCH. Fold over the other side and stitch, starting from end of zipper towards waistline.</p>	<p>* THE SLIDER SHOULD RUN FREELY ALONG ZIPPER CHAIN.</p>	
<p>Join SIDES</p>	<p>* PLACE garment under presser foot at required seam allowance and guide garment along and stitch.</p>	<p>* Smaller part of garment must be placed under machine bed.</p>	<p>Make sure hand is placed in the correct direction</p>
<p>Finish seam edges.</p>	<p>* Fold under $\frac{1}{8}$ of seam allowance and edge-stitch or serge seam allowance edge.</p>	<p>* Serge, trying not to cut off any of seam allowance.</p>	
<p>CONSTRUCT & ATTACH WAISTBAND</p>	<p>* PLACE waist band to skirt line & stitch, fold over ^{other} end and stitch, lay free fold edge of band along first line and stitch.</p>	<p>* WAISTBAND MUST BE EVEN IN WIDTH all the way around.</p>	
<p>Hem Skirt</p>	<p>* Turn under required measurement and hem using needle & thread</p>	<p>* HEM-LINE should be level</p>	

INSTRUCTIONAL GUIDE			
LEARNING OBJECTIVES:			
Trainees will be able to assemble oxy-acetylene equipment.			
CRITERIA:			
Should be able to assemble the oxy-acetylene Equipment: So that gas will not escape			
TOOLS:			
Adjustable Wrench.			
What to do	How it is done	Key Points	Hazard (Safety Features)
Let trainees feel relax.	Be a little humourous and get them to share ideas.	State objectives of the lesson. Trainees will be able to assemble the oxy-acetylene equipment.	Work area should be free from grease and oil; if it comes in contact with oxy-acetylene will cause combustion.
Prepare work area	Remove all combustible materials. Remove obstacles that can be harmful while working. Provide enough work space.	Ensure that the area is cleared and free from hazardous (things) materials.	Hazardous materials such as grease, oil and rubbish can cause explosion.
Select oxy-acetylene equipment.	Gather the different sections such as: cylinders (oxygen & acetylene) regulators, hoses and torch.	Ensure that they are not mal-function.	The valves and threadings must be in good condition.
Assembling of the oxy-acetylene equipment	Quickly open and shut cylinder valves (both oxygen and acetylene) to make sure the valve is cleared. Screw on regulators	Avoid standing before the valves. Oxygen connections have right handed threadings.	Foreign bodies can fly and cause damage. Do not damage threadings (it will be difficult to screw on or it will never screw).

UPLIFTING ADOLESCENTS PROJECT

WORKSHOP ON
"TRAINING SKILLS TRAINERS FOR AT-RISK YOUTH"

November 3-4, 1998

Rockfort Vocational Skills Centre and LEAP Centre

PARTICIPANTS' EVALUATION

The workshop's objectives were:

Participants will be trained to:

- i. *Identify factors that are important to the learning process;*
- ii. *Improve their methods of instruction;*
- iii. *Apply principles of effective discipline and classroom management;*
- iv. *Apply safety procedures.*

A. Workshop Content

Please review the statements given below and give your opinion on each by ticking the box which represents your views most closely. The following key should be used for the boxes:

- a. Strongly Agree
- b. Agree
- c. No Opinion
- d. Dis-agree
- e. Strongly Dis-agree

1. The objectives of the workshop were met.

- a. b. c. d. e.

2. Workshop materials distributed were relevant to the program.

- a. b. c. d. e.

3. The teaching methodologies used in this workshop were effective.

- a. b. c. d. e.

4. The workshop's content is relevant to my work with youth through the NGO.

- a. b. c. d. e.

5. I feel that I am now in a better position to successfully undertake responsibilities in my NGO relating to the use of my skill in teaching at-risk youth.

- a. b. c. d. e.

6. My overall evaluation of the workshop is positive.

- a. b. c. d. e.

B. Participant's Comments

Please take a few moments to provide below some written comments on the workshop.

1. What two positive features or aspects of the training received at this workshop stand out in your mind most?

2. Was there anything negative, in your opinion, about the workshop?

3. What kind of follow-up activity would you like to see in this area?

4. Any other overall comments:

UPLIFTING ADOLESCENTS PROJECT

**TRAINING WORKSHOP
FOR SKILLS TRAINERS
November 3-4, 1998**

PARTICIPANTS' COURSE EVALUATION

Evaluation Completion Rate

The evaluation questionnaire was completed by 76.47% of the participants (that is, 13 of 17) who were registered on the second day of the Workshop.

General Evaluation Results

A high level of satisfaction was evident. High scores were allocated to the evaluation factors for Workshop Content; all respondents identified at least one positive feature; most did not indicate any negative aspects, and the majority also recorded favourable remarks in the "Other Overall Comments" section.

The overall rating of the Workshop's content was 4.51 out of a maximum 5 points. Six (6) positive features were identified, of which 3 received multiple endorsement. The same number of negative features were identified, but none of them was mentioned by more than one participant. "None" or "None Stated" was the most prevalent response to the question, "Was there anything negative in your opinion, about the workshop?", as 7 of the 13 respondents (53.8%) found nothing negative to report.

With the exception of one person, all respondents gave suggestions for "Desirable Follow-up Activities" or made "Other Overall Comments". A few of the suggestions for follow-up activities (Reading & Maths workshops, joint trainer-student attendance at workshops, and more workshops) were unrelated, or not explicitly stated as being related, to the skills training area.

Evaluation Details

Participants' evaluations have been tabulated in 2 Tally Sheet that form part of this Report, but some of the details will be highlighted below.

Section A: Workshop Content

None of the respondents selected the "Strongly Disagree" or "Disagree" options to respond to the 6 evaluation factors which were presented as positive statements. Two factors, "My overall evaluation of the workshop is positive" and "The teaching methodologies used in this workshop were effective" received the highest average scores of 4.69 and 4.62, respectively.

The average scores for “The workshop’s content is relevant to my work through the NGO” and “I am now in a better position to successfully undertake skills training in my NGO”, at 4.38 each, were somewhat lower. While still ‘positive’ since they were quite close to the maximum 5 points, those ratings might have been higher if it had been possible for the small number of participants, who were instructors (or potential instructors) in skills areas other than those for which demonstrations had been arranged, to have observed lessons in the subjects they taught.

Section B: Participants’ Comments

The positive features receiving multiple endorsement were the Session on Guidance Counselling in Skills Training programme and information received on strategies for giving instruction and influencing children in positive ways. The opportunity to see operations at the HEART/NTA Rockfort and L.E.A.P. Centres was another positive aspect that received multiple mention.

Comments such as:

- “The information of that short section [guidance counselling] will help me to better cope with my students. The training of Methodology was effective.”
- “...the way that she [the Guidance Counsellor] deal with the problems; and the different way you can make your skills very interesting”
- “The strategies that were shared with us that we can utilize when dealing with out children ‘out of place’ that have different problems.”
- “The control of each child at this [L.E.A.P.] Centre. Each teacher seem to be above their classes. I have learnt more ways to deal with [that] problem.”

indicate that there was a great thirst for information on how best to teach, giving appropriate assistance to troubled students and controlling inappropriate behaviour in the classroom. The Workshop evidently provided useful information in those areas.

As stated earlier, the most prevalent responses to “Negative Features of the Workshop” were writing “None” or leaving the space for an answer blank. While none of the 6 features listed as negative were cited by more than one person, it could be worthwhile to assess the validity of the comments related to timing and scheduling to see if future Workshop planning and implementation should be influenced by any of them. Those comments were:

- “The programme did not run on time...”
- “The time was too short for the activities on the Agenda therefore some topics were not done, e.g., group exercises.”
- “At the L.E.A.P. Centre there was too much free time. The programme could take a shorter time...if everything ran on time.”

Regarding “Desirable Follow-up Activity”, the most relevant comments were for:

- exchange of skills/more networking between NGOs;
- developing “something specific” for the deaf community;
- more collaboration with HEART Trust/L.E.A.P.,
- giving workshop participants hands-on experience;
- providing direct assistance to individual NGOs with developing their skills training programmes; and
- offering a workshop for Cosmetology instructors.

Only the first two suggestions were proposed by more than one person, and then only by two persons in each case.

As far as the “Overall Comments” were concerned, 2 related to the L.E.A.P. Centre rather than the Workshop and one (1) could be categorised as being negative. However, 8 (61.5%) constituted additional praise for the Workshop’s quality and usefulness; and the other (“Thanks be to God for everyone”) might also be construed as an indication of satisfaction with the training experience.

UPLIFTING ADOLESCENTS PROJECT
EVALUATION OF TRAINING WORKSHOP
TRAINING OF SKILLS TRAINERS' WORKSHOP
 November 3-4, 1998
PARTICIPANTS' EVALUATION TALLY SHEET

Section A: Views on Workshop Content							
Evaluation Factor & Weights		Strongly Agree 5	Agree 4	No Opinion 3	Disagree 2	Strongly Disagree 1	AVERAGE SCORES
1	The objectives of the Workshop were met.	7	6				4.54
2	Workshop materials distributed were relevant to the programme.	6	7				4.46
3	The teaching methodologies used in this workshop were effective	8	5				4.62
4	The workshop's content is relevant to my work through the NGO.	6	6	1			4.38
5	I am now in a better position to successfully undertake skills training in my NGO.	5	8				4.38
6	My overall evaluation of the workshop is positive.	9	4				4.69
Overall Rating on Workshop Content:							4.51

UPLIFTING ADOLESCENTS PROJECT
EVALUATION OF TRAINING WORKSHOP
TRAINING OF SKILLS TRAINERS' WORKSHOP
 November 3-4, 1998
PARTICIPANTS' EVALUATION TALLY SHEET

Section B: Participants' Written Comments			
B1: Positive Features of the Workshop	Frequency	B2: Negative Features of the Workshop	Frequency
Session on Guidance Counselling in Skills Training programmes	6	Programme didn't run on time	1
Mr. Stanley's presentations/Information given on teaching methodology, classroom management, making skills interesting	5	Time too short; therefore, some things not done	1
Opportunity to see the Plants/good work of other people	3	Too much free time at the LEAP Centre	1
Almost everything	1	Only a few people from the disabled community	1
Making the best use of whatever you have around you, e.g., space	1	Not enough people from NGOs in the rural areas	1
Hands-on experience on the first day	1	Incessant interjections	1
None stated	1	None or none stated	7
B3: Desirable Follow-Up Activity		B4: Other Overall Comments	
Working together with each other and meeting more often/Exchange of skills	2	Good /profitable/well-done workshop	4
Something specifically developed for the deaf community	2	The programme was well planned	2
More collaboration and networking between NGOs and HEART Trust/L.E.A.P.	1	Thanks be to God for everyone	1
Through UAP, assistance from Mr. Stanley with development of NGO vocational training projects	1	The presenter knows his job and is a motivator....I for one learnt things I've never known.	1
Participants getting hands-on experience where they learn to do practical things	1	Interjections (disruptions) should be kept to a minimum	1
More workshops	1	The workshop explained doubts in [my] mind and cleared my understanding on the whole aspect of youth development and UAP	1
Workshops for Reading & Maths instructors	1		
Youths from the different NGOs at workshops with trainers to share experiences and participate in open discussions	1	That it [L.E.A.P. ?] will spread to other parts of the country because there are lots more children in the country that need help.	1
Workshop for Cosmetology instructors	1	Need for more public involvement and media promotion of the very good L.E.A.P. Programme	1
None stated	1	None Stated	1

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