

**Integrated Participatory Approaches for Quality Learning
IPAQUAL
Pilot Initiative**

WORKSHOP GUIDE

**Training of Facilitators
Kapulasoke P.T.C., Mpigi
February 16-28, 2003
May 18-22, 2003**

**Conducted for
Uganda Ministry of Education and Sports
By
GroundWork, Inc.
With support from USAID
Basic Education and Policy Support (BEPS) Activity:
"Participatory Approaches to Improve the Quality of Education
by Improving the Effectiveness of Teachers"**

Table of Contents

List of Acronyms

Introduction and Objective of the Workshops

Background of the IPAQUAL Workshop Guide

PART I: Workshop I - February 16-28, 2003

SESSION 1: Getting to Know Each Other

SESSION 2: Expectations and Fears

SESSION 3: Basic Foundations of Participatory Approaches

SESSION 4: Where Are We At in the Teaching-Learning Environment?

SESSION 5: Defining Participation and Community

SESSION 6: Introduction to Pie Charts

SESSION 7: Introduction to Mapping

SESSION 8: Introduction to Matrices

SESSION 9: Teaching-Learning Situation

SESSION 10: Behavior and Attitude

SESSION 11: Integrating Participation Into the Curriculum

SESSION 12: Introduction to Child-to-Child

SESSION 13: Communication Techniques

SESSION 14: Facilitation Skills

SESSION 15: Develop In-Classroom Indicators

SESSION 16: Develop and Present Action Plans With Indicators

PART II: Follow-On Workshop II, May 18-22, 2003

SESSION 1: Workshop Introduction and Methodology

SESSION 2: Assessment: Where Are We Now?

SESSION 3: Introduction to Teams and Group Work

SESSION 4: Group Work Techniques

SESSION 5: Review IPAQUAL Foundations and Techniques

SESSION 6: Transect Walk and Seasonal Calendar

SESSION 7: Linking PA With National Curricula

SESSION 8: Create Model Lessons

SESSION 9: Monitoring IPAQUAL

SESSION 10: Action Plans

REFERENCES AND RESOURCES

ANNEX 1: Preparation for Classroom Field Work

List of Acronyms

AP	Action Plan
CCT	Coordinating Center Tutor
IPAQUAL	Integrated Participatory Approaches for Quality Learning
MoES	Ministry of Education and Sports
PA	Participatory Approaches
PLA	Participatory Learning and Action
PM&E	Participatory Monitoring and Evaluation
USAID/BEPS	United States Agency for International Development, Basic Education and Policy Support Activity
VIPP	Visualization in Participatory Programs

Introduction and Objective of the Workshops

Sometimes tutors, head teachers, and teachers get confused by the large number of tasks and multiple components of their jobs. There are good reasons for this confusion as tutors and teachers are asked to take on more responsibilities, teach more subjects, manage classrooms with larger numbers of students, and work with multiple community stakeholders. If there was a single "best" way to manage the classroom process we would all be using it by now and everyone would be adequately educated. There isn't a "magic bullet". Yet many education systems continue to function as if lectures and rote memorization are the answer, and often the results are poor. But everyone feels more secure because, no matter how dismal the results, they can say that a certain number of children were sitting quietly in rows as a class began, or a particular number of lessons were given, or children were able to memorize the answers to a certain number of questions.

In the workshops, the objective is to develop *useful* practices of teaching/learning techniques based on participatory methods for improving classroom dynamics. We introduce

- a variety of techniques helpful in improving teaching-learning dynamics in the classroom
- how to combine these techniques
- how to use participatory techniques to prepare action plans with teachers and relevant community stakeholders

This is done by **integrating participatory methods** in the

- ***Teaching practice*** to close the distance between teachers and students
- ***Curriculum*** to actively engage students in the learning process
- ***Sector subjects*** such as Science, Math, and English
- ***Action plans with stakeholders*** such as school management committees and parent teachers associations
- ***Local schools, districts and national education policy and planning***

We started by showing how to use some basic techniques. Most are actually *standard techniques* used in a variety of sectors such as agriculture, health, and community development planning, which have been adapted for group use, and shaped by a participatory philosophy. Carefully selected tools based in Participatory Learning and Action (PLA) are included, along with other methods such as VIPP, group learning, and Child-to-Child.

Background of the IPAQUAL Guide

This guide is a composite of two workshops conducted with in-service CCTs at Kabulasoke Primary Teachers College. The first workshop took place from February 17-28, 2003, and the second took place from May 18-22, 2003. In all there were 25 in service CCTs and pre-service participants, from the districts of Sembabule, Mpigi, and Kyenjojo. The workshops were facilitated by GroundWork, with the support of the Ministry of Education and Sports and USAID/Uganda through the Basic Education and Policy Support (BEPS) activity.

At the end of the first two-week intensive workshop the CCTs named the activity "Integrated Participatory Approaches for Quality Learning" (IPAQUAL), reflecting the combination of techniques used to improve the classroom environment.

IPAQUAL emerged out of the need to develop participatory approaches for quality learning to improve the effectiveness of teachers. The workshops were conducted using PLA techniques to identify the needs of the tutors, teachers, and students. The result of the PLA process was the creation of a hybrid model in which PLA is integrated with other participatory approaches designed to meet challenges posed by tutors, teachers, and students.

This guide chronicles the techniques and activities used in workshop sessions to focus on:

- An analysis of the current teaching learning situation in classrooms;
- The concept of PLA;
- PLA tools and applications for improving the teaching-learning environment;
- Child-centered approaches;
- Designing indicators of effective teaching in classroom addressing challenges;
- Attitudes and behavior of teachers;
- Communication and facilitation skills;
- Design of process indicators and action plans;
- Practice application of participatory methods in primary school classrooms.

The sessions integrate theory with practice, using experiential learning as the key to help participants develop competence in participatory learning and action. In these workshops, the CCTs learn by discovering concepts and practicing skills, drawing heavily on their own experiences for many learning activities.

The workshop is designed to provide a balance between talking and doing. Approximately one-third of the workshop focuses on learning various participatory techniques; one-third focuses on attitudes, behaviors and communication skills; one-third testing out the use of participatory methods inside and outside the classroom in nearby community schools. A total of three field visits took place to practice participatory approaches with school children and teachers.

WORKSHOP GUIDE

PART I

Training of Facilitators

**Kapulasoke P.T.C., Mpigi
February 16-28, 2003**

PART I, SESSION 1

Getting to Know Each Other

Objective: To break the ice and get to know each other more.

Materials: Flip charts, Markers.

Time: 1 Hour

Instructions for the Facilitator:

When participants have arrived and are seated in a well arranged room, facilitators will briefly introduce themselves and the purpose of the workshop. The ideal number of participants is between 20 -25.

ACTIVITIES

#1 Lifeboat

- Tell participants and facilitators to come in front of the class and space themselves.
- Tell participants and facilitators that we are all in the same ship sailing together.
- That although we are in the same ship there is a possibility that it can capsize.
- However, there are life boats that can be availed to save us.
- And each life boat takes only a number of people at a time.
- You then mention the number of people the life boat takes and then participants get into that number quite faster.
- Tell them that if you don't make up that number then you sink with your life boat, so here the trick is to make sure you get into the life boat with the right number of people mentioned so that you don't sink.
- Several numbers are mentioned at a time.
3, 5, 6, 7, 1, and lastly 2
- When they get to two ask them to hold on to that pair.

#2: Knowing each other.

Instructions:

- Keep the same "lifeboat" pairs.
- Each pair takes a flip chart and a marker.
- Find a comfortable place to work.

- Interview each other's past, present and future
- Draw each other's story focusing more on important events in your partner's life especially what could be related to the workshop theme.
- Use, cartoons, drawings, and pictures to illustrate the story introduce each other to plenary

Notes to the facilitator:

During Plenary ask each pair to present each other's story, not forgetting the name and workplace. Then ask each pair that finishes to present, pin up the drawing on the wall at the back. Wind up the activity by saying that we shall be referring to this information as we go along in the workshop.

PART I, SESSION 2

Expectations and Fears

Objectives:

- To ensure that everybody has understood the purpose of the training
- To allow adaptation where possible to individual hopes and needs.
- To clarify any possible fears and expectation as raised.
- To get to know participants' intrinsic demands within the workshop period.

Time: 1 Hour

Materials: Flip chart, paper, markers & pens. VIPP cards in two colors, masking tape.

Step I

- Prepare enough space for cards to be stuck on
- Write instructions on VIPP Cards.
- Put two bundles of VIPP cards of different colours on the floor in front of the participants.
- Stick instructions written on VIPP cards in the wall.
- Ask participants to pick cards and write expectations and fears on two different colours.

Instructions:

- Pick four cards of different colours.
- Write your greatest expectation on one colour and two Fears on the other colour.
- Put your cards upside down in front.

Rules for card writing:

- Think before you start to write a card.
- Write one idea on each card.
- Write large bold letters readable 8ms away
- Only 3 lines each card.
- Write key points only.

Step II

Card collection and clustering.

- Ask participants that we are going to cluster the cards starting with expectation.
- They are supposed to suggest which cluster each card will be put.
- The facilitator mention each card one by one and participants suggest where to put it.
- Participants decide on the name of the category and the facilitator writes it and sticks it on.
- The facilitator using a different color and shape of cards writes the category of the cluster
- Later the facilitator glues the cards onto Brown paper and displays it in the workshop room.

PART I, SESSION 3

Basic Foundations of Participatory Approaches

In this session you will learn about participatory learning and action (PLA) methods that we will be using and adapting to meet the needs of our situation.

Objectives:

- Be able to define PLA
- Understand the basic foundations of PLA

Time: 30 minutes

Materials: Flip Chart and Markers

Participatory Learning and Action

Participatory learning and action (PLA) is an approach and a set of tools for helping groups of people to identify their own problems, work out options for handling them, create an action plan and organize to carry out the plan.

The basics steps in the participatory process are to....

1. identify the group's problems
2. come up with possible solutions
3. assess the solutions
4. create an action plan
5. mobilize for action
6. monitor and evaluate the results

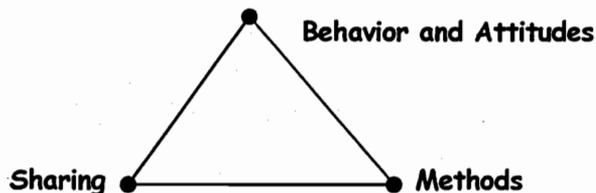
Participatory Techniques in Education Activities

Participatory techniques can be used in all areas of education: across all sectors for identifying needs, for social assessment, for establishing baselines, and for monitoring and evaluation. The most important thing to remember is this: all methods are information-producing techniques. The method is chosen according to the context.

In this two week workshop we are using the PLA process to: identify the problems that in-service tutors face; work to come up with possible solutions; assess the solutions; create an action plan; mobilize for action; and monitor and evaluate the results. In the process CCTs will gain knowledge of participatory approaches appropriate for improving teaching-learning dynamics in the classroom using the basic foundations of PLA.

Basics of PLA

Behavior and attitudes, methods, and sharing are the three basics of PLA illustrated in the triangle below.



1. **Behavior and Attitudes** are key to successfully facilitating participation. The kinds of behaviors and attitudes which are necessary for the successful facilitation of PLA include:
 - Respect for local knowledge and capabilities (Reversal of Learning)
 - Rapid and progressive learning
 - "Handing over the stick"
 - Flexibility and informality
 - Offsetting biases
 - Seeking diversity
 - Self-critical awareness
2. **Methods** are used to gather and analyse information during a PLA process. Participatory information gathering techniques include a wide range of tools that can be classified into several areas:

Diagrams

- Pie Chart
- Mapping

Conceptual Mapping

- Venn Diagram

Ranking Techniques

- Matrices
- Pairwise Ranking
- Card Sorts
- Ranking by Voting

Participant Observation

- Participant Observation (do-it-yourself, learning by doing)
- Direct Observation, Observation Indicator Checklists

Because these methods are visual, they can be used by those who are illiterate or low-literate, which encourages the participation of ALL.

Two key strategies for the use of PLA methods include having a **multidisciplinary team** and practicing **triangulation**.

A multidisciplinary team is composed of representatives of both sexes, different sectors and different disciplines to ensure that all viewpoints are represented.

Triangulation refers to using diverse sources of information and different techniques of data gathering to achieve a high level of accuracy.

3. **Sharing of information and experiences is a key element of PLA and takes place on several levels:**
 - Local people sharing information amongst themselves
 - Local people and outsiders sharing information with each other
 - PLA facilitators sharing information amongst themselves
 - Organizations conducting PLA sharing experiences with each other organizations.

PART I, SESSION 4

Where Are We At in the Teaching-Learning Environment?

Objectives:

To analyze the teaching-learning environment in Ugandan schools

To identify gaps in the teaching-learning situation

Time: 2 Hours

Materials: Markers, Flip Charts and VIPP Cards

Instructions for group work:

- Think about the teaching learning environment in Primary School classrooms and outside classrooms.
- Think about the teacher /pupil interactions in Primary school classrooms and outside.
- Think about the outcomes of the Teaching /learning situation in class.
- Discuss what is happening in our Primary schools
- Identify gaps that exist.

Participants and facilitator can discuss in detail what they would consider as variables to be looked at in the teaching learning situation.

Some of these variables may come up:

- Content /confidence in teaching.
 - Communication
 - Methods
 - Space
 - Actions (Practical)
 - Class arrangement
 - Materials and how they are used.
 - Attitude of the teacher
 - Conduct of the teacher
 - Preparation of the lesson
 - Children's activities
 - Relationship between teachers/ pupils
 - Feed back
- Divide participants into three groups.
(1) Lower (2) Middle (3) Upper
1- 3 3 - 4 5 - 6
 - Ask participants to voluntarily choose the group they would wish to be in.
 - Participants can indicate the group by writing their names and sticking it to the group they wish to be in.

Note to the facilitator:

- If there is an imbalance in the number of participants in one group then ask any volunteers who would wish to shift to another group to do so.
- If no one would wish to shift then ask participants to dictate who should shift to make a balance.
- However if there is resistance leave the groups as they are.

GROUPING PARTICIPANTS FOR THE EXERCISE:

- **Group 1: (Lower Classes 1 - 3)**
- **Group 2: (Middle Classes 3 - 4)**
- **Group 3: (Upper classes 5 - 6)**

PART I, SESSION 5

Defining Participation and Community

Objectives: Reach a consensus on the meaning of "participation" and "community" and understand the relationship of different types of participation to the education community

Time: 1 Hour

Materials: Flip chart and markers

Activity: Visualizing Participation and Community

Drawing the idea of participation and community encourages participants to be creative and to reflect on what "participation" really means to them. It is important that the exercise be used to develop a consensus on the definition of participation to be used during the course. It may be helpful to leave the participants' drawings posted for the duration of the course as a reminder that they should try to encourage the full participation of teachers, students, SMCs, PTAs, and other stakeholders in the community to improve the quality of learning in the schools.

Instructions for Facilitators:

1. Ask participants to divide into groups of three to five people.
2. Invite each group to draw a picture of their idea of "participation" in a "community" setting using flip chart paper and markers.
3. When all the groups have finished, ask each group to describe the participation they have drawn.
4. Ask participants about the different kinds of participation and communities shown in the pictures and then talk about the types of participation - that some participation is more participatory than others.
5. Present the Participatory Continuum (written on a flip chart)
6. Ask participants to decide which type of participation best matches their drawing.
7. Then confirm that "community" can be defined as a group of people living in the same region under the same government, AND also as a class or group of people with common interests.
8. When participants are finished, confirm that the goal of IPAQUAL is to enable the education community (children, teachers, parents, SMCs, and PTAs) to engage in collective action which is the most participatory form of participation.

Types of Participation: From Least Participatory to Most Participatory

Type of Participation	Community Involvement	Relationship of Activity to People
Co-option	Token community representatives are chosen, but have no real input or power.	ON
Compliance	Tasks are assigned to community members with incentives, but the process and agenda are set outside.	FOR
Consultation	Opinions are asked of community members, but analysis and decisions on a course of action are determined outside the community.	FOR/WITH
Cooperation	Community members work together with outside facilitators to determine priorities, but responsibility for guiding the process remains with outside facilitators.	WITH
Co-learning	Community people and outside facilitators share their knowledge to create new understanding and work together to form action plans with outsider facilitation.	WITH/BY
Collective Action	Local people set their own agenda and mobilize to carry it out, in the absence of outside initiators and facilitators.	BY

PART I, SESSION 6

Introduction to Pie Charts

Pie charts are social data-gathering tools that can be used to illustrate proportions. They consist of a circle which is divided into different sized "slices", depending on the importance of the different elements being discussed.

Objectives:

- Understand the purposes and uses of pie charts
- Demonstrate the creation of pie charts
- Identify additional uses for pie charts

Time: 10 minutes to 1 hour, depending on the objective of the exercise.

Materials: Flip chart and markers or chalk, a cleared space, local materials (e.g., seeds, leaves, stones)

Instructions for Facilitators:

This is a good exercise to conduct with groups either outside or indoors. In either case, ask participants to divide into their teams. Each group determines or is assigned a topic. The diagram can either be drawn on the ground, using sticks to represent lines, or can be drawn on flip chart paper with paper strips for section markers. The advantage of using sticks or paper markers is that they can be moved around during the discussion. One member of each team records the diagrams onto paper.

After everyone is finished, have each group present its work to the others.

Another way to conduct the exercise is to split the group into facilitators and community members. The facilitators then introduce the method and guide participants. At the end of the session, ask participants to share what they found challenging about being a facilitator and how they felt acting as community members being guided in the use of the techniques.

Uses

Pie charts can be used with teachers and students to provide an idea of general daily activities of different groups (boys, girls, teachers, students). They can also be used to explore perceptions of issues and identify constraints or problems.

Examples

Examples of the way pie charts have been used in education are

- General daily activities of boys and girls in and out of school
- Work day - How it is; how you would like it to be
- Reasons for girls dropping out of school
- Educational level and literacy
- Main health problems
- Distribution of school expenses

PART I, SESSION 7

Introduction to Mapping

Objectives:

- Understand the purpose of mapping
- Be able to describe different types of maps
- Demonstrate two different types of mapping skills

Time: 1 Hour

Materials: Large paper and markers, stick and local materials

Instructions for the Facilitator:

This is a good exercise to conduct with groups either outside or indoors. In either case, ask participants to divide into teams. Each group determines or is assigned a topic. The map can either be drawn on the ground using sticks or chalk if the ground is hard enough, or can be drawn on flip chart paper. Participants draw icons or collect materials (stones, seeds, leaves) to represent different structures or other points of interest on the school grounds or in the community surrounding the school. It is an easy way to conduct a village census. One member of each team records the diagrams onto paper.

After everyone is finished, have each group present its work to the others.

Uses

Maps are spatial data gathering tools which can provide a visual representation of a particular geographic area.

They can be used by teachers in the classroom and also by CCTs in their work with community stakeholders in the following ways.

- Gathering information with village community members such as PTAs and SMCs to provide information on a school campus, showing the location and condition of buildings, latrines, location of the well, garden, and play area
- Eliciting information from children on how they see their community and school grounds
- Establish which resources are important to different community groups (e.g. men might focus on the roadways to the school, while women might focus on latrines and sanitation)
- Provide a visual resource that can be used as a baseline for assessing change
- Learning more about specific characteristics of the head teacher, teachers and community members in the process of producing the map

- As a planning tool to project changes that community members would like to see for their schools, or to show changes over time
- As a way of conceptualizing fantasies or beliefs, i.e. one fourth grade class to draw a map of heaven
- Classroom maps can be used to show ways of arranging desks and chairs to facilitate greater teacher-student participation.

When to do Mapping

Because it is easy to get people to participate, mapping is usually one of the first activities conducted during a workshop, with two advantages: (1) Because a lot of people participate, it helps to get the rest of the community interested in the workshop, and (2) It generates a lot of information which can be used to plan the rest of the workshop (e.g., it can be used to identify areas for more discussion).

Body Maps

Body maps are health data gathering tools that illustrate all or part of the human body. They can be used to describe the location of body organs and to describe bodily functions.

Body maps can be very useful to gain an understanding of how the children perceive health issues, and to identify illnesses that may be interfering with a child's ability to learn.

Issues such as the following can be explored with these techniques:

- Behaviors that have positive or negative effects on the body
- Nutrition
- How specific diseases affect the body

PART I, SESSION 8

Introduction to Matrices

Objectives:

To be able to explain the process of identifying problems and solutions with a group of people.

Time: 1 Hour or more, depending on the number of people involved and the subject of discussion

Materials: A cleared space or flip chart and markers; Local materials (e.g., sticks, seeds, beans)

Instructions for the Facilitator

To ensure everyone's participation, divide into small groups by gender and/or age when conducting this exercise. Once a group has reached a consensus on the problems they would like to address (through pie charts or mapping session), the next step is for them to come up with a list of possible solutions for each problem. The group lists the problems in the left column and then discusses solutions and places them in the right hand column.

Simple Matrix Format

Problems	Solutions

Uses

Matrices can be used to evaluate any set of items against another set of items. Here are some examples.

- aspirations for children and how they can be met
- diseases and what forms of treatment are best
- desirable characteristics and accomplishments for children of each sex
- access to resources to meet basic needs, men and women

You can also use a matrix to look at problems, and possible solutions, and another matrix to look at solutions, and possible sources of help. Here are some ideas:

- education *problems* and possible *solutions*
- education *solutions* and potential *sources of help*
- or
- *problems* facing the community SMCs or PTAs and possible *solutions* for dealing with them
- *solutions* the SMC is considering, and possible *sources of help*.

Matrix Activity

Objectives:

- Expand on the matrix activity introduced in the morning
- List, categorize and prioritize issues/concerns in the teaching learning situation
- Develop strategies to correspond to the issues.

Materials:

- Cards NB: Facilitator took notes during the presentation "Where are we at in Uganda's Teaching-Learning Situation" and wrote on cards of different colors to expedite the process.
- White paper and markers

Time: Two hours

Instructions for Group Work:

- Form Primary Levels Groups (lower, middle, upper) from Mondays' session "where are we at in Uganda's Teaching-Learning Situation".
- Choose facilitator, timekeeper, recorder and presenter. They should not be the same people from the morning matrix activity.
- Sort, categorize and list problems (yellow = lower primary; green = middle primary; white = upper primary).
- List issues on left in order of priority; keep focused on the teaching-learning situation.
- List strategies that correspond to problems on the right; be specific and realistic.
- Present your results to the group.

PART I, SESSION 9

Teaching-Learning Situation

Objective:

Participants will expand on the matrix activity introduced in Session 8

Participants will list, categorize and prioritize issues/concerns in the teaching learning situation

Participants will develop strategies to correspond to the issues

Time: Two hours

Materials: Cards (NB Facilitator took notes during presentations given by groups during Session 4: "Where are we at in Uganda's Teaching-Learning situation" and wrote on cards of different colors to expedite the process); white paper, and markers.

Instructions for Group Work:

- Reform Primary Levels Groups (lower, middle, upper) from Session 4;
- Choose facilitator, timekeeper, recorder, and presenter. They should not be the same people from Session 8.
- Sort, categorize and list problems (yellow=lower; green=middle primary; white=upper primary);
- List issue on left in order or priority; keep focused on the teaching-learning situation;
- List strategies that correspond to problems on the right; be specific and realistic;
- Present your results to the group.

This activity is continued later in Part I, Session 18.

PART I, SESSION 10

Behavior and Attitude

Objectives: By the end of the session we should be able to:
See how we see things different from different perspectives;
Identify attitudes and be able to locate them on an attitude scale;
Appreciate our role in changing attitudes;
Identify 50 excuses for a closed mind;
Experience how difficult it is to change behaviors and habits;
Recognize the most common and strongest road blocks to change.

Activities to help change behavior:

Count Fingers
Barriers to Change
Perspective Taking

Introduction

Behavior, or what we do, or do not do, and attitude, or the way we do it, determines success or failure in the teaching-learning process. What we do can determine how well children will perform in school as well as in their lives to come. Words like behavior, habit, and attitude can be used to describe how and what a person does.

Words which can be used instead of behavior are:
Manners, performance, actions, and conduct.

Other words that can be used instead of habit are:
Tendency, custom, practice, routine, and addiction.

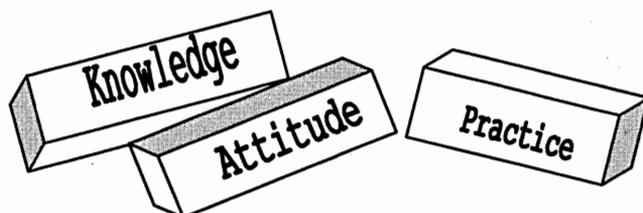
Words that can be used instead of attitude are:
Opinion, viewpoint, feeling, way of behavior, and position.

These words describe the common actions taken by people under certain conditions. It is often very difficult for a person to change his/her behavior, habits, and attitudes.

We can change behaviors, habits, and attitudes in teaching by:

- Bringing teachers together to help each other.
It is easier to change when people around you are trying to do the same you are not left as the odd one out if you try to change.
- Working with people to bring out change in the circumstances within which the habits and attitudes are formed.

- Use self discovery teaching methods to enable people to learn in a way that can motivate the learners to change
- Enabling people to work together as a group to plan, organize and maintain these changes. This is called:



The assumption is that knowledge will change attitudes and attitudes will in turn change practice.

We have found out that this process of knowledge automatically changing attitudes and attitudes automatically changing habits does not happen in reality.

We need to concentrate more on people's attitudes and circumstances that bring about those habits. Attitudes can not be changed without knowledge but is the way that this knowledge is achieved by the learner that can create the motivation to change.

People are normally reluctant to change the habits and attitudes because they have become comfortable in the way they do things. Change is the disturbance in the normal routine and change can be a risk.

When we say change we do not mean any sort of change. We do not want to change everything. We only want to change what is bringing problems, and at the same time strengthen those habits and customs that are very helpful and useful.

10.1 Session Activities

1. Count Fingers
2. Barriers to Change
3. Perspective Taking

ACTIVITY 1: Count Fingers

Objectives: to remind people that it may not always be those people who are "wrong"
Time: 5 minutes
Materials: None

Instruction for facilitator:

1. In a story form ask participants:

"Have you ever seen teachers pointing a finger to children or Head Teacher?"

"Have you ever seen tutors pointing a finger to the Principal?"

When you do point a finger have you ever counted other fingers pointing to you.

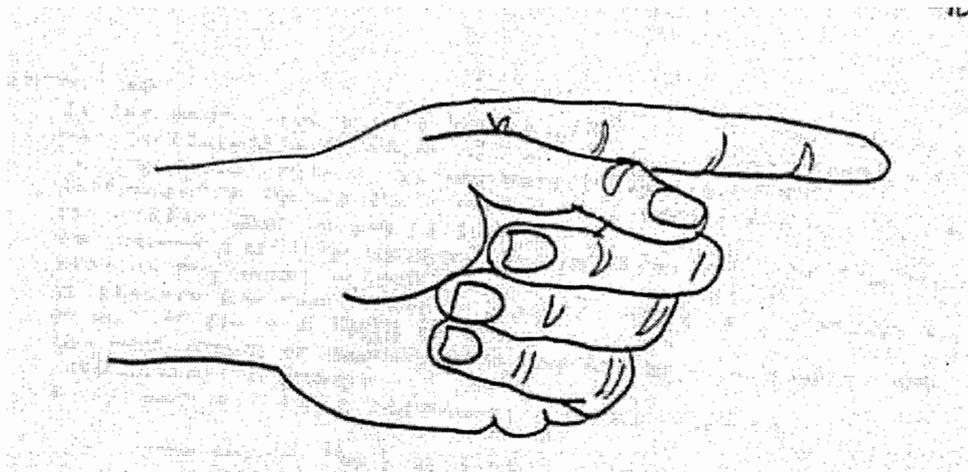
2. Ask participants to make a pointed finger sign and ask other to count fingers.

"How many fingers are pointing to the other people?"

"How many fingers are pointing towards you?"

Note to the facilitator:

Tell participants that our training has led us often to think that we know and they don't, and that we are right and they are wrong.



Participants will soon see that there is one finger pointing to those people but 3 fingers pointing towards us.

When we are tempted to blame others may be we should start with looking at ourselves.

- Is our approach good?
- Have we stated where people are rather than
- Are we trying to work on our pointing on theirs?
- Is our training method the best for these learners under these circumstances.

ACTIVITY 2: Barriers to Change

Objectives:

- To enable participants to know the main road blocks to change.
- Recognize the most common and strongest road blocks.

Time: 1 hour

Materials: Flip charts and markers

Background:

There are many reasons why change does not happen, just as there are many why the teachers find it difficult to change their teaching situations. These reasons are different from teacher to teacher and situation to situation. As facilitators/tutors we need to be aware of all the possible reasons why change does not take place. We can experience this through the exercise below:

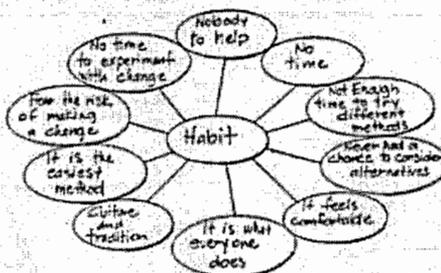
Instructions:

- Divide participants into groups of 3
- Ask participants to think of one thing that they have tried to change in their lives but have failed to do so.
- Participants should share within their small group, why they think that they failed to change.
- Each group then try to identify what have been the four main reasons why their attempts to change have failed.
- In plenary ask one member of each group to tell a story on behalf of their attempt to change.
- Ask each group in turn to give one of the main reason why they failed to change.
- Write down a list of road blocks from each group.

Ask for any comments on the list 2 road blocks.

"Which of these are the most common and the strongest? Circle those chosen. This list can then be entitled Road blocks to change.

- Normally participants choose "Habit" as the most common road block. You may like to conclude with the diagram below of the factors which make a habit so strong a road block.



Activity 3: Perspective Taking - Is what we see what other people see?

Objectives: to experience and understand different perspectives.

Time: 30 minutes

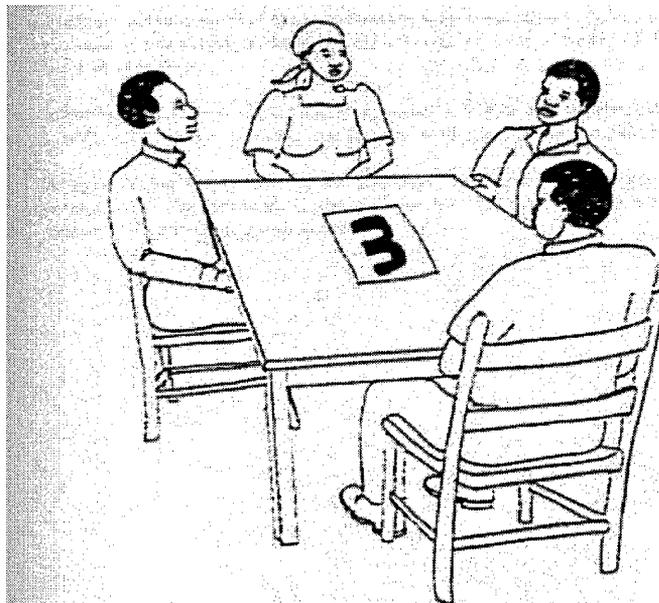
Materials: Flip charts and markers

Instructions for facilitator:

- Place a flip chart in front of the participants and ask each of 4 volunteers to stand at each side.
- Write the number 3 on the table and ask each of the volunteers in turn to describe what they see.
- Record responses on a flip chart
- Each volunteer will see something different, i.e. one will see 3 another M, another W and the last E.
- Repeat the question so the volunteers to be sure that every participant realizes what is happening.

Questions to Probe:

- "What is happening?"
- "Why is it that each person is seeing something different since they all see the same picture?"
- "How does a person get a certain view?"
- "Describe any example"



10.2 Attitudes

Session Activities:

- Activity 4: Understanding the difference between attitudes and beliefs.
- Activity 5: How to differentiate between facts, opinion and rumor.
- Activity 6: Measuring our attitudes on an attitude scale.
- Activity 7: Is what we see what other people see?
- Activity 8: 50 excuses for a closed mind.

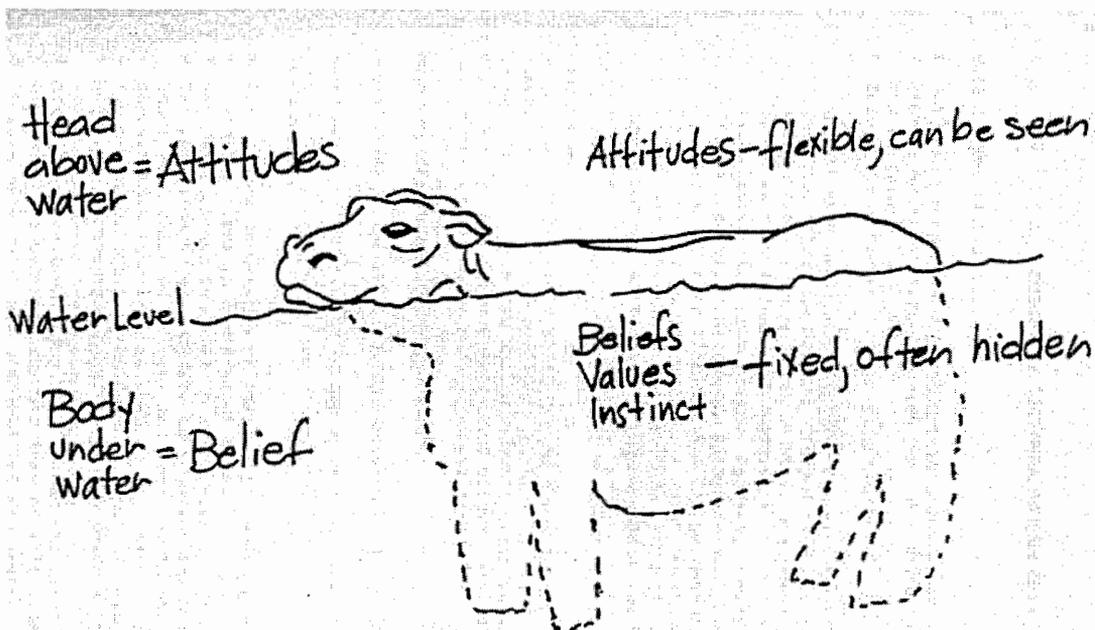
Activity 4: Understanding the Difference Between Attitudes and Beliefs

Objectives: Be able to understand and differentiate between attitudes and beliefs.

Materials: Newsprint or flip chart and a drawing of a hippopotamus, markers and chalk.

Instructions:

1. Ask participants to describe what they understand by Attitude and belief.
2. Write their responses on the Black Board/Flip chart.
3. Present a picture of a hippopotamus to the class.
4. Show the hippopotamus' big body immersed in water and another above water.
5. Ask participants to identify which of the parts of the hippo represents Attitude or belief and why?



Note to the facilitator:

- Tell the participants to show this information on the picture.
- Finally write on picture which part you think represents Attitude and Belief.
- Write this information on a flip chart

We all have attitudes for most issues, some attitudes we hold strongly others we do not. As you have already identified, an attitude is an opinion, a bias, a judgement, thought, idea which we have formed as a result of our accumulated experiences. E.g from church, Parents, Family, culture, friends, peers, profession, Education and life experience. Attitudes are more flexible and can be changed.

Beliefs, values instincts are fixed. Attitudes are more easily seen than beliefs. Beliefs and attitudes are closely connected and work together to determine our behaviours and actions.

Conclusion:

We have attitudes and beliefs formed about teaching and being a teacher, some of these attitudes prohibit us from performing well in our jobs and thus the children don't learn well. But we can see attitudes can be changed easily and others take a long time to change. Let us now learn how to differentiate attitudes.

Activity 5: Fact, Opinion, Rumour.

Objectives: To differentiate between a fact, opinion and rumour.

Materials: VIPP cards or paper written some statements.

Instructions:

- Put up 3 cards written on Fact, Opinion and rumour.
- Place the cards in 3 different corners.
- Ask participants to stand in a semi-circle.
- Ask participants to indicate by touching the head with both hands, the chest or breast, and legs, or thighs.
- Explain that touching the head means - Fact.
- The breast or chest means opinion, and the legs mean rumour.
- Read out statements and ask people to perform the required response towards the statement.
- Ask participants why they have chosen the actions.
- Ask two-three participants and then move to another statement.
- Do like wise until you complete the statements.

Statements:

- Most pupils come to school late because they come from far.
- Most teachers who train these days don't have teaching at heart.
- Teachers who join the profession do it as last resort.

- As CCTs we have no power to change situations in our schools.
- Children in rural areas are dull and difficult to teach.
- When male teachers interact freely with girls (pupils) they say that they will eventually defile them.

Note to the Facilitator:

- When you put up a statement ask participants to choose what they think the statement represents by the actions indicated above and why they think so. Place the statement card in position that is chosen by majority participants.
- Indicate in conclusion that some statements can cause disturbances in society but actually have no meaning.

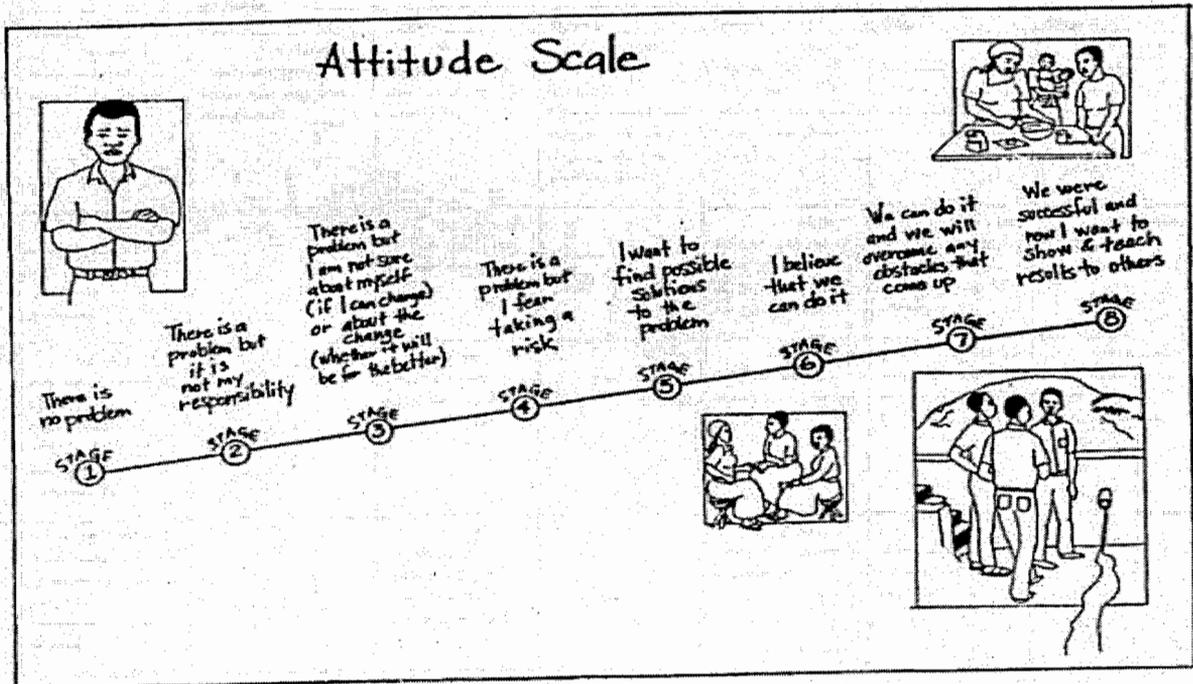
Activity 6: Attitude Scale

- Objectives:**
- To identify an attitude and be able to locate a spoken attitude on a scale of no action to action.
 - To appreciate tutor's roles in changing teachers' attitude towards teaching.

Instructions for the facilitator:

- Before the session, cut out some newsprint to make long pieces of paper in card form.
- Before session write out some statements on the pieces of paper.
- Choose statements that can be placed from stage 1 3, 5, 7 and 8 to show the variation.
- Draw out the scale on large long sheets of paper.
- Write out on card at each stage the information as indicated.
- In plenary, put up the attitude scale and read through the stages answering any questions as you go along.
- Hand over the four statements already formulated to the side of the participants.
- Ask participants who received the statements to confirm whether that is the right position placed in.
- Give out 2 - 3 cards to each participant to write an attitude he/she would think of about the Teaching learning situation or Education in general.
- Ask participants to place these cards on the attitude scale.

Attitude Scale



An example of an attitude scale done in the TOF at Kaulasoke 16 - 1st March 2003

There is no problem	There is a problem but it is not my responsibility	There is a problem but I am not sure about myself if I can change or about the change whether it will be for the better	There is a problem but I fear taking a risk	I want to find possible solutions to the problem.	I believe that we can do it	We can do it and we will overcome any obstacle that come up.	We were successful and now I want to show and teach results to others
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8
<ul style="list-style-type: none"> For me I finished studying, I do not care whether you pass. 	<ul style="list-style-type: none"> Do your duty and let others do theirs. 	<ul style="list-style-type: none"> Locally made instructional materials are not attractive. 	<ul style="list-style-type: none"> Much change could be seen if CCTs had authority. 	<ul style="list-style-type: none"> I think I will discuss with my headteachers and see how we can impart what we have learnt. 	<ul style="list-style-type: none"> I will to change the attitudes of my teacher and make them like what they do. 	<ul style="list-style-type: none"> The villagers came in and stole our materials but we will improvise. 	<ul style="list-style-type: none"> PLA can positively change PLE Results
<ul style="list-style-type: none"> We have heard enough methods since the reform started. 	<ul style="list-style-type: none"> I have been working for long let fresh teachers continue. 		<ul style="list-style-type: none"> So long as we are assisted we can do it. 		<ul style="list-style-type: none"> I know sanitation is poor but I believe we can do something. 	<ul style="list-style-type: none"> There are many workshops for a CCT and they have to be attended to. 	<ul style="list-style-type: none"> CCTs have made impact.
<ul style="list-style-type: none"> All pupils in the centre are dull. 	<ul style="list-style-type: none"> Materials are often locked up in the Headteacher's Office. It is not my responsibility. 		<ul style="list-style-type: none"> Using instructional materials takes a lot of time. 		<ul style="list-style-type: none"> After the PLA Workshop, teachers have to be trained. 	<ul style="list-style-type: none"> We can be able to teach and make a rural P.7 class pass. 	<ul style="list-style-type: none"> PLA will contribute greatly to performance of learners.
<ul style="list-style-type: none"> I have been teaching the same class for over 10 years. 	<ul style="list-style-type: none"> Why should I be bothered the headteacher is the one answerable and blamed. 		<ul style="list-style-type: none"> Use of instructional materials in class is good but wastes time. 		<ul style="list-style-type: none"> I am ready to adjust to change. 	<ul style="list-style-type: none"> By all means we must accomplish the task in time. 	

<ul style="list-style-type: none"> Things have been like that. 	<ul style="list-style-type: none"> People here are adamant to change. 		<ul style="list-style-type: none"> PLA is good but I have many children and the class and compound is/ are small. 		<ul style="list-style-type: none"> I am teacher, I make schemes of work and lesson planning which can bring about quality learning 	<ul style="list-style-type: none"> If PLA is applied I am sure learners will benefit a lot. 	
<ul style="list-style-type: none"> Experience is the best teacher. 	<ul style="list-style-type: none"> CCTs have made 						

	no impact.						
<ul style="list-style-type: none"> I know what I am doing. 	<ul style="list-style-type: none"> Since the school receives UPE funds, he should by all means buy instructional materials. 						
<ul style="list-style-type: none"> Learners do not need play ground in order to succeed in school. 	<ul style="list-style-type: none"> I don not mind what goes on in school, as long as I get my monthly pay. 						
<ul style="list-style-type: none"> But African children need the stick to learn. 	<ul style="list-style-type: none"> Pupils' late coming can not be removed. 						

<ul style="list-style-type: none"> Many ideas have been put across and nothing has changed. 	<ul style="list-style-type: none"> The headteacher has failed to provide Teaching/learning materials. 						
	<ul style="list-style-type: none"> Children can do the work but lack text books. 						
	<ul style="list-style-type: none"> We would work but teachers don't appreciate. 						
	<ul style="list-style-type: none"> If you fail this examination it will be your problem. 						
	<ul style="list-style-type: none"> After all I get a small monthly pay. 						
	<ul style="list-style-type: none"> But the senior woman Teacher is there to work on that. 						
	<ul style="list-style-type: none"> The Ministry of Education should release UPE monthly release early enough to foster pupil learning. 						

N.B: Note that it is easy to generate Cards for step 1 and 2 and not much for other steps ask why ? and discuss.

Activity 7: Perspective Taking - Is what we see what other people see?

Objective: To experience and understand different perspectives.

Time: 30 Minutes

Materials: Flip charts and markers.

Instructions for the facilitator:

- Place a flip chart in front of the participants and ask 4 volunteers to stand besides the four sides.
- Write the number 3 on the table and ask each of the Volunteers in turn to describe what they see.
- Ask each volunteer to say what they see from their corner.
- Record responses on a flip chart.
- Each volunteer will see something different i.e one will see 3 another M, another W and the last E
- Repeat the question so the volunteers to be sure that every participant realizes what is happening.

Questions to Probe:

- "What is happening?"
- "Why is that each person is seeing something different since they all see the same Picture?"
- "How does a person get a certain view print?"
- "Describe any example"

Activity 8: 50 Excuses for a closed animal.

I've tried that before.

Our place is different

It costs too much.

That's beyond our responsibility

We're all too busy to do that

That's not my job.

We don't have the time

Not enough help

You do it first

Our organization is too small

Not practical for busy people

The people will never buy it

We've never done it before it's against our
tradition

It does not make sense

We don't have the authority

That's too ivory tower

Let's get back to reality

That's not our problem

Why/ it's still working O.K.

I don't like the idea

You are right

You're ahead of your time

We're not ready for that

We don't have the equipment

We don't have the personnel

It isn't in the budget

Can't teach an old dog new tricks

Good thought, but impractical

Let's do it later

Let's give more thought

They'll laugh at us

Not that again

Where did you get that from

We did all right without it

That's what to expect from staff

It's never been tried before

Let's form a committee

Has anyone else tried it?

I don't see the connection

It won't work

What you're really saying is

May be that will work in your
department, but not in mine

Let's all sleep on it

I know a fellow who tried

Too much trouble to change

We've always done it this way

It's impossible

**Willingness to change requires an OPEN
MIND**

PART I, SESSION 11

INTEGRATING PARTICIPATION INTO THE CURRICULUM

Objective: To demonstrate a model lesson based on MoES curriculum in P-3 English using participatory techniques.

Time: 2 Hours

Procedure: Facilitator uses a lesson from Term 2, Unit 1 MoES English P-3 and shows how to apply participatory approaches to the lesson on prepositions. CCTs are divided into two groups of (1) pupils and (2) CCTs observing the lesson. Two CCTs are chosen to report their observations adapting a more participatory approach. One CCT is chosen to write the report in the usual manner. Two other CCTs are chosen to write their reports in a nonjudgmental manner describing the lesson process and the time it took the teacher to do so.

After the lesson, the CCTs report their results. The observation write-ups are discussed. They are then asked to identify the elements of a participatory approach to teaching.

The following are examples of what may emerge in the discussion:

Objectives: should be clear, relevant and reachable; by the end of the lesson, the pupils should be able to list, draw, dramatize and/or experiment with the world around them.

Methods: should include dramatization, participation, discovery, experimentation; should stimulate interest and imagination; offer vivid learning experiences; encourage creative responses; offer choices; should be flexible and should recognize different learners.

Teachers act in a manner that: is friendly, simple and open-minded; is child-centered, enthusiastic and equitable; permits child to exercise choice; arouses positive responses; helps child to learn.

Materials to be used: are inexpensive, readily available, real objects, pictures, charts; user friendly, models, puppets, well-organized and should be displayed.

After the above activity, the following assignment is given:

Assignment: In your group, design a participatory lesson from P3-6 to model to your peers. The lesson should be no longer than 15 minutes. Be sure to include all elements of a participatory approach.

PART I, SESSION 12

INTRODUCTION TO CHILD-TO-CHILD

Objective: To introduce an example of established child-centered methodology based on PA

BACKGROUND

In villages and communities throughout the world young children are often cared for by their older brothers and sisters. These young 'child-minders' not only play with their smaller brothers and sisters, but also carry them about and even bathe, change, and feed them. It is not unusual for a small child to spend more time under the care of an older sister or brother than with his mother or father.

David Morley and Hugh Hawes both of the University of London's Institute of Child Health and Education, observed with amazement how wonderful the knowledge and care of the older children was to the little ones. They began to wonder:

- Could there be no way in which the potential of these children could be tapped to promote good health and reduce child hood diseases?
- Could there be no way in which health and education could work together to promote better health for people?
- Could there be no way in which children could be reached and taught simple health messages that could help them look after each other well?

It is against this background that Child-to-Child was started in preparation for the International Year of the Child in 1979. There are more than 80 countries all over the world which are actively tapping the potential of children in promoting health and now children's rights through Child-to-Child.

MISSION STATEMENT

To promote and preserve the health of communities by encouraging and enabling children to play an active and responsible role in health and development of themselves, other children and their families.

OBJECTIVES

- To develop a sense of personal and social responsibilities and self-reliance among children so as to care for themselves now and in the future.
- To promote and support awareness and respect of children's rights and participation amongst children and adults.
- To promote the awareness of child centred approaches to health and development in collaboration with relevant Institutions Ministries, NGOs and the media.

HEALTH

Health is NOT just being physically well; the World Health Organisation has defined health as:

A state of complete physical, mental and social well-being and not merely the absence of disease.

So health includes being fit and well, helping others, a healthy mind, a healthy environment and happy relationships.

CHILDREN AS PARTNERS

Children do much at home, are frank, active, curious and observant. Children are accessible, free to move amongst most family members and they like carrying messages. Child-to-Child is founded on the belief that children are able to take a responsible role in family health. This means that children are persons in their own right. In this way, children gain a greater sense of personal worth and direction. They may grow up to be more loving human beings.

But . . .

- Children need time to play and discover things for themselves
- They need support from adults
- Not all health messages are suitable for children
- Children have their own ideas and need to take responsibility within the limits of their age
- Children are not supposed to be used as loudspeakers to deliver messages.

WHAT HEALTH MESSAGES CAN CHILDREN PROMOTE?

The messages should be important in their community. They should be suitable and achievable by children.

So the messages should be *important, do-able and fun!*

POSSIBLE HEALTH TOPICS

Appropriate categories of activities for children are:

- Child Growth and Development
- Nutrition
- Personal and Community Hygiene
- Children's Rights and Responsibilities
- Safety, Accidents and First Aid
- Prevention of Diseases
- Safe Lifestyles
- Recognizing and helping persons with disabilities.
- Helping Children in Difficult Circumstances.

Child-to-Child emphasizes learning through experience. Rather than simply being told things, the children conduct their own surveys, perform their own experiments, and discover answers themselves. They are encouraged to think, to observe, to explore and to invent. This makes learning adventurous and fun. It helps the children to develop ways of looking critically and openly at life. It encourages independence of Some examples of active (teaching) methods are:

- Stories and discussion
- Surveys in the community.
- Songs and dances
- Poster - making
- Drama and puppets
- Campaigns, fairs and open days
- Demonstrations

HOW CAN CHILDREN PROMOTE HEALTH MESSAGES?

There are many different ways in which children can spread health ideas and teach good health practices: they can:

- Care for the young children, teach them and show them a good example
- With children from the same age, learn from each other by doing things together
- Help others who have not had the chance to go to school
- Pass on health messages and take health action in their families and communities

One child/
A group of children

- *Spread knowledge to
- *Teaching skills to
- *Demonstrating by example to
- *Working together with

*A younger child / children

*A peer child / children

*A family / families

*The community

- Child-to-child approach links what we learn now with what we do now.
- Child-to-child approach links what we do in class with what we do out of the class and home.
- Child-to-child approaches cannot be learnt in one lesson and forgotten, it is learnt and developed over a long time, and we continue to apply it for the rest of our lives.

For this reason most Child-to-Child activities in health need to be introduced in a series of steps, the zigzag or Six-Step approach

THE SIX STEP APPROACH

STEP 1: Choosing the right idea. Understanding it well.

Three words should help to remember the criteria for choosing a child-to-child topic:

- Important
- Do-able by children
- Fun to do

If the chosen topic does not meet these criteria, think again!

Step one involves the children in learning and understanding more about the health topic.

- Practical activities to reinforce the ideas.
- Role-play, drama and games and understand how people feel and react.
- Making up and telling stories to relate health problems to real life.
- Making and using pictures to develop understanding.

STEP 2: Finding out more

- In every case a health problem and activities linked with it have to be seen in the light of local needs.
- There will be local examples of the problem.
- There will be local variations, local names, local practices.
- There will be local beliefs.

We need to find out about them.

Find-out activities can include:

- Finding-out among ourselves =(the pupils)
- Finding-out at school.
- Finding-out at home.
- Finding-out in the community.

Children learn how to gather and document information, and develop important communication skills.

Children need to be taught different ways of gathering information such as:

- Conducting surveys and interviews.
- Designing and supervising the completion of questionnaires
- Designing observation schedules and carrying them out.
- Having discussions, which focus on the topic being explored.
- They will also need to be shown ways of recording the information for example as charts, graphs, diagrams or lists.

STEP 3: Discussing what we have found out and action planning - Practicing skills.

This involves deepening our knowledge as a result of the new information we have obtained. Children then need to discuss a plan of action. This plan of action can be taken either individually back into their homes, or collectively, when they are able to support each other and so, possibly, achieve even more.

Often children will need to be helped in what they do.

- Planning activities thus include:
- Discussing (in groups) possible action (role-play can help)
- Choosing the best course of action.
- Drawing up an action plan.

WHAT can we do?	WHO can do What?	WHEN can we do it?
HOW can we start?		WHO can help us?
All the activities discussed and planned will need to be carefully prepared.		

STEP 4: Taking action

This may be in school (particularly in matters of hygiene and safety) or more frequently, at home or in the community. These doing activities include:

- Practical activities at home, e.g covering food, new games to play with the baby.
- Sharing new ideas and messages with the family e.g what I learnt about immunization.
- Activities in the community, including helping activities e.g protecting water supplies; spreading messages through campaigns, drama health songs etc.
- Myself, my home, my school as a good example for others.

STEP 5: Discussing results

After action has been taken, children must come back and discuss what had happened.

- How were their ideas and activities received?
- Who listened and who didn't?
- Who took action?
- What were the results?

STEP 6: Doing it better and keeping it going

Health action never stops. We learn from experience. Once a subject has been introduced we need to ask:

- How can we keep on doing these things?
- How can we persuade more people to do them?
- How can we communicate our ideas better?
- How can we make this new practice an everyday habit?

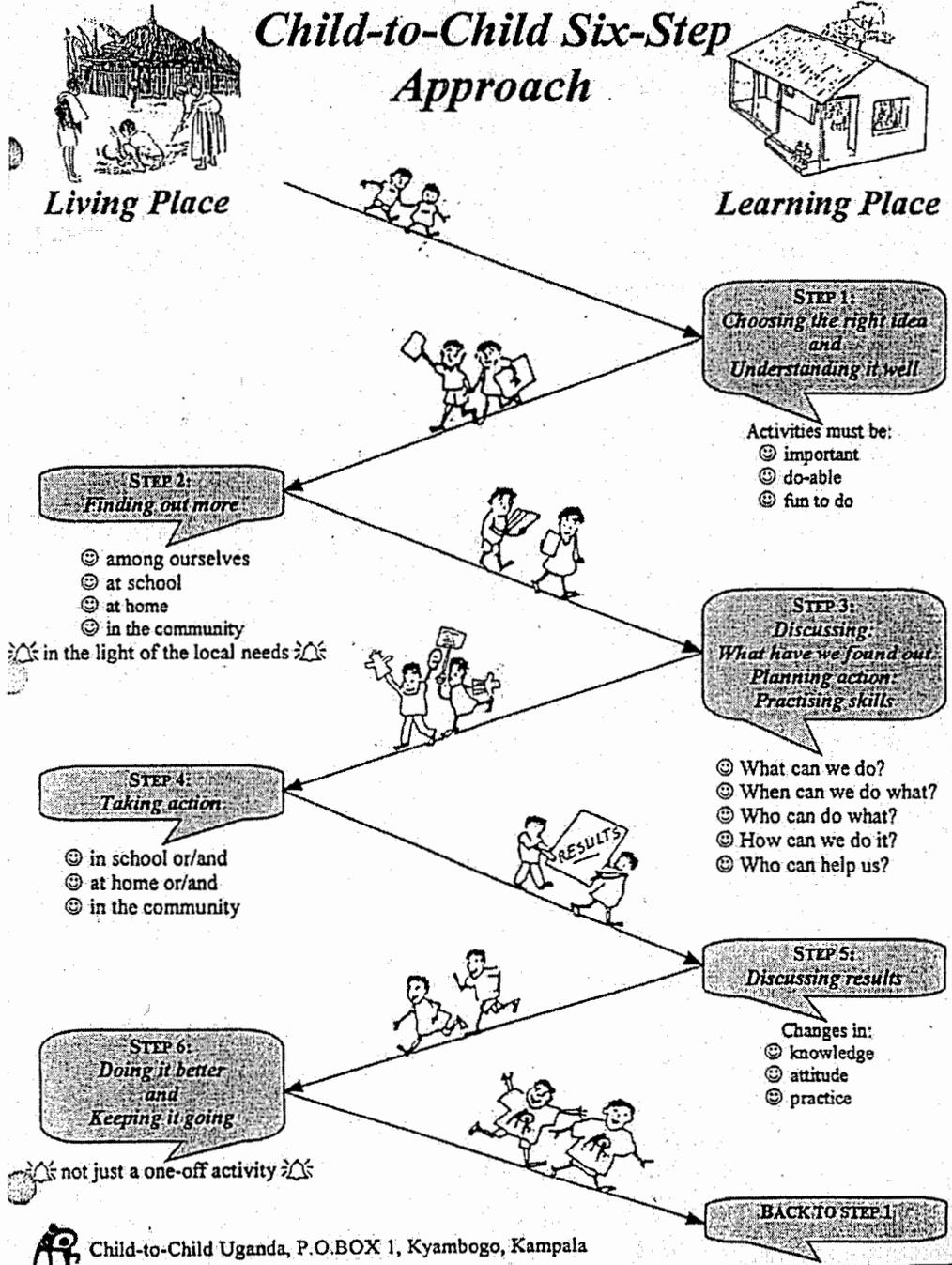
WHAT I HEAR, I FORGET

WHAT I SEE, I REMEMBER

WHAT I DO, I KNOW

WHAT I DISCOVER, I USE

Insert 6 Steps



PART I, SESSION 13

COMMUNICATION TECHNIQUES

Session Objectives:

- To experiment and experience good and bad communication in the day-to-day life of teachers and pupils;**
- To identify ways in which poor communication deter effective teaching-learning situations;**
- To discover how pictorial interpretation can be different depending on the experience and the environment.**

Time: 1.5 hours

Materials: Flip charts, markers

Activities in the session:

- Visualized presentation of the notes on communication**
- Exercise on listening**
- Exercise on visual interpretation**

Activity 1: Visualized presentation

Instruction for the facilitator:

- 1. Write the notes on the flipcharts or VIPP cards**
- 2. Present the notes to the participants in plenary**
- 3. Respond to the questions as they arise from the participants.**

Communication Skills

We need to communicate well with our learners if we want to motivate them to learn. Learning communication skills does not come easy. It takes time and effort. Below are some useful tips we can start with:

Communication is about passing messages. We can communicate with minds (when we think), hearts (when we feel), will (when we want to do something about it).

a) Why do we need good communication skills?

A big part of the participatory process is about communication. Experience has shown so because: -

- We want to understand by our learners and be understood ourselves.**

- We want to create a good atmosphere for learners to participate.
- We want to communicate back to those who may have asked us to facilitate the process in the first place.

If we want to improve our communication skills, we need to remember that communication involves listening, observing, talking and using our bodies. Our whole being is involved when we communicate.

b) Listening

We need to learn to listen to the thoughts, feelings and wills of our learners. Here is an exercise for the group.

Are You Listening?

Group size: 9-33

Time: 30-45 min.

Materials: Cards flip chart paper.

Objective: To demonstrate the role of listening in communication.

Steps.

1. Ask participants to form groups of three. Ask each group to decide who will be the speaker, the listener, and the observer.
2. Ask the participants in each category to form separate groups, far from one another, for a briefing on their roles.
3. Give each listener one written instruction to follow (see examples below)
 - Listen carefully and ask relevant questions at an appropriate time.
 - Interrupt and prevent the speaker from finishing hi/her sentence.
 - Compliment the speaker frequently
 - Put the speaker down.
 - Laugh when the speaker is serious.
 - Talk to someone else while the speaker is talking.
 - Look around the room and appear distracted while the speaker is talking.
 - Give advice you were not asked for.
 - Be shocked or offended by what the speaker says.
 - Do not make eye contact with the speaker.
4. At least one listener should get the first instruction in three above. Note that these instructions can be given on cards or paper but they should remain hidden from the others.

5. Instruct the **speakers** to think of something they feel strongly about and to be prepared to speak on this topic for five minutes when they return to their groups.
6. Ask the **observers** to silently note all interactions between the listener and the speaker. Remind them that they should remain silent.
7. At the end of five minutes, ask the participants to reconvene in plenary.
8. Discuss their reactions to the exercise, what happened in each group and how they felt. First, ask the observer to explain, then the speaker and finally the listener may reveal the instructions.

Debriefing - Points for discussion:

- Did you feel that the listeners were listening?
 - How does it make you feel when someone does not listen to what you are saying?
- The facilitator should write down all responses on cards or flip chart paper for every one to see. Have the listeners and speakers shake hands and show that there are no bad feelings and that it was just a game.

c) **Verbal communication:**

Three useful tips when speaking:

- Be simple
- Be clear.
- Be straightforward.

To be understood, we need to think of our partners in our choice of words at all times.

Singing too is another powerful way of audio communication that is common in our culture. In the past, if the common people wanted to criticize a King or Chief, they did it in song. It often worked! If we want to use singing, we should also be simple, clear and straightforward.

Some do's

Good verbal communication is enhanced through:

- Passive listening (showing with gestures, such as nodding hands, that we are following ...)
- Acknowledgements ("ah, yes")
- Door openers ("Tell me more", "who did it", "how come")
- Active listening ("You are quite right", "that must have been exciting")
- Paraphrasing (repeating a sentence using our own words to show we have understood: "You mean")

Some don'ts

There are five ways to undermine communication with partners:

- Giving orders.
- Threatening
- Moralizing
- Criticizing.
- Advising.

All these make our learner feel inferior and they many not want to stay in school for long.

d) Body language:

How do we communicate with our bodies?

- We use facial expressions.
- Hand and other body gestures
- A hug, a kiss, a smile, a look,
- Body posture: how we sit or stand,
- Sitting arrangement in a group
- Dressing

We should try and speak "Respect" with our bodies.

e) Drama and dancing (Popular theater)

This is powerful because it captures the hearts and minds of listeners. However, we must plan it careful so that it is not entertaining but also involves effective learning. As development workers, we should learn to accompany our drama and dances with short discussion time. Remember, we have to challenge our partners to think of what they have learned from the show.

f) Diagrams and symbols:

Posters, photos, paintings, etc are very effective means of communication. "A picture says more than one thousand words", said one news reporter.

However, diagrams as visual aids need to address our partners' experiences and culture.

g) Writing:

This is a very common means of communication and of storing information. A good writer is one who communicates clearly for partners to read and understand. We should not write for ourselves but for our partners.

h) Some useful tips to remember:

- We have to decide too improve how we communicate.
- We need to be patient. Poor habits were developed over a long time, they may not disappear overnight.
- We need to be realistic with ourselves. Let us begin with less sensitive issues that will not discourage us. Let us be realistic also in terms of the time and space we need.
- We need friends who will hold accountable for the commitment we make.
- We need to plan not to get discouraged! We can improve our communication skills if we are determined.

"In as much as it depends on us, let us try to always communicate not only to be understood, but more so never to be misunderstood"

Activity 2: Pass the Picture.

Group Size 15-30

Time: 10-15 minutes

Materials: Flip chart paper and markers

Objective: To explore different methods of communication.

Instruction for the facilitator,

- Draw a simple picture on flip chart paper, make it large enough for the entire group to see.
- Ask five volunteers to leave the room, Show the picture to the remaining members of the group.
- Call one of the volunteers to come back into the room and see the picture.
- Cover the picture.
- Call the second volunteer into the room. The first volunteer describes the picture to the second volunteer. Continue the process until the fourth volunteer has been informed.
- Call in the fifth volunteer and ask the fourth volunteer to describe the picture based on this description.
- Show both pictures to the group and analyze/ discuss the differences between the first picture and the final drawing.

Note to the facilitator: Discuss what happened in the process and why.

PART I, SESSION 14

FACILITATION SKILLS

Objectives:

To give participants the chance to discover for themselves that they have knowledge without having had any formal education on that topic;

To demonstrate positive and negative approaches to helping adults and children to learn;

For participants to identify the attitudes a facilitator needs to have to successfully help children and adults to learn.

Introduction

Knowledge is only useful when you put it into action

Therefore our training must lead to action. Otherwise it will have no meaning.

The participatory methods we use to facilitate adults and children to learn is one of the main features of participatory learning. Participatory methodologies help determine the way we organize our program, approach the community, work with people, and motivate a learning and action process.

Ask participants why we say we need to facilitate learning rather than teach and plot the responses on a flip chart.

The facilitator then raps up the discussion with the following:

We say we facilitate learning because:

- Adults and children already have a great deal of knowledge they have gained through their experiences. They are more knowledgeable of their local situation than we visitors.
- Learners do not like to be told what to do unless they get a chance to ask "why?" and to decide for themselves.
- Learners learn can learn more in discussions with their peers (people of equal age and situation) than from outsiders.

Teaching:

- Implies that the people know nothing, and the teacher knows all .
- Is passing information which has already been accepted as true .
- Giving knowledge

- Acquiring knowledge in a way that does not stimulate action.

Learning:

In participatory approaches to learning, the main focus is in:

- Sharing
- Creating understanding
- Stimulating discovery by yourself
- Bringing about motivation to cause change

Being a facilitator:

To be able to facilitate well, we must have particular attitudes and skills.

Attitudes

It is essential for the facilitators to have an open and friendly relationship between themselves and the learners based on respect and equality. This brings about an atmosphere of respect, acceptance and encouragement where people feel free to ask questions and share ideas.

This creates an atmosphere which makes learning interesting and worthwhile and also encourages the learners to decide what topics to discuss. In this way, the topic discussed are relevant and useful to the learners.

The trainers need to show:

- A genuine interest in the learners and their needs.
- A sensitive and warm approach'
- A desire to treat people fairly and with respect.

Skills

Some of the skills necessary to be an effective trainer/facilitator are:

- Be able to present situations and problems in such a way as to stimulate the learners to ask "why?"
- Ability to explain very clearly
- Be able to ask questions that lead to clear conclusions
- Capacity to develop discussions on every topic, so that everyone gets a chance to say what they want
- Can avoid giving the answers but encourage the learner to find the answers themselves
- Offer technical input at the end to add to what the learners have discovered, or to further illustrate the conclusions reached.

As facilitators therefore we need to be:

- ① **Learner Centered:**
The facilitator / teacher concentrates on how well the learner is learning, rather than on how well he is describing the topic.
- ② **Problem Posing:**
The topics discussed are those which are relevant to the problems the learners have decided are disturbing them. What they learn will help them solve those problems.
- ③ **Motivated by Self Discovery:**

Adults learn best when they are able to discover for themselves. The training facilitates the learner in such a way as to create a situation in which they can discover for themselves through their own experiences and reflection.

④ **Action Oriented:**

The learning is designed to motivate learners to do something practical. The main purpose of training CCTs is to stimulate action and bring about change.

This creates an atmosphere that makes learning interesting and worthwhile and encourages the learners to decide what topics to discuss.

Activity 1: 30 minutes
Creating a Learning Atmosphere

Two Role Plays

- a) Showing a trainer / facilitator who is rude to the learners does not listen to the learners' ideas and quickly finishes before checking to see if the learners have learned anything or any questions to ask.
- b) Showing a trainer facilitating a discussion on the same topic as in the first role play, the trainer should be one of the workshop facilitators.

Discussion:

Ask the participants the following questions to generate discussion around issues of facilitation.

1. What did you see?
2. What was happening?
3. In which situation would you think the adults felt most comfortable.
4. In which situation were the adults not interested in the learning? (WHY?)
5. In which situation would the adults be stimulated to learn most (WHY?)

6. Which role play showed a good learning atmosphere, and which one showed a poor learning atmosphere?
7. What attitudes towards the people do the facilitators need to have to best help learners learn?
8. What attitudes do the trainers need to have towards their work and to themselves to run training sessions that help learning?

Activity 2 30 Minutes

Facing the learners

1. Divide everyone into pairs. Ask each pair to sit one behind the other, so that the one at the rear is facing the back of the other.
2. The person in front is told not to turn round, and the person at the back not to come and round in front.
3. The person in the back is then to make a conversation for two minutes, with his/her partner on any subject he /she chooses.

DISCUSSION:

- a) To the people at the back:
"How did you feel in trying to make a conversation with your partner?"
"Was it easy to make the conversation?"
"Why not?"
- b) To the person in front:
"How did you feel responding to your partner's conversation?"
Why?
- c) To everyone : What would have made the conversation more easier and more comfortable?"

Conclusion:

It is easier to hold discussions with people if you face them:

Main features are:

- Sit in a circle
- Refer to people by name
- Be friendly
- Be polite
- Show interest in what people are saying
- Repeat what they say to show that you are listening and clarify points they have mentioned.

- Sit at the same level as the learners.
- Wear simple clothes not those that separate you from the learners.
- Do not sit behind at table that can separate you from the learners.
- Use easily understood words; avoid jargon and technical words.
- Do not rush the learning; be prepared to repeat often.
- Always be ready and show willingness to answer the question "why"

Using starters:

We have seen that it is essential that we deal with topics and issues that are relevant to the learners, and to create an atmosphere and situation that encourages and enables the learners to ask the questions: "why?" and "what for"? Using starters is a technique that can bring about these two required elements.

Starters are very effective way of helping learners think through problems and find their solutions. The trainers have to prepare the session very well before hand and be skillful in asking questions that start a discussion and keep it going in holding the learners interest until the conclusion and decision on action has been reached.

A starter should be : Short, specific, simple sensitive, solvable.

Remember: Songs, pictures, role plays, stories also make good starters.

PART I, SESSION 15

DEVELOP IN-CLASSROOM INDICATORS

Objective: to develop indicators based on matrices prepared by groups in Session 9

Time: 1.5 hours

Steps:

- Explain that indicators are ways we can evaluate if the overall workshop objectives had any impact
- The overall objective, "Increase teacher effectiveness in large classrooms, through participatory methods" can be measured if we look at evidence in the teacher-learning situation.
- Remind participants that they have already developed indicators when they developed steps and observation strategies for the classroom.
- The participants return to their original groups formed in Session 9 and develop indicators.
- Each team presents their results.
- Presenters receive feedback and further analysis.

PART I, SESSION 16 DEVELOP AND PRESENT ACTION PLANS WITH INDICATORS

Session objective

- To give participants enable participants develop their own action plans based on the knowledge and skills gained from the workshop
- To enable participants determine indicators for monitoring and evaluating their activities as CCTs

Introduction

It is important that participants develop action plans as a way of ensuring that the skills gained from the two weeks workshop are put into use. As a pilot project, existence of action plans also enables a systematic assessment of outcomes and progress.

Step 1

Ask participants to reflect on the situation analysis and their role as CCTs, and decide what activities they would like to implement to address the problems identified e.g Learning environment, teacher-pupil relationship, role of the communities in the improvement of the quality of education. Based on this use a matrix to plot their decisions

Step 2

Introduce the format, giving examples of the possible inputs for each part of the matrix.

Objectives	Activities	Responsible Person	Venue/Location	Time/Date/ Month	Indicators
Create awareness among stakeholders on PA	District orientation workshop for <ul style="list-style-type: none"> • SMC • PTA • District officials • Head teachers 	<ul style="list-style-type: none"> • National organ • College Administration • CCT 	District Headquarters	10 th - 14 th March	Attendance list Written report

Step 3

Although discussions in the previous sessions presented the issue of indicators to participants. It may be necessary to provide more explanation at this point on the nature of indicators required at this stage.

The facilitator may want to present this using a presentation method

What are indicators?

In general, the term "indicators" refers to essentially quantitative data that allows us to see how things are related to some aspect of reality we are interested in understanding.

In this case, the term relates to assessing aspects of participatory approaches that can be measured, quantified or systematized.

It is sometimes even impossible to measure and quantify qualitative or subjective social changes such as initiatives by communities. Nonetheless, there are methodological procedures for systematizing these dimensions and constructing "qualitative indicators" that can serve as a foundation for setting priorities and orientating the planning, implementation and evaluation of Participatory development projects.

It is also possible to use "substitute indicators," or approximations of phenomenon that cannot be described, appraised or measured in a direct or conventional way. For example, an indirect indicator on quality of education could be the use of child centered materials in class rooms.

Over time, these indicators will make it possible to evaluate the quantitative and qualitative impacts or changes directly produced by projects in the target or beneficiary groups as well as the indirect impacts on rural communities where the project is implemented.

Indicators can be measurements, numbers, facts, opinions or perceptions that signal specific situations or conditions.

Why are indicators important?

- They make it possible to measure changes in a given situation or condition overtime.
- They facilitate an examination of the results of interventions or actions
- They are very important instruments for evaluating and following up on development processes
- They are valuable for providing guidance on how better results can be achieved from projects.

Criteria for constructing good indicators include:

- **Measurability:** capacity to measure or systematize what one wants to understand
- **Analysis:** Capacity to grasp qualitative and quantitative aspects of the situations to be measured and systematized
- **Relevance:** capacity to express what is to be measured

Well-constructed indicators combine these three criteria.

WORKSHOP GUIDE

PART II

**Training of Facilitators
Kapulasoke P.T.C., Mpigi**

May 18-22, 2003

PART II, SESSION 1

WORKSHOP INTRODUCTION AND METHODOLOGY

1.1 Introductory Exercise: Moods and Feelings

Group Size: 15 and above

Time: 30 minutes

Materials: Cards, markers and masking tape

Objective: To allow participants to talk about moods and feelings as part of warming up or getting to know one another.

When to use it: At the beginning of a group event

Steps to follow:

1. As people enter the room, give them a card, a marker and a piece of masking tape.
2. Ask them to write in no more than three words, their dominant mood at the moment, stick your card on your chest with a tape.
3. Encourage the participants to wander around the room looking at each other's mood cards and their questioning each other about their moods.
4. After everyone has thought and received clarification, invite them to form groups of people with similar moods.
5. Allow the groups to share. They can also write article card for their moods. All the moods can be pinned up on the wall in other groups.

1.2 Workshop methodology

How we learn:

1% through taste
2% through touch
3% through smell
11% through hearing
83% through sight

What we remember:

10% of what we read
20% of what we hear
30% of what we see
50% of what we see and hear
80% of what we see
90% of what we say and do

VIPP Methodology

VIPP means "Visualization in Participatory Programs." It is a people-centered approach to planning and other group events. Based on a philosophy of trusting in the capacities and creativity of human beings, it combines techniques of visualization with methods for interactive learning.

The VIPP method democratizes the interaction between people. At the core of it is the use of a large number of multi-colored paper cards of different shapes and sizes on which participants express their main ideas in large enough letters or diagrams to be seen by the whole group. Private note taking is not necessary as the clustered cards are photographed, scanned or photocopied for each participant as a collective memory.

Rules for card writing

- Write only one idea per card so that clustering of ideas is possible.
- Write only three lines on each card and form blocks of words.
- Use key words instead of full sentences.
- Write large letters in both upper and lower case, if possible so that your words can be read from 8 meters away.
- Learn to write legibly and use the broader side of marker not the point.
- Use the different sizes, shapes and colors of cards to creatively structure the results of discussions.
- Follow the color code established for different categories of ideas.

Rules for involving participants

- Each participant is a resource person and every resource person is a participant
- Every one helps everyone
- Every idea counts
- Conflicts and controversial points
- Conflicts should be visualized and dealt with at an appropriate time.
- Uncomfortable feelings must be dealt with promptly.
- Use the yellow card to stop people from talking too much.
- Use VIPP as a learning process for making people more tolerant and receptive to other opinions.

Traffic signs

Yellow Card

Participants are given a yellow card (sometimes with an exclamation mark) to keep participants from exhibiting unwanted behavior by the entire group. Get participants to generate the behaviors they feel are not good. The facilitator can assimilate the yellow cards to the football referee.



Question mark

This card is placed on a pin board when further clarification or further information is needed. The visible question mark will ensure the facilitator will not forget the issue.



Other Workshop Operations

Evaluation Committee

Objective: To establish a regular participatory method for on-going feedback on the group process.

Process: At the beginning of every day, two or three participants are chosen or volunteer to evaluate the day's event. They may use any VIIP methodology if they wish gathering information from the other participants. Normally they meet immediately following the day's session to carry out their evaluation. Their findings are presented the next morning before any session begins.

What to evaluate:

- Meals
- Time management
- Mood meter
- Facilitation
- Participation
- Attendance

Mechanics Committee

Similar to the evaluation committee, two or three participants are chosen or they volunteer to act as the helping hands of the entire group during the day. They are called mechanics because of their crucial role in the smooth running of the whole workshop. The role of the mechanics committee is to make sure arrangements run smoothly in terms of keeping time, organizing and cleaning the workshop space.

1.3 Expectations and Fears

Time: 1 Hour

Objectives:

- To ensure that everybody has understood the purpose of the training
- To allow adaptation where possible to individual hopes and needs.
- To clarify any possible fears and expectation as raised.
- To get to know participants' intrinsic demands within the workshop period.

Materials: Flip chart, Paper/Newsprint, markers and pens.
VIPP cards (visualization in participatory programming) in two colors,
masking tape.

Instructions for the teacher:

Step I

- Prepare enough space for cards to be stuck on
- Write instructions on VIPP Cards.
- Put two bundles of VIPP cards of different colors on the floor in front of the participants.
- Stick instructions written on VIPP cards in the wall.
- Ask participants to pick cards and write expectations and fears on two different colors.

Instructions:

- Pick four cards of different colors.
- Write your greatest expectation on one color and two Fears on the other color.
- Put your cards upside down (on the table or floor) in front of the groups.

Rules for card writing:

- Think before you start to write a card.
- Write one idea on each card.
- Write large bold letters readable 8ms away
- Only 3 lines each card.
- Write key points only.

Step II

Card collection and clustering.

- Ask participants that we are going to cluster the cards starting with expectation.
- They are supposed to suggest which cluster each card will be put.
- The facilitator reads each card aloud and participants suggest where to put it.
- Participants decide on the name of the category and the facilitator writes the name of the category on a card, each on a different color card and places it on the board.
- Later the facilitator glues the cards onto a large sheet of paper (such as flip chart or brown paper) and displays it in the workshop room

PART II, SESSION 2 ASSESSMENT - WHERE ARE WE NOW?

Objectives of the Session:

- To find out what activities were completed from the end of the workshop ending on February 28, 2003 until May 18, 2003, the first day of the current workshop
- To share the process and outcomes in the different districts
- To identify problems and discuss how they were solved
- To identify problems that were not solved
- To list lessons learned

Materials:

- Markers, flip chart paper and district action plans devised at the end of the last workshop

Time:

- Three hours

Steps:

- Get into district groups
- Choose a recorder to take notes, a scribe to write the information in summary form, a presenter to give the information to the entire group; an optimist to find the positive impact; a pessimist to challenge the optimist and provide a balance; a problem solver and a timekeeper
- Meet and review our action plans
- Discuss within your district groups the objectives above; i.e, ask yourselves; what was the process? What were the outcomes? What were the problems and how did you solve them? What problems could not be solved and why? What lessons did you learn?
- Organize your answer in summary form and write your them in a matrix format; i.e.

process	outcomes	Problems/solutions	Lessons learned	Other issues

- Report your district information to the rest of the group
- When you are in your groups, pay attention to how group work is given, facilitated, managed, and so on.

PART II, SESSION 3

INTRODUCTION TO TEAMS AND GROUP WORK

Objectives: By the end of the exercise participants will be able to identify effective characteristics of group/teamwork learning and teaching.

Time: 1-2

Materials: Small blocks, erasers, or stones about half the size of your hand thumb (about 15 for each team); blindfold (one for each team); a piece of paper for each team to take notes on.

Activity: Constructing a Tower

Form teams of three people each. Each team member is given the role of either: (1) Learner, (2) Teacher, or (3) Observer.

- (1) *The learner* is blindfolded and instructed to build a tower using the materials provided using his/her non-dominant hand.
- (2) *The teacher* facilitates the learner to build a tower using verbal communication only. Teacher must be instructed to keep hands folded or beneath the table because the temptation is to physically guide the learner's hands.
- (3) *The Observer* takes notes on the process and is instructed not to speak at all.

The game takes place in three rounds of approximately 20 minutes each. Team members take turns playing each role. At the beginning of each round the team must set its goal by deciding how high to build the tower. The observer notes the goal and the process of the interaction between the teacher and the learner. At the end of each round teams discuss how the process went in achieving their goal. Then members of each team switch roles so that each member has the experience of playing the learner, teacher, and observer.

When all teams have finished, conduct a debriefing session using the following questions to guide discussion. Write responses to questions on flip chart or blackboard.

- Were the goals achieved? How? If not, did the group change strategy to meet the group situation?
- What was the experience of learning? What kinds of verbal instructions were most helpful?
- What was the experience of teaching? What kinds of questions were most helpful?
- What was the experience of the observers? What did they learn from watching and listening to the teacher and the learner?

PART II, SESSION 4

GROUP WORK TECHNIQUES

Objectives:

- To brain storm different elements of group work
- To put into practice and analyze the examples of group work that we have brainstormed through peer teaching
- To evaluate the peer lesson as a CCT trained in IPAQUAL

Time: 4 hours

Materials: Flip chart paper, pens

Introduction: (teaching notes: facilitator asks questions listed below and elicits answers that are noted on flip charts. The answers generated in this session are listed below as examples.)

What does IPAQUAL mean?

- It is the application of a number of approaches and methods of teaching and learning to improve the quality of teaching and learning.
- It is used to clarify information.
- It encourages active involvement of the learners.
- It caters for individual differences of learners and learning styles.
- It reduces the teacher's workload in the classroom because pupils are asked to participate and share information on many levels.

Why do you we use so many different methods? Because we know people learn in different ways: (teaching notes: facilitator wrote "people learn by" and participants wrote the answers on the flip chart).

People learn by:

- Doing
- Paying attention
- Speaking/saying
- Hearing
- Feeling
- Touching
- Seeing
- Smelling
- Observing (which encompasses the above with a purpose)

Other elements of learning

- The more learners co-operate and share (information); the more they are involved and the more they remember because they focus on tasks?

How do we teachers provide a co-operative, sharing environment for our pupils where they are engaged actively on different tasks? **By using group work in our classes.**

3.3 Group Work Activity

Objective:

- To discuss, brainstorm and list answers to the questions below in your group; and
- report to the large group the results of small group discussion and to add or delete information

Task One:

Steps: Brainstorm the following questions:

1. Why do we work in groups?
2. What are the general goals of group work?
3. How do we form groups?
4. How do you, the teacher, get the groups to work?
5. What skills do group members need to be effective?
6. How do we design group work?
7. What/how do you provide feedback during after group work?

Feedback after group work:

- Plenary setting
- Report (ensure males and females take turns)
- Compile final reports (amalgamation of groups)
- Display the work completed by the groups.

Task Two:

Objective: to demonstrate different ways to use group work effectively

Steps: in your groups, prepare the lesson from the P4 Uganda Primary School Curriculum.

1. Write out all parts of the lesson from the introduction to the final debriefing
2. Include different ways to deliver groups work (even if you do not use it—the point is to use different ways)
3. Provide material as needed
4. Decide who will teach; who will assist; etc.
5. Demonstrate your lesson to the group.

Task Three:

Objective: to observe, analyze and provide feedback on demonstration lessons

Steps:

1. Arrange the room as if it were a P4 classroom with large numbers of pupils.
2. Two CCTs will conduct the lesson.

3. The remaining CCTs will play the roles of pupils.
4. Teacher allows 20-30 minutes for lesson presentation.
5. Teacher will demonstrate the use of group work including formation, tasks, monitoring, materials, time, and so on.
6. One participant will play the role of a CCT observing and providing feedback in a participatory way in a participatory classroom
7. "Pupils" follow directions on blue post it notes (nb: facilitator gave participants notes that stated the following):
 - you are silent the entire session
 - you talk about another topic
 - you disagree with everything
 - you are the organizer
 - you are the problem solver

At the end of the session, the participants report on the peer teaching. Did we observe:

- Clear objectives and steps
- Well-structured and paced activities
- Obvious grouping strategies
- All pupils engaged in a task given by the teacher
- Teacher monitoring pupils contributions/responses during/after group work
- Teacher ensuring all pupils are active
- Teacher prepared enough materials to support the group work
- That the group work supported the topic
- The pupils reporting/debriefing on their group work product

After a brief discussion, the workshop participants present conclusions on the above points.

Objectives:

- To acquire information on how to form groups
- Maintain groups
- Detect and resolve group conflicts
- How to utilize group sizes

Time : To be handled within the session of focus on group work.

Materials: Flip chart paper, and cards.

Write the following information on VIPP cards and present it to the participants.

Four Stages of Group Development**1. Forming stage**

Group not yet a group but a set of individuals.

Individuals want to establish a personal identity.

Participation is limited as individuals get familiar with the setting.

2. Storming stage.

Individuals begin to focus on the task at hand.

This stage is characterised by intra group conflict and lack of unity; arguments can happen and friction increases, rules are broken.

The groups evolve ground rules on which future decisions and actions will be based.

Ground rules for leadership and behaviour are discouraged.

Individuals can become hostile to each other and pursue individual agenda.

But if successfully handled, this stage leads to new and more realistic set of objectives, procedures and norms.

3. Norming stage

Tensions are overcome by developing group cohesion, norms and practices are established.

Development of group spirit & harmony become important.

Group members accept the group and accept each other's ideas.

Group allegiance develop and group struggle to maintain it.

4. Performing stage

Full maturity and maximum productivity can only be reached by completing the previous stages.

Members take on roles to fulfill group activities because they can now relate to each other.

Roles become flexible and functional.

Group energy is channeled through identified tasks.
New insights and solutions begin to emerge

How to Form Groups

1. Random selection.

- Group is heterogeneous
- Desirable for exchange of problems and experiences
- Form collective spirit
- Get to know each other in different situations.

2. Formation by design.

- By profession, background and personality
- By personality through:-

3. Formation by choice

- Everyone is allowed to choose group they wish to join.
- Members are allowed to change groups when they want.

Common types of conflict that can easily arise within groups that the teacher should be aware of and try to resolve when they occur.

1. Clique Versus Clique-

People may form strong associations in clearly defined subgroups which try to exclude others.

2. Trainee Versus Trainee

One individual may object to the idea and opinion of another and confront that person directly or indirectly.

3. Clique Versus Trainee.

One individual gets singled out by a sub-group which may make life difficult, thus undermining his /her position.

4. Clique Versus Trainer.

A subgroup may take an intense disliking to you and may go further to prove you wrong often draw you into an argument or make you loose face in some way.

5. Trainee Versus Trainer

Individual trying to bring down another individual.

Types of Team Members

- The coordinator
- The implementer
- The monitor/Evaluator
- The energy plant
- The resource investigator
- The shaper

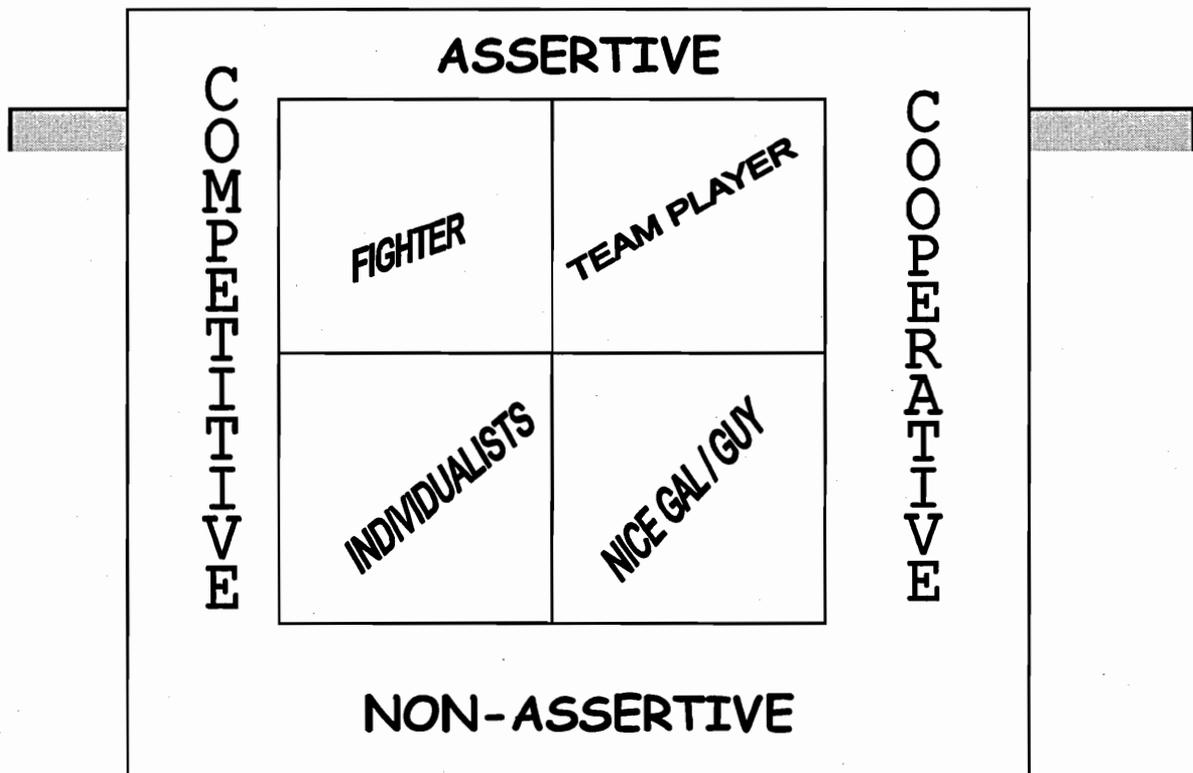
- The team worker
- The specialist
- The complete finisher

(Detailed information on how each of the team members function was given in a hand out)

Group Size:

- 3 - 6 People - Everyone speaks (contributes)
- 7 - 10 People - Most everyone speaks
- Quieter people say less
- 11 - 18 People - 1 or 2 may not speak at all
- 5 or 6 speak a lot
- 3 or 4 other join occasionally
- 3 - 4 people dominate
- 30 + People - Little participation is possible.

HUMAN BEHAVIOUR



PART II, SESSION 5

REVIEW IPAQUAL FOUNDATIONS & TECHNIQUES

4.1 Review Foundations of IPAQUAL

Three foundations: (1) behavior and attitudes, (2) sharing, and (3) methods.

Behavior and Attitudes are key to successfully facilitating participation. The kinds of behaviors and attitudes necessary for successful participatory facilitation include:

- Role Reversal - Applying a "reversal of learning approach" in which local knowledge and expertise is valued. Tutors, teachers and students learn from and with each other.
- Progressive learning - Practicing flexible, exploratory, interactive, and inventive learning styles. Tutors and teachers facilitate active exchanges among students to allow their knowledge to emerge.
- "Handing over the stick"- Tutors and teachers introduce concepts and then involve the children who take over the learning and sustain it even after the end of the lesson.
- Keeping things simple - Not being more complicated than what is needed by using simple, carefully organized lessons.
- Seeking diversity- Making sure that all children are actively engaged in the learning process, including children of different ethnic, tribal, or religious groups, girls and boys, and the physically challenged.
- Triangulation - Using several techniques, methods, or perspectives from different community groups (for example by gender, income, race, tribal, or religious affiliation) to cross check information on challenges, needs, and/or strategies/solutions.
- Self-critical awareness- Tutors, head teachers, teachers other stakeholders examine their own behavior to improve the quality of education through participation.

Sharing of information and experiences takes place on several levels within IPAQUAL and includes tutors, head teachers, students, and community stakeholders. Teachers, head teachers and tutors share information amongst themselves and discuss the challenges of implementing participatory approaches in the PGM learning circles. Information has also been shared with the representatives of PTAs, SMCs and other stakeholders.

Methods and tools from a variety of participatory approaches are used by and with teachers and students in the classroom. Some PLA tools are useful in gathering and analyzing information for improving the learning dynamics in the classroom while other participatory methods will be useful in generating greater interaction between teachers and students as well as among the students themselves working in pairs or in small groups.

4. 2 Review Use of Diagrams

Pie Charts

Pie charts are social data gathering tools that are used to illustrate proportions. They consist of a circle that is divided into different sized "slices", depending on the importance of the different elements being discussed. They can be used with teachers and students to provide an idea of topics such as general daily activities of different groups. They are also used to explore perceptions of issues and identify constraints or problems. Some examples of uses are: general daily activities of boys and girls in and out of school, reasons for girls dropping out of school, main health problems, which subjects girls and/or boys like best and why; or in the larger community to establish relationships between school, religious institutions, and local associations.

Mapping

Maps are spatial data gathering tools that provide a visual representation of a community showing people and usage in relation to a physical layout such as: the location of schools in a community; the arrangement and use of a school campus, including location and condition of buildings, water sources, latrines, garden, and play area; the arrangement of a classroom, showing typical layout compared to ideal layout of desks, chairs, and learning centers with respect to its impact on teaching and learning; the location of formal or informal "learning spaces" in a community or within the school grounds; of services such as play groups, child care centers, or health centers.

Card Sorts

Card sorts expose CCTs to the concept of letting the sorters chose their own criteria for grouping cards. Participants were asked to use cards to write issues concerning the teaching-learning situation in Uganda, then they were asked to form groups according to lower, middle, upper primary school levels and to sort, categorize and list problems. By choosing their own criteria for sorting their own issues, the CCTs gained an appreciation of the different perspectives present in the group and realize that here is more than one way of accomplishing the task.

Matrices

Matrices are used to assess any set of items against another set of items. For example, types of resources (books, pencils, water, latrines) and access or control by gender, or aspirations for children and how they can be met. A simple matrix can be drawn by creating a grid with two columns and as many rows as there are issues.

CCTs were asked to prepare a matrix using the card sorting exercise summarized above. After sorting the cards, participants listed issues in the left hand column and in the right hand column they listed strategies corresponding to the issues.

The basic principle in the use of each of these tools is that the people working with them have the expertise to name their own concerns and establish their own categories. CCTs were reminded that the point of using these tools is to encourage people - teachers, children, parents, other stakeholders - to present their own perception of a given situation. It is good practice to cross-check this with another method to compare the results. If they differ, try to find out why.

PART II, SESSION 6

TRANSECT WALK & SEASONAL CALENDAR

Objective: To hone observational skills
Identify uses for observant and transect walks
Demonstrate observation skills during a transect walk
Demonstrate seasonal changes in observations

Materials: Sticks, seeds, rocks, etc; Flip chart and markers; tape

How to Conduct a Transect Walk

- a) **Objective:**
1. To visit areas and people with a purpose in mind.
 2. To offset spatial biases and discover differences within the area of study using direct observation and local knowledge.
 3. To demonstrate willingness to learn; to get into the field.
- b) **Process:**
- Step 1 - Decide with the learners when to walk to get the right information.
- Step 2 - Find out from the class who knows the area best. You can arrange for willing local people to accompany the team.
- Step 3 - Walk slowly, look carefully, record what you see.
- Step 4 - Use the 6 helpers: what, when, where, who, why, and how.
- Encourage learners to ask questions and draw what they see.
 - Stop and talk to people you meet on the way.
 - Collect samples to study while in class.
- Step 5 - Do not always follow paths, tracks contours or ridges.

Seasonal Calendars

- Seasonal calendars explore seasonal constraints and opportunities by diagramming changes month by month throughout the year.
- Seasonal calendars can be used to represent /discover quantities and patterns of rainfall, soil, moisture, crops, livestock, agriculture and non-agriculture labor, people's diet, food consumption illnesses, prices, animal fodder, fuel migration pests income, expenditure, debt, children's games etc.
- Seasonal calendars can be drawn in a linear or circular diagram.

Objective:

- To identify seasonally, varying information in a visual form.
- Identifying the activities, problems and opportunities through the annual cycle and key linkages between components
- Identify months of greatest difficulty and vulnerability.

Process:

Step 1 - Begin discussions about months/seasons of the year and ask learners to write individually or in groups the months of the year (check the spellings).

Step 2 - Ask learners to draw the months on a linear or circular diagram.

Step 3 - Each group explains their drawing.

PART II, SESSION 7

LINKING PA WITH NATIONAL CURRICULA

Objective: To introduce the elements necessary to integrate participatory methods in the curricula

Identify content, methods, and management challenges

Materials: Flip chart, markers

- Step 1: Form three groups
- Step 2: Ask each group to address one of three areas: content, methods, management challenges
- Step 3: Each group lists challenges on flip chart
- Step 4: Each group presents
- Step 5: Group discussion

Examples of challenges identified by Kabulasoke groups are listed below.

Content

- Time
- Delivery of Lessons
- Large classrooms (100)
- Identify uses of mapping and/or transects, matrices, pie charts, seasonal charts
- Attitudes of teachers and head teachers
- Teachers' qualifications

Methodology

- Techniques - take a lot of time
- Inadequate support materials - qualified teachers
- Time required for PA
- Large classrooms
- Group dynamics - How to ask questions

Administration

- PGM transportation and who is responsible
- 2nd training teachers and head teachers needed
- Note enough monitoring by all stakeholders
- Inadequate materials to support workshops and teachers in the classroom
- Time of delivery of training and materials
- Large classrooms
- Poor attitudes of teachers/head teachers
- Future training of teachers/head teachers
- Unprotected classrooms

PART II, SESSION 8 CREATE MODEL LESSONS

8.1 Mathematics Model Lesson

Subject: Mathematics

Class: P6; Term 2

Topic: Graphs and Interpretation of Information

Subtopic: Interpretation of a linear graph

Main Objective: Interpret a linear graph

By the end of the lesson, the pupils will be able to:

- (1) Organize data in a simple linear graph; and,
- (2) Draw a linear graph

Time: 40 minutes

Materials: graph paper, ruler, pencils, rubber; work card for group work already prepared (see below under group work)

Introductory Phase: (5-10 minutes)

1. Ask pupils to tell you what kind of graphs they know
2. Ask them to draw a picture of the different graphs on the chalk board
3. Try to get them to say "linear" graph; if they don't say it, Teacher draws it on the board and explains why it is used
4. If pupils say "linear" , ask pupils to explain how it is drawn and what it is used for

Experimental Phase

Steps: (10-15 minutes)

1. Ask pupils which items they buy from the shops; agree on which items they all buy; i.e. sugar
2. Ask them how much they buy; try to get different answers; i.e. 1/2 kilo; 1 kilo, etc.
3. Ask them how much they pay for the amount of (sugar) they said and write the price in shillings next to the weight
4. Organize the data (cost and weight) in a matrix format, i.e. see below

weight	1/2	1	2	
cost	500 shillings	1000 shillings	2000 shillings	

5. Teacher does one or two examples, ask pupils to come up to the chalkboard and do a few more.

6. Teacher demonstrates how to transfer the data collected to a linear graph by drawing vertical and horizontal axes on the chalkboard by doing one or two examples.

Sharing and Experience Phase

Group Work (10-15 minutes; based on 60 pupils)

1. Divide class into 10 groups of 6 pupils each
2. Give each group a work card with the following directions:
 - In your group, select a leader; secretary and presenter
 - Copy the matrix from the chalk board
 - Draw a vertical and horizontal axes
 - Plot a linear graph using the information from the matrix
 - Present your graphs/matrix to the class

Evaluation Phase (5-10 Minutes)

1. Teacher asks one question and ask pupils to find out the answer in their groups; and write it down i.e., How much does 300 grams of sugar cost?
2. Pupils work in their groups and respond
3. Teacher asks another question: How much sugar will 500 shillings buy? And ask pupils to write down the answer.
4. Pupils work in their groups and respond

Homework

1. Teacher asks groups to make up different questions to ask the other groups.
2. The Teacher reminds the students that they can find out the cost of sugar and they can find out how much sugar money can buy.
3. The pupils write the questions for homework.
4. The following day, a review can begin with the groups asking the questions.

8.2 English Model Lesson

Class 6 Subject: English
Term 2 (page 103) Unit I & II

Topic: DOMESTIC ANIMALS

Sub-Topic: Vocabulary describing Domestic Animal Life:

GENERAL OBJECTIVES FOR UNIT I AND II

1. Acquire and develop language related to domestic animals.
2. Describe animals life.

SPECIFIC OBJECTIVES:

By the end of the lesson pupils should be able to:

1. List various domestic animals found in their homes
2. Pronounce new words related to domestic animals correctly.
3. Spell words related to domestic animal life correctly.
4. Write/Construct correct sentences using words related to domestic animals.

Time: 40 min.

Materials: Newsprints, flash cards, markers, masking tape

METHODS:

- L.S.U i.e. Listen Say Use
- Discussion in plenary
- Small group discussion
- Brainstorming

DESCRIPTION OF PROCEDURE:

Introductory Phase:

- Step I - Tr. Ask pupils to list names of domestic animals found in their homes orally.
- Step II - To write names of domestic animals mentioned by the pupils on the chalkboard.
- Step III - Tr with pupils agree on how to form learning groups.
- Learning groups are formed and names given to identify each group e.g.
 - (Using domestic animal names) e.g Cow group
 - Pupils re-arranged desks according to the groups formed.

EXPERIENCING PHASE:

- Step 1 Teacher asks pupils to mention attributes (things) related to domestic animals.
Teacher lists the mentioned attributes related to domestic animals
- Step 2 Teacher divides the activity in two groups i.e
- a) Animals in groups
 - b) Animals' products
- Teacher gives each group an activity to do.
- Step 3 Teacher calls pupils' attention back to plenary
Teacher writes pupils responses on the chalkboard using a table (matrix technique) e.g

Animals in group	New words
Domestic animals	Herd of cattle Flock of sheep Flock of goats
Products of domestic animals	Butter beef Skin diary Hide cheese milk

Step 4 Teacher pronounces the words related to domestic animals.
Pupils in their group repeat after teacher alternatively.

SHARING OF EXPERIENCING PHASE:

Step 1. Pupils in their group practice spelling the new words related to domestic animals.
Each group leader has correct spellings on a card.
In each group each pupil (member) is given chance to spell words related to domestic animals.
Group leader corrects/checks for correct spelling using the vocabulary flash cards.

Step 2 In a plenary teacher asks pupils to spell words competitively.

- Each group is given a chance to spell, the words related to domestic animals.
Tr. Writes scores on the chalkboard
Tr. Announces the winner.

EVALUATION PHASE:

Step 1 - Tr. Asks pupils to construct sentence using the new words written on the chalkboard or vocabulary card related to domestic animals.

Step 2 - Tr. Goes round helping / checking individual group work.

Step 3 - Tr. Asks pupils to write sentences in their exercise books.

PART II, SESSION 9: MONITORING IPAQUAL

- **Teacher/Classroom Observation Tool**
- **In-Classroom Indicators Reference**

Time: 1 hour for each classroom observation (2-3 hours per school)

- **30 minutes minimum for each classroom observation (construction of map showing location of students, movement of teacher and students, and classroom dynamics using coding key);**
- **30 minutes to summarize interactions observed and answer questions referring to In-Classroom Indicators**

Integrated Participatory Approaches for Quality Learning

IPAQUAL

In-Classroom Observation Tool

Name of CCT or Other Observer: (If "other" please state affiliation)	Date and Time of Observation: Length of Observation (mins.):
Name/Location of School:	Class Level (P4 or P6)
Name of Teacher:	Total Number of Students Present (at the time of this observation): Girls: Boys:
Sex of Teacher (M/F):	
Qualification of Teacher:	Total Number of Students Enrolled in this class: Girls: Boys:
Number of Years Teaching:	

Sketch a map in the box below to show classroom organization (position of desks and chairs, location of learning centers and display of student work), location of students and movement of teacher and exchange using coding key in the table below.

G/B	Girl/Boy	→ → →	Student movement in class
???	Teacher asks question	>>>>>	Interaction between students (group work)
G/B???	Girl or Boy asks question	+/-	Teacher encourages/scolds students
-----	Teacher movement in class	*	Whole class response (choral response)
#	Learner with disability	/	Notch (Statement by teacher or student)

Summarize interactions observed and answer the following questions:

Did the teacher use language appropriate to the grade level of the pupils?

Was the curriculum relevant to the children?

Was the content appropriate to the level of the class?

Were the PA methods appropriately connected to the learning activity?

Were the steps of the lesson systematic; did they build on one another?

Were the instructional materials user friendly, relevant, attractive?

Were groups formed systematically and did they move in an orderly fashion?

How did the teacher manage time during the lesson?

What was the mood of the classroom? Were the children focused on task?

What was the general mood of the classroom -- ☺ or ☹ ?

Other comments (please use other side of this sheet of paper if necessary):

In-Classroom Indicators		
Category	Indicator	Evidence
Communication - Ability to build good interaction	<ol style="list-style-type: none"> 1. Classroom climate 2. 2-way communication 3. Active learning 	<ul style="list-style-type: none"> • Active involvement of pupils in groups/class on task in learning situations • Pupil-to-pupil and pupil-to-teacher free interaction • Positive feedback from both pupils and teachers • Use of language appropriate to the grade level of the pupils
Planning - Ability to write a participatory lesson.	<ol style="list-style-type: none"> 1. Selecting objectives 2. Relevant activities to support objectives 	<p>Content</p> <ul style="list-style-type: none"> • Relevance to curriculum • Appropriate to level of the class <p>Methodology</p> <ul style="list-style-type: none"> • PA methods appropriately connected to the learning activity • Steps of the lesson are systematic and build on one another <p>Instructional Materials</p> <ul style="list-style-type: none"> • Enough for all pupil • User friendly • Relevant • Attractive • Variety <p>Pupil Participation</p> <ul style="list-style-type: none"> • Effective use of groups • Pupils actively involved in the learning process • Variety of activities to enhance pupils' participation
Management - Ability to use participatory techniques for effective learning	<ol style="list-style-type: none"> 1. Timing 2. Good use of space 3. Good use of resources 	<ul style="list-style-type: none"> • Desks arranged for learning • Display of pupils' work • Time management during the lesson. (Well paced lesson) • Clear use of Learning Centers for both teachers and pupils.

PART II, SESSION 10 ACTION PLANS

SESSION 10: KYENJOJO DISTRICT IPAQUAL WORKPLAN JUNE - AUGUST 2003

OBJECTIVES	ACTIVITIES	RESPONSIBLE PERSON	VENUE/ LOCATION	TIME/DATE/ MONTH	INDICATORS
To use the monitoring tool and establish data	Monitoring IPAQUAL activities	<ul style="list-style-type: none"> - CCT - College Admin. - National team 	IPAQUAL initiative schools	June 9 th to June 20 th	<ul style="list-style-type: none"> - Raw Data collected - Lists of visited schools - Reports
Discuss the feedback from monitoring plan for training	CCT Cluster meeting	CCTs	Butiiti	27 th June	<ul style="list-style-type: none"> - Attendance - Minutes - Workplan
<ul style="list-style-type: none"> • Discuss feedback from monitoring • Consolidate IPAQUAL tools. • Introduce more IPAQUAL techniques. 	Training	CCTs	Humura	30 th June to 2 nd July	<ul style="list-style-type: none"> - Attendance Lists - Training materials displays.
			Nyantungo	3 rd July to 5 th July	<ul style="list-style-type: none"> - Accountability - Evaluation Reports - application of new knowledge.
<ul style="list-style-type: none"> • Give classroom support • To assess progress on IPAQUAL 	Monitoring IPAQUAL activities	<ul style="list-style-type: none"> - Headteachers - CCTs - College admin. - National team 	IPAQUAL selected schools	Every Wednesdays of July to August	<ul style="list-style-type: none"> - Reports

implementation.					
<ul style="list-style-type: none"> To share field experience To lay new strategies. 	PGMs	<ul style="list-style-type: none"> - CCT - IPAQUAL Teachers 	Centre	19 th July 2 nd August 16 th August	<ul style="list-style-type: none"> - Attendance lists - Minutes - Reports
<ul style="list-style-type: none"> Discuss the feedback from Monitoring Lay new strategies. 	CCT Cluster Meeting	<ul style="list-style-type: none"> - CCTs 	Kisojo	8 th August	<ul style="list-style-type: none"> - Attendance - Minutes - Workplan

SESSION 10: MPIGI DISTRICT IPAQUAL WORKPLAN JUNE TO AUGUST 2003

OBJECTIVES	ACTIVITIES	RESPONSIBLE PERSON	VENUE	TIME	INDICATORS
To check on the progress of P.A	Monitoring	CCTs	All centres (schools)	10 th June 13 th June	Filled monitoring tools
1. To discuss field findings. 2. To integrate P.A techniques into the curriculum.	Training (headteachers and teachers of pilot schools)	CCTs	Centres	16 th to 30 th June	Reports using P.A monitoring tools.
To provide technical support to teachers in the implementation of P.A after training.	Monitoring (Giving technical support)	CCTs	Centres	7 th to 11 th July	Feedback reports (Using monitoring tool)
To reflect on the progress of IPAQUAL	PGMs	CCTs	All Centres	1 day between 12 th to 19 th July and 2 nd week of August	Attendance Lists Minutes Progress reports on teachers.
To share centre experiences	General CCTs' Meeting	CCTs	Mpenja C.C	25 th July	Minutes.
To Assess the impact of the training.	Monitoring	CCTs	CCT Pilot schools	19 th to 24 th July	Monitoring report (using monitoring tool)

SESSION 10: SEMBABULE DISTRICT IPAQUAL WORKPLAN JUNE-AUGUST 2003

Monitoring:

Lwemiyaga
Sembabule
Ntete
Ntusi

} June 10, 2003 to June 20, .2003

Training:

Lwemiyaga
Sembabule
Ntete
Ntusi

} Each CCT will carry out individual training in his/her her centre
24.06.03 - 30.06.03

Training Objectives - Participants will be able to:

1. agree to where we are as a group.
2. practice integration of P.A. into the curriculum.
3. prepare participatory lesson from the curriculum.

Time	Day 1	Day 2	Day 3
9.00 - 9.30	Logistic	Evaluation	Evaluation
9.30 - 10.00	Fears and Expectations	Integration of P.A into Curriculum.	Preparation of participatory lesson
10.00 - 11.00	Where are we now?		
11.00 - 11.30	BREAK	BREAK	BREAK
11.30 -1.00	Where are we now Ii	- DO -	Practice lesson in participation.
1.00 - 2.00	LUNCH	- DO -	Discussion of monitoring tool and way forward.
2.00 - 4.00	Group Development	- DO -	

Peer Group Meetings

Schedule

Lwemiyaga - 10th June to 10th July
Sembabule - July 31st - 28th August
Ntete - July 17th to 14th August
Ntusi - July 31st to 28th August

Objectives:

- To share experiences
- To adjust approaches
- To assist each other

Cluster Meeting: July 30th and 29th August

References and Resources

Bailey, D., H. Hawes, and G. Bonati (eds.), 1992. *Child-to-Child: A Resource Book*. London: The Child-to-Child Trust.

Callahan, J.F. and L.H. Clark, 1983. *Foundations of Education*. New York: Macmillan Publishing Co., Inc. p. 221.

Chambers, Robert. 1983. *Rural Development: Putting the Poor First*. London: Longmans.

_____. 1997. *Whose Reality Counts?*

ITEK, 1999. *Understanding the primary school curriculum, theory and practice*. Professional Studies Module, PS/1: pp. 63, 70.

Kane, E. and M. O'Reilly deBrun. 2000. *Doing Your Own Research*. London: Boyars.1996.

Kane, E. 1996. *Groundwork: Participatory Research in Girls' Education. A Manual to be Used with Groundwork: The Vidweo*. Washington, D.C: The World Bank/Economic Development Institute.

_____. 1995. *Seeing For Yourself*. Washington, DC: The World Bank.

Kolb, D. et al. 1984. *Organizational Psychology: An Experiential Approach to Organizational Behavior*. New Jersey: Prentice Hall.

Pretty, J.N., I. Guijt, I. Scoones, 1995. *A Trainers Guide for Participatory Learning and Action*. London: IIED.

Rawley, C. 2002. *Participatory Learning and Action for Ecologically Sustainable Development*. Woods Hole: GroundWork, Inc.

_____. 1990. *Toward an Ecology of Planning*. Cambridge: Harvard University.

UNICEF, 1993. *"VIPV Visualisation in Participatory Programmes: A manual for facilitators and trainers involved in participatory group events*. UNICEF/Bangladesh.

Welbourn, A., 1995. *A training package on HIV/AIDS, Communication and Relationship Skills*.

ANNEX 1: Classroom Practice in the Field

Classroom Field Work was conducted during three phases of the first workshop:

Phase I: Practice pie charts and mapping with learners in primary school classrooms

Phase II: Practice integration of PA into the curriculum with learners in primary school classrooms

Phase III: Conduct a teacher workshop session with student teachers in Kabulasoke P.T.C. classrooms

Each field visit took a total of one day, including preparation, field work, analysis and presentation of findings.

Preparation

Selection of schools - In the case of the first two site practices, four schools were preselected for field site practice based on their close proximity to Kabulasoke P.T.C., and classrooms located within Kabulasoke P.T.C. provided sites for the third practice.

Teams

CCTs were divided into eight teams of three members each.

Two teams went to each school to practice with learners in grades 4 and 6.

Each team prepared the exercise for each site practice and defined their roles.

Roles

Within each CCT team, the participants choose a leader, a note taker and a facilitator.

Debriefing

After the site practice has taken place, each team has a peer group debriefing amongst themselves, prepares and presents to the larger group.

Lessons learned are summarized collectively by the whole group.