

Format and Procedures

Note:

The materials on the following pages have been used as guidelines in the preparation of the workshop modules for ALGAP. They may be useful for other facilitators, trainers and workshop or training developers.

Standard Formats and Procedure for ALGAP Training Material -Draft

May 2006

Part 1. Design

Accepted standards for instructional design oblige course designers to follow a defined sequence of steps when they put together courses. Various models for doing this can be found at <http://fog.ccsf.cc.ca.us/~mmalacho/OnLine/ADDIE.html>. Whatever model is used, ALGAP requires:

- Assessment of actual need to determine specific skill or knowledge deficiencies to be addressed through training
- Instructional objectives that define the endpoint or outcome, ideally as a skill or behavior
- Instructional design (or sequence) that leads the participant to acquire the knowledge or skill, specifying for each component of that design:
 - Subject – what the component is
 - Purpose or Aim of the component
 - Method and Content of the instruction
 - Materials to be used
 - Time dedicated to the component
- Instructional content that approximates what participants will work with back on the job:
 - Specific content
 - Framework (construct)
 - Form or appearance
- Flow of instruction – how the components fit together to produce the desired learning
- Transitions between components to insure continuity
 - Within sessions
 - Between sessions
- Application and recognition of application of what has been learned
- Evaluation
 - How the participant knows he/she has acquired the knowledge or skill
 - How the instructor knows that the participants have acquired the knowledge or skill
 - How well the desired performance is sustained back on the job
 - How well the training program accomplished its objectives
 - What additional training, development, or support is needed

While this kind of training design is compatible with most training design methods, for individuals with backgrounds in education (as opposed to training), it may appear strange. The driving force here is primarily what the learner needs to learn and not necessarily what the instructor does or teaches. For this reason, *objectives* are stated as end-points of an instructional sequence. Think of them as *outcomes* or *results*, not as activities.

This kind of instruction is one of the applications of adult learning theory, which holds that adults learn differently than children. They (adults) prefer to integrate new skills and information into frameworks they have already developed. And they don't need excessive structure. So, instead of telling the adult learner everything, the trainer (or facilitator) works to orchestrate the learning environment so the person can – in their own way -- acquire, apply, generalize, and strengthen what they are expected to know.

In this learning environment, what is important for success is that the person guiding the learning process makes sure that

- Tasks, expectations, and purposes are clear
- The learning sequence encourages reflection, accumulation of knowledge and integration of skill
- Relevant information is available and flows freely
- Feedback and encouragement are ample
- Opportunities to experiment and perform later are genuine and supported in practice

For ALGAP and ARD, that means our attention must be focused more on the learners needs than on our own. Our job is to make things happen for them – to be sure that details are taken care of, that the environment support learning, that control rests with the learner, that what is learned is helpful to them.

Part 2 Appearance and Presentation

Paper: A-4, white stock

Page Layouts:

- Training Design, Trainer Notes: Landscape
- Title page: As agreed, identifies training, ARD, sponsor (USAID), venue(s), date(s)
- Exercise Handouts, Forms: Landscape or Portrait
- Readings: Portrait

- Pre-printed: Portrait, or formats used by originators (training or background material from other sources)

Binding:

- If ring-bound, two hole punched:
 - at top of landscape pages for Pashto, Dari or English
 - at right of portrait pages for Pashto or Dari
 - at left of portrait pages for English
- If stapled:
 - Pashto and Dari: upper right corner of page
 - English: upper left of page

Formats:

- Training design
 - Default fonts:
 - English: Arial Narrow, 10 or 12 point, Left justified
 - Pashto: Right justified
 - Dari: Right justified
 - Six column layout, fixed widths separated by column dividers set as follows
 - Margin = ½ inch
 - Col 1 (Agenda Item) = ½ inch
 - Col 2 (Subject) = 1 inch
 - Col 3 (Purpose or Aim) = 1 inch
 - Col 4 (Method and Content) = 4 ½ inches
 - Col 5 (Materials) = 1 ½ inch
 - Col 6 (Time) = ½ inch
 - Margin = ½ inch
 - Note that setting margins at ½ inch will leave wider actual margins on the page
 - Module Title, Headings: 24 point Arial Narrow

- Column Heads (on all pages): 11 pt, bold (all languages)
 - Col 1 = Agenda Item
 - Col 2 = Subject
 - Col 3 = Purpose or Aim
 - Col 4 = Method and Content
 - Col 5 = Materials
 - Col 6 = Time
 - Note: for entire row where titles appear, shade cells to 10%. (Use mouse to highlight row; then select Format > Borders and Shading > Shading > 10%)

- Page numbers:
 - Pashto and Dari, lower left
 - English, lower right

- Exercises
 - Default Fonts:
 - English: Arial or Arial Narrow, 10 or 12 point, Left justified
 - Pashto: Right justified
 - Dari: Right justified

 - Heading: Title and number of exercise, 24 pt

 - Instructional Objective:

 - Time required, broken down by component if exercise has multiple components

 - Materials needed (if any)

 - Layout appropriate to what exercise requires

- Hand Outs

- Clear, reproducible
- Relevant
- Useful to participant, especially to those who are literacy-challenged

Part 3. Resources

While vast amounts of training materials are available in print, on line, and on CD and DVD, much of that material is proprietary and covered by international copyrights. It is the policy of ARD not to use such material unless it is paid for and/or we have permission from the copyright holder. There are websites that offer libraries of materials for training and facilitation that are "open-source" – that is, available to users without restriction. Three of these are listed below. When using any of these materials it is a good practice to credit to the source of the material as a footnote on the material.

- **Instructional Design.** Complete descriptions of instructional design theories, methods, techniques and links to other resources can be found at http://carbon.cudenver.edu/~mryder/itc_data/idmodels.html. The website is maintained as a public service by Martin Ryder at the University of Denver (Colorado, USA).
- **Basic Facilitation Skills.** A website maintained by the International Association of Facilitators offers a 37-page on-line manual of basic facilitation skills, downloadable in pdf format. They have a limited amount of other materials. The manual can be found at <http://www.iaf-world.org/files/public/FacilitatorMnl.pdf>.
- **Training Designs and Materials.** A large library of open-source training materials can be found at <http://www.itrainonline.org/>. This site is maintained by an international consortium of training and development organizations as a public service for trainers working with organizations that have limited resources. Within their offerings, complete courses in a variety of topics can be found – including outlines, course designs, TOT, materials, readings, and links to other materials.

Part 4. Common Activities (“Boilerplate”) for All Courses)

Agenda Item	Subject	Purpose or Aim	Method and Content	Materials	Time
--- Before the Workshop ---					
A	Pre Workshop Planning and Preparation	Ensure all Materials are in hand and accounted for; People are ready; Contracts are prepared and signed; Information is available	<p>Follow all steps and schedules in preparation activities:</p> <ul style="list-style-type: none"> ➤ ALGAP administrative rules and procedures regarding training <ul style="list-style-type: none"> ○ Materials ... <ul style="list-style-type: none"> <input type="checkbox"/> Creation or selection <input type="checkbox"/> Editing/adaptation <input type="checkbox"/> Approval <input type="checkbox"/> Translation <input type="checkbox"/> Photocopying or procurement <input type="checkbox"/> Binders or other packaging <input type="checkbox"/> Flipcharts (blank and prepared), markers ○ Deadlines, forms, budget ○ Participant rosters ○ Arrangements for securing additional personnel: readers, “companions,” handicap accommodations, wait-staff (for tea breaks) ○ Transport ➤ Agreements with PC’s, councilors, other presenters regarding <ul style="list-style-type: none"> ○ Meeting space and arrangements, including back-up and contingencies ○ Notification (participants, others) <ul style="list-style-type: none"> ▪ Initial notification ▪ Confirmation ○ Distribution of advance materials, according to design and agreement ➤ Agreements with support staff about their roles and contact numbers 	<p>All training materials</p> <ul style="list-style-type: none"> ➤ Facilitator materials ➤ Classroom (FC. Makers, tape, paper, A/V) ➤ Training materials, handouts, readings ➤ Support materials 	<p>Begin prep. 30 days before scheduled activity</p>

B.	Workshop Preparatory Activities: Immediately prior to Workshop	Ensure that the administrative requirements of the participants are met.	<p>Designated Administrative Assistant makes sure that:</p> <ul style="list-style-type: none"> ➤ All participants register themselves on the registration sheet. ➤ Handouts and training materials for distribution are in order. ➤ All training materials needed by the trainers are in their places. ➤ The venue is in order. ➤ The equipment is tested and is in working condition. <p>PBF checks to make sure everything is in place, and in working order</p>	Registration sheet or form.	Thirty minutes before the scheduled start of training.
-- Beginning of Workshop --					
C.	Introduction	Ceremonial Beginning of the Training Activities.	<ul style="list-style-type: none"> ➤ The PBF or ALGAP Representative greets the participants. ➤ He asks someone he has talked to earlier, preferably a member of the Provincial Council (PC) to lead a Recitation of the Holy Koran. ➤ The PBF then asks the PC President to give a few introductory remarks. ➤ The PBF then presents a flipchart showing the training rules and reads these to the participants: <ul style="list-style-type: none"> ➤ Be on time for the activities. ➤ Turn off mobile phones. ➤ Extend courtesy to others. ➤ Participate <p>Note: people in the workshop will likely know one another from having worked together. Time that would normally be dedicated to basic introductory information (name, and so forth), should be made more informal, perhaps more of an "update" of what they already know about one another. Use your judgment .</p> <p>Also:</p> <ul style="list-style-type: none"> ➤ Tea breaks/ lunch ➤ Rules for messages, interruptions ➤ Locations of lavatories ➤ (Any relevant security or emergency information) <p>(At this time, and following this introduction, VIP's or other "observers" are invited to stay – if that is appropriate – or are thanked for their time and given leave. PBF begins by introducing or reviewing course objectives, major topics, and schedule.</p>	<ul style="list-style-type: none"> ○ A microphone may be needed. ○ Flag of Afghanistan ○ Flip Chart showing the Rules of the Training ○ Flip Chart of training schedule (see below) 	15 minutes

---- Close of Workshop ----					
D.	Close-out activities	Ensure smooth close and transition;	<ul style="list-style-type: none"> ➤ Content Review. PBF reviews major activities: <ul style="list-style-type: none"> ○ Topic areas covered ○ Issues raised and addressed ○ Agreements... or lingering disagreements acknowledged ➤ Final comments from participants 	(Walk around; point out items on flipcharts; alternative: point out materials/handouts)	10 min
		Introduce follow-up or transition activities.	<ul style="list-style-type: none"> ➤ Transition to "homework" or "back home" task <ul style="list-style-type: none"> ○ Purpose, significance ○ Content linkage between current workshop and next ○ Expectation of what they will produce; what they will get out of it ○ Materials and task ○ Q & A 	Homework or Back Home tasks forms. Materials, handouts Flip chart of instruction	10 min
		Evaluate workshop;	<ul style="list-style-type: none"> ➤ Workshop Evaluation <ul style="list-style-type: none"> ○ Written -- hand out and collect ○ Oral (optional): quick round of the class, ask each participant: <ul style="list-style-type: none"> ▪ What was the most important thing you learned? ▪ What will keep this going? 	Evaluation	15 min
		Ceremonial close-out (if appropriate)	<ul style="list-style-type: none"> ➤ Ceremonial conclusion <ul style="list-style-type: none"> ○ If VIP is doing close-out, introduce that person ○ Thank the VIP, then participants ○ Thank support staff and host facilities staff 	Certificates	5-10 min
		Clean up workspace	<ul style="list-style-type: none"> ➤ Clean up <ul style="list-style-type: none"> ○ Pick up and sort all materials to keep; pick up all personal items ○ If FC's are to be kept or archived, number and date them, and make sure the topic is clearly recorded ○ Clean up room; throw away trash; turn out the lights 	Containers for materials, clearly labeled Trash bags	30 min

Training Schedule Flip Chart

Instructions: Prepare this flip chart to use in all sessions. Fill in the session number and title (topic), leave "Homework" and "Date" blank until you get to that session. At the end of the session, fill in the homework assignment and the date of the next session.

Session Schedule		
Topic	Homework	Date
1. Provincial Council and Its Relationships		
2. Information Gathering for Provincial Planning		
3. Action Planning		
4. Meetings Management and Facilitation		
5. Basic Administration		
6. Reviewing the Provincial Budget		
7. Analyzing Problems		
8. Influencing Others to Take Action		

Workshop Evaluation
ALGAP

Date: Module or Topic:

Province:

Facilitator's Name:

The most important thing I learned in this workshop was: _____

The one thing I found least useful in this workshop was _____

The facility (classroom, training space) used for today's session was (circle one)

Inadequate

Adequate

Very good

The quality of the tea service and lunch was (circle one)

Inadequate

Adequate

Very good

One thing I have been able to apply from our *last* session is:

In my role as provincial councilor, the most important thing I need to know more about...or do better is _____