

Final Report on the Training for Trainers Workshop

April 3 - 7, 2000
Hyderabad, India.

Organized and Funded by IDRC
Hosted by Centre for Development Communication, Hyderabad
Facilitated by Firoze Manji and Odilia Maessen

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April 10, 2000

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Our thanks also to all the participants who so freely shared their experiences and created such a lively and humorous atmosphere.

Finally, our thanks to IDRC for supporting this initiative.

1.0 The Workshop

1.1 Preparation of the Workshop

Because of the lack of information about the background and previous experience of the participants, *Fahamu* prepared a brief training manual on the basic skills of training.

1.2 Expected Outcome of the Workshop

The expected outcome was to develop the capacity of participants to provide training, and in particular on training using the *Writing for Change* CDROM.

1.3 Process of Developing the Workshop

In the absence of adequate information about the participants, and because there were three times as many participants than expected, a considerable amount of flexibility was required. While some basic materials were prepared beforehand, we were aware that we would need to improvise at the last minute.

2.0 Purpose and Organization of this Report

This report describes what was achieved at the *Training the Trainers Workshop* and the process that lead to those achievements. The purpose and key messages for each session given at the workshop are presented in chronological order along with the groups' daily evaluation of the sessions. Section 6.0 summarizes the results of the trainers' formal written evaluation of the workshop and Section 7.0 contains our conclusions. Section 8.0 describes some of the constraints under which the workshop was conducted and some recommendations to improve future workshops are given in Section 9.0. The facilitators' recommendations on what they might do differently in a future workshop are outlined in Section 10.0. The participant list, agenda, and copies of handouts are appended to the report.

3.0 Achievements and Summary of Process

3.1 Achievements

Nine trainers learned the principles of effective adult learning, practiced the techniques of facilitation, and familiarized themselves with the contents of the CDROM *Writing for Change*.

3.2 Summary of Process

The training experience, spread over five days, consisted of three phases:

- ▶ Phase one: Trainers participated in a one-day workshop during which they explored some of the principles of adult learning and gained some practice in applying some of the techniques available. A handout prepared specially by *Fahamu* for the trainers was distributed and discussed (see Appendix 3). Only four trainers participated on this day as the remaining five had been delayed in their travels to Hyderabad.
- ▶ Phase two: All nine trainers participated in a three-day workshop entitled "*Writing for Change*" during which they were both "trainees" as well as observers in a series of practical examples of training provided by Odilia Maessen and Firoze Manji. During this workshop they had an opportunity, at the end of each session, to participate in the evaluation of the strengths and weaknesses of the training methods used. (See *Report on the Writing for Change Workshop* for details).
- ▶ Phase three: Trainers spent a day discussing how they would organize and run future workshops on *Writing for Change*, including some of the methods they would use. The group discussed limitations of different approaches to training. Trainers practiced making presentations to the whole group on a subject of their choice and we discussed the strengths and weaknesses of their approaches. Trainers had an opportunity to explore the content and features of the *Writing for Change* CD-ROM.

We report here on the achievements of phases one and three. Firoze provided the primary facilitation for these phases of the workshop. For more details on the *Writing for Change Workshop*, see the workshop report.

4.0 Detailed Process of Day 1: April 3, 2000

4.1 Introduction

The objective of this session was to:

- help the process of group formation;
- enable each participant to recognize the experiences of others;
- acknowledge the breadth of resources available in the group;
- explore expectations of the group; and
- clarify the objectives of the workshop.

It became evident that there was a wealth of experience among the group both in terms of training experience and subject matter. Expectations of the trainers varied and revealed early in the workshop process that there was some confusion on the part of the trainers over the objectives of the *Training the Trainers* Workshop and on the side of both the trainers and the facilitators over how trainers were selected and/or invited to participate in this workshop.

The diversity of expectations on day one is reflected in the following list generated by the participants:

- how to work with a CDROM for training;
- how to sort out the balance between amount of presentation and participation when training;
- financial aspects: numbers of participants to break even;
- how to write for the people;
- how to write effectively;
- how to express ideas;
- how to have an impact;
- sort out description and analysis in writing;
- how to help others have an impact/create change;
- how to help local NGOs/CBOs obtain writing skills to develop proposals;
- how to train people to write for advocacy;
- how to write research proposals;
- train local NGOs to write effectively;
- become a resource person in writing skills;
- to give workshops to develop communication skills.

The objective of the workshop was that by the end of the workshop, trainers would be better able to deliver a training session on core writing skills, writing for science, and writing for advocacy.

4.2 How Adults Learn

The objective of this session was to gain an understanding of the features of adult learning.

Trainers were encouraged to recognize that adults:

- are volunteers - they participate for their own reasons for learning and have their own priorities and views about why something is important to them;
- attend with intention of learning - so need to keep them motivated;
- come with experience, and therefore can contribute to learning;

- learn best when they are actively involved and can participate;
- learn best when there is practical benefit to their own work;
- have diverse backgrounds that should be exploited as a resource for learning.

4.3 Effective Learning

The objective of this session was to understand the importance of and gain experience in:

- using **concrete** examples;
- enabling others to **reflect**;
- providing **opportunities** for participants to observe;
- assisting and guiding the process of **conceptualization**;
- enabling trainees to learn through **experiencing**.

Trainers were encouraged to come up with their own examples of how to use these methods. (Acronym C.R.O.C.E. was given to this concept).

4.4 Facilitation Skills

The purpose of this session was to examine some of the methods used and skills required for effective facilitation. We drew the attention of trainers to the importance of ensuring that participants:

- need to feel involved and important;
- must be convinced that the program is relevant to their needs;
- must have plenty of practical exercises;
- must be shown respect;
- be encouraged to use their own individuality and different styles;
- must be able to relate new materials to existing information and experiences;
- be encouraged to explain their motivation and expectations at the start and to be able to discuss the extent to which their expectations were met - and to recognize that expectations also change as learning experience develops.

We discussed the importance of and techniques for:

- being friendly and encouraging;
- relieving anxieties;
- ensuring that we build on learner experiences;
- identifying what rewards there are for learners;
- enabling participants to measure their progress;
- being available for support;
- grabbing attention at the beginning;

- reinforcing practice;
- limiting lecturing to about 20 minutes, and then providing some stimulus;
- repetition of messages.

4.5 Principles of Team-Work in Facilitation

We examined the advantages and disadvantages of using more than one facilitator.

4.6 Importance of Training Objectives

We discussed the types of objectives that training could have, and discussed the importance of having precise and explicit objectives.

4.7 Practical Aspects

The purpose of this session was to identify factors that will allow smooth running of workshops. Organizational and practical arrangements were discussed, and a suggested checklist distributed (see Trainers Manual in Appendix 3). The use of buzz groups and other methods of encouraging participation, including games that can be used to raise issues of importance were also discussed.

4.8 Evaluation of the Day

The group evaluation of the day revealed that:

- there was considerable confusion over expectations but the rather lengthy discussion which followed helped to level expectations, clarify the objective of the workshop, and get everyone on the right path;
- some felt that the amount of material covered was just right;
- many would have liked to have spent more time and gone deeper into the concept of effective learning (C.R.O.C.E.);
- trainers were pleased to keep to the time table;
- there was good use of involving people/exercises: this relaxed the group and demonstrated it as a technique;
- there was good discussion on giving priority to what you have to do to have an impact on participants;
- good use of facilitation skills: using the tools as examples (pausing, etc.);
- trainers were pleased that the focus was on training adults;
- the opinion was raised that the title of the workshop does not reflect the holistic approach taken to training (as opposed to writing for change in particular);
- some wanted more time using and discussing technical aspects of the CDROM.

5.0 Detailed Process of Day 5: April 7, 2000

5.1 Organizing a *Writing for Change* Workshop.

Each trainer was given an opportunity to prepare and present the way in which they would plan and implement their own workshop. An opportunity was provided to learn from each other what could be done, what methods to use, and how to plan, bearing in mind the strengths, constraints and shortcomings of their experience over the previous three days at the *Writing for Change* Workshop. Issues that arose included:

- value of prior needs assessment of participants;
- ensuring the hosts are also delegated responsibilities as organizers;
- translation facilities;
- limiting the number of participants per workshop;
- importance of residential courses and opportunities to socialize;
- importance of gender balance;
- importance of facilitators knowing details of the background and experiences of participants and their expectations;
- importance of daily evaluations such as used during our workshops;
- length of workshop - whether the workshop should be five days long rather than only three;
- importance of venue that allows social interactions after the end of the day;
- the advantages and disadvantages of having a mixture of scientists and advocacy groups at the same session;
- importance of post workshop follow-up;
- defining workshops as an opportunity to 'repair oneself';
- importance of flexibility and responsiveness of facilitators to needs of participants;
- opportunities for participants to work on their own materials;
- importance of role play, tasks and critiques as a means of learning;
- importance of providing feedback.

5.2 Practicing Making Presentations

Each trainer was asked to prepare and present a training session on a subject of their choice, either drawn from the *Writing for Change* CDROM or on another subject. Discussions of the techniques used, the strengths and weaknesses of approaches, and discussion of alternative approaches followed each 10-minute presentation.

5.3 Using the CDROM

Trainers were given an opportunity to use and explore the CDROM and to provide feedback about their impressions on the value of the tool both for learning to write effectively and as a training resource. The feedback was positive, most believing that the CDROM could be used for both purposes. Navigating the CDROM did not appear to pose any difficulty for the users. The word comprehensive came up in describing the CD. Comments for improvement included:

- use more 'real life' examples (pages from journals, examples illustrating good way/not so good way);
- use more graphics/pictures;
- include training material in the CD.

5.4 Evaluation of the Day

The group evaluation of the day revealed that:

- the trainers felt that they had learned a great deal about training;
- participating in the three day *Writing for Change* Workshop was important;
- the trainers learned a lot about how they would have done such a workshop;
- the facilitators created a relaxed yet lively environment and adjusted well to suggestions for improvement;
- the practical exercises were very useful and more of these were needed;
- some felt rushed at times;
- the group was tired by day 5;
- the sessions could have been more participatory;
- a change in venue might have been nice.

6.0 Formal Workshop Evaluation: Results (9/9 trainers filled in forms)

1. All trainers felt that their participation in the three day *Writing for Change* Workshop was important to very important (4 or 5/5) in developing their capability to deliver a training session on *Writing for Change*.
2. The expectations of the group included:
 - to learn to be a better facilitator;
 - to share experiences;
 - to learn how to make a presentation as a trainer;
 - to learn the logical framework of a workshop and practicing;
 - to learn skills and techniques of effective learning;
 - to organize an effective workshop;
 - to learn some effective facilitation skills;
 - to participate in workshops;
 - to conduct workshops;
 - to articulate the skills, ideas, and technique for effective writing for change;
 - to learn and share the experience for organizing a workshop in my country;
 - to learn effective skills of training on writing for change.
3. Seven trainers indicated that their expectations were met (4 or 5/5). Two did not answer the question directly but noted that the workshop was useful.
4. The following were identified by some trainers as new things learned:
 - common problems that arise and how to deal with them;
 - techniques for achieving desired responses;
 - how to present oneself as a trainer;
 - making exercises participatory;
 - presentation style;
 - effective method of conveying a message;
 - raising questions;
 - eliciting answers;
 - coming to conclusions;
 - how to conduct a workshop;
 - technique of presentation;
 - adults bring their own experience;
 - techniques of facilitation;
 - SPQR;
 - key message;
 - how to make workshop arrangements successfully;

- communicating different aspects and expectations;
 - writing is an effective tool.
5. The following things were not new to some trainers:
 - how to plan a workshop;
 - Sergeant Major's Rule;
 - SPQR.
 6. Six trainers felt that the time spent exploring the CDROM was just right while 2 trainers indicated that the time was too short (one did not answer).
 7. No one felt that they needed more guidance from the facilitators than was provided while exploring the CDROM.
 8. The things that helped most in learning training methodologies/techniques included:
 - the trainers manual;
 - experienced guidance;
 - good practical examples;
 - discussions;
 - the CDROM;
 - observations;
 - technique of keeping control without offending anyone;
 - discussions of planning future workshops;
 - participation and contribution from participants;
 - presentations by participants and trainers;
 - training model and methods;
 - handouts;
 - techniques.
 9. Nothing was identified as being least helpful in learning training techniques.
 10. Suggestions for other things that could have been done during the training workshop included:
 - more examples;
 - be given a topic rather than choosing one from the CD or picking one's own;
 - use of overhead projector;
 - more task oriented;
 - more contributory.

11. All trainers felt that the facilitators were very responsive to their needs (5/5).

Comments included that the facilitators:

- were always there to help;
- clarified doubts;
- answered all questions;
- listened well;
- were responsive.

12. The style of the facilitators' communication that was considered most effective in getting the message across was:

- papers and CDROM;
- example of Charles Handy;
- method for group learning;
- participatory way;
- humor;
- allowed to make presentations;
- enthusiasm;
- memorable examples;
- involved participation in discussion and brainstorming;
- trainers movements;
- personal individual contact and follow-up.

13. No least effective communication styles were identified.

14. The most useful aspects of the training manual include:

- steps;
- objectives;
- logical order;
- guidelines given to perform;
- brief and simple;
- Sergeant Major's Rule;
- it covers as many aspects as possible.

15. The least useful aspects of the manual include:

- seating arrangements not applicable to training people of rural backgrounds;
- not applicable to people of rural background;
- not useful for training illiterate people;
- CDROM.

16. Suggestions to improve the manual include:

- providing more description;
- using CDROM for training;
- a binder would certainly help;
- discuss training methods;
- inclusion of some methods and skills needed if the trainers are illiterates.

17. Suggestions to improve the workshop include:

- receiving training material ahead of time;
- spending more time with the CDROM;
- making it three days long.

7.0 Conclusion

The workshop was successful in attaining the expected outcome of developing the capacity of participants to provide training on writing skills. The unusual approach of “sandwiching” the training of trainers around an actual workshop proved to be valuable for two reasons: first, it enabled participants to witness a “real world” example of facilitation by facilitators with very different styles; secondly, the participants were able to learn in depth about the content of the CDROM, and thereby improve their own skills in writing. This group probably benefitted most from the week because they had spent sufficient time together to allow the group to work closely and to form bonds. This made learning easier because they were able to discuss their own work frankly and without fear of criticism or shame. Most believed the CDROM would be an effective tool for learning effective writing and as a training resource. Some felt they needed more time to assess it. Navigating around the CD did not appear to pose difficulties for the users. Training modules need to be developed around the backgrounds and experiences of the participants for whom the training is targeted. Overall, we shared the very positive evaluation of the experience that the trainers made of this workshop.

8.0 Constraints to Running a Successful Workshop

- ▶ There was a larger number of people involved in the workshop than had been anticipated (9 as opposed to the 3 expected).
- ▶ Not all trainers attended the first day of training.
- ▶ Some of those who attended were highly experienced in training, and prior knowledge of their background would have helped the facilitators to prepare.
- ▶ There were only three female trainers compared to six male trainers.
- ▶ The selection criteria for participants were not clear - not all participants attended

with the expectation that they would be trained as trainers!

9.0 Recommendations to Improve Future Workshops

We recommend that:

- ▶ The trainers manual could be expanded to include some methods of training, examples, and references. There may be a need for training material on facilitation skills to be developed for use in a broader context.
- ▶ The trainers manual be incorporated into the CDROM with references of other training resources.
- ▶ The facilitators must be provided with details of the background and experiences of the participants prior to the workshop.
- ▶ More explicit selection criteria are developed so that only those who intended to work as trainers would be involved.
- ▶ Organizers must ensure that local/regional expertise is used when possible to run the workshop or co-facilitate the workshop with an "external" partner.
- ▶ There should be a better gender balance.
- ▶ The CDROM might indicate the intended uses and target levels of the users (for example for those using it to learn to write, for reference purposes, or as a training tool).

10.0 What We Might Do Differently Next Time

In the future, we suggest that:

- ▶ pre-workshop documents be issued consisting of the agenda, workshop objectives, training manual and the CDROM "*Writing for Change*" and request that participants spend about six hours of practice time with the CD.
 - ▶ Greater use be made of the skills and experiences of our participants.
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Appendix 1:

Training for Trainers Workshop
Participant List.

Training the Trainers Workshop

3 - 7 April 2000

Hyderabad

Participant List

- | | |
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Appendix 2:

Training for Trainers Workshop
Timetable.

TIMETABLE

Training for Trainers

a five - day workshop
3 to 7 April 2000
Hyderabad
Monday 3 April 2000

TIME	SESSION	PLACE
9:30am – 10:00am	Introductions and expectations	Conference Hall Annexe
10:30am – 10:45am	TEA	Conference Hall Annexe
10:45am – 12 :30pm	Discussion of general principles of adult learning and effective learning.	Conference Hall
12:30pm – 2:00pm	LUNCH	Dining Hall
2:00pm – 3:00pm	Principles and practice of facilitation skills	Conference Hall
3:00pm – 3:30pm	TEA	Conference Hall Annexe
3 :30pm – 5 :00pm	Planning of Writing for Change Workshop: <ul style="list-style-type: none"> - set up - programme and objectives - audiovisuals - suggested methods for learning - division of labour - agreements on ways of working 	Conference Hall
5.00pm – 5 :30pm	Evaluation and planning of work on Friday	Conference Hall

Tuesday to Thursday 4 – 6 April 2000

TIME	SESSION	PLACE
Tuesday Wednesday Thursday	Participate in Writing for Change Workshop	All day

Friday 7 April 2000

TIME	SESSION	PLACE
9:00am – 10:00am	Organizing a Writing for Change Workshop: Exercise	Conference Hall Annexe
10:00am – 10:15am	TEA	Conference Hall Annexe
10:15am – 12:30am	Practice presentations: training exercise	Conference Hall
12:30pm – 2:00pm	LUNCH	Dining Hall
2.00pm – 3.45pm	Using the CDROM: ways of improving and strengthening materials	Conference Hall
3.45pm – 4.00pm	TEA	Conference Hall Annexe
4:00pm – 5:00pm	Evaluation of training for trainers	Conference Hall

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Appendix 3:

Training for Trainers Workshop
Handouts.



Writing for change

A trainers manual

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Provisional timetable

Day	Issue	Time
Monday	Introductions and expectations	09h00-10h30
	Discussion of general principles of adult learning and practice of facilitation skills	11h00-12h30
	Using the CDROM Writing for Change	14h00-1500
	Planning of Writing for Change Workshop: <ul style="list-style-type: none"> - set up - programme and objectives - audiovisuals - suggested methods for learning - division of labour - agreements on ways of working 	15h30-17h00
	Evaluation and planning of work on Friday	17h00-17h30
Tuesday	Participate in Writing for Change Workshop	All day
Wednesday		
Thursday	Daily assessment	Each evening
Friday (provisional)	Lessons learned and evaluation of workshop	09h00-10h00
	Using the CDROM: ways of improving and strengthening materials	10h00-12h30
	Preparation and modification of materials for trainers for inclusion	14h00-15h30
	Evaluation of training for trainers	16h00-17h00

Introduction

This handout has been prepared to provide some notes on the general principles of adult learning and workshop facilitation. Unfortunately, we didn't have much information before coming to Hyderabad about yourselves and your experiences in training, so some of the issues covered may be familiar to you. The handout is only a complement to the seminars and discussions we will have together.

Objectives

The objectives of the seminars are to:

- develop our understanding of how to facilitate effective learning;
- review and enhance training materials and approaches to be used during the Writing for Change workshop;
- familiarise you with the content of the CDROM Writing for Change;
- enable you to evaluate the effectiveness of the CDROM as a tool for individual learning;
- obtain your input on the trainer materials that might be included with the CDROM.

Session 1 About yourselves

The first session will deal with:

- Introductions, what your background and experience in training
- What are your expectations of the session
- What expectations about your role in the three day workshop
- Our expectations of you

General principles of adult learning

Remember:

- Adults are volunteers. They usually come with their own reasons for learning and have own priorities and views about why something is important to them.
- They come with intention of learning - so need to keep them motivated.
- They come with experience, therefore can contribute to learning.
- They learn best when active involvement and participation.
- They learn best when there is practical benefit to own work
- They usually have diverse backgrounds - exploit these

Effective learning

Effective learning is achieved by:

- involving people fully and openly in new **concrete** experiences
- being given opportunities for **reflecting** and **observing** from many perspectives
- enabling them to **conceptualise** by integrating their observations into sound theory (abstract conceptualising)
- enabling them to **experiment** actively to make decisions or solve problems

Don't rely on short-term memory - allow them to digest and internalise, and learn at own pace. But needs reinforcement - which is why workshops alone are not adequate learning methods. The CDROM was developed to enable self reinforcement by providing materials they can refer to.

Facilitation

- Participants need to feel involved and important
- They must be convinced that programme is relevant to their needs
- They must have plenty of practical exercises
- Show respect and encourage individuality and different styles
- They must be able to relate new materials to existing information and experiences

So, very important to get them to explain their motivation and expectations at start. Note, however, that these may change over course of workshop.

- Be friendly and encouraging
- Relieve anxieties
- Ensure you build on learner experiences
- What rewards are there for learners?
- Can participants measure their progress?
- Are you available for support?
- Grab attention at the beginning
- how do you reinforce practice?
- limit lecturing to about 20 minutes, and then provide some stimulus

General objectives of training

These can include:

- To change behaviour
- To persuade
- To inform

- To stimulate thought
- To entertain
- To motivate for action

Remember:

- Demystify your own role - you are facilitating, not merely imparting
- You are not there to satisfy your own needs but theirs - find out what they are.
- Careful how you manage their emotional needs
- Be explicit about your goals and what you can and cannot meet of their own expectations

Explicit workshop objectives

State your objectives in the form of actions that the participant will be able to carry out:

At the end of the workshop, the participants will be able to

At the beginning

Find out:

- How many are attending
- Why they are attending (who sent them?)
- What are their hopes and expectations?
- What are their fears and constraints?
- What range of experience will they bring to the table?
- Do they have any biases towards or against you or your organisation?
- What is their prior knowledge?

The room

- Check it out beforehand
- Make sure you have all that you need
- Check out potential distractions
- Decide where you stand and move about
- How will they be seated - which is best?
- Prepare teaching materials and make sure they will be visible
- Make sure you have plenty of paper, markers etc

Seating arrangements

Options:

- Rows of tables/chairs
- Hollow U-Shape
- Banquet style - lots of small tables, 4-5 per table
- Conference table

- Circle of chairs
- Trios of tables

Don't need to be static - vary it through the workshop

Sessions

Use some activity, break or jokes to break up flow after 20 minutes - by then you will be losing people. Stick to timetable

Mornings tend to be creative. Afternoon, sluggish. Use techniques to liven things up in the afternoon.

Divide presentation into what they

- Must know
- Should know
- Could know

Must know should be no more than 5 points.

Sergeant major's rules

Begin by telling them what you are going to tell them

Then tell them

Then end by telling them what you told them

Breaking up sessions

Break up session into buzz-groups: small discussions between 2-3 people to discuss and voice views and opinions. Useful for participants to bring their own experiences. Buzz groups also useful to allow you to:

- draw your breath
- gauge the mood of participants
- change the pace of the session
- encourage everyone to reflect on what they have learned and how they might apply it.

When you bring them back to plenary, get them to report back - but only adding points not already covered by others.

Other methods to encourage participation:

- brainstorming - use to create new ideas
- collecting ideas - use to pool existing experiences
- role plays - useful to build on existing experiences, but careful not to expose people who are uncomfortable in participating
- case studies - useful if well managed and explicit. Can be time consuming

- games of various kinds that build team work, help participants to get to know each other, provide a bit of fun and laughter.

Visual aids

Trainees remember

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- keep simple and clear
- only display the one you are talking about
- limit amount of words
- give people time to absorb
- develop key points for the participants on slides or overheads - these can serve to help the trainee to focus on the key points, but also act as a set of visual reminders to you for your presentation.

You as a performer

Training well is a performance. You must engage people's imagination and attention. People see you at several levels:

- The words you use
- The tone you use
- Your body language
- Your humour
- The emotions you generate

So,

- Make eye contact
- Look and sense moods of different people
- Smile, laugh, be animated
- be enthusiastic about what you are saying
- Don't stand behind desk - walk around, get their eyes to follow you around - the more they have to move their eyes and heads, the more proactive they will be.
- Use gestures in support of what you are saying - avoid gestures that are a reflection of nerves or a distraction.
- Don't be afraid of pauses - use them for emphasis and to allow absorption of what you have said
- Repeat key points
- Vary your tone and pitch of your voice
- ACT - this is a performance
- Speak clearly and project your voice - but don't shout!

- Don't be afraid of being nervous - you need the adrenaline to keep you sensitive and at your quickest
- If you really feel nervous, spend time preparing. But don't fixate on the speech - learn to improvise, take control of other's moods. Do some stretch exercises, especially to loosen the neck, shoulders, stomach and diaphragm
- Think to yourself: "Be gentle" and you'll be treated gently
- Use opening session to get participants to speak about themselves - this will help you relax and get a sense of how to pitch what you will say
- Use "We" rather than "you"

Getting involvement

- Rather than give examples, ask them to buzz to discuss questions such as:
 - What problems have you faced using such methods?
 - How might you use this approach in your work/home?
 - Let's suppose you have to do ... how would you go about it?
- The idea is not to collect information, but rather to get people to build on their own experience

Remember: Education is a process by which people gain an authority over their own experience.

- If you don't have time to buzz, then direct questions gently at different people. Use humour if you sense hostility
- If in doubt, rephrase question - "do I understand you to be saying that ..."

After sessions

- find time to relax and unwind
- reflect on the session - what worked well, what didn't, how might you do it differently, were you too directive, too many/few slides, too many/few key messages?
- Always good to get participants to give feedback:
 - Which of your expectations and fears were met?
 - What did you find most useful
 - What did you find least useful
 - How could this be done better next time

Co-facilitators: working as team

- Sharing sessions with another trainer is good - it relieves pressure on you, it allows different perspectives, and an opportunity to share lessons
- Can be much more creative
- Can be complementary especially if different personalities involved
- Ideal to have one female and one male
- Make sure you agree on processes, programme and division of labour

- Ensure:
 - Agree to communicate honestly with each other
 - Attend all sessions together
 - Agree to have joint assessments of sessions
 - Agree ground rules about involvement in each other's sessions
 - Agree to complement each other by covering points not covered at the end of the session

Check list

- Are you clear about overall training objectives?
- What are your specific training objectives?
- Have you reached agreement with co-trainers on roles, training objectives, programme and training styles?
- What are main characteristics of likely participants?
- Have you worked out timetable?
- Does each session include introduction, main points and summary?
- Have you planned a variety of learning methods?
- Are you clear about the five golden nuggets you want to impart?
- How aware are you of your style, intonation and expression?
- What will you do to calm yourself before you start?
- Have you planned question and answer sessions?
- Are room, facilities and arrangement of tables/chairs as you want them?
- Have you planned for changes in seating arrangements?
- Are all audio-visual materials ready?
- Electrical supplies ok?
- Have you planned evaluation?

Group Learning

Phases of group work (Charles Handy):

- **Forming:** to start with, individuals, strangers, different agendas, no shared experience
- **Storming:** once familiar, challenge of ideas, values, principles, roles, responsibilities, objectives
- **Norming:** settling down, acceptable rules, development of subgroups
- **Performing:** begin working as a team

Cross a river in a crowd and the crocodile won't get you!

A single blade of grass won't sweep the yard!

Exercises

Exercises for ice-breaking/introduction

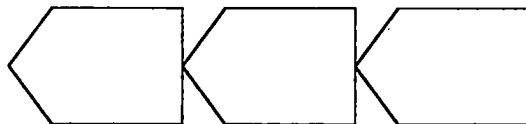
- If group not too big, ask each to introduce themselves and saying something about expectations
- If larger group, form buzz groups of 2 people each, and ask them to introduce each other after 5 minutes of discussion
- Ask each one to pick an animal or bird that describes their organisation or their existing ability to perform a task

Picking up and energising a group

Useful to liven things up

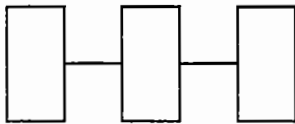
- Clear centre of room, get everyone to stand. Ask everyone to chose silently one person in the room who is an 'A' person, one who is 'B'. Tell them there are no particular criteria, they must decide. Now tell them to ge as close as possible to their A person and as far as possible from their 'B' person. After a while get them to change over - as close to 'B' and as far away from 'A'. Result is pandemonium, but lots of fun - and breaks down the slowness that you often see after lunch.
- Ask people to chose a favourite corner of the room, but not to tell anyone else. Now get them to hold hands, and without letting go, or speaking, explain that you want each individual to go to their chosen corner. This usually starts with a lot of pushing and shoving, but it takes a while for people to realise that if they co-operated, they could all visit their respective corners in turn!
- Ask participants to from a circle. Tell them "*we are going to do something really easy: we are going to count to fifty, starting clockwise, each person calling out one number. But don't say seven or multiples of seven: instead you must clap your hands. After someone claps their hands, the order goes the other way (anti-clockwise). But if someone calls out seven or a multiple of seven, then you have to start again*".

Exercises for understanding influence in ways of seeing



Ask participants what they see. Keep asking until someone says they see Ks. Note the number of steps it takes for the Ks to be recognised. Get everyone to agree that they can see Ks.

Now show them this:



Ask them what they see now. Most will quickly see Hs.

Discuss: how their view was influenced by what they were shown previously

Pitfalls of communication without feedback

Place a jacket on the table. Ask for a volunteer and explain that you don't know what the object is and what to do with it. The volunteer is asked to give you verbal instructions on how to wear it, but without looking at you. You stand back-to-back. Your task is to deliberately misinterpret instructions - for example, you hold the pocket when asked to hold the collar, or hold it upside down. Try and end up with the jacket in upside-down or twisted or looking ridiculous. Ask the volunteer to turn around to see the result of their advice. Ask how it could be made better. Now repeat it with the two of you facing each other. Discuss why it was easier when face-to-face.

Evaluations

- Ask group to select two or three representatives who will help the facilitator to improve the workshop as any problem arises. Encourage everyone to make any problems known to the representative. Agree with the representatives to sit and review activities and suggestions at the end of each day. Next morning present a summary of what was discussed, responding to any changes.
- Form groups, and ask them to discuss: what went well, what didn't go well, suggestions for improvements, the most important lesson learned, what was most difficult, and main obstacle to applying what we learned. Then get report back to plenary, writing down the comments
- List the hopes and fears of participants provided at the beginning. Convert each negative fear into its positive, and create a line with a smiling face at one end, and an unhappy one at the other. Get participants to place a sticker next to each row to show the extent of satisfaction.

- Ask participants to prepare a short play at the end of the workshop, to role play or draw a cartoon that would say something about what has been happening at the workshop. Get them to present and discuss

These are only some suggestions, and you should be creative about developing new ones.

In the seminars and the workshop we will look specifically at how we use some of these techniques as a means for learning from the CDROM, Writing for Change.