NEEDS ASSESSMENT TOOLS FOR TRAINING DESIGN AND PREPARATION...INTERNET OVERVIEW PRA
TICUM...COUNTRY-SPECIFIC COMPUTER AND INTERNET INFRASTRUCTURE...TRAINING FOR COMPUT
AND INTERNET USE...TECHNIQUES AND METHODOLOGIES FO EFFECTIVE TRAINING...DEVELOPIN
ICT TRAINING MODULES...TECHNOLOGY APPLIED...CREATING F ICTS..

Information and Communication Technology (ICT) Training of Trainers

COMPUTER AND INTERNET USE FOR DEVELOPMENT

Facilitator Guide and Reference Manual

Peace Corps
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Information and Communication Technology Training of Trainers:

Computer and Internet Use for Development

Facilitator Guide and Reference Manual

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This *Information and Communication Technology Training of Trainers* manual was initially developed for the Peace Corps in June 1999 by Zoey L. Breslar in collaboration with Kelly J Morris, a Peace Corps program specialist in information technology. The manual has undergone a period of field testing and refinement to bring it to its current state. Field tests were conducted in Thailand, Ghana, Kenya, Cape Verde, Belize, and Haiti.

The manual was compiled and adapted from excellent materials created by the Academy for Educational Development (for USAID's Leland Initiative) and the Center for Development and Population Activities.

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Contents

Introduction

This *Facilitator Guide and Reference Manual* is to be used when training Volunteers and others who will serve as trainers in information and communication technology (ICT) during Volunteers' Pre-Service Training (PST) or In-Service Training (IST). It outlines the format, materials, objectives, time, sequence, and content of the training of trainers (TOT). While this TOT is designed to prepare participants to conduct formal training sessions, the skills and materials can be applied to one-on-one situations or workshops designed to occur over several weeks or months that incorporate short skill-building sessions. The accompanying *Participant Handbook* is to be distributed to all trainers and participants.

Objectives of the ICT TOT

The objectives of the ICT TOT are to prepare Volunteers and other participants to:

1. Conduct effective computer technology and Internet training so as to help others better accomplish their development objectives;
2. Understand and apply participatory training methods that are effective in experiential learning situations; and
3. Learn how to tailor a training program to the needs of the audience.

This ICT TOT is designed to accommodate 10 to 16 participants and assumes that they are familiar with basic computer technology and the Internet. While participants may or may not have experience facilitating technology training sessions, they anticipate engaging in projects requiring the transfer of these skills.

Recommendations

It is recommended that participants be given time to surf the Internet outside of the allotted TOT time in order to enhance their skills and find resources that will assist them as trainers. Note that minimal icebreaker activities are used in this manual, as participants likely know one another from their Pre-Service Training or In-Service Training activities.

The ICT TOT consists of three parts:

- The formal ICT TOT sessions
- Lesson and activity preparation for the practicum
- A practicum in which participants train Counterparts, students, or community members in computer and Internet basics (one to two days)

This script and the accompanying *Participant Handbook* are intended as generic guides. The trainer(s) conducting this ICT TOT should anticipate and allow time to prepare and make final adjustments to session content and design. While these materials form the basis of the ICT TOT, trainers are encouraged to modify the order, time, examples, case studies, and materials to suit the needs of the participants. These needs can be determined by surveys or skills assessments

distributed to participants several weeks prior to the TOT. The following information outlines the preparation needed.

ICT TOT Facilitator Preparation

While the *Reference Manual* and *Participant Handbook* provide a detailed outline of the design and content of the ICT TOT, session facilitators are responsible for tailoring the content to suit country-specific needs and resources.

For example, if time allows, it is recommended that basic Internet skills modules be included in the TOT. This will serve as a review for participants and confirmation of their Internet skills. These activities should be taken from Part Two of the *Participant Handbook* and incorporated into the TOT schedule as the trainer deems appropriate.

A team of two facilitators is preferable, at least one of whom should be familiar with and understand the local culture. It is also recommended that at least one of the facilitators be fluent in the local language.

The facilitators should spend time prior to the ICT TOT preparing the sessions in detail. The following paragraphs will assist in this preparation process. Be sure to gather as much information as possible about the training site and the participants who will be attending the training before finalizing design and materials. Using data from Volunteer surveys (tools located at the end of this manual) conducted in advance can help in adapting the TOT to the specific needs of the participants.

Design

This training is designed to provide the skills and resources participants need to train others in the basic use of computer technology. It is assumed that participants are familiar with and have developed a working knowledge of computers but may need to develop or enhance skills in transferring this knowledge to others. Though some participants may not have access to the Internet on a regular basis, it is likely that use of the Internet in promoting work will be relevant to many posts. It is recommended that the "Internet Overview Practicum" and "Finding Relevant Resources on the Internet" modules be included in all ICT TOTs.

Message Boxes

- Message boxes containing supplemental information appear in some of the sections of the manual either to highlight an alternative session or to provide training ideas such as tips for a multilevel or multisector group, how to strengthen skills gained, and cultural considerations.

Overarching Questions When Adapting the ICT TOT Design

- What do the "customers" (Volunteers, Peace Corps program managers, and host country Counterparts and agencies) want and need?
- What skills do they already have?

- What is your time frame for the ICT TOT?
- What are the training priorities?
- How will this knowledge be applied?
- What will happen once the ICT TOT is finished?

Training Plan

Prior to conducting the TOT, the facilitator should outline a training plan to be reviewed by country staff, Volunteers, and other training facilitators to ensure that all parties agree on which topics to include in the TOT and the objectives of the training.

Information concerning the content and format of the TOT should also be available for participants to review prior to the training, if possible. Distribution of surveys, self-assessment materials, and documents highlighting the TOT will help Volunteers prepare for the training and alert them that they will be expected to give presentations.

This guide includes planning tools such as a Volunteer Survey and a Site Survey from which information can be used to adapt the agenda to meet the needs of all participants. It is recommended that these items be distributed to participants four to six weeks prior to training.

It is very important for Volunteers to understand that the primary purpose of the TOT is to inform them of appropriate methods to apply when training others to use computers and the Internet.

Other Items to Consider During the Planning Stages

- ❑ Select sessions
- ❑ Create or modify the agenda
- ❑ Be sure to have a balance of hands-on time, lectures, and group work
- ❑ Consider the length of the day, any room changes, coffee and lunch breaks, and the intensity and sequence of modules
- ❑ If appropriate, build in more time for participants to spend online
- ❑ Remember to build in flexibility—there may be some surprises the first day of training

> There are always last minute changes,
> so be prepared to **be flexible.**

Review the script and select sample Internet sites. Plan on including personal anecdotes and prepare case studies. Be sure to invite speakers or panel presenters in advance, giving them a description of what you would like from them.

Materials

Create presentation materials prior to the training sessions or review existing materials to see if they need to be edited or updated. If using presentation software, be sure that you select a medium compatible with the technology and equipment available at post. If you are traveling from the Peace Corps headquarters in Washington, D.C., take a laptop computer and projector with electrical outlet adapters with you.

Participant Handbook

The *Participant Handbook* contains selected supplemental resources (uniform resource locators, or URLs, and training materials specific to the country) to be included in the training materials package for participants. Include the ICT TOT agenda and objectives and any modifications to the table of contents.

Needs Assessment and Evaluation Forms

Create or photocopy the Needs Assessment and Evaluation and Feedback forms found near the end of this manual.

Incentives

Candy or other similar incentives are frequently used in training sessions to encourage and reward participation. They can also serve as an icebreaker and shape a desired level of informality. Training facilitators may want to consider including candy as a part of their materials for several sessions throughout the workshop.

ICT TOT Four-Day Agenda

Day 1	
Activity 1: ICT TOT	1 hour
Activity 2: Training Design and Preparation	30 minutes
Activity 3: Techniques and Methodologies for Effective Training	1 hour
Activity 4: How to Structure the Delivery of Training	40 minutes
Activity 5: Teaching Someone How to Use a Computer	50 minutes
Activity 6: Training for Computer and Internet Use	50 minutes
Activity 7: Closing and Review of Day 1	15 minutes
Day 2	
Activity 8: Welcome, Review, and Overview of Day 2	15 minutes
Activity 9: Internet Overview Practicum	90 minutes (1.5 hours)
Activity 10: Finding Relevant Resources on the Internet	90 minutes (1.5 hours)
Activity 11: Country-Specific Computer and Internet Infrastructure	1 hour
Activity 12: Closing and Review of Day 2	15 minutes
Day 3	
Activity 13: Welcome, Review, and Overview of Day 3	15 minutes
Activity 14: Developing Training Modules	4 hours minimum
Activity 15: Closing and Review of Day 3	15 minutes
Day 4	
Activity 16: Welcome, Review, and Overview	30 minutes
Activity 17: Technology Applied	2 hours
Activity 18: Preparing for the Training Practicum	4-6 hours
Activity 19: ICT TOT Closing	30 minutes

ICT TOT Objectives

Goals

Participants should be able to:

1. Conduct effective computer and Internet training so as to help others better accomplish their development objectives;
2. Understand and apply participatory training methods that are effective in experiential learning situations;
3. Tailor a training program to the needs of the audience; and
4. Rewrite goals and objectives by the end of the training.

Specific Session Objectives

Welcome and Training of Trainers Overview

1. Introduce the trainers and participants to each other.
2. Provide an overview of the training.
3. Review and agree upon session objectives and ground rules.
4. Discuss introducing new ideas through the Leland Initiative's "Seven Steps to Using the Internet Effectively."

Training Design and Preparation

1. Cover the Leland Initiative's "Ten Steps of Planning."
2. Consider training requirements and planning time.
3. Cover a sample time frame (six months prior to the start of training).
4. Cover materials that will be required.

Techniques and Methodologies for Effective Training

These include the Leland Initiative method, a role play demonstration, and a discussion of different training methods (lecture, role play, small groups, etc.) and of what distinguishes active training.

1. Define an active training approach.
2. Understand the implications of using an active training approach.

How to Structure the Delivery of Training

1. Explore advantages and aspects of various training techniques.

Teaching Someone How to Use a Computer

This section helps participants prepare to work with persons unfamiliar with computer technology. An effort is made to help the participant emphasize or identify with the challenges and apprehensions novice technology users experience when becoming familiar with a new technology.

Training for Computer and Internet Use

This section will help participants consider the constraints or challenges in preparing and conducting a technology-based training.

1. Describe the aspects of computer and Internet training.
2. Establish trainer responsibilities.
3. Consider the skills needed to be an effective trainer.

Internet Overview Practicum

Volunteers will prepare a mini-training segment describing or explaining the basic functions of a computer or the Internet. It is assumed that the audience has heard of computer technology and the Internet but may not necessarily have actually used them. The purpose of this activity is to place the Volunteer in the role of a trainer in order to:

1. Familiarize all participants with Internet basics.
2. Determine the important elements of an introduction to the Internet.
3. Allow participants practice time.
4. Discuss tailoring module content to the audience.

Finding Relevant Resources on the Internet

During this activity, participants will search for resources on the Internet that are relevant to Volunteer assignments. This will help them find and share Internet resources relevant to their work.

Country-Specific Computer and Internet Infrastructure

It is suggested that a guest speaker be invited to co-facilitate this activity. Consider inviting a Volunteer familiar with the country-specific infrastructure as the guest facilitator.

1. Familiarize participants with policy and technical issues surrounding computer and Internet provider purchases or contracts.
2. Foster appropriate planning of computer and Internet use based on the realities of access and support available in-country.

Developing Training Modules

The *Participant Handbook* developed for this ICT TOT contains several training scripts: Introduction to the Computer, Connecting to the Internet, E-mail and Mailing Lists, The World

Wide Web, Searching the World Wide Web, and The Web Challenge. Participants will be divided into groups and asked to prepare and present one of these topics or a topic of their choice to an audience of new technology users. Each group will present its training sessions and the other groups will give feedback. Participants will:

1. Prepare and present a training module.
2. Become familiar with the amount of detail involved in facilitating training sessions.
3. Obtain experience in working and presenting as a training team.

Technology Applied

This activity examines a few case studies to help participants:

1. Incorporate computer technology and/or the Internet into an existing project or organization.
2. Create and implement a plan, adapt it to change, and measure success.
3. Consider how to incorporate training plans created by other persons into their own training plan and consider use and evaluation of computer and Internet technologies.

Preparing for the Training Practicum

1. Determine the training practicum content.
2. Prepare the objectives for the training practicum.
3. Set the agenda for the training practicum.
4. Decide which materials to distribute during the training practicum.
5. Choose training methods.
6. Practice presenting.
7. Divide the training practicum modules among the group.
8. Prepare evaluation forms for the participants to complete.

Training Practicum

The last two or three days of the TOT is used to develop a training practicum. The audience will be determined by Peace Corps staff and/or Volunteers and might include Counterparts, host country colleagues, or students from a local school. Volunteers will develop training modules and practice presenting. The final day is used to conduct the training sessions developed. Participants will:

1. Practice newly acquired skills.
2. Use the ICT TOT resources to plan and conduct training.
3. Work as a part of a training team.
4. Maximize their ICT TOT lessons by applying them to their own experiences.
5. Use ICT TOT trainers as resources.

Requirements for the Training Site, Equipment, and Materials

Training Site and Room

- ❑ Room is secured against theft (or necessary precautions or modifications will be made prior to the TOT).
- ❑ Shades are available for training room windows for demonstrations requiring projection equipment.
- ❑ Room and furnishings are suitable for large- and small group work.
- ❑ A separate conference room or workspace away from the computers is available.
- ❑ Clerical assistance is available in preparation for and during the training.
- ❑ Room temperature is comfortable, even with all computers running.
- ❑ Technical support staff is available to handle basic setup and to address technical problems that may arise at any time.
- ❑ Computer lab is available for use during the entire time of the TOT.

Equipment and Specifications

- ❑ One computer is available for every two participants (one for every participant is ideal but not always possible).
- ❑ Computers are networked and each computer has a reliable Internet connection (preferably a leased connection).
- ❑ E-mail software and a Web browser are installed or available from every machine.
- ❑ One computer is connected to an LCD projector/panel and a printer.
- ❑ One overhead projector with spare bulbs is available.
- ❑ There is a reliable power source.
- ❑ Surge protectors are installed for each computer.
- ❑ A photocopier is conveniently located for duplicating certificates and other handouts.
- ❑ A pointer is available (laser pointer is optional).

Materials

- ❑ Participant name tags (one for each person)
- ❑ Flip charts (at least five)
- ❑ Markers (three sets of at least four colors)
- ❑ Hole puncher for participants to use to add inserts to the *Participant Handbook*
- ❑ Sign-in sheets

Food

- Food and beverages should be provided for breaks (one each morning and afternoon) and perhaps lunch.
- Candy should be available for use as incentives during certain activities.

Note: The Leland Initiative is a five-year $15 million U.S. government effort to extend full Internet connectivity to 20 or more African countries (www.usaid.gov/regions/afr/leland/project.htm#twenty) in order to promote sustainable development. The Leland Initiative seeks to bring the benefits of the global information revolution to people of Africa through connection to the Internet and other global information infrastructure technologies.

Day 1 Agenda

Day 1	
Activity 1: ICT TOT Overview	1 hour
Activity 2: Training Design and Preparation	30 minutes
Activity 3: Techniques and Methodologies for Effective Training	1 hour
Activity 4: How to Structure the Delivery of Training	40 minutes
Activity 5: Teaching Someone How to Use a Computer	50 minutes
Activity 6: Training for Computer and Internet Use	50 minutes
Activity 7: Closing and Review of Day 1	15 minutes

Activity 1: ICT TOT Overview

Overview

It is suggested that some time be dedicated to establishing ground rules and making clear the objectives of the TOT. It is also important to think about the context in which the trainers will be applying these technologies. This can help ensure that everyone is on the same page and has the same expectations of the outcome of the TOT.

Location

Facility with computer equipment

Time 

1 hour

Objectives

By the end of the session, facilitators will have:

- ✓ Introduced the trainers and participants to one another.
- ✓ Provided an overview of the entire workshop.
- ✓ Reviewed and agreed upon session objectives and established norms and ground rules.

Session Timeline

I. Welcome and introductions (25 minutes)

II. Overview of workshop (35 minutes)

Materials 

ICT TOT *Participant Handbook* (one per participant)

Sign-in sheet (sample copy at the end of this section)

Name tags

Markers

Flip chart paper (one pad)

Writing materials for participants (pens, paper, etc.)

Transparencies or LCD Projector

ICT TOT agenda (if no overhead or LCD projector is available, use the flip chart paper to display the training agenda)

Delivery

I. Welcome and Introductions (25 minutes)

Step 1: Participants Enter

Greet all participants as they enter the training facility. Ask participants to complete the sign-in sheet (sheet should include space for name, town or village, assignment, and e-mail address if applicable). Ask participants to write their first name, large and legibly, on the name tag provided.

Step 2: Welcome

Once all participants are present, welcome them as a group. Introduce ICT TOT facilitator(s) and talk about your training and development experience and personal interests if you like.

Step 3: Participant Introductions

Ask the participants to introduce themselves one at a time. Ask that they include their name, a description of the work they will be doing or are currently doing, where they will be working or are currently working, any prior experience overseas or in development, their impressions of the country thus far, and any prior training experience they may have. (This part of the activity can be turned into a small game by asking each participant to state their name and the name of their favorite animal.)

II. Overview of Workshop (35 minutes)

Step 1: Agenda

Use flip chart paper to post the agenda and review the time frame allotted for the entire workshop, its content, and the objectives. Emphasize that the exchange of information is an essential part of this training and that the facilitators will learn as much from the participants as the participants will learn from the facilitators. Mention that participants will probably learn a lot from one another as well.

Step 2: Purpose and Content of the *Participant Handbook*

Distribute the *Participant Handbook* and briefly describe its content and purpose. Stress that it is intended to be used as a reference for participants and that the text is intended to be a continually evolving document that has been tailored to meet the needs of this ICT TOT.

Mention the Leland Initiative as the primary source of many of the training materials used and that portions of the Leland materials are included in the *Participant Handbook*. Explain that the Leland materials were initially developed for training in Africa, with a focus on organizational development and integration of the Internet.

Discuss the two sections of the *Participant Handbook*: (1) resources about training (preparation, techniques) and (2) resources for training (scripts, handouts). Be sure this is clear; it can be confusing. In the back of the handbook are sheets for notes that can be inserted where needed.

Step 3: Objectives

Review the objectives for this activity, using the flip chart to list those objectives plus any additional ones upon which the group agrees. Discuss how to appropriately incorporate objectives into the ICT TOT. Keep in mind that the purpose of the workshop is to provide participants with as much relevant information as possible. If participants have indicated specific needs or interests, make an effort to ensure that they are addressed during the training.

Step 4: Expectations

It is also important for participants to understand and identify their expectations of the training. Some may *not* be realistic or appropriate for this particular training curriculum and those needs may need to be addressed at another time. For example, participants may have expectations about fine-tuning their computer maintenance and repair skills. Because of time constraints and the amount of material that will be covered, computer hardware and software troubleshooting, repair, and upgrades cannot be addressed in depth during this ICT TOT. Enhancing troubleshooting skills could be addressed at a separate IST.

There is a great deal of material to work through and many important ideas to share. Therefore it may help to explain that this training is designed to include a lot of small group work and collaborative learning. In order for the group to work together effectively, basic norms and ground rules for interaction (such as listening to one another during exercises and presentations) should be established.

Ask if there are any questions.

Sign-in Sheet

Provide your name, town or village, assignment, and e-mail address if applicable.

Name	Town or Village	Assignment	E-mail Address

Activity 2: Training Design and Preparation

Overview

This section is designed to familiarize participants with the "Ten Steps of Planning." These steps can assist them with the planning process and time management issues. By reviewing the information contained in this section, participants will become familiar with these processes and ultimately be able to apply them to relevant training activities.

Location

Conference room

Time

30 minutes

Objectives

By the end of the session, participants will be able to:

- ✓ Identify and apply the "Ten Steps of Planning."
- ✓ Consider training requirements and time management.

Session Outline

I. Training Design and Preparation (5 minutes)

II. Countdown to Training (15 minutes)

III. Requirements: Training Site and Computer Equipment (10 minutes)

Participant Handbook References

"Ten Steps of Planning," pages 7-8

"Countdown to Training," pages 9-11

"Requirements for the Training Site and Computer Equipment," page 12

Delivery

I. Training Design and Preparation (5 minutes)

Introduce the session by briefly discussing the importance of thorough preparation. Mention that training facilitators should have back-up or contingency plans and alternative scenarios to use in the event of unexpected delays or the cancellation of a session.

II. Countdown to Training (15 minutes)

Step 1: Ten Steps of Planning

Ask for a volunteer to read aloud each of the "Ten Steps of Planning" and the set of questions that is paired with each step. After each step is introduced, discuss what goes into approaching it. During this brief discussion, you might ask participants to share with the

group short examples of their experiences with each step in the planning process. Ask participants if there are any other things that should be kept in mind when planning. If so, discuss any ideas for a short period of time.

Step 2: Skills Strengthened and How to Use Them

The comprehensive checklists included with this activity are relevant to all who intend to do training. They provide samples and guides for successfully organizing and executing a training program. Some items may not apply to less formal kinds of training or training that happens over longer periods of time, but they are useful planning tools nonetheless.

III. Requirements: Training Site and Computer Equipment (10 minutes)

Step 1: Computer Equipment

Review the handout on training site and computer equipment required to conduct a workshop.

Step 2: Session Wrap-up

Wrap up by mentioning that TOT session timelines are included for participants to use as a framework. When participants take on the role of training facilitator, the sessions should be tailored to fit individual needs, time constraints, and deadlines. Note that participants will be using this framework when developing their own modules.

Ask participants if they have any questions, review the session objectives, and confirm that participants feel ready to move to the next session.

Ten Steps of Planning

The planning and logistical requirements to organize this training are significant. The success of the training is largely dependent on careful trainer selection, adequate preparation, and the training environment. The Ten Steps of Planning (listed below) are a useful guideline in designing and preparing to administer trainings. For each step, you might want to ask yourself the following questions:

1. **Determining Needs**

   What are the training needs of the participants?

   What makes this training necessary at this time?

   Are there specific changes that have taken place?

2. **Setting Objectives**

   What results are we trying to produce?

   What are the concrete tasks to complete during each session?

   What knowledge, skills, and attitudes should participants expect to acquire?

3. **Determining Program Content**

   What topics should be presented to meet the training needs and objectives?

   What material will be communicated?

   What lessons and information will be exchanged among the participants?

4. **Setting the Schedule**

   What is the available time frame?

   Is the schedule culturally appropriate?

   Are there any holidays that might interrupt the training?

5. **Selecting Facilitators**

   What kind of training experience do the trainers need?

   Will instructors be sought outside or inside of the organization?

   Is there a selection process established?

6. Selecting and Preparing Appropriate Facilities

Is the location of the training site convenient and accessible?

Is the environment comfortable?

Can the location accommodate all of the training requirements?

7. Selecting Participants

Who is the target audience that would benefit most?

What are the profiles and skill levels of the participants?

How much exposure have participants previously had to the material?

What are the needs of the participants?

8. Selecting and Preparing Materials

What materials will be used to support training techniques and methods?

How will the participants be actively involved?

What resources will be most helpful for specific participants?

9. Coordinating the Program

What are the logistical requirements?

What are the procedures for travel, lodging, and meals for participants?

Who will be responsible for each of the training requirements?

10. Evaluating the Program

How do participants and facilitators know that learning is accomplished?

What can be done to improve specific aspects of the training?

To what extent does the content meet the participants' needs?

Countdown to Training

The following section is an example of what must occur before training takes place and what the organization hosting the training must consider. Follow the checklist and tailor it to your own needs, starting as early as six months prior to training and continuing to the day before the training is scheduled to begin.

Six Months Ahead

- ✓ Establish communications with host organization
  - Describe training
  - Find out current level of knowledge at organization
  - Detail what training can offer
  - Establish goals and potential outcomes
  - Make sure that upper management is aware and supportive of training and objectives
- ✓ Select target audience
  - Identify potential training participants
  - Distribute training needs assessment
  - Establish basic skill level required to participate
- ✓ Decide on the training length
  - Ascertain the availability of personnel
  - Identify holidays that might interfere with schedule
  - Make sure that participants are available during this time
- ✓ Explore the types of space available for training
  - Refer to the handout titled "Requirements for the Training Site and Computer Equipment" in this manual for details on computer and room specifications
- ✓ Make arrangements to secure a facility for the training
  - Ensure location is suitable for training a group of the size anticipated
- ✓ Construct a list of active Internet service providers
  - Obtain contact information
  - Obtain rates and services
  - Determine their availability to participate in training

One to Three Months Ahead

- ✓ Establish the training schedule and format
  - Group participants in sessions according to their interests or sectors
  - Consider normal break and lunch times in scheduling
- ✓ Establish training budget
  - Decide who will pay for meals and breaks
- ✓ Send invitation letters to potential participants
- ✓ Notify host organization of requirements for an effective training environment
- ✓ Handle all logistics related to transportation, food, housing, and personal needs of participants
- ✓ Select trainers
  - Be sure that trainers have the skills necessary for the planned training
  - Ideally, provide one trainer for every five to 10 participants
  - Determine who can provide backup support and assistance for trainers during training sessions

Two Weeks Ahead

- ✓ Finalize training agenda
- ✓ Prepare workshop materials
  - Prepare flip charts with agenda, workshop objectives, illustrations, etc.
  - Prepare and order overhead slides to be used in presentations
  - Prepare and copy necessary handouts
- ✓ Provide or arrange for access to lunch and customary refreshments at break times
- ✓ Reconfirm who will be attending the training
- ✓ Load appropriate software onto computers
- ✓ Establish location of power outlets and light switches
- ✓ Ensure existence of backup electrical power in case of outage or emergency
- ✓ Test the equipment to be used during the training (computers, projectors, etc.)
- ✓ Prepare offline Internet training sites in case of failed network connections or power outages

Training Day

- ✓ Check that computers, network, connections, and services are properly functioning
- ✓ Place materials in a readily accessible location for easy distribution
- ✓ Set up computer so facilitator can view projector, type, and keep participants in sight at all times
- ✓ Arrange chairs (no more than two per computer)
- ✓ Plan to greet participants at the door to make them feel welcome. At this time, ask them to complete the sign-in sheet

Requirements for the Training Site and Computer Equipment

Computers and Other Equipment

- ❑ An overhead projector with spare bulbs
- ❑ A reliable power source
- ❑ Surge protectors for each computer
- ❑ One computer for every two participants
- ❑ Reliable Internet connectivity for each computer (preferably a leased line)
- ❑ E-mail software and a Web browser on every machine
- ❑ One computer connected to an LCD projector/panel and a printer
- ❑ A pointer (laser pointer is optional)

The Training Site and Room

- ❑ Secure against theft
- ❑ Shades for training room windows for demonstrations requiring projection equipment
- ❑ Room and furnishings suitable and comfortable for large- and small group work
- ❑ A separate conference room or workspace away from the computers
- ❑ A photocopier conveniently located for duplicating certificates and other handouts
- ❑ Clerical assistance available in preparation for and during the training
- ❑ Comfortable room temperature, even with all computers running
- ❑ Technical support staff available to handle basic setup and to address technical problems that may arise at any time

Food

- ❑ Food and beverages arranged for breaks (one each morning and afternoon) and perhaps lunch

Activity 3: Techniques and Methodologies for Effective Training

Overview

The methods used for delivering training are just as important as the content. Interactive training techniques and exercises keep trainees engaged and learning. This activity reviews a variety of methods and how to incorporate them into the TOT.

Location

Conference room

Time

1 hour

Objectives

By the end of the session, participants will be able to:

- ✓ Define an active training approach.
- ✓ Understand the implications of using an active training approach.

Session Outline

I. Making Training Active (20 minutes)

II. The Leland Initiative Method (40 minutes)

Materials

Markers

Flip chart paper

Hat for eight slips of paper containing pairs of training roles (Leland)

Participant Handbook References

"Techniques for Effective Training," page 13

"Training With the Leland Initiative Method," pages 14-15

"Trainer's Responsibilities," page 6

Delivery

I. Making Training Active (20 minutes)

Step 1: Poor Model

Ask a Volunteer to read aloud the objectives. Have participants turn to page 13 of the *Participant Handbook* to review the section called "Techniques for Effective Training." Go

through each of the characteristics of active training in a traditional lecture format (emphasize poor, boring presentation techniques).

Step 2: Discussion

As a group, engage all of the participants in the following task, beginning with these questions:

- Did you enjoy the presentation I just made?
- Was it useful to you?
- Was it interesting?
- Did it fulfill all of the components of active training? Why or why not?
- Share some suggestions on what might have been done to improve the delivery of this information.

Conclude this exercise by mentioning that many of the ideas that participants have shared make up successful training techniques, some of which they will explore in more detail later (if including "Activity 4: How to Structure the Delivery of Training"). Ask participants if they have any questions. Continue to the next section.

II. The Leland Initiative Method (40 minutes)

Step 1: Adapting It to Meet Your Needs

Begin this session by emphasizing that the Leland Initiative method is being introduced for reference and is not a rigid approach to training. However, during this activity you might mention some of the following ideas:

- It represents a thorough conceptualization and planning process that is just as important as the training delivery.
- It is based on a combination of successful adult training techniques that have been applied in a variety of learning contexts.
- It is a dynamic method that grows and changes with the individuals who deliver the training and the participants who take part.
- The Leland Initiative method includes tailoring the materials and the methods for each training context.

Step 2: Applying It

Ask participants to take a few moments to read through "Training With the Leland Initiative Method." Ask participants to work in pairs, and have each pair pick a set of roles from a hat and decide which participant will take each role.

Trainer	Recipient(s)
The systems administrator for an NGO	The director of the NGO
A representative from an ISP	A class of 20 fourth graders

A Volunteer who has completed an ICT TOT	A businesswomen's cooperative in a small rural village
A young professional Internet trainer	Three ministers
The representative for a regional AIDS research network	Partner representatives from each country
A telecommunication center manager	A university student and a professor
A teacher	A group of volunteer kids after school
A member of Parliament	10 members of his/her staff

Think through how the interaction between the two parties might take place. Which of the Leland methods would you use? How? Which would you not use? Why? Be ready to discuss your decisions.

Note: If more than one person is listed, assume that they are being trained together as a group.

Step 3: Conclusions

Review the participants' conclusions. Ask for impressions of the method. What are some of the factors a trainer should consider when selecting training methods? Be sure that the discussion includes cultural considerations.

Step 4: Session Wrap-up

Review the session objectives. Ask the participants if each was fulfilled. Get consensus to move on to the next session.

Tips and Ideas

Techniques and Methods for Effective Training

General

Though some participants may be familiar with the content of this module, including this particular exercise or some variation of it is recommended.

Skills Strengthened and How to Use Them

By considering the characteristics of an active training approach and their application to a variety of situations, participants will learn the advantages of these approaches and will be able to make informed decisions concerning their use when conducting various types of training sessions.

Tips for a Multilevel or Multisector Group

One of the strengths of ICT TOT is that it brings together a group of participants who are interested in incorporating ICT into their work. Many times Volunteers have a significant amount of expertise and experience to share. If there is a wide variety of training experience among the participants, the trainers may want to include more time in the module for participants to have a question and answer session among themselves.

While these training methods are applicable to most situations, the TOT is intended to help participants make ICT training relevant to their work. If the participants' areas of work vary widely, the trainers should prepare case studies or examples ahead of time to ensure their relevance, or they ask participants to devise their own cases once they are paired by similar interest.

Cultural Considerations

The training methods and techniques outlined will vary depending upon the country and culture in which you are working. This interactive approach to learning facilitates active participant involvement and emphasizes the relevance of the training to real-life needs. Training is also frequently a shorter-term endeavor than teaching a class, and requires a different approach to managing the sessions and achieving the training goals. Keeping these points in mind, trainers should be careful to include a discussion of how this kind of training might be received in the host country.

What Distinguishes Active Training?

Moderate level of content

Be selective. Concentrate on critical learning areas, giving participants what they need to know about a topic. Let participants take the initiative themselves to learn any supplemental information. Instead of trying to cover too much, save time for application and reflection.

Variety of learning approaches

Employ a wide assortment of methods. Using various learning approaches keeps energy levels high. Because adults have many learning styles, certain techniques will work for some better than others. Changes in the group formats and the physical environment also enhance variety.

Opportunities for group participation

Involve the group in as many activities as possible. Group activities engage participants and encourage them to work in partnership with one another and with the trainer. Lecturing is minimized and more participatory methods are employed.

Use of participant experiences

Encourage each participant to bring his or her unique experiences into the training. By soliciting actual experiences that might be directly applicable, learning becomes more relevant. Participants are able to learn from one another.

Recycling learned concepts and skills

Constantly refer back to previous exercises, skills, concepts, and shared information. Participants have the chance to review and reinforce what they have already learned. In this way, the curriculum may build from the simple to the more advanced with a strong base for learning.

Real-life problem solving

Emphasize the real world. Concentrate on applications of course content to help solve actual problems that the participants are facing. Participants learn best when they concentrate on their own cases or case studies that are similar to their situation. This adds a sense of immediacy to the material.

Allowance for reentry planning

Consider next steps. Build on the training by helping participants devise individual plans for what to do with their learning at the conclusion of the training. Emphasize action planning and a consideration of the necessary resources, challenges, and opportunities in implementing their new ideas.

Source: Silberman, Mel. Active Training: A Handbook of Techniques, Designs, Examples, and Tips. San Francisco: Jossey-Bass/Pfeiffer, 1998.

Training With the Leland Initiative Method

Remember this adage at each training and during each session:

> *When I hear, I forget.*
> *When I see, I remember.*
> *When I do, I understand.*

The following tenets should be kept in mind at all times when conducting the training. They represent proven training techniques designed to engage participants and create an effective environment for learning and information sharing. They make up the core of what may be characterized as the "Leland Initiative Method." These principles are not set in stone. They are intended as a starting point to help you conceptualize and tailor your method to your particular audience and to address the specific needs of your learner. These principles are dynamic, meaning they will evolve and change over time.

Hands-on and interactive

It is important to balance a detailed explanation of the material to be learned with a sufficient mix of opportunities to practice using the technology and discuss experiences and lessons learned.

Constant feedback

Participants should be encouraged to comment, make suggestions, and interact with the trainer at every opportunity. To ensure the material is being comprehended, at regular intervals pause and ask participants if what you said makes sense to them. The guidelines for effective feedback should be used to engage in a constructive feedback process.

Candy is dandy

One of the most effective ways to involve participants is through a reward system. Candy is an easy way to gain the attention of trainees. However, any small reward is appropriate, and the reward should fit your specific cultural context. If the group seems particularly silent, a reward also may be used to entice participants to answer questions. This kind of process will encourage participants to learn from and share experiences with one another.

Learning to learn

The emphasis throughout the training should be on learning to learn, so participants are empowered to learn on their own rather than rely on trainers to answer every question for them. For example, if a participant asks a question, you might ask him or her to attempt an answer. Also, you might ask for ways to research the answer on the Internet.

Demonstrate and replicate

Instead of talking about a concept or explaining it in abstract terms, involve participants in a demonstration of the information in action. When participants see, hear, and touch the information, technology, and learning materials, the descriptions come to life. Demonstrations also afford participants the opportunity to practice skills.

Questions, questions, questions …

From the beginning, it is important that all participants feel comfortable asking questions. Welcome questions at all times. Also, after each activity, pause and ask the group if there are any questions. You might also try the question "parking lot" procedure, in which participants are invited to write any unanswered questions on a flip chart to be answered at a later time.

Review and revisit

To reinforce the learning of each session, take time to review the objectives of the session and make sure that all have been achieved. Also, ask participants to state in their own words the major concepts and ideas that have been covered. Build upon learning that has already taken place.

Source: The Leland Initiative.

Trainer's Responsibilities

Management

Plan, organize, and run effective training sessions.

Mentoring

Provide guidance and support to individual participants.

Intervention

Help design organizational change strategies to help participants use newly gained competencies.

Planning

Prepare participants for challenges of implementing goals upon returning to work.

Encouragement

Support participants in meeting their learning objectives.

Change agents

Catalyze the learning process for participants and challenge them to think creatively.

Source: The Leland Initiative.

Activity 4: How to Structure the Delivery of Training

Overview

Different techniques for delivering training are used depending on the goals of the activity, the amount of participant interaction desired, and the time available. This overview allows participants to think about training activities and share ideas concerning the incorporation of various training techniques into a session.

Location

Conference room

Time

40 minutes

Objectives

By the end of the session, participants will be able to:

- ✓ Consider the advantages and challenges of various training techniques.

Session Outline

I. Overview of Training Techniques (5 minutes)

II. Group Work (15 minutes)

III. Discussion (10 minutes)

IV. Summary (15 minutes)

Materials

Flip chart paper

Markers

Participant Handbook References

Training Techniques and Methodologies, pages 16-22

Delivery

I. Overview of Training Techniques (5 minutes)

Step 1: List Techniques

Ask participants to think about the different types of training techniques they have seen and to list them on a flip chart. Listed below are some ideas and techniques. If participants do not include these items on the flip chart, the training facilitator should list them at the end of the exercise.

Lecture	Participant presentation	Games
Demonstration	Case study	Small group discussion

Role play	Simulation	Writing assignments
Games	Reading assignments	

Step 2: Appropriateness to Local Culture

Once the group has completed and reviewed the list, discuss whether all the techniques are applicable to the training needs of their post or assignment area.

II. Group Work (15 minutes)

Divide participants into groups of three or four people. Divide the techniques equally among the groups, giving each group two to four techniques to discuss. Ask participants to apply each of the techniques to a training activity on computer technology or the Internet. Their example should showcase the appropriateness and the effectiveness of the technique.

III. Discussion (10 minutes)

Bring the entire group back together and continue the discussion. Ask the participants as a group which of the methods would work in the host country setting. Why? Give examples that illustrate how they have been used in the host country. Which new ones could they introduce?

IV. Summary (15 minutes)

Step 1: How Participatory?

Arrange the techniques in order of the most participatory (learner led) to the most didactic (trainer led). Discuss the fact that more time is needed as the techniques become more participatory.

Step 2: Summary

Conclude the session by summarizing the techniques that were discussed. Emphasize that those techniques may be applied at different times to cover a range of information. Trainers should select the optimal technique based on their specific situation.

Step 3: Session Wrap-up

Refer participants to "Training Techniques and Methodologies" in the *Participant Handbook* (pages 16-22) for further information and ask if they have any questions. Review the session objectives. Ask the participants if each was fulfilled. Get consensus to continue to the next activity.

Tips and Ideas

Skills Strengthened and How to Use Them

This discussion of the various techniques used when designing training modules will allow participants to reflect on the usefulness of each technique and the circumstances most conducive to their use. This will help expand their repertoire of options, allowing them to better craft their training programs to achieve the specified goals.

Training Techniques and Methodologies

PRESENTATION

Description

A presentation is an activity conducted by a resource specialist to convey information, theories, or principles. The form of presentations can range from a straight lecture to some involvement of the learner through questions and discussion. Presentations depend more on the trainer for content than does any other training technique.

Uses

- ✓ To introduce participants to a new subject
- ✓ To provide an overview or a synthesis
- ✓ To convey facts and statistics
- ✓ To address a large group

Advantages

- Covers a lot of material in a short time
- Is useful for large groups
- Can be adapted to any kind of learner
- Can precede more practical training techniques
- Lecturer has more control than in other situations

Things to Be Aware of Before You Decide to Use a Lecture

- Emphasizes one-way communication
- Is not experiential in approach
- Learners' role is passive
- Lecturer needs skills to be an effective presenter
- Is inappropriate for changing behavior or for skills learning
- Learner retention is not as great unless lecture is followed up with a more practical technique
- Is common in more formal situations

Process

1. Introduce the topic—tell the learners what you're going to tell them
2. Tell them what you want to tell them—present the material using visual aids
3. Summarize the key points you've made—tell the learners what you've told them
4. Invite the learners to ask questions

Adapted with permission from *Training Trainers for Development: Conducting a Workshop on Participatory Training Techniques* (CEDPA Training Manual Series, Vol. 1), page 37. Washington, D.C.: Centre for Development and Population Activities, 1995.

DEMONSTRATION

Description

A demonstration is a presentation of a method for doing something.

Uses

- ✓ To teach a specific skill or technique
- ✓ To model a step-by-step approach

Advantages

- Easy to focus learners' attention
- Shows practical applications of a method
- Involves learners when they try the method themselves

Things to Be Aware of Before You Decide to Use a Demonstration

- Requires planning and practice ahead of time
- Demonstrator needs to have enough materials for everyone to try the method
- Is not useful in large groups
- Requires giving feedback to learners when they try themselves

Process

1. Introduce the demonstration—what is the purpose?
2. Present the material you're going to use
3. Demonstrate
4. Demonstrate again, explaining each step
5. Invite the learners to ask questions
6. Have the learners practice themselves
7. Discuss how easy/difficult it was for them—summarize

Adapted with permission from *Training Trainers for Development: Conducting a Workshop on Participatory Training Techniques* (CEDPA Training Manual Series, Vol. 1), page 38. Washington, D.C.: Centre for Development and Population Activities, 1995.

CASE STUDY

Description

A case study is a written description of an actual situation that is used for analysis and discussion.

Uses

- ✓ To discuss common problems in a typical situation
- ✓ To provide a safe opportunity to develop problem-solving skills
- ✓ To promote group discussion and group problem solving

Advantages

- Learners can relate to the situation
- Involves an element of mystery
- The hypothetical situation does not involve personal risks
- Learners are involved

Things to Be Aware of Before You Decide to Use a Case Study

- Case must be closely related to the learners' experience
- Problems are often complex and multifaceted
- There is not always just one right solution
- Requires a lot of planning time if you need to write the case yourself
- Discussion questions need to be carefully designed

Process

1. Introduce the case
2. Give learners time to familiarize themselves with the case
3. Present questions for discussion or the problem to be solved
4. Give learners time to solve the problem
5. Have some learners present their solutions/answers
6. Discuss all possible solutions/answers
7. Ask the learners what they have learned from the exercise
8. Ask them how the case might be relevant to their own environments
9. Summarize

Adapted with permission from *Training Trainers for Development: Conducting a Workshop on Participatory Training Techniques* (CEDPA Training Manual Series, Vol. 1), page 39. Washington, D.C.: Centre for Development and Population Activities, 1995.

ROLE PLAY

Description

In a role play, two or more individuals enact parts in a scenario related to a training topic.

Uses

- ✓ Helps to change people's attitudes
- ✓ Enables people to see the consequences of their actions for others
- ✓ Provides an opportunity for learners to see how others might feel or behave in a given situation
- ✓ Provides a safe environment in which participants can explore problems they may feel uncomfortable discussing in real life
- ✓ Enables learners to explore alternative approaches to dealing with situations

Advantages

- Can be stimulating and fun
- Engages the group's attention
- Simulates the real world

Things to Be Aware of Before You Decide to Use a Role Play

- A role play is spontaneous—there is no script to follow
- Actors must have a good understanding of their role for the role play to succeed
- Actors might get carried away with their roles

Process

1. Prepare the actors so they understand their roles and the situation
2. Set the climate so the observers know what the situation involves
3. Observe the role play
4. Thank the actors and ask them how they feel about the role play—be sure that they get out of their roles and back to their real selves
5. Share the reactions and observations of the observers
6. Discuss different reactions to what happened
7. Ask the learners what they have learned and develop principles
8. Ask the learners how the situation relates to their own lives
9. Summarize

Adapted with permission from *Training Trainers for Development: Conducting a Workshop on Participatory Training Techniques* (CEDPA Training Manual Series, Vol. 1), page 40. Washington, D.C.: Centre for Development and Population Activities, 1995.

SIMULATION

Description

A simulation is an enactment of aspects of a real-life situation.

Uses

- ✓ Allows learners to experience decision making in "real" situations without worrying about the consequences of their decisions
- ✓ Is a way to apply knowledge, develop skills, and examine attitudes in the context of an everyday situation

Advantages

- Is practical
- Learners are able to discover and react on their own
- Requires high involvement of the learner
- Provides immediate feedback

Things to Be Aware of Before You Decide to Use a Simulation

- It is time-consuming
- The facilitator must be well prepared, especially with logistics
- It is often a simplistic view of reality

Process

1. Prepare the learners to take on specific roles during the simulation
2. Introduce the goals, rules, and time frame for the simulation
3. Facilitate the simulation
4. Ask learners about their reactions to the simulation
5. Ask learners what they have learned from the simulation and develop principles
6. Ask learners how the simulation relates to their own lives
7. Summarize

Adapted with permission from *Training Trainers for Development: Conducting a Workshop on Participatory Training Techniques* (CEDPA Training Manual Series, Vol. 1), page 41. Washington, D.C.: Centre for Development and Population Activities, 1995.

SMALL GROUP WORK

Description

Small group work is an activity that allows learners to share their experiences and ideas or to solve a problem.

Uses

- ✓ Enhances problem-solving skills
- ✓ Helps participants learn from one another
- ✓ Gives participants a greater sense of responsibility in the learning process
- ✓ Promotes teamwork
- ✓ Clarifies personal values

Advantages

- Learners develop greater control over their learning
- Participation is encouraged
- Allows for reinforcement and clarification of lesson through discussion

Things to Be Aware of Before You Decide to Use Small Group Work

- The task given to the group needs to be very clear
- The group should be aware of time limits for the discussion
- Participants should be able to listen to each other, even if they don't agree
- Group discussion should not be dominated by one or two people
- Questions help guide the discussion
- Everyone should be encouraged to participate

Process

1. Arrange the learners in groups of four to seven
2. Introduce the task that describes what should be discussed
3. Ask each group to designate a discussion facilitator, a recorder, and a person to present the group's findings to the larger group
4. Check to make sure that each group understands the task
5. Give groups time to discuss—this should not require the trainer's involvement unless the learners have questions for the trainer
6. Have one person from each group summarize the findings of the group (this could be a solution to a problem, answers to a question, or a summary of ideas)

7. Identify common themes that were apparent in the groups' presentations
8. Ask the learners what they have learned from the exercise
9. Ask them how they might use what they've learned

Adapted with permission from *Training Trainers for Development: Conducting a Workshop on Participatory Training Techniques* (CEDPA Training Manual Series, Vol. 1), page 42. Washington, D.C.: Centre for Development and Population Activities, 1995.

Activity 5: Teaching Someone How to Use a Computer

Overview

This section helps participants prepare to work with persons unfamiliar with computer technology. An effort is made to help the participant understand the different challenges and apprehensions novice technology users encounter when being introduced to an unfamiliar technology.

Location

Conference room

Time

50 minutes

Objectives

By the end of the session, participants will be able to:

- ✓ Prepare for the different challenges and apprehensions faced when working with beginning-level computer users.
- ✓ Constructively assist someone with using the new technology.
- ✓ Effectively transfer skills to persons unfamiliar with computers.

Materials

Flip chart with outline of suggestions on how to help someone use a computer (to be posted during entire session, possibly the entire TOT)

Markers

Participant Handbook References

"How to Help Someone Use a Computer," pages 3-4

Session Outline

I. Brainstorming (10 minutes)

II. Discussion of Handout (40 minutes)

Delivery

I. Brainstorming (10 minutes)

Step 1: Introduction

Explain the session objectives and the purpose of this session.

Step 2: Brainstorming

Ask participants to list the challenges they might encounter when teaching someone how to use a computer. Participants should assume that they are training persons who have never used a computer or who have had extremely limited access to one.

II. Discussion of Handout (40 minutes)

Once participants have brainstormed and listed possible challenges in transferring computer skills, use the handout "How to Help Someone Use a Computer" to review any considerations they did not list.

Continue by reviewing the second section of the handout. Provide participants with examples of when and where these techniques might be appropriate to incorporate into training activities.

How to Help Someone Use a Computer

(Adapted with permission from a May 1994 article by Phil Agre in the online newsletter *The Network Observer*.)

Computer people are generally fine human beings, but nonetheless they do a lot of inadvertent harm in the ways that they "help" other people with their computer problems. Now that we are trying to get everyone on the Net, I thought it might be helpful to write down in one place everything I have been taught about how to help people use computers.

First you have to tell yourself some things:

- Nobody is born knowing this stuff.
- You have forgotten what it is like to be a beginner.
- If it is not obvious to them, it is not obvious.
- A computer is a means to an end. The person you are helping probably cares mostly about the end. This is reasonable.
- They probably do not need to know how it works. You would probably be embarrassed to tell them how it really works anyway.
- The best way to learn is through apprenticeship—that is, by doing some real task together with someone who has skills that you do not have.
- Your goal is not to solve their problem. Your goal is to help them become one notch more capable of solving their problem on their own.
- Most user interfaces are terrible. When people make mistakes it is usually the fault of the interface. You have forgotten how many ways you have learned to adapt to bad interfaces. You have forgotten how many things you once assumed the interface would be able to do for you.
- Knowledge lives in communities, not individuals. A computer user who is not part of a community of computer users is going to have a harder time of it than one who is.
- By the time they ask you for help, they have probably tried several different things. As a result, their computer might be in a strange state. That is not their fault.

Having convinced yourself of these things, you will find yourself much more willing to do the following:

- Never do something for someone that they are capable of doing for themselves.
- Do not take the keyboard. Let them do all the typing, even if it is slower that way, and even if you have to point them to each and every key they need to type. That is the only way they are going to learn from the interaction.

- Be aware of how abstract your language is. For example, "Get into the editor" is abstract and "press this key" is concrete. Do not say anything unless you intend for them to understand it. Keep adjusting your language downward toward concrete units until they start to get it, then slowly adjust back up toward greater abstraction so long as they are following you. When formulating a take-home lesson ("when it does this and that, you should check such-and-such"), check once again that you are using language of the right degree of abstraction for this user right now.
- Attend to the symbolism of the interaction. In particular, try not to tower over them. If at all possible, squat down so your eyes are just below the level of theirs. When they are looking at the computer, look at the computer. When they are looking at you, look back at them.
- If something is true, explain how they can see it as true.
- Find out what they are really trying to do. Is there another way to go about it?
- Whenever they start to blame themselves, blame the computer, no matter how many times it takes, in a calm, authoritative tone of voice.
- When they get nailed by a false assumption about the computer's behavior, tell them their assumption was reasonable. Tell yourself that it was reasonable. It was.
- Do not say, "It is in the manual." (You probably knew that.)

Activity 6: Training for Computer and Internet Use

Overview

Training can be a challenge, especially when you must consider possible technical problems and altered dynamics because of everyone's focus on the computer. The purpose of this activity is to outline considerations to be taken into account when planning for and conducting computer technology training. It also highlights preventive measures and solutions to challenges that may arise.

Location

Conference room

Time

50 minutes

Objectives

By the end of the session, participants will be able to:

- ✓ Describe aspects specific to computer and Internet training.
- ✓ Establish trainer responsibilities.
- ✓ Consider the skills needed to be an effective trainer.

Session Outline

I. What Is Special About Computer and Internet Training? (25 minutes)

II. How to Be an Effective Facilitator (25 minutes)

Materials

Flip chart paper

Markers

Participant Handbook References

"Trainer's Responsibilities," page 6

"Ideal ICT Trainer Capabilities," page 6

Delivery

I. What Is Special About Computer and Internet Training? (25 minutes)

Step 1: Introduction to Learning Styles

It is important to highlight the fact that every person has different styles of learning as well as different learning needs. These individual differences will dictate training content and make every training program different. In order to select the best trainers and offer an effective

training environment for learner-focused training, specific contingencies related to computers and the Internet should be taken into consideration.

Step 2: Group Work

Ask participants to work in pairs to make a list of the aspects of training that are particular to computer and Internet training. Allow 10 minutes for them to brainstorm.

At the end of the 10 minutes, ask for a volunteer to write responses on a flip chart as each group shares its ideas. Some considerations might be:

- Technical systems often fail.
- Much of the training is conducted using a computer, so personal interaction is different from what it would be in non-computer training.
- The Internet connection may be slow or not available at the time you need it.
- Participants may have different skill levels.
- A high ratio of trainers to participants is recommended.
- Participants may be excited about, resistant to, or afraid of new technology.
- Skills taught should be relevant to participants' daily work.
- Time for training may be limited.
- The equipment may be complex.
- "Information" may have a different meaning for different people.
- A gap may exist between the training content and the technical realities.

Step 3: Discussing the List and Its Relevance to the Next Session

Once participants agree that the list is complete, go around the room and ask each person to list a solution for one of the items on the list. Continue until all items have been covered. State that in the next session, when training design and preparation are discussed, the relevance of these ideas may be more apparent. Ask participants if they have any questions.

II. How to Be an Effective Facilitator (25 minutes)

Step 1: Ideal Trainer Capabilities

Read aloud "Trainer Responsibilities" and "Ideal ICT Trainer Capabilities." Ask participants to volunteer additional components to create a detailed description of the role of an ICT trainer. Suggest that the participants may want to add these additional components to their list.

Step 2: The Leland Initiative Seven-Step Process

Ask participants to turn to page 5 of the *Participant Handbook* to find the Leland Initiative's "Seven Steps to Using the Internet Effectively." Review each phase of the process with the participants. Explain that this process can be used for any new idea or project. Give the example of an organization introducing the use of computers.

Step 3: The Seven-Step Process in Action

Ask participants whether they have ever used the seven-step process, are familiar with it, or have never heard of it. If participants have engaged in activities that have incorporated the seven-step process, ask them to share examples so that all participants can have an idea of how this process might be applied to their work. After participants have given examples, or if none of the participants is familiar with the seven-step process, provide some examples of the process and how to apply it to possible ICT training sessions.

Use the examples listed below or incorporate other examples that you have.

The Seven-Step Process—Example

A Volunteer in Ghana needs to introduce computer basics to her students who have never before used a computer. She will use the Leland Initiative seven-step process to introduce this unfamiliar technology to her students:

Step 1: Awareness Building

Explain to the students the advantages and benefits to using the computer (using word processing to type assignments, using spreadsheets to do math and handle large amounts of data, using the Internet to do research for school projects).

Step 2: Assessment

The information that a student needs to know is technical vocabulary, the definition of hardware and software, and basic computer literacy skills.

Step 3: Finding Answers to Technical Questions

The computers in the classroom have to be in working order, and maintenance may be needed to ensure that they are operating correctly.

Step 4: Training

A syllabus and curriculum need to be developed to teach the students.

Step 5: Action Planning

Lesson plans need to be written.

Step 6: Implementation

Classes will take place during the school term.

Step 7: Reviewing and Looking Ahead

Students will take exams on the theory and practice of computing. Certificates will be awarded for those who pass. The curriculum will be reviewed to determine if it was the best method to teach students about computers.

Step 4: Summary

To conclude, go around the room and have each participant name an adjective that describes a good trainer. List these adjectives on a flip chart titled "How to Be an Effective Facilitator." Ideally, most or all of the following adjectives would appear on the list:

- Responsive
- Relaxed
- Confident
- Credible
- Clear
- Helpful
- Energetic
- Consistent
- Experienced

Ask participants if they have any questions. Review the session objectives. Ask the participants if each objective was met. Get group consensus to continue to the next session.

Tips and Ideas

Training for Computer and Internet Use

General

This module should be included in every training and should include discussions about the particularities of the training participants will be doing.

Skills Strengthened and How to Use Them

The content and resources are clear about the role of the trainer and the skills he/she should have to conduct computer and/or Internet training. By reflecting on both the general characteristics of good training and good trainers and the particularities of ICT training, participants will be able to plan and deliver ICT training.

Cultural Considerations

It may be useful to elaborate on possible cultural perspectives about technology when listing the considerations in Part I, Step 2 and Step 3.

Trainer's Responsibilities

Management

Plan, organize, and run effective training sessions.

Mentoring

Provide guidance and support to individual participants.

Intervention

Help design organizational change strategies to help participants use newly gained competencies.

Planning

Prepare participants for challenges of implementing goals upon returning to work.

Encouragement

Support participants in meeting their learning objectives.

Change agents

Catalyze the learning process for participants and challenge them to think creatively.

Ideal ICT Trainer Capabilities

Trainers, while having enough technical background to understand and explain computers and the Internet, should follow an approach that encourages participants to appreciate them as resource persons who assist them in achieving their professional goals.

Trainers should be able to explain technical concepts and terms simply and keep participants thinking of potential communication, research, and networking uses of computers and the Internet.

Trainers should design the training sessions to ensure that participants have the maximum hands-on time to explore the potential of the computer and the Internet to meet their needs.

Trainers should ensure that the participants are continually interacting with the facilitators, asking and answering questions, and thus helping to tailor the training to the participants' needs, concerns, and circumstances.

Whenever possible, trainers should use examples and cite resources relevant to the professional interests of the participants.

Activity 7: Closing and Review of Day 1

Overview

This session is designed to bring closure to the first day of training and to ascertain what concepts participants have retained from the day.

Location

Whatever venue was used for previous session

Time

15 minutes

Objectives

By the end of the session, participants will have:

- ✓ Reviewed the material learned during Day 1.
- ✓ Been introduced to and prepared for Day 2.

Session Outline

I. Review of Day 1 (5 minutes)

II. Introduction to Day 2 (10 minutes)

Delivery

I. Review of Day 1 (5 minutes)

Prepare a series of specific questions about the content of the day. Do a quick question-and-answer period to review the day's work.

II. Introduction to Day 2 (10 minutes)

Step 1: Day 2 Overview

Review Day 2's sessions and objectives. Involve participants in describing the value of each. Ask participants to carefully review the *Participant Handbook,* in case they have questions.

It is also important that participants review the scripts in the *Participant Handbook*, as they will be creating their own modules. Remind the participants what time the training starts the following day.

Day 2 Agenda

Activity 8: Welcome, Review, and Overview of Day 2	15 minutes
Activity 9: Internet Overview Practicum	90 minutes (1.5 hours)
Activity 10: Finding Relevant Resources on the Internet	90 minutes (1.5 hours)
Activity 11: Country-Specific Computer and Internet Infrastructure	1 hour
Activity 12: Closing and Review of Day 2	15 minutes

Activity 8: Welcome, Review, and Overview

Overview

The purpose of this session is to briefly review the activities of Day 1 and to provide participants with an agenda for the current day's activities.

Time

15 minutes

Location

Determine according to site possibilities

Objectives

By the end of the session, participants will have:

- ✓ Reviewed the material learned during Day 1.
- ✓ Reviewed the agenda and objectives for Day 2.

Session Outline

I. Review of Day 1 (10 minutes)

II. Introduction to Day 2 (5 minutes)

Before You Begin

Check room setup. Greet people at the door. Confirm that all participants have arrived.

Delivery

I. Review of Day 1 (10 minutes)

Review the previous day's sessions and objectives and talk about how they lead into Day 2 sessions and objectives. Ask if there are any questions about the material from the previous day or from the *Participant Handbook*.

II. Introduction to Day 2 (5 minutes)

Review the sessions and objectives of the day. Ask participants if they have any questions before continuing.

Activity 9: Internet Overview Practicum

Overview

This activity places participants in the role of trainer by beginning with a group activity that reviews module content and requires decisions concerning module structure. This in turn helps facilitate a discussion of the implications of different training approaches.

Location

Computer room

Time

90 minutes (1.5 hours)

Objectives

By the end of this session, participants will be able to:

- ✓ Familiarize trainees with Internet basics.
- ✓ Determine the important elements of an introduction to the Internet.
- ✓ Discuss tailoring module content to meet the needs of the audience.

Session Outline

I. Practicum (1 hour)

II. Model Presentation (30 minutes)

Materials

Markers

Flip chart paper

Flip Charts or Transparencies

15-minute Internet introduction (see "Introducing the Internet" in the *Participant Handbook*)

Participant Handbook References

"Introducing the Internet," pages 42-47

"The Internet: A Tool for Empowering People in the Information Age," pages 49-53

Delivery

I. Practicum (1 hour)

Step 1: Introduction

The Internet has been chosen as one of the practicum exercises because of the growing number of Volunteer activities that incorporate use of the Internet (explain this to participants so that they understand why the Internet has been chosen).

Step 2: Group Work

Divide the participants into groups of three or four people. Ask each group to incorporate some of the training techniques covered in previous activities into a one-hour session that gives an overview of the Internet. Their audience is a group of 10 adults working in the health sector. The adults are somewhat familiar with computers and have heard of the Internet, but many of them have never seen or used the technology. What are the most important factors to consider when implementing a project that utilizes the Internet? What are the best ways to present this information? Allow participants 30 minutes to prepare a session. Ask participants to note the sequence of the content of their presentations on flip chart paper. Refer to the information found in "Introducing the Internet."

Step 3: Group Work Presentation

At the end of the allotted time, ask each group to present its approach. Once all presentations have been given, create a master list compiling all major factors discussed (information will be based on the group flip charts). Facilitate a discussion on how presentations can be tailored to meet the needs of the audience, time allotted, and goals.

Important elements to consider:

- Lowering costs of doing business
- Possibility of rapid receipt of information
- Improvement of communications
- Greater access to information
- Much improved ability to share information globally
- The dynamism in the development of the Internet
- The connection to telecommunication infrastructure
- What the Internet is and what its features are
- The history of the Internet
- How the Internet is relevant to the audience's information and communications needs

II. Model Presentation (30 minutes)

Step 1: Presentation

Present a 15-minute introduction to the Internet, including its relevance to development work. Participants can refer to page 42 of the *Participant Handbook* for a diagram of the Internet.

Step 2: Discussion

Discuss the target audience for this presentation. In what ways would it be appropriate or inappropriate for the participants' audiences? In what ways would they change the presentation? Why?

Step 3: Session Wrap-up

Ask if there are any further comments or questions. Review the session objectives. Ask the participants if the objectives were met. Get consensus to continue to the next session.

Tips and Ideas

Internet Overview Practicum

General (Lower Technology Option)

This is a great exercise to place immediately after the introductions because it fosters group interaction immediately. If the TOT does not focus on Internet use, this exercise can be adapted to cover what a computer is.

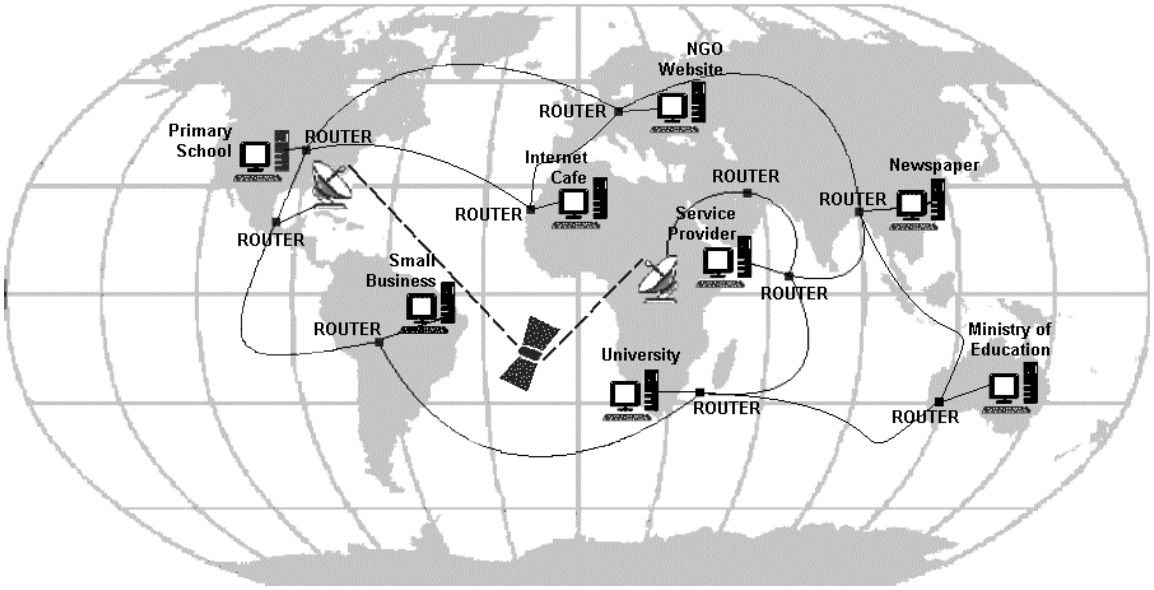
Skills Strengthened and How to Use Them

This exercise is not intended so much to strengthen skills as it is to inventory and affirm them. As the participants are asked to determine the module's content and the way it should be presented (encourage them to get creative!), they must pool their training skills and their knowledge of the Internet to meet a specific need. This gives the trainers (and fellow participants) an idea of what the participants know and an opportunity to share good ideas. Make note of any ideas that might be appropriate for use during other sessions.

Tips for a Multilevel or Multisector Group

Because this exercise occurs just after the introductions, the trainers have an opportunity to assess the skill levels of the participants. If the differences in experience and expertise are extreme, be sure to organize the small groups to take advantage of that diversity by having representation from all levels of expertise.

Introducting the Internet



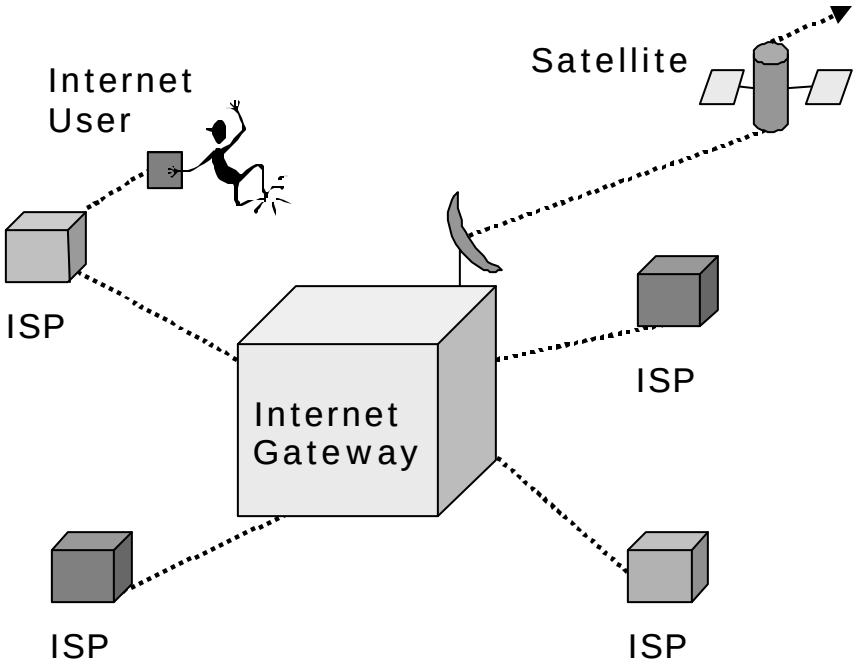
Academy for Educational Development (AED)

What is the Internet?

- The Internet is a worldwide network of computers that is often described as a “network of networks.”
- The two primary tools of the Internet are e-mail and the World Wide Web.
- TCP/IP, for Transmission Control Protocol/Internet Protocol, is the common language that allows the Internet to function globally.
- There are 153.5 million Internet users worldwide (Nua survey, February 1999). (Facilitator may want to update this statistic at the time of the training.)

Transparency

A Country's Internet Connection, Simplified



How was the Internet developed?

- ARPANET (ARPA stands for the Defense Department's Advanced Research Projects Agency) developed by U.S. Department of Defense, 1969
- American universities networked, 1970
- NSFNET developed by the National Science Foundation, 1986
- World Wide Web developed by CERN (a French abbreviation for the European Laboratory for Particle Physics), 1989
- Internet Society (ISOC), a nonprofit organization dedicated to maintaining the Internet, established, 1992
- First Web browser created, 1993

What can you do with the Internet?

- Exchange e-mail messages with other Internet users who have e-mail accounts
- Participate in discussions and have real-time conversations with others
- Do research using databases and other online resources
- Try new computer programs

What else can you do with the Internet?

- Buy goods and services
- See and listen to video and audio files
- Share electronic documents
- Share information with a number of other people at once
- Find information on just about any subject imaginable

Why use the Internet?

- It is fast
- It contains an endless amount of information
- It is inexpensive
- It makes it easy to get information
- Freedom

Endless possibilities

- Communication
- Publishing
- Research
- Marketing
- Teaching and training
- Trade

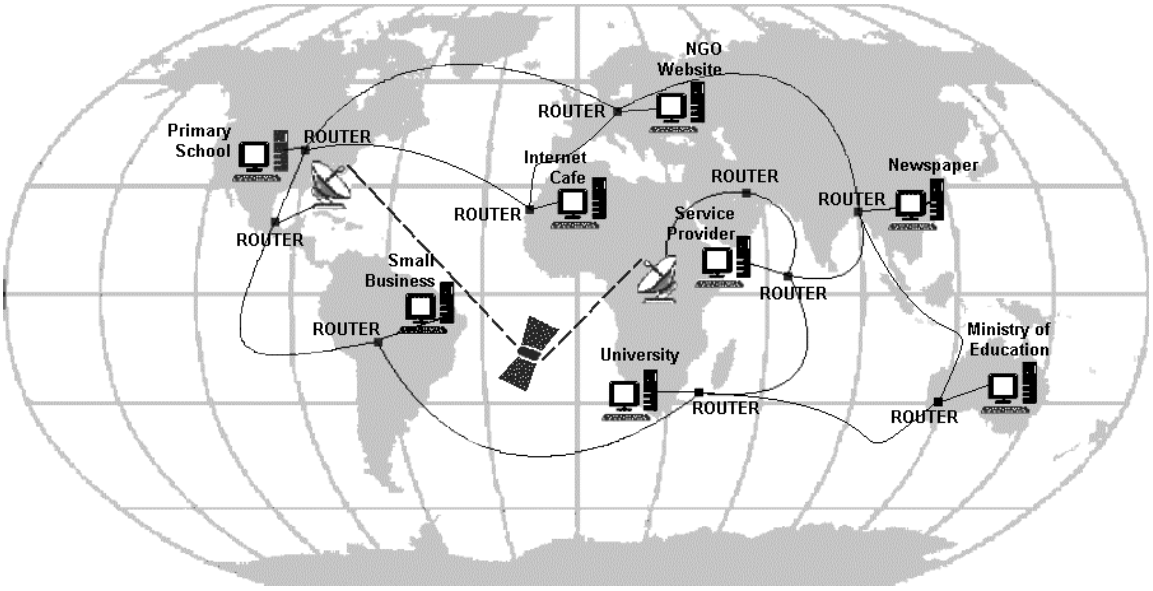
The Internet: A Tool for Empowering People in the Information Age

The following introduction to the Internet is intended to give you just enough background to understand the Internet and what you might be able to do with it. Although you can refer to many detailed sources of information about the Internet, we hope that this introduction will spark your imagination so you can think of ways that the Internet can help achieve your organization's development objectives. Just as you do not need to know how a car works in order to understand its benefits, you do not need to know a great deal about how the Internet works, which buttons to push, or what software you need to begin thinking of what you can do with the Internet. If you are aware of its possibilities, you can begin planning how it might help your organization.

What Is the Internet?

The Internet is a global network of computers. It is often described as a "network of networks" because it first began through the linking of existing local computer networks used by universities and governmental organizations. The Internet is a constellation of computers around the world that "speak the same language" so that information can travel seamlessly from one computer to another. When you connect to the Internet, your computer becomes part of this worldwide network of computers. The Internet is more than just a technological marvel. The pace is quick, with messages and information racing around the world in a few seconds, but the Internet is essentially about helping people communicate with one another. The diagram below is a greatly simplified view of the Internet.

A Sample Internet Connection



Note: This illustration has been simplified for reasons of space.

Activity 10: Finding Relevant Resources on the Internet

Overview

Online time is limited in this TOT because it is assumed that the participants are proficient in using e-mail and the World Wide Web. This exercise gives the participants an opportunity to sharpen skills and to begin exploring and sharing the resources available to them in their new role as ICT trainers.

Location

Computer room

Time

90 minutes (1.5 hours)

Objectives

By the end of the session, participants will be able to:

- ✓ Find and share Internet resources relevant to their work.

Session Outline

I. Finding Relevant Resources on the Internet (45 minutes)

II. Presentations (45 minutes)

Materials

None

Participant Handbook References

"Searching the World Wide Web," pages 94-98 (Part 2, Module 7)

"Search Engine Guide," pages 99-106

Delivery

I. Finding Relevant Resources on the Internet (45 minutes)

Step 1: Discovery

Ask participants to sit individually (or in pairs, depending on the ratio of computers to participants) for this searching exercise. For the next 45 minutes they are to search the Web for a minimum of three resources relevant to their work. Searches using the Internet could be done by sector, country, training, or other programs that would be useful to their work. Participants might also search for lesson plans and course outlines.

Note to trainer: It may be necessary to give a brief refresher on searching the Web. See the "Search Engine Guide," pages 99-106 in the *Participant Handbook*.

Step 2: Preparing to Report Findings

Each individual or pair prepares a flip chart list of what they found.

II. Presentations (45 minutes)

Step 1: Sharing Resources

Each person or pair describes the resources they found and how they found them. Give time for others to ask questions after each presentation.

Step 2: Session Wrap-up

Take 10 minutes to present useful resources (up to five) that may not have not been discussed by the participants, such as

- www.learnthenet.com (fee charged for lessons)
- www.lgta.org/lessons.html
- www.tutorialsite.co.uk/
- www.albares.com/tutoriale/tutoriales.htm (tutorials in Spanish)

These could also be printed out and copied for the participants.

Step 3: Review

Review the session objectives. Ask the participants if each objective was met. Get consensus to continue to the next session.

Tips and Ideas

Finding Relevant Resources on the Internet

General

This exercise can be repeated throughout the TOT if more online time is needed. If participants have limited navigating or searching skills, or if they do not have regular access to the Internet, facilitators can incorporate more online time into the TOT design. Each session like this one should have specific goals (such as a search topic, a comparison of search engines, or searching techniques) so that participants can focus on building their skills. The purpose of repeating this activity is to enhance skills and increase comfort levels in regard to the Internet.

Skills Strengthened and How to Use Them

This exercise will both encourage participants to enhance their Internet searching skills and familiarize them with selected Internet resources that are relevant to their work. These skills and resources will be applicable later when using the Internet and when transferring skills and information to their Counterparts.

Tips for a Multilevel or Multisector Group

If participants have varying skill levels, it might be helpful to pair more experienced persons with participants who have had less contact with or opportunity to explore the Internet and computer technology. Use this opportunity for one-on-one training. At the end of the session, have the participants give feedback about the lesson.

If the participants work in different sectors, pair them by sector or project, if possible. Module goals may need to be tailored to each pair, which can be self-determined but should be clear. If there are not enough similarities in interest, split the group so that half of the participants can work at a computer alone. The other half can use another room for a different exercise (any one of the modules planned for the conference room that falls easily into the sequence). Switch the groups after 15 minutes.

Search Engine Guide

(Note: The following search engines are presented solely as examples and do not imply endorsement of any particular search engine by the Peace Corps. Facilitators should check to see these are still valid prior to their training.)

Search Engine Name and URL	Description of Search Engine	Search Techniques
Google www.google.com	Google has particular advantages for Web users in countries that do not have the best Internet connections, for example, low bandwidth and/or high costs. The reason is that Google uses only a few small graphic illustrations and does not have resource-consuming banner advertisements. Google prioritizes the sites where it finds your keyword(s) in a unique way, including factoring in how many sites are linked to the site and how important and reliable those other sites are.	Type your keyword(s) or phrase into the Google search box. Click on the "Google Search" button or press the "Enter" key. It is not necessary to use any additional signs or punctuation marks.

AltaVista www.altavista.com	AltaVista has a very large database but requires use of searching techniques to limit the number of hits to a manageable number. Options include searching the Web or Usenet newsgroups. You can also limit your search to sites written in a certain language (e.g., French).	Click on "Advanced" and apply the following techniques: Put phrases in quotations and use lowercase letters when seeking a case-insensitive match. Use the "+" (plus) sign before words that your results must contain, or use the "–" (minus) sign before words that your results should not contain. Use Boolean expressions (see below) in the box provided to narrow the search. Use the expression "near" between two search terms to find documents where the terms are within 10 words of each other. Restrict searches to certain portions of documents, e.g., title, text, link, image, URL, host, or domain. Type the field name followed by a colon and the search phrase, e.g., "url: usaid.gov" or "domain:*.za" Limit the dates in the boxes provided. Note that the date refers to the date when the Web page was published on the Internet.

Excite www.excite.com	Excite has a large database and uses a concept-based approach by searching both for exact words and for ideas closely linked to words in the query. Options include searching by keyword or topic. You can select "list by website" to compress your results to prevent the listing of multiple hits from the same site.	Capitalize first letters of names and places. Use the "+" (plus) sign before words that your results must contain, or use the "–" (minus) sign before words that your results should not contain. Use Boolean expressions (see below) to narrow the search, but they must be in "all caps" with a space before and after. Select "More like this" next to a result to conduct a new search to retrieve more sites similar to the one selected.

HotBot http://hotbot.lycos.com/	HotBot has a very large search engine database. Allows user-friendly searches, but occasionally returns duplicate hits.	The interface allows you to limit your search by searching in one of the following ways: for pages that contain *all the words,* for pages that contain *any of the words;* for pages that contain *the exact phrase,* for *a person;* for *a URL,* for a *title,* or for *the Boolean expression.* By clicking the appropriate boxes, and selecting from the pull-down menus, one can also limit the search by date of publication and domain. In addition, one can limit the number of hits and the amount of detail in the description. To search using multiple criteria, click on "More Search Items" and filter by keywords, date, specified media types and technologies, location, domain, page depth, and number of results.

Go www.go.com	Go.com has a medium-sized database and allows you to search by both keyword and topic. Go provides extended services, including searches of news wires, premier news, e-mail addresses, company profiles, and Usenet newsgroups.	Capitalize first letters of names and titles; separate items in a list of names with commas. Use quotation marks around or hyphenate words that must appear in order, e.g., "Washington Post" or Washington-Post. Use the "+" (plus) sign before words (without a space) that your results must contain. Use the "–" (minus) sign before words (without a space) that your results should not contain. Use a pipe (|) to search for a certain set of results only, e.g., dog|Dalmatian. To restrict the search to certain parts of documents (e.g., URL, title, link, or site), type the part followed by a colon and the search phrase: "url: usaid.gov" finds sites that contain usaid.org in the URL, and *title:* "Nigeria" finds sites with the word "Nigeria" in their title. If you are not satisfied with your results, insert terms that add more detail to what you're looking for and click on "Search these results for." Go will search again inside the results you already have.

Lycos www.lycos.com	Lycos has a medium-sized database and allows searches by both keyword and topic. It searches both titles and content of pages and returns lists of detailed abstracts ranked by relevance.	For advanced searches, click on "Lycos Pro Advanced Search." From this interface, one can select "all the words," "any of the words," "natural language," or "exact phrase." One can also choose to search by media types and technologies, by title or URL, and by sites in a specified language.
Metacrawler and Mamma www.metacrawler.com and www.mamma.com	Metacrawler and Mamma are meta-search engines. Instead of maintaining their own databases of websites, they search the databases of various other search engines. You can select to search the Web or for computer products, newsgroups, files, or stock quotes.	For basic searches, you can use the "any words," "all words," or "phrase" options. For advanced searches, click on "Power Search" in the left-hand column. This interface allows you to search by "any" keywords, by "all" keywords, and by phrase. In addition, you can narrow the search by domain (edu, com, gov) and by host continent.

Yahoo www.yahoo.com	Yahoo contains a "directory" consisting of 40,000 websites organized by category. In addition to searching by category, Yahoo also searches Yahoo websites, recent news articles, and Yahoo Net events and chats. If it turns up no matches, it automatically performs a full-text document search of the Web using AltaVista. Results are ranked by relevance.	Use quotation marks around words that are part of a phrase, e.g., *United Nations.* Use a + sign in front of words that must appear in the results: e.g., *Guinea + Bissau.* Use a – sign in front of words that must not appear in the results, e.g., *bank – river.* Attach a ***** to the right of a word to return left-side partial matches (e.g., educat* will return educate, education, and educational). Use *t:* before a keyword to restrict the search to document titles only. Use *u:* to restrict the search to URLs only. Yahoo allows searches in many languages.
EnterpriseSearch www.enterpriseworks.org	The search engine at the EnterpriseWorks website is one of a new breed of "deep" search engines that search a specialized database, in this case more than 8,500 sources on poverty reduction and sustainable development.	The search engine is located in the upper right-hand corner of the home page. Choose whether to search the site or the Web. Enter keyword(s) and click on "Go."

Aardvark www.aardvark.co.za	This search engine, powered by Google, finds websites created in Africa.	Click the radio button at the top of the page that says "African." Enter your search phrase in the search window and click "search." When you click on a search result link, a separate window opens to that website, allowing you to return to the search result list as needed.
Ecila www.ecila.fr	This search engine allows searches in French.	
1Buscador www.1buscador.com	This search engine allows searches in Spanish.	

Activity 11: Country-Specific Computer and Internet Infrastructure (Guest Facilitator or Panel)

Overview

For the training to be applicable and serve as a basis for continued learning, participants need to be aware of the environment in which computer and Internet technologies are being used. This will help them to encourage the implementation of realistic project goals and uses of technology, increasing the likelihood of a positive and productive experience.

Location

To be determined by the guest facilitator

Time

1 hour

Objectives

By the end of the session, participants will be:

- ✓ Familiar with policy and technical issues surrounding computer and Internet purchase and use.
- ✓ Better able to plan for computer and Internet use based on the realities of access and support.
- ✓ Aware of the realities of the use and applicability of information and communication technologies in the host country.
- ✓ Alert to the potential of using these technologies, the challenges to their adoption, and possible solutions.

Materials

To be determined by trainer with guest facilitator or panel

Recommended Handouts

A country-specific list of frequently asked questions (FAQ) or information sheet, which might include:

- A list of computer and Internet service suppliers and telecommunication centers that provide computer and Internet access
- Internet service providers' brochures (if available)
- Information about the cost of telephone calls
- Telecommunication laws and regulations relevant to Internet use

Selection of Guest Facilitator

It is recommended that the session be facilitated by someone familiar with the policies and technical challenges in-country. The guest facilitator could be a Peace Corps Volunteer who has implemented a project integrating the use of the Internet into their work or assisted a community with obtaining Internet access, someone from the Ministry of Telecommunication, an Internet service provider representative, the country chapter of the Internet Society, or a regulatory body (like the Federal Communications Commission).

The guest facilitator should give an overview of what is to be covered during the session and allow time for questions. The presentation could include information on:

- Local policies affecting computer and Internet purchase and use.
- The approximate cost of a computer and accessories.
- Local taxes on computer hardware and software.
- The availability of technical support and maintenance for computers and Internet connections.
- Local telecommunication infrastructure and availability of Internet access.
- The cost of Internet access and any discounts for educational or nonprofit institutions.
- The cost of phone calls and any additional charges for using the Internet.
- The existence and status of a chapter of the Internet Society.
- The estimated length of time to have a phone line installed in different areas of the city or country.
- How customs handles the importation of computer hardware and software.
- Telecommunication centers and public centers with access to computers and/or the Internet. (Do they exist? Where are they located?)
- Necessary steps involved in getting connected to the Internet.
- Where to obtain computer parts.
- Where to obtain software.
- How much or what type of protection is needed against power surges. (Are surge protectors sufficient?)
- Protection against computer viruses.

Alternative: Peer Panel

A suggested alternative is a peer panel led by the Volunteers.

> In Kenya, Volunteers did a presentation on "The Facts on Teaching Computers in Kenya." Topics included the constraints inherent in technology (different equipment models, viruses, availability of software or repairs), the cost of computers and supplies, and the training materials they developed.

In Cape Verde, Volunteers led a discussion on the types of training Volunteers have been doing, the materials they are using, computer keywords in Portuguese, and how to conceptualize and develop a reference manual.

Decide if a peer panel is appropriate and who among the Volunteers might be available to facilitate the session. Then assist the presenters in selecting and preparing the topics they will cover in their presentation.

Session Outline

I. Introduction of Guest Facilitator or Panel Members (10 minutes)

II. Presentation (40 minutes)

III. Questions and Answers (10 minutes)

Delivery 

I. Introduction of Guest Facilitator or Panel Members (10 minutes)

Introduce the panel members and speak briefly about the session objectives.

II. Presentation (40 minutes)

The guest facilitator or panel members introduce themselves and explain how their work involves the use of computer technology, addressing the issues agreed upon prior to the session.

Using the forms found on pages 69-70 of the *Participant Handbook*, the guest facilitator can assist participants in completing a country-specific chart containing basic information needed when planning Internet connectivity. The guest facilitator can also engage participants in the role play activity found on page 19 of the *Participant Handbook*. The role play helps to demonstrate what one might experience when selecting an ISP and preparing for Internet connectivity.

III. Questions and Answers (10 minutes)

Allow TOT participants to ask questions about the panel members' experiences.

Thank the guest facilitator or panel members for coming.

Tips and Ideas

The State of Computers and the Internet

This topic is relevant to all the participants, even those who do not have Internet connections at their sites. However, the speaker should be informed of the participants' interests and level of connectivity in advance so he or she can adjust the content accordingly. Be sure to allow time for questions from participants.

Activity 12: Closing and Review of Day 2

Overview

This session is designed to bring closure to the second day of training and to ascertain what concepts participants have retained from the day.

Location

Whatever venue was used for previous session

Time

15 minutes

Objectives

By the end of the session, participants will have:

- ✓ Reviewed the material learned during Day 2.
- ✓ Been introduced to and prepared for Day 3.

Session Outline

I. Review of Day 2 (5 minutes)

II. Introduction of Day 3(10 minutes)

Delivery

I. Review of Day 2 (5 minutes)

Prepare a series of specific questions about the content of the day. Do a quick question-and-answer period to review the day's work.

II. Introduction of Day 3 (10 minutes)

Review sessions and objectives for Day 3. Involve participants in describing the value of each. Ask participants to carefully review the *Participant Handbook,* in case they have questions.

It is also important that participants review the scripts in the *Participant Handbook*, as they will be creating their own modules. Remind the participants what time the training starts the following day.

Day 3 Agenda

Activity 13: Welcome, Review, and Overview of Day 3	15 minutes
Activity 14: Developing Training Modules	4-hour minimum
Activity 15: Closing and Review of Day 3	15 minutes

Activity 13: Welcome, Review, and Overview

Overview

The purpose of this session is to briefly overview the activities of the previous day and to provide participants with an agenda for the current day's activities.

Location

Computer room

Time

15 minutes

Objectives

By the end of the session, participants will have:

- ✓ Reviewed the material learned during Day 2.
- ✓ Reviewed the agenda and objectives for Day 3.

Session Outline

I. Review of Day 2 (10 minutes)

II. Introduction to Day 3 (5 minutes)

Before You Begin

Check room setup. Greet people at the door. Check that all participants have arrived.

Delivery

I. Review of Day 2 (10 minutes)

Review yesterday's sessions and objectives and talk about how they lead into today's sessions and objectives. Ask if there are any questions about the material from the previous day or from the *Participant Handbook*.

II. Introduction to Day 3 (5 minutes)

Review the sessions and objectives of the day. Get consensus on the topics to be covered. Ask participants if they have any questions.

Activity 14: Developing Training Modules

Overview

This exercise will allow participants to plan all components of a training module as a team. This experience will acquaint them with the level of detail required to execute a training and apply the principles learned in previous modules.

Location

Computer room

Time 

Minimum of 4 hours (possible all-day activity)

Objectives

By the end of the session, trainees will:

- ✓ Prepare and present a specific piece of a training module.
- ✓ Understand the amount of detail involved in preparing for and conducting training activities.
- ✓ Present as a training team.

Session Outline

I. Preparation of Training Modules (1 to 2 hours)

II. Presentations and Feedback (2.5 to 4 hours)

III. Discussion of Training Practicum (30 minutes to 1 hour)

Trainer note: The times in the Delivery section reflect the minimum time; adjust the times if this activity will be an all-day activity.

Materials 

Place individual slips of paper in a hat with the following information written on them:

Computers, Networks

The World Wide Web, Searching

E-mail, Mailing Lists

Getting Connected to the Internet

Flip chart paper, markers, etc., depending on groups' presentations

Training Modules from *Participant Handbook*

Participant Handbook References

Refer participants to Training Modules in Part 2 of the *Participant Handbook*, pages 26-117.

"Training Module Format," page 118

"Feedback," page 120

Delivery

I. Preparation of Training Modules (1 hour)

Step 1: Review of Models

Ask participants for their impressions of the scripts in the *Participant Handbook* that they reviewed the previous night. Do they feel as if they can use them as a model?

Step 2: Group Work

Have participants break into four working groups. Have them pick from a hat/basket which module they will develop:

- Computers, Networks
- The World Wide Web, Searching
- E-mail, Mailing Lists
- Getting Connected to the Internet

Refer participants to the "Opening Session" outline on pages 26-29 and the "Training Modules" found on pages 30-117 in the *Participant Handbook*. Participants should keep in mind that the lesson plans contain several individual activities and that they need to select only one activity to use for their presentation. Groups will be given one hour to prepare their presentation. Before beginning, collectively review the script of each module and determine what *specific* topics (piece of the module) the group would like to cover.

As there are only 30 minutes to present, topics must be chosen carefully. Participants will need to choose their audience and define their assumptions (for example, the audience uses computers on a daily basis but is not familiar with the Internet); they may use the Internet to prepare their presentation if they wish.

Trainers should be available to help groups with presentation materials and setup; groups may use anything readily available for their presentation. Groups should use the framework outlined in the "Ten Steps of Planning."

Optional: If time permits, have participants develop their own module from scratch. Some possible topics: Basic Web Page Development, Online Collaboration Projects, or Evaluating Web Resources. Participants can search for information on these topics on the Internet to assist them in preparing the modules. And they can use the blank "Training Module Format," found on page 118 in the *Participant Handbook*, to guide their module preparation.

II. Presentations and Feedback (30 minutes for each group)

Step 1: Getting Ready for Presentations

At the end of the preparation time, briefly review "Feedback" (page 120 in the *Participant Handbook*) and recap the previous discussion about giving feedback.

Step 2: Presentations

Groups will be given 30 minutes to present their training module, as they would in an actual training scenario. Those not presenting will act as the audience according to the specifications of the presenters, and will attempt to act like real participants so as to challenge the trainers to manage the content and to achieve their training goals and objectives for the session.

When each presentation is finished, allot the group a maximum of 15 minutes to give constructive feedback to the presenting group.

III. Discussion of Training Practicum (15 minutes)

Step 1: Discussion of Experience

Once all groups have presented, ask for reflections on the design and presentation processes. Have participants reflect aloud on whether they are ready to provide training and whether they are comfortable knowing the amount of time needed and the extent of preparation involved. Discuss the opportunity to provide training over the following weeks and whether or not a trainer will be present to assist them.

Step 2: Session Wrap-up

Ask for any further comments or questions. Review the session objectives. Ask the participants if the session objectives were met. Get consensus to continue to the next session.

Tips and Ideas

Developing Training Modules

General

If time permits, this activity is a good planning and time management exercise for participants. When providing feedback after the presentations, remember to try to be true to the situation and culture.

Skills Strengthened and How to Use Them

This exercise is a culmination of the participants' prior knowledge and what they have learned in the TOT. Here they apply this knowledge to develop and deliver a module, giving them the opportunity to be the trainer and get feedback. Though the time allowed for this exercise is short, the major points are covered. Remind participants that they will not feel as if they have had a complete training experience until they have delivered their own training sessions.

Tips for a Multilevel or Multisector Group

Group participants according to similar interests. This will help ensure a smooth session planning process.

Training Module Format

Session Title

Session Purpose

Learner Objectives

(By the end of this session, trainees will be able to …)

Session Location

Total Session Time

Materials and Equipment Needed

(Include flip charts or overhead slides and handouts, listed by title.)

Session Outline and Timing for Each Activity

Delivery

(List steps for delivering each outlined topic above.)

Activity 15: Closing and Review of the Day

Overview

This session brings closure to the third day of training and reviews material that was covered. It also helps participants prepare for the practicum phase of their training.

Location

Conference room

Time

30 minutes

Objectives

By the end of the session, participants will have:

- ✓ Reviewed the material learned during the day.
- ✓ Been introduced to and prepared for the practicum.

Session Outline

I. Review of the Day (10 minutes)

II. Review of the ICT TOT (10 minutes)

III. Discussion of the Upcoming Practicum (10 minutes)

Materials

ICT TOT agenda

Draft agenda for preparatory time for practicum

Flip chart paper

Delivery

I. Review of the Day (10 minutes)

Conclude with a review of the experiences and objectives of the day. Involve participants in describing the value of each activity. Incorporate questions about the material covered to reinforce what knowledge was obtained from the day's activities.

II. Review of the ICT TOT (10 minutes)

The purpose of this session is to bring a sense of completion to the entire training. Participants review the concepts and skills they have learned and discuss their plans for using them. Briefly review the TOT sessions and objectives (refer to the flip chart) and discuss continuity of the elements and reasons why this combination of skills is important. Talk about the additional activities in which participants can now engage and the network of technical colleagues they have established among themselves.

Ask participants if the training goals and objectives have been reached. Allow time for comments or questions.

III. Discussion of the Upcoming Practicum (10 minutes)

Once ICT TOT accomplishments have been acknowledged, discuss the opportunity to apply the skills learned in the practicum. Introduce the assignment and the audience, as well as the structure for the time allotted to prepare. Express your confidence in the participants' ability to take on this challenge. Ask if there are any questions.

Reiterate meeting times to begin preparations for the practicum.

Day 4 Agenda

Activity 16: Welcome, Review, and Overview	30 minutes
Activity 17: Technology Applied	2 hours
Activity 18: Preparing for the Training Practicum	4-6 hours
Activity 19: ICT TOT Closing	30 minutes

Activity 16: Welcome, Review, and Overview

Overview

The purpose of this session is to briefly overview the activities of the previous day and to provide participants with an agenda for the current day's activities.

Location

Conference room

Time

30 minutes

Objectives

By the end of the session, participants will have:

- ✓ Reviewed the material learned during Days 1-3.
- ✓ Reviewed the agenda and objectives for Day 4.

Session Outline

I. Review of Days 1-3 (20 minutes)

II. Introduction to Day 4 (10 minutes)

Before You Begin

Check room setup. Greet people at the door. Check that all participants have arrived.

Delivery

I. Review of Days 1-3 (20 minutes)

Review previous sessions and objectives and talk about how they lead into today's sessions and objectives. Ask if there are any questions about the material from the previous days or from the *Participant Handbook*.

II. Introduction to Day 4 (10 minutes)

Review the sessions and objectives of the day. Get group consensus on the topics to be covered. Ask participants if they have any questions.

Activity 17: Technology Applied

Overview

Using case studies, participants will examine and reflect upon the process of facilitating and planning technology training sessions. They will critique their own work as facilitators, discuss the desired actions of those they are assisting, and consider potential hurdles to overcome in the process. There are no "right answers" in this exercise. Participants should be encouraged to explore all aspects of the cases and to explain their recommendations. This exercise complements previous activities in order to give the TOT context and purpose. The purpose is to assist participants in preparing for future training challenges.

Location

Conference room

Time

2 hours

Objectives

By the end of the session, participants will:

- ✓ Understand the process of incorporating the use of computers and the Internet into an existing project or the daily activities of an organization.
- ✓ Be able to create and implement a training plan, adapt it to change, and measure success.

Session Outline

I. Review of the Process and Circumstance (20 minutes)

II. Planning, Facilitating, Implementing, and Reviewing (1 hour, 40 minutes)

Materials

Flip chart paper

Markers

Flip Charts or Transparencies

"Seven Steps to Using the Internet Effectively"

Participant Handbook References

Case studies, pages 121-124

"Nonformal Education Sample Work Plan," page 23

"Guidelines for Planning Participatory Programs," page 24

Delivery

I. Review of the Process and Circumstances (20 minutes)

Step 1: Review of Process

Ask for a volunteer to read aloud the session objectives. Explain that any future trainings conducted by the participants may be an important factor in determining if and how their Counterparts will begin to use these technologies. For the participants to be most effective, they will need to understand the goals of their audiences. In many cases, the participants will be able to help their host country colleagues implement projects because of their familiarity with how technology can contribute. Review the Leland Initiative seven-step process introduced on Day 1 and discuss the trainer's role.

Step 2: Review of Technology in Host Country

As this session will elaborate on the planning, facilitating, implementing, and review phases, you should recapitulate the main points of the morning session. Ask participants to keep in mind the realities of technology use as they take part in the next activity.

II. Planning, Facilitating, Implementing, and Reviewing (1 hour, 40 minutes)

Step 1: Planning (allow one hour for this)

Ask participants to work in pairs and have each pair select a case from the "Case Studies." Ask participants to address the following:

1. Provide a brief description of the kind of training or presentation you would conduct for your client and why. Who is your training audience? Would you train people with certain experience or skill levels first or train everyone at once? Would you conduct the training within a one-week period (one to five days) or over the course of a longer period of time (a few sessions every one to three months)? Why?
2. How you would facilitate your client's next steps (your own action plan; include only your actions)?
3. What would your client's ideal action plan look like (refer to "Nonformal Education Sample Work Plan" for a model plan and to "Guidelines for Planning Participatory Programs")? Include in the action plan steps to integrate community linkages.
4. List two things that could go wrong while your client is implementing his/her plan and how to adjust the plan accordingly.
5. List three indicators to measure accomplishments.

Step 2: Paired Group Sharing (15 minutes each)

Have each group pair with another and present their plans. Trainers should visit each group periodically and serve as an observer only.

Step 3: Large Group Discussion

Bring all groups together and have each pair of groups talk about their impressions of the activity and what they learned. Emphasize the need to be flexible when implementing the

training, the importance of information sharing, and the impact of having strong community relations.

Step 4: Session Wrap-up

Ask if there are further comments or questions. Review the session objectives. Ask the participants if each was reached. Get consensus to continue to the next session.

Trainer note: If the participants know at this stage that they will be assisting a specific organization in integrating computers and/or the Internet into its communications strategy, see the process outlined in "Making the Internet Connection Count: Effective Use of the Internet in Seven Steps," a Leland Initiative document available at www.info.usaid.gov/leland.

Tips and Ideas

Technology Applied

General

This is an opportunity to ask the hard questions. Case studies should include at least one incident where the relevance of computers or the Internet may not be obvious. Remind participants that these are tools and, as with other kinds of tools, should be used when they are relevant. Emphasize the wide range of uses of computers and Internet and that they can be useful even when accessed intermittently at another location (for example, at a telecommunication center or cybercafe in a district or regional capital) or for very specific purposes. Remind them that one need not have the most current hardware and full Internet access (beyond e-mail) to take advantage of these tools.

Tips for a Multilevel or Multisector Group

Trainers should carefully consider the case studies used in this module so that the exercises are applicable and the lessons diverse. If the participants have field experience, the trainers may want to challenge them to use their own situations, as long as the exercise can be completed as designed.

Cultural Considerations

That is what this exercise is all about! Encourage participants to include the challenges that they foresee in working with the local culture as much as possible.

Seven Steps to Using the Internet Effectively

Step 1: Awareness Building

Cultivate a general appreciation and knowledge of what the Internet is and what it can do for your organization.

Step 2: Assessment

Identify factors involved in creating a positive environment for the use of the Internet within your organization.

Step 3: Finding Answers to Technical Questions

Plan and carry out practical steps for connecting to the Internet.

Step 4: Training

Develop a hands-on knowledge of Internet tools useful in achieving your organization's goals.

Step 5: Action Planning

Produce a plan for the use of the Internet in your organization's work.

Step 6: Implementation

Begin to implement the action plan.

Step 7: Reviewing and Looking Ahead

Determine the level of success of your Internet activities and identify your next steps for its use.

Nonformal Education Sample Work Plan

Tree-Planting Project, October to November

Objective/ Task	Current Status	Planned Activities	Who Is Responsible?	Achievement Indicators	Time Indicators	Resources Needed
1.Develop posters						
A. Designs by children	Meeting scheduled with headmaster	Hold contest for school-children: Designs	Kofi	Designs completed	Contest: Nov. 1-10	Paper and paint for children
B. Artist makes posters	Two possible artists identified	Choose artist Get supplies	Tchao and Etienne Etienne	Posters up in community	Artist finishes by Nov. 20 Posters distributed by Nov. 25	Artist supplies
2. Plant trees						
A. Prepare land	Initial survey completed	Meeting with chief to discuss tree planting	Robert will request meeting	Meeting scheduled	Meet in early November	
B. Obtain seedlings	Sources of seedling identified	Contact ministry for seedlings	Tchao and Chris	Ministry agrees to supply seedlings	Agreement by mid-November	Transport to capital

Source: *Non-Formal Education Manual.* Washington, D.C.: Peace Corps, December 1989. (ICE No. M0042)

Guidelines for Planning Participatory Programs

If you want to SUCCEED, you need to:		If you do, you will:
Set a brief, clear task rather than lecture or ask questions	→	Share power
Use "hands-on" multisensory materials rather than rely only on verbal communication	→	Broaden the base of participation
Create an informal, relaxed climate	→	Equalize status
Choose growth-producing activities	→	Draw out talent, leadership, and mutual respect
Evoke feelings, beliefs, needs, doubts, perceptions, aspirations	→	Ensure relevance
Encourage creativity, analysis, planning	→	Enhance personal confidence, self-esteem, resourcefulness, and skills
Decentralize decision making	→	Develop capacity for practical action

Source: *Non-Formal Education Manual.* Washington, D.C.: Peace Corps, December 1989. (ICE No. M0042)

Case Studies

Assume you have been asked to help with one of the following situations. How would you respond? What resources would you use to resolve the issue?

NGO-Provided Telecommunication Center

A small NGO with three full-time employees is running a telecommunication center in a medium-sized town. They have five computers available to the public that are located in a small room adjacent to their offices. Public users are charged $3 per hour; students are charged $1.50 per hour. Each computer has its own phone line and dial-up Internet connection. The NGO director's friend, who is a technician, maintains the computers and stops by when the center is having problems. The center is full of clients from the time it opens until it closes, and the clients really appreciate the service. However, the NGO is not sure if it can continue maintaining the center because it is not generating enough money to support itself.

Nurse With Apprehensions About Using Technology

A nurse who works at a small clinic outside the capital city has a son who is a star student in a private secondary school in the city. Lately he has gotten very excited about the Internet, encouraging his mother to go into the city to see it herself. He has even brought home printouts of current medical resources available on the Internet to show his mother. Though the nurse is excited about the potential of this technology, she has never used a computer and does not know if the doctor in her clinic has either. They do not have a computer in the clinic and cannot afford one, since it is community funded.

Rice Researcher Excited About Technology

A rice researcher finally got the opportunity to go to a regional conference for agricultural researchers and was introduced to the power of the Internet in a daylong seminar. Though he uses a computer for data analysis, he had never seen the Internet prior to the conference. He is located far away from the capital and phone charges are expensive. And his boss refuses to touch the computer, insisting that people at his level have no use for it.

Secondary School Computer Laboratory

A secondary school in a major city has a 30-computer laboratory that it rotates all of its classes through at least once every two weeks. The school has a leased line from an Internet service provider that is funded by the PTA. All this is due to one very dynamic computer teacher who was able to demonstrate the need for this technology for the students' education and exposure. He is also the one who maintains and upgrades the computers. He has just put into place some night classes for adults who want to become computer literate, hoping to make the school's computer center self-sustainable.

Ministry of Environmental Conservation

The Ministry of Environmental Conservation has created very effective materials to inform the public about the environmental issues affecting the country (they are published in the 12 main languages). After having spent four years creating these materials and having distributed the booklets widely throughout the country, the ministry is almost out of money for this project and feels it no longer needs to be involved in the production and distribution process of future materials. The point person for these materials is very proud of them, having worked hard to pull the human and financial resources together to make this project a success. He knows nothing about computers or the Internet.

Women's Association Financial Management

An association of women basket weavers recently received help from a European volunteer to begin selling their baskets internationally. They are now aware of the export laws, and have gotten to know many of the businesspeople in the country. Though they can produce enough items to fill their orders and are doing a great business via the local telecommunication center's fax machine, they are starting to feel that they need to get control of their finances. Several of the members' husbands work in offices on computers, but they say they do not have time to help.

Radio Stations With Large Number of E-mail Requests

The biggest pop radio station (located in the capital) in the country now has its station online, so it can be listened to from anywhere in the world. Many of its staff members find news and information to broadcast from the Internet. They are a model for communications pairing: radio and Internet. Lately, their public e-mail account has been getting bombarded with requests for information about rural areas, and that is something that the station has never reported on. They would like to serve their listeners but do not know where to start.

Web-Based Tourist Site and Ministry Control

The minister of your region heard about your project in which you were marketing the tourist sites on the coast. Though there are no results yet on the effects of your website, the minister wants to speak with you. He is anxious about the technology and though he suspects your project is a good thing, he is concerned about the free flow of information on one of his biggest industries without his control. You and your host country Counterpart have an appointment to see him next week.

Kenya TOT Technology Applied Case Studies

Volunteers in Kenya were asked to review the preceding case studies, including the teacher version, and report on which ones were relevant and, if they were not relevant, to modify them or write new ones so that they would be more applicable to Volunteers. They were asked to think about the type of training and steps that would take place. Several groups were formed to discuss the case studies.

Case Study #1 (modified to use a college setting)

A college is running a computer center that does typesetting as an income generation project. It wants to expand its offering to include access to the Internet and charge for e-mail and Internet surfing. The principal's brother, who is a technician, maintains the computers. He stops by when the principal calls him. The college is not sure how to make it a viable business.

Case Study #4 (developed into two case studies based on Volunteer experiences)

1. A school has seven computers and offers training to 60 students. It wants to have some income-generating services and training to maintain and improve the equipment. There is an idea among the staff members to open the lab at night to provide computer services and training to the community for a fee. The students want more computer time and feel that because they have paid fees they deserve access to the computers at night. The administrators see the reasoning behind the feelings of staff and students. At present there are only two instructors to meet the school's needs. What should the school do?

2. An entrepreneur has set up a business to provide equipment and a teacher to primary and secondary schools. The charge is 1,500 shillings a term for primary students and 2,000 shillings a term for secondary students, with a minimum enrollment of 10 students for one session daily. The equipment will be available to the school during off-hours. The staff and the students recognize the benefits of the program and appreciate the costs involved in providing the service. Still, the costs present a burden to the families of the students, and they want to reduce the fees by creating an income-generating project using the computer equipment in an appropriate way. The school is in a semirural area. What are some options?

Two Community-Based Case Studies

1. The community has computers. They were donated by the previous Volunteer to the newly constructed community library. The library committee has recently turned over administrative responsibilities to the National Library Services, which is a government organization. The head librarian, a National Library Services employee, has control of computers used within the library. As the library is new, there are no electricity or phone lines, but they are possible to obtain. What is the best method for obtaining electricity and a phone (for example, solar, generator, satellite phone)? How will the hardware be maintained?

2. Ten computers have been donated to a community-based project associated with a progressive primary school in a small, rural market village. The school provided the funds to construct a building to house the computers. The headmaster of the school wants to come up with a plan to do the following:

- Begin teaching students
- Begin teaching student leavers (secondary school graduates)
- Open the computers to community use
- Ensure that the computers are secure from theft and protected from damage
- Finance the project

Working With Government Bureaucracy

A Volunteer knows many people who want to send donated computers to the developing country where she is working. The problem is that the Volunteer would have to pay huge and extortionate import taxes on the computers once they were received in-country. The taxes are often more than the computers are worth. No one in authority seems to know any legal way around this problem. The Volunteer has been told to contact many ministry departments and agencies, but each one declines to take the responsibility when approached.

Ghana TOT Technology Applied Case Studies (developed by Volunteers in Ghana)

1. The headmaster of the school buys a secondhand computer and does not know how to use a computer. The headmaster is constantly requesting assistance and training from the Volunteer, who already has many other obligations and commitments at the school.

2. The technician who has a contract to maintain the computers has been taking parts out of the computers and selling them. The Volunteer notices there are constant problems with the computers, especially after the technician comes to make repairs, and determines the problem lies with the technician.

3. A donation of several computers is made to a school. The headmaster wants to have one of these donated computers put in his office even though he does not know how to use a computer.

4. The computer center at a school is run by a private company. It is compulsory that students take computer classes and pay the company for the classes. Students have limited time on the computers and are learning few computer literacy skills.

5. After teaching computer skills to several teachers, the teachers begin looking for jobs in the private sector that require computer literacy. Out of the five teachers the Volunteer trained in their first year of teaching, only one is left at the beginning of their second year.

Cape Verde Case Study

Volunteers suggested a case study to handle the situation in which an office or school wants to use computers but does not have any. What would be the process for obtaining computers and instructors, setting up trainings, and best using the computers? Another suggestion was a case study on how to train people who are at different learning levels but in the same class.

Activity 18: Preparing for the Training Practicum

Overview

This day will be spent preparing training sessions for an audience determined by the Peace Corps country office. Participants might be Volunteer Counterparts or colleagues, students, NGO staff, or members of the community. Participants are encouraged to use, apply, and adapt resources and materials distributed during the previous days of the ICT TOT.

Location

Same as for the ICT TOT

Time 

One full day (8 hours)

Objectives

By the end of the session, participants will:

- ✓ Determine the training practicum content.
- ✓ Prepare the objectives for the training practicum.
- ✓ Set the agenda for the training practicum.
- ✓ Decide which materials to distribute during the training practicum.
- ✓ Choose training methods.
- ✓ Practice presenting.
- ✓ Divide training practicum activities and assign training tasks.
- ✓ Prepare evaluation forms (optional).

Session Outline

I. Create Overall Design (1 hour, 40 minutes)

II. Prepare Scripts (35 minutes)

III. Check Facilities and Logistics (45 minutes)

IV. Practice and Refine Training (3 hours)

V. Internet Research (1-plus hours)

VI. Wrap Up (30 minutes)

Materials 

ICT TOT Participant Handbook

Flip chart paper

Markers

Flip Charts or Transparencies

The day's agenda

The Practicum Assignment

The audience and content for this practicum will be chosen by the Peace Corps country office. The Peace Corps should provide details about the participants and the anticipated goals of the training. Ideally, the training will include a section on applying the Internet to development work. Use the same space that was used for the ICT TOT.

Role of the ICT TOT Training Facilitators

ICT TOT trainers should be made aware of how much extra training material will be needed to prepare for the practicum. TOT facilitators will assist the new trainers in preparing for the practicum sessions by observing and providing them with feedback at the end of each day of training.

Delivery/Preparation

I. Create Overall Design (1 hour, 40 minutes)

Step 1 (30 minutes)

Discuss assignment, anticipated goals, and the audience.

Step 2 (10 minutes)

Review the practicum objectives.

Step 3 (30 minutes)

Modify training objectives to meet the needs of the audience being trained.

Step 4 (30 minutes)

Choose training modules and set the agenda.

II. Prepare Scripts (35 minutes)

Step 1 (5 minutes)

Divide modules among participants.

Step 2 (includes methods, presentation, and materials; 30 minutes per module)

Review and finalize scripting of each module or activity.

II. Check Facilities and Logistics (45 minutes)

III. Practice and Refine Training (3 hours)

Step 1 (5 minutes per module)

Present script to others for feedback and to verify continuity.

Step 2 (1 hour)

Decide which materials to distribute to participants and make any necessary updates and final preparations.

Step 3 (up to 1 hour)

Decide if and how to evaluate the training.

Step 4 (1 hour)

Practice presenting modules in small groups or pairs.

IV. Internet Research (1-plus hours)

Allow time to search the Internet for additional resources (up to 2 hours).

V. Wrap-up (30 minutes)

Address any concerns or questions about assignments, content, logistics, and so on.

Activity 19: ICT TOT Closing

Overview

After working together for several days, it is important for participants to reflect on what they have accomplished, to discuss the possibility of future collaboration, and to be shown appreciation for their effort.

Location

Conference room

Time

30 minutes to 1 hour

Objectives

By the end of the session, participants will:

- ✓ Reflect on the ICT TOT experience.
- ✓ Determine what skills were acquired and can be applied at their sites.
- ✓ Bring closure to the ICT TOT and decide on next steps.

Session Outline

I. Reflection (10 minutes)

II. Continued Collaboration (10 minutes)

III. Closing Remarks (10 minutes)

Materials

Flip chart paper

Markers

Certificates for participants

Handouts

Contact sheet with names of all participants and trainers

Before You Begin

Finish giving feedback for the day and the practicum as a whole. Review the objectives. Congratulate the new trainers for a job well done

Ask a Peace Corps staff member to make some closing remarks. He or she should emphasize the value of building the training capacity of the country in information and communication technology. He or she also may wish to say how happy the staff is to have had all of the participants take part in the training and the subsequent practicum, citing specific impressions.

Delivery

I. Reflection (10 minutes)

Allow time for the new trainers to talk about their experience. Encourage them to reflect on what went well, how they plan to enhance their training skills, and how they can apply what they have learned.

II. Continued Collaboration (10-40 minutes)

Ask participants if they think it would be useful to put in place a plan for continuing their sharing of resources and training ideas, potentially including the ICT TOT trainers. This may depend on the availability of e-mail access, the sectors and regions in which the participants will be working, and the nature of their projects and communication mechanisms. If so, determine next steps and write them on a flip chart (in this case, the session can be extended slightly).

III. Closing Remarks (10 minutes)

Step 1: Appreciation by Staff Member

Ask a Peace Corps staff member to make some closing remarks.

Step 2: Distribution of Certificates

Certificates should be presented to all participants.

Thank everyone again for coming.

Tips and Ideas

For Continued Collaboration: Manual/FAQs

- A Volunteer or group of Volunteers might be interested in putting together a FAQ (frequently asked questions) list on computer-related topics or expanding it into a manual or website. Most Volunteers face similar problems and constraints. This could be a good resource for all Volunteers.
- The FAQ list compiled by a Volunteer in Ghana included questions and answers on topics such as where to take a computer for repair, where to get computer parts and software, how to get donated computers to Ghana, how to get online, locations of Internet centers in-country, funding sources, teaching materials, and how to deal with power surges and fluctuations.
- Volunteers in Kenya drafted an ICT manual. Chapters include “Introduction to the State of Computers in Kenya” (outlining hardware and software standards and the computer environment), “Determining What You Have” (evaluating the hardware and software), “Troubleshooting,” and “Available Training Materials.”

The Training Practicum

Activity 20: The Training Practicum	1-2 days

Activity 20: The Training Practicum

Overview

The training practicum takes place after the ICT TOT has concluded. The purpose of the practicum is to give participants the opportunity to practice their newly acquired skills in order to build and maintain confidence. Otherwise the ICT TOT remains theoretical and participants do not receive the benefit of training in a secure environment with the constructive feedback needed to develop as trainers.

Location

Same as the ICT TOT

Time 

One to two days, to be determined by the Peace Corps country office according to training space availability and any time constraints.

Objectives

By the end of the session, participants will have:

- ✓ Practiced newly acquired skills.
- ✓ Used ICT TOT resources to plan and conduct training.
- ✓ Worked as part of a training team.
- ✓ Maximized their ICT TOT lessons by applying them to their individual experiences.
- ✓ Used ICT TOT trainers as resources.
- ✓ Received constructive feedback on their delivery of training.

Delivery 

I. ICT TOT trainers should attend all sessions as active observers, carefully making notes to give as feedback at the end of the day.

Criteria for evaluating the Volunteers as ICT trainers:

- Clearly defined objectives for each session
- Logical sequence of descriptions and activities
- Realistic and relevant examples
- Questions incorporated into lesson plans that provoke discussion
- Encouraging participants to ask questions
- Reinforcing principal concepts
- Keeping participants involved in the sessions
- Demonstrating ease and confidence in moving around the room
- Using materials and visual aids appropriately

II. Be sure to leave time at the end of each day to give feedback and on the last day for a short (30-minute) closing ceremony.

III. Certificates should be presented to all participants at the end of the training.

Tips and Ideas

Training Practicum

Here are some important issues to consider when planning training sessions: Who will be the participants attending the training practicum? If the participants are Volunteer Counterparts, are they being taught new computer skills, or are they being taught how to become better trainers? If the participants are students from a local school or adults in the community, have they ever used a computer before?

Training Practicums From the Field:

- Ghana Volunteers trained a group of local students who had never used a computer. They explained the parts of the computer, gave an overview of the Windows operating system, set up stations in the computer room so that students could see different types of software, placed the photos taken by a digital camera on the network to explain a network, and accessed the Internet.
- Cape Verde Counterparts attended three days of the TOT. They all had basic computer knowledge, but fewer than half had actual experience using the Internet. Therefore, Volunteers had a dual purpose in their practicum: (1) to review computer skills and (2) teach their Counterparts how to prepare trainings. On the first day, Volunteers conducted sessions on Windows, Excel, and the Internet. For each lesson they also explained the steps they took in preparing the lesson and which training methods they used. On the second day, the Counterparts, with the assistance of the Volunteers, prepared lessons to teach basic computer literacy to a group of high school students. On the third day, the Counterparts taught these students the parts of a computer and how to turn on a computer, and introduced Microsoft Word and the Internet to the students.

Needs Assessment Tools for Training Design and Preparation

The information contained on the following pages consists of sample surveys. Some surveys include questions specifically about the Volunteer and his/her work, and some include questions about the community in which the Volunteer is working. These surveys may not exactly match your current training needs and are therefore intended as examples. Adapt the surveys to suit your individual workshop needs.

Volunteer Survey and Needs Assessment, Côte d'Ivoire, 2002 ICT (Information and Communication Technology)

An Explanation of the Change From IT to ICT

The Peace Corps' two-year-old effort to formally focus on the use of information technology (IT) as a means of reaching development goals continues. Volunteers are being called upon in increasing numbers to transfer their knowledge by using all forms of technology to achieve development goals. Therefore, a significant development with regard to the Peace Corps' IT Initiative is its name change to the "ICT Initiative." "ICT" stands for information and communication technology; the name change reflects the expanded definition of technology to include radio and television as well computers and the Internet.

Why Are We Doing a Survey and Needs Assessment?

The goal of this Survey and Needs Assessment is to assist Peace Corps staff and workshop facilitators in determining their computer technology strengths and needs. Posts that have conducted similar ICT Workshops for Volunteers and Counterparts have discovered that implementing a training strategy that best suits the needs of those persons actively participating in the workshop can be challenging, but is possible.

Completing this survey will help post staff work together with training facilitators to provide the post with a workshop that can help support you in your work. We encourage you to complete the survey as accurately as possible. This will enable planners to develop and incorporate training sessions that will provide an effective training experience targeted to your needs.

Counterpart Survey and Needs Assessment

A thorough and accurate assessment of Counterpart needs and strengths is equally important. Please work closely with your Counterpart colleagues (who are accompanying you to the workshop) and help them reflect their strengths and needs on the provided forms. Please ask them to return the forms to you as soon as possible.

Please complete and return this survey as soon as possible!

Volunteer Survey and Needs Assessment
ICT (Information and Communication Technology)

Personal Learning Expectations

What do you expect to learn from this workshop? Please list at least three items:

Work and Responsibilities

I am involved in collaborative work with my peers (please check only one answer):	Regularly	Often	Occasionally	Rarely	Never
I am involved in collaborative work with the community (please check only one answer):	Regularly	Often	Occasionally	Rarely	Never

Briefly describe your current duties and responsibilities:

Briefly describe <u>one</u> challenge you are having in implementing your current duties and responsibilities:

How will what you learn at this workshop affect or change your work and how you interact with your community?

Please describe at least one activity using computers and/or the Internet that you plan on using with your constituents:

Evaluating Computer Skills and Experience					
Please select one choice that best describes your current skills and experience with using computers:	Never	Beginner	Intermediate	Experienced	Advanced
Please select one choice that best describes your current skills and experience with using the Internet:	Never	Beginner	Intermediate	Experienced	Advanced

Please rate the following statements according to the scale beside each activity by circling the most appropriate answer:					
I have taught someone how to integrate the use of technology into their work activities.	Regularly	Often	Occasionally	Rarely	Never
I have taught someone how to use the Internet (find information, etc.).	Regularly	Often	Occasionally	Rarely	Never

Check the responses to the following statements that best represent your beliefs:			
Computers and the Internet are important tools for the professional development of the people I work with on a daily basis.	Disagree	Agree	Not Sure
Computers and the Internet are important tools for my professional development.	Disagree	Agree	Not Sure
Computers and the Internet can help improve local organization, management, and administration.	Disagree	Agree	Not Sure
After the workshop, I expect to start integrating the use of computers and the Internet into my work on a regular basis.	Disagree	Agree	Not Sure
Right now, I have a very clear idea of how I will use computers and the Internet in my work.	Disagree	Agree	Not Sure

On a scale of 1-5, please provide a self-assessment of your computer technology skill level in using the following programs and tools: (Example: 1 = low/never use, 5 = high/use frequently with ease)					
Microsoft Word	1	2	3	4	5
PowerPoint	1	2	3	4	5
Excel	1	2	3	4	5
Internet search engines	1	2	3	4	5
E-mail	1	2	3	4	5
Web page development software	1	2	3	4	5
Database systems or software	1	2	3	4	5
Accounting systems or software	1	2	3	4	5

Computer Hardware				
Are you familiar with the different components (parts) of a computer system? (monitor, mouse, keyboard, CPU, printer, etc.)			Yes	No
Do you know how to set up and connect a computer system?			Yes	No
Do you know how to turn on a computer?			Yes	No
Do you know what equipment or conditions are needed for proper maintenance of a computer system?			Yes	No
What specialized hardware do you know how to use? Please check all that apply.	Scanners	Digital cameras	CD-ROM drive	DVD
	ZIP drive	Printers	CD-RW	None

Computer Software				
Are you familiar with the MS-DOS system?			Yes	No
Do you know how to maneuver through the Windows operating system?			Yes	No
Do you know how to install computer software programs?			Yes	No
What specialized software do you know how to use? Please check all boxes that apply.	Spreadsheet	Digital photography	Desktop publishing	
	Databases	PageMaker	Acrobat	

E-mail						
Do you use e-mail?	Yes			No		
How long have you used e-mail?	Less than 1 year		More than 1 year, but less than 5 years		5 years or more	
How many e-mail accounts do you have?						
What types of e-mail accounts are they? Please check all that apply.	AOL	MSN	Earthlink	Yahoo	Hotmail	Other

Internet/Web Applications					
What type of Web browsers have you used?	Netscape	AOL	Microsoft	Explorer	Other? (please list)
What type of search engines have you used?	Yahoo	MSN	Google	Other? (please list)	
What type of portals/indexes have you used?	Yahoo	MSN	Google	Other? (please list)	
What meta-search engines have you used?	Metacrawler?	Northern Light?	No idea		
What do you do on the Web and how do you do it?					
Have you ever created a Web page?	Yes	No			
Do you currently have a Web page?	Yes	No			
Have you had a Web page in the past?	Yes	No			
If yes, was it for personal or professional use?	Personal	Professional			
What Web authoring tool (HTML or not) did you use?					
Do you know how to integrate to the Web?	Yes	No			
Do you know how to transfer data and/or files?	Yes	No			

Viruses and Security
What antivirus program do you use?
What security precautions do you take when working online?

Computer Training Courses Taken			
Have you taken courses in IT/ICT-related fields? If yes, which ones?	Yes	No	Which courses?
Do you have any certificates and/or degrees in IT- or ICT-related fields? If yes, which ones?	Yes	No	Which courses?
What organizations or institutions, if any, have you or your community worked with concerning IT or ICT training or support? If you have, how effective were they?			
What strategies would you recommend for bringing access to unserved areas?			
What type of technology have you used other than computers? (Radio? Television? Audio? Video?)			
Additional comments or suggestions?			

Thank you for taking the time to complete this survey.

Please return this survey as soon as possible!

Feedback Forms

This section contains evaluation and feedback forms. Review and select the form that most appropriately fulfills the needs of the training. Make modifications where necessary.

Information and Communication Technology Training of Trainers

Evaluation and Feedback Form

To help us better prepare for future trainings, we need your valuable opinions. Your responses and comments today will help us improve content for future training sessions. Please answer all questions that apply.

How useful were the following training sessions in terms of your personal needs and post activities?

Training Sessions

Day 1

ICT TOT Overview

☐ Extremely Useful ☐ Sufficiently Useful ☐ Not at All Useful ☐ N/A – did not attend

Training Design and Preparation

☐ Extremely Useful ☐ Sufficiently Useful ☐ Not at All Useful ☐ N/A – did not attend

Techniques and Methodologies for Effective Training

☐ Extremely Useful ☐ Sufficiently Useful ☐ Not at All Useful ☐ N/A – did not attend

How to Structure the Delivery of Training

☐ Extremely Useful ☐ Sufficiently Useful ☐ Not at All Useful ☐ N/A – did not attend

Teaching Someone How to Use a Computer

☐ Extremely Useful ☐ Sufficiently Useful ☐ Not at All Useful ☐ N/A – did not attend

Training for Computer and Internet Use

☐ Extremely Useful ☐ Sufficiently Useful ☐ Not at All Useful ☐ N/A – did not attend

Day 2

Internet Overview Practicum

☐ Extremely Useful ☐ Sufficiently Useful ☐ Not at All Useful ☐ N/A – did not attend

Finding Relevant Resources on the Internet

☐ Extremely Useful ☐ Sufficiently Useful ☐ Not at All Useful ☐ N/A – did not attend

Country-Specific Computer and Internet Infrastructure

☐ Extremely Useful ☐ Sufficiently Useful ☐ Not at All Useful ☐ N/A – did not attend

Day 3

Developing Training Modules

☐ Extremely Useful ☐ Sufficiently Useful ☐ Not at All Useful ☐ N/A – did not attend

Day 4

Technology Applied

☐ Extremely Useful ☐ Sufficiently Useful ☐ Not at All Useful ☐ N/A – did not attend

Preparing for the Training Practicum

☐ Extremely Useful ☐ Sufficiently Useful ☐ Not at All Useful ☐ N/A – did not attend

Training Practicum

☐ Extremely Useful ☐ Sufficiently Useful ☐ Not at All Useful ☐ N/A – did not attend

Overall Training

Based on the given rating scale, please indicate how much you agree with the following statements about the training.

High – extremely satisfied; this aspect of training was handled better than I expected.

Medium – sufficient; this aspect of training was about average.

Low – poor; this aspect of training was not satisfactory.

The material was presented clearly and in an interesting manner.

☐ high ☐ medium ☐ low

The objectives of each session were achieved.

☐ high ☐ medium ☐ low

I felt comfortable asking questions.

☐ high ☐ medium ☐ low

I will be able to apply the material to post activities and projects.

☐ high ☐ medium ☐ low

I have been introduced to ideas about how to integrate the use of computer and Internet technology in order to achieve activity and project goals.

☐ high ☐ medium ☐ low

Resources and Materials

The *Participant Handbook* and handouts were helpful and easy to use.

☐ strongly agree ☐ agree ☐ disagree ☐ strongly disagree

The workshop facilitators were well prepared.

☐ strongly agree ☐ agree ☐ disagree ☐ strongly disagree

There was enough time given for hands-on practice.

☐ strongly agree ☐ agree ☐ disagree ☐ strongly disagree

The facilities used for training were suitable.

☐ strongly agree ☐ agree ☐ disagree ☐ strongly disagree

I have learned of relevant resources available on the Internet that will help me to do my job better.

☐ strongly agree ☐ agree ☐ disagree ☐ strongly disagree

Application

I am confident that I can explain the Internet and its benefits to others.

☐ strongly agree ☐ agree ☐ disagree ☐ strongly disagree

I am confident that I can guide my organization through the action planning process.

☐ strongly agree ☐ agree ☐ disagree ☐ strongly disagree

I plan to train others to use the Internet.

☐ strongly agree ☐ agree ☐ disagree ☐ strongly disagree

There was enough time allotted for each section.

☐ strongly agree ☐ agree ☐ disagree ☐ strongly disagree

Personal

This training program was useful to me in terms of meeting my personal learning needs.

☐ strongly agree ☐ agree ☐ disagree ☐ strongly disagree

The workshop has appropriately prepared me to use the tools of the Internet.

☐ strongly agree ☐ agree ☐ disagree ☐ strongly disagree

Please write additional comments about your current perceptions of computer technology, the Internet, and this training.

What were the most successful and useful activities/topics/outcomes for you?

What specifically was not successful or useful for you?

Please list here any specific topics not covered that should have been covered in the ICT TOT.

What changes do you recommend to make the ICT TOT more effective?

How long should the ICT TOT be? (check one)

☐ three days? (as it was this time)

☐ longer (specify the number of days:_____) ☐ shorter (specify the number of days:_____)

Please explain your answer:

The information that you provide below will help us revise the schedule to meet the needs of future ICT TOT participants. When you rate each session, consider the content that was presented during this ICT TOT, not what could have been covered under that topic.

TOPICS/SESSIONS	Essential KEEP	Important KEEP	Useful	Limited Value	Not Useful OMIT
Overview of the ICT TOT					
Training Design and Preparation					
Techniques and Methodologies for Effective Training					
How to Structure the Delivery of Training					
Teaching Someone How to Use a Computer					
Training for Computer and Internet Use					
Internet Overview Practicum					
Finding Relevant Resources on the Internet					
Country-Specific Computer and Internet Infrastructure					
Developing Training Modules					
Technology Applied					
Preparing for the Training Practicum					
Training Practicum					

Please write any additional comments about your perceptions of the Internet and this training.

Note to facilitator: Please send copies of evaluation forms to the ICT Team at Peace Corps headquarters in Washington:

Paul D. Coverdell Peace Corps Headquarters
ICT Team – Global Unit
Center for Field Assistance and Applied Research
1111 20th Street, NW, Sixth Floor
Washington, DC 20526

You can also fax them to 202.692.2651 or 202.692.2601.

Supplemental Information and Sample Lesson Plans

Modifications for Peace Corps Staff Training

Overview

Peace Corps country staff are often at a disadvantage as they strive to integrate technology into their projects and training programs. Volunteers typically disembark in their country of service having already had greater access to computers and the Internet than most people in the host country—including Peace Corps staff. This supplemental information offers some brief guidance as to how the ICT TOT for Volunteers can be adapted for training workshops for staff.

The ICT TOT includes information and guidelines for Internet awareness training for Peace Corps staff and is intended to transfer knowledge and skills about using computers and the Internet. This annex emphasizes the relevance of technology to development, its applicability to the work of Peace Corps staff, and the importance of the staff's support of Volunteers' burgeoning technology activities. Trainers should keep in mind that the sessions should be tailored to the needs of the audience so that participants can maximize computer and Internet technology in the service of Peace Corps project goals.

Assumptions

It is assumed that participants have a basic working knowledge of computers. For this training to be worthwhile, they should also have ongoing access to the Internet and an interest in using the Internet to accomplish their work.

Training Time Required

Overseas Staff Training (OST): Ideally, one or two days should be allowed for this training during OST. The first day can be designated to introduce the training and the Internet, e-mail, and the World Wide Web. Participants should leave having discussed ways to integrate computers and the Internet into their projects. They should be encouraged to continue thinking about its applications during the OST and to practice Internet skills when possible. At the end of the OST, the training should be designed to get participants' thoughts on potential applications and strategies for Internet use, and build upon them through the (modified) "Technology Applied" module and through the (modified) Leland seven-step process. Training should allow time for participants to practice their newly acquired skills.

Associate Peace Corps Directors/Trainers Workshops: It is recommended that this training take no less time than the equivalent of two eight-hour days in order to allow time for practice surfing and searching the Web and using e-mail. It can be spread out over days or weeks depending on the availability of the participants and trainers.

Objectives

- ✓ To understand the basics of computers, the Internet, and e-mail
- ✓ To feel comfortable with the use and concept of the Internet
- ✓ To be able to locate information on the Internet
- ✓ To learn how to use the Internet effectively for work-related tasks

- ✓ To understand how the Internet applies to the Peace Corps' work
- ✓ To consider how to facilitate Volunteers' technology activities

Training Guidelines

The training should begin with modules from Part Two of the *Participant Handbook*, as necessary. Trainers may wish to conduct a short survey of OST participants' computer skills level before finalizing the training agenda. These modules include:

- An Introduction to Computers
- Introducing the Internet
- Introduction to the Internet (overhead slides)
- Connecting to the Internet
- How E-mail Works
- E-mail and Mailing Lists
- The World Wide Web
- Searching the World Wide Web
- The Web Challenge

Having achieved a level of comfort with the computer and the Internet, participants can be introduced to the basics of training by including the following modules from the *Facilitator Guide*:

- Internet Overview Practicum
- Training for Computer and Internet Use

To address the challenges of working with host country infrastructure, the following modules are suggested:

The State of Computers and the Internet (Activity 11). If possible, the staff should attend the session provided for the Volunteers (in-country, if planned). Delivery of the content and an opportunity for discussion are important to their understanding of the environment and challenges present.

Technology Applied: Either in small groups or as a group discussion, review one or several cases outlined in this section. Have staff discuss possible next steps from the perspective of Volunteers and the kind of support they may need from the Peace Corps office.

Approximately five hours could be dedicated to examining the potential of improved access to information, the use of that information, and the staff's roles as facilitators and information brokers (the process and handouts for this exercise can be found in the Leland Initiative document "Making the Internet Connection Count: Effective Use of the Internet in Seven Steps" at www.info.usaid.gov/leland). The staff should have a plan that outlines at least the following:

- ✓ How the Peace Corps staff will use the Internet and whether steps need to be taken to encourage it or rules need to be implemented to manage it.
- ✓ Whether there will be a person who is responsible for assisting with the staff's Internet use and helping them find answers to questions they may have.
- ✓ What kind of support the Peace Corps staff/office will be providing to Volunteers.

Materials

Trainers should select handouts from Part Two of the *Participant Handbook* and the sections of Part One of the *Participant Handbook* that correspond to the modules included in the training, as well as country information and whatever parts of the Leland process are to be included. Blank pages for notes or a notebook should be distributed as well.

Certificates should be presented to all participants at the end of the training.

Training Teaching Volunteers

This annex is intended to help adapt the ICT TOT for use with Volunteer teachers. It seeks to complement the skills that teachers already possess by providing information about adapting their teaching skills to the particular requirements of teaching information and communication technologies. Included are guidelines on which modules to include, new modules, and supplementary resources.

Existing Modules to Reduce or Omit

The following material may be redundant given what Volunteer teachers already know. Trainers should focus on Volunteer survey responses and discuss participants' skill levels with them to determine together how much time will be spent on these modules:

- Techniques and Methodologies for Effective Training
- Technology Applied (replace with Creating a Plan for School Use of Information and Communication Technology, included below)

Modules, Resources to Add or Modify

The following modules should be added to the TOT, or modified to suit the specific needs of teachers:

- Finding Relevant Resources on the Internet
- Developing Training Modules: The audience for the modules participants create should be students. Participants can decide what age or grade level. Participants should carefully consider how to tailor the content and presentation of the material based on the teaching and planning skills they possess.
- How Teaching ICT Differs From Traditional Teaching (included below)
- Creating a Plan for School Use of ICT (included in this *Trainer's Guide*)

Principles of Young Adult/Student Learning for ICT

While many commonly used techniques for teaching work in ICT classrooms, others need to be rethought for the following reasons:

- The nature of the material may be quite different—you are teaching students to explore and use a resource, not memorize facts or formulas.
- The possibility of unusual classroom setups—students may be using computers either alone or in groups. This poses two challenges: The computer may hold their attention more easily than the teacher does, and students sharing a computer may not do so equally or calmly.
- The likelihood of widely varied rates of student progression—some students may know more to start with or may feel more comfortable using the computer. Do not be afraid to use these students as helpers, given certain guidelines.

Characteristics of ICT learning for young adults

- Students are eager to learn—they generally find material about the Internet interesting and thus are often intrinsically motivated to learn.
- The learning is useful in preparing for an exam—depending on the situation, this may or may not be the case for your students. When there is not a direct exam to provide extrinsic motivation, it may help to show students how the Internet can help them to prepare for other exams.
- Feeling comfortable is important—try to establish a community where students feel good about asking questions of anyone, where they can see that everyone in the room has some knowledge about some area of the Internet.
- Students are willing to take risks—a lack of fear of computers and ICT will help dramatically in their future learning.
- Participatory learning works—learning ICT demands that students get involved and work together to explore new areas or develop projects, a style that suits many students.
- Students are of varied backgrounds—some students may know more coming in, or they may develop at different rates. The more advanced students can help the less advanced students by explaining points or guiding them; these helpers are invaluable in crowded classrooms.
- Analogies to everyday life help—many students find that the idea of a giant library, of a Web connecting people all over the globe, or of a network of people who can recommend other sources of information, to be useful analogies in understanding the Internet. There are, of course, unlimited analogies that can be used; the most appropriate ones will depend on your situation.
- Respect is a two-way street—the students may develop knowledge very quickly, and you may come to depend on this knowledge. Respect them and their knowledge and they will return the favor.
- Students develop expertise quickly—this point cannot be emphasized enough. Student expertise is an invaluable learning tool for the whole class. Encourage students to develop areas to specialize in for more efficient sharing, and emphasize the idea that everyone will become an expert in some area.
- Multiple explanations are important—as students get more experience, they can help explain unclear points to one another. When one way of explaining a point does not work, ask if anyone else has another way of approaching the problem.

Rules for the ICT Classroom (example, to be modified based on individual circumstances)

- When the teacher calls for attention, all eyes must face the front of the room and all hands must be off the computer (to make sure everyone is paying attention).
- If two or more people share a computer, they must also share turns typing and using the mouse.
- When the teacher or another person helps a student, the student being helped must type and use the mouse, not the teacher or helper.

- An appropriate-use policy should be in effect so that students understand and agree to the rules and limitations of computer and Internet use.

Challenge Scenarios for Teachers

1. You and some of the other teachers in your school know about the Internet and see many ways you could use it at school. Unfortunately, your school has only four computers that can be used by students and two more for teachers.
2. Some outside volunteers came in and set up plenty of computers last year, and lots of teachers and students got trained and excited about using the Internet. Over time, though, some of the computers have acquired viruses or have started to malfunction. No one in the school knows how to fix them.
3. You are excited about helping other teachers learn to use the Internet for their own benefit and for use in their classes, but they all say that they do not have time and that they have other things to do that are more important than learning that skill.
4. Several months ago, you had a great training session with a number of teachers and students. Since then, none of the teachers have used the Internet for anything besides e-mail, despite some really good ideas they had at the time of the training session. They say that it takes too much time to change their classes to require use of the Internet.
5. Many students are now using school computers to look at pornographic websites during the school day.
6. Since training some other teachers, you have become the resident "expert" on the Internet, and are deluged with questions from other teachers. You do not have enough time to help them and get your own work done.

How Teaching ICT Differs From Traditional Teaching

Overview

This activity will help participants consider how to integrate ICT activities into schools, identify assets available for their integration, anticipate challenges, and brainstorm about strategies for effective training.

Location

Conference room

Time

1 hour and 20 minutes

Objectives

By the end of the session, participants will be able to:

- ✓ Outline the differences between traditional teaching and teaching ICT lessons.
- ✓ Identify the assets for and possible challenges to be encountered when introducing computers and the Internet into a school.

Session Outline

I. Assets (20 minutes)

II. Challenges and Solutions to ICT in Schools (40 minutes)

Materials

Slips of paper (for activity I. Step 1)

Flip chart paper

Markers

Flip Charts or Transparencies

Flip charts prepared during session on "Principles of Young Adult/Student Learning for ICT"

Participant Handbook References

Case Studies for Teachers, page 125

Delivery

I. Assets (20 minutes)

Step 1

Ask each participant to list on their slips of paper at least three assets for integrating technology such as computers and the Internet into school activities.

Step 2

Have each person read their slips of paper while the trainer records the assets on a blank piece of flip chart paper.

Step 3

Ask participants if they have any questions.

II. Challenges and Solutions to ICT in Schools (40 minutes)

Step 1: Case Study

Distribute a case study (see below) to each pair of participants. Ask them to read and discuss the case and to determine a solution.

Step 2: Application

Ask each pair to present their case and the solution.

As the participants present, trainers should create a list of challenges to integration on a blank piece of flip chart paper. Once all pairs have presented, ask participants to complete the list of possible constraints to introducing computers and the Internet in schools. Continue until participants agree that the list is complete.

Constraints should include:

- Not enough time in class to incorporate ICT activities
- Not enough time in the schedule/curriculum to incorporate activities
- Not applicable to other subjects/the curriculum
- Not enough time for teachers to learn the new technology
- Not enough time for teachers to plan for it
- No interest from teachers
- Technical problems, equipment not reliable
- No electricity, computers, telephone lines
- Not enough computers for students
- Fear of very young students having access to what it is considered inappropriate information on the Internet

Step 3: Solutions

Go around the room and ask each participant to choose one of the constraints and provide solutions to it. Continue until one or more solutions are given for each. Keep the flip chart(s) posted for reference during the "Creating a Plan for School Use of ICT" module.

Step 4: Session Wrap-up

Ask if participants have anything to add or if they have any questions. Review the session objectives. Get consensus to continue to the next session.

Case Studies for Teachers

1. You and some of the other teachers in your school know about the Internet and see many ways you could use it at school. Unfortunately, your school has only four computers that can be used by students and two more for teachers.

2. Some outside volunteers came in and set up plenty of computers last year, and lots of teachers and students got trained and excited about using the Internet. Over time, though, some of the computers have acquired viruses or have started to malfunction. No one in the school knows how to fix them.

3. You are excited to help other teachers learn to use the Internet for their own benefit and for use in their classes, but they all say that they do not have time, that they have other things to do that are more important than learning that skill.

4. Several months ago, you had a great training session with a number of teachers and students. Since then, none of the teachers has used the Internet for anything besides email, despite some really good ideas they had at the time. They say that it takes too much time to change their classes to require the use of the Internet.

5. Many students are now using school computers to look at pornographic Web sites during the school day.

6. Since training some other teachers, you have become the resident "expert" on the Internet, and are deluged with questions from other teachers. You do not have enough time to help them and get your own work done.

Creating a Plan for School Use of ICT

Overview

Having identified the possible constraints and challenges to introducing ICT in schools, participants will work together to create basic, realistic action plans to assist them in encouraging computer and/or Internet use in their school. This includes some thought about how to conduct training in that environment.

Location

Conference room

Time

2 hours

Objectives

By the end of the session, participants will be able to:

- ✓ Create basic action plans for integrating computer and/or Internet use into schools, based on participants' experiences and situations.
- ✓ Think about how to approach training in a school environment.
- ✓ Consider the realities of implementing an action plan.

Session Outline

I. Creating the Plan (1 hour)

II. Planning the Training (30 minutes)

III. The Challenge (30 minutes)

Materials

Flip chart paper

Markers

Flip Charts

Flip charts prepared during session on "How Teaching ICT Differs From Traditional Teaching"

Participant Handbook References

None

Delivery

I. Creating the Plan (1 hour)

Step 1: Introduction

Ask for a volunteer to read aloud the session objectives. Point out that the flip charts from the "How Teaching ICT Differs From Traditional Teaching" module are posted as a reference. Ask each participant to in turn describe their school, or their ideas about what their school is like (if this is being offered during the PST). Ask participants to group themselves (no more than four participants per group) according to similarities of their schools.

Step 2: Action Plans

Ask participants to create an action plan for a fictitious school that combines the characteristics of their own situations. They are to work on flip chart paper.

1. List the assets and constraints their school possesses relevant to computer/Internet use. Be as specific as possible; be sure to include situational and cultural factors.
2. List (at least) the first five action steps participants will take (some may be simultaneous) as Volunteer teachers. Include the resources needed for each step. Remind them that their interventions can take place at the student, faculty, and administrator levels. Remind them, too, that they should consider their role and how they might empower others to take responsibility for these activities.

Step 3: Presentations and Discussion

Each group briefly presents and justifies their plan. After each presentation, ask if anyone has comments or feedback.

Once all groups have presented, briefly discuss the plans' similarities and differences. Ask participants if they have any questions.

II. Planning the Training (30 minutes)

Though perhaps not all groups mentioned training (of teachers or students or administrators) in their action plans, it is likely to be something participants will do in the future. As a group, discuss the considerations for an introductory training that might be applicable to the schools that now have draft action plans. Answer the following questions:

- Who would you invite for each session? (Separate sessions for teachers, students, and administrators? Individual sessions?)
- How long would each session last? Over what time period?
- Who should be trained first?
- What are the broad topics you would cover?
- How would you encourage each group to continue using computers or the Internet?
- How would you address their hesitations?

Ask participants if they have any other questions to consider or anything to add.

III. The Challenge (30 minutes)

Step 1: Troubleshooting

Ask each action planning group to reconvene. Ask them to identify two things that could go wrong in the implementation of their action plan and discuss possible solutions. Trainers should circulate and listen to the problems and solutions of each group.

Step 2: Discussion

Ask for the participants' impressions of this portion of the exercise.

Ask for their feedback on this module, and what they anticipate encountering at their sites. Discuss as needed.

Step : Session Wrap-up

Ask participants if they have any questions. Review the session objectives. Ask the participants if each was fulfilled.

Training Design and Preparation (Alternative Session)

Overview

Being well prepared is essential to a successful training. The "Ten Steps of Planning" can serve as a good guideline when planning for technology training sessions. By reviewing the 10 steps participants are able to consider the context in which they will be training.

Location

Conference room

Time

30 minutes to 1 hour

Objectives

By the end of the session, the participants will be able to:

- ✓ Explain the 10-step planning process.
- ✓ Discuss training requirements and planning time.
- ✓ Detail a session plan format.

Session Outline

Training Design and Preparation (30 minutes)

Materials

None

Flip Charts or Transparencies

"Ten Steps of Planning"

Session plan format

Participant Handbook References

"Ten Steps of Planning," pages 7-8

"Countdown to Training," pages 9-11

Requirements

"Requirements for the Training Site and Computer Equipment," page 12

Delivery

I. Training Design and Preparation (30 minutes)

Step 1

Introduce the session by briefly discussing the importance of thorough preparation for the training. Mention that one of the ways to deal with the unexpected situations that often arise in the course of a training session is to have contingency plans and alternative scenarios to employ when necessary.

Step 2

Ask for a volunteer to read aloud each of the steps and the questions that participants should ask themselves to complete the steps. After each step is introduced, discuss what goes into completing it. You might ask participants to share with the group brief examples of their experiences with each step.

The 10 steps of planning can also be discussed by answering the following questions:

Step 1:	Determining needs: Why is the training being offered?
Step 2:	Setting objectives: What is it for?
Step 3:	Determining program content: What are you teaching?
Step 4:	Setting the schedule: When?
Steps 5 and 7:	Selecting facilitators and participants: Who?
Step 6:	Selecting and preparing facilities: Where?
Step 8:	Selecting and preparing materials: With what?
Steps 9 and 10:	Coordinating and evaluating the program: How?

At this point, ask if participants want detailed information on planning sessions, developing objectives, or determining appropriate training techniques. If yes, continue to step 3.

If participants are interested in learning how to plan an information and communication technology training as a special event, continue to step 4.

If participants are not interested in learning how to plan lessons or an ICT event, continue to step 5.

Step 3

Develop the idea for a plan with the following questions:

1. Ask what the participants' hobbies are. Suggestions might be reading, photography, cooking, etc.
2. Use cooking as an example. Ask, "What do you need to cook something?" Examples of responses: ingredients, guests, a recipe.

3. Ask, "What is a recipe?" Examples of responses: a manual, a set of instructions, directions, a guide, a plan.
4. Ask what is included in a plan. Examples of responses:
   - Definitions
   - Direction
   - Guidance
   - Materials needed
   - Specific things to achieve: objectives
   - Time schedule
   - Detailed steps
   - Preparatory work
   - Framework that includes troubleshooting and monitoring and evaluation
   - Short steps/sure steps
   - Substitutes/blueprint
5. What would the format of a plan be? Turn to page 118 in the *Participant Handbook* for a training module format, reproduced below:
   - Title (and number) of session
   - Time required or planned for session
   - Overview (purpose statement) of session
   - Behavioral objectives: SMART: specific, measurable, attainable (and appropriate), realistic (and relevant), time-oriented
   - Materials or resources for session
   - Preparation necessary for session
   - Activities (procedures) of session broken into following 4MAT parts:
     (1) Motivation
     (2) Information
     (3) Practice
     (4) Application
   - Comments or recommendations about the session
   - Facilitator(s) of the session
6. Go through each of the nine items in the session plan format. Use the computer/Internet overview from the beginning of the TOT as an example. Ask the participants how they would design the session plan. Write their ideas on the flip chart as you discuss each item. Some examples are in brackets below.

Title of Session

Give the session a title (and a number in the sequence of lessons that are planning to give over a period of time). [Example: Internet Overview]

Time 

How long will this lesson be? How much work can you realistically achieve in the time that you have? [Example: 1 hour]

Overview (Purpose Statement)

What do you want to accomplish in the lesson? Fill in the blank: This session is designed to _____.

[Example: This session is designed to give an overview of the Internet.]

Behavioral Objectives

The objectives should describe what the participants in the lesson will be able to do at the completion of the session. A behavioral objective must be stated clearly and precisely so that anyone who reads it will know exactly what the desired outcome of the training session is.

Fill in the blank: By the end of the session, participants will be able to_____.

Refer to the behavioral objectives on pages 119-120 in the *Participant Handbook* and ask a participant to read aloud the section "How Behavioral Objectives Should Be Written."

Explain to participants how to draft behavioral objectives using the SMART format. Post the format on a flip chart. Objectives should be:

- Specific
- Measurable
- Attainable (and appropriate)
- Realistic (and relevant)
- Time-Oriented

Objectives should also contain action verbs (i.e., explain, format, do, demonstrate, etc.).

[Example: By the end of the training, participants will be able to list three uses of the Internet and give an example of a website.]

Continued

Materials/Resources

What materials and resources are needed to do the session? Do handouts need to be prepared? What is available that can be used?

Preparation

What is necessary to do the session in terms of the room, materials, equipment, handouts, flip charts, and supplies. Refer to pages 9-12 in the *Participant Handbook* for a sample timeline and material requirements.

The timeline is designed for participants to use as a framework. Ask the participants how they would tailor the timeline to meet their needs and time constraints in planning. What would be a realistic timeline to use when planning for their trainings? It should list everything from the conceptualization of the training to the day it is scheduled to begin.

Prioritize the material requirements list and determine what the essential items are to do the training.

Activities

The lesson needs to be sequenced in a "4MAT" method. (Information regarding the 4MAT method can be found on the Internet and in ICE.)

Each lesson should ideally contain four types of activities: (1) *motivating* the students to create an interest in the topic; (2) giving *information* on the topic; (3) providing participants the opportunity to *practice* that information; and (4) determine how the participants can *apply* the information to real-life situations. Each activity will require a different training technique.

Participants should note the correlation between the four learning styles and the four types of activities. A learner usually relates to one of the four activities more than the other ones. If all of them are used in a single lesson, participants will respond to at least one, and thus the concept being taught should be understood by all.

[Example: In the Internet Overview, the facilitator *motivated* the participants by asking them what they thought the Internet is. *Information* was provided on the history of the Internet, why people use the Internet, and what is available on the Internet. The audience *practiced* by asking how to find relevant resources on the Internet applicable to their work. By locating these resources, participants *applied* this information to their work.]

Comments/Recommendations

What else is necessary to complete the lesson?

Facilitator(s)

Determine who the facilitators are and what their roles will be.

Step 4

The timeline on pages 9-11 of the *Participant Handbook* is designed for participants to use as a framework. Ask the participants how they would tailor the timeline to meet their needs and

time constraints in planning. What would be a realistic timeline to use when planning for their trainings? It should list everything from the conceptualization of the training to the day it is scheduled to begin.

What materials would they need for the event? Prioritize the list and determine what the essential items are to do the training.

Ask participants if there are any other things that should be kept in mind when planning. If so, discuss any ideas for a short period of time.

Step 5

Note that a plan is needed for any type of training they do to ensure that they meet their goals. As an example, in preparation for the training practicum, the participants will develop a framework when developing their own modules. Ask participants if they have any questions.

Ten Steps of Planning

1. Determining Needs

What are the training needs of the participants?

What makes this training necessary at this time?

Are there specific changes that have taken place?

2. Setting Objectives

What results are we trying to produce?

What are the concrete tasks to complete during each session?

What knowledge, skills, and attitudes should participants expect to acquire?

3. Determining Program Content

What topics should be presented to meet the training needs and objectives?

What material will be communicated?

What lessons and information will be exchanged among the participants?

4. Setting the Schedule

What is the available time frame?

Is the schedule culturally appropriate?

Are there any holidays that might interrupt the training?

5. Selecting Facilitators

What kind of training experience do the trainers have?

Will instructors be sought outside or inside of the organization?

Is there a selection process established?

6. Selecting and Preparing Appropriate Facilities

Is the location of the training site convenient and accessible?

Is the environment comfortable?

Can the location accommodate all of the training requirements?

7. Selecting Participants

Who is the target audience that would benefit most?

What are the profiles and skill levels of the participants?

How much exposure have participants previously had to the material?

What are the needs of the participants?

8. Selecting and Preparing Materials

What materials will be used to support training techniques and methods?

How will the participants be actively involved?

What resources will be most helpful for specific participants?

9. Coordinating the Program

What are the logistical requirements?

What are the procedures for travel, lodging, and meals for participants?

Who will be responsible for each of the training requirements?

10. Evaluating the Program

How do participants and facilitators know that learning is accomplished?

What can be done to improve specific aspects of the training?

To what extent does the content meet the participants' needs?

Countdown to Training

The following section is an example of what must occur before training takes place and what the organization hosting the training must provide. Follow the checklist and tailor it to your own needs, starting as early as six months prior to training to the day before the training is scheduled to begin.

Six Months Ahead

- ✓ Establish communications with host organization
  - Describe training
  - Find out current level of knowledge at organization
  - Detail what training can offer
  - Establish goals and potential outcomes
  - Make sure that upper management is aware and supportive of training and objectives
- ✓ Select target audience
  - Identify potential training participants
  - Distribute training needs assessment
  - Establish basic skill level required to participate
- ✓ Decide on the training length
  - Ascertain the availability of personnel
  - Identify holidays that might interfere with schedule
  - Make sure that participants are available during this time
- ✓ Explore the types of space available for training
  - Refer to the handout entitled "Requirements for the Training Site and Computer Equipment" in this manual for details on computer and room specifications
- ✓ Make arrangements to secure a facility for the training
  - Ensure location is suitable for training a group of the size anticipated
- ✓ Construct a list of active Internet service providers
  - Obtain contact information
  - Obtain rates and services
  - Determine their availability to participate in training

One to Three Months Ahead

- ✓ Establish the training schedule and format
  - Group participants in sessions according to their interests or sectors
  - Consider normal break and lunch times in scheduling
- ✓ Establish training budget
  - Decide who will pay for meals and breaks
- ✓ Send invitation letters to potential participants
- ✓ Notify host organization of requirements for an effective training environment
- ✓ Handle all logistics related to transportation, food, housing, and personal needs of participants
- ✓ Select trainers
  - Be sure that trainers have the skills necessary for the planned training
  - Ideally, provide one trainer for every five to 10 participants
  - Determine who can provide backup support and assistance for trainers during training sessions

Two Weeks Ahead

- ✓ Finalize training agenda
- ✓ Prepare workshop materials
  - Prepare flip charts with agenda, workshop objectives, illustrations, etc.
  - Prepare and order overhead slides to be used in presentations
  - Prepare and copy necessary handouts
- ✓ Provide or arrange for access to lunch and customary refreshments at break times
- ✓ Reconfirm who will be attending the training
- ✓ Load appropriate software onto computers
- ✓ Establish location of power outlets and light switches
- ✓ Ensure existence of backup electrical power in case of outage or emergency
- ✓ Test the equipment being used during the training (computers, projectors, etc.)
- ✓ Prepare offline Internet training sites in case of failed network connections or power outages

Training Day

- ✓ Check that computers, network, connections, and services are properly functioning
- ✓ Place materials in a readily accessible location for easy distribution
- ✓ Set up computer so facilitator can view projector, type, and keep participants in sight at all times
- ✓ Arrange chairs (no more than two per computer)
- ✓ Plan to greet participants at the door to make them feel welcome. At this time, ask them to complete the sign-in sheet

Requirements for the Training Site and Computer Equipment

Computers and Other Equipment

- ❑ An overhead projector with spare bulbs
- ❑ A reliable power source
- ❑ Surge protectors for each computer
- ❑ One computer for every two participants
- ❑ Reliable Internet connectivity for each computer (preferably a leased line)
- ❑ E-mail software and a web browser on every machine
- ❑ One computer connected to an LCD projector/panel and a printer
- ❑ A pointer (laser pointer is optional)

The Training Site and Room

- ❑ Secure against theft
- ❑ Shades for training room windows for demonstrations requiring projection equipment
- ❑ Room and furnishings suitable and comfortable for large- and small group work
- ❑ A separate conference room or workspace away from the computers
- ❑ A photocopier conveniently located for duplicating certificates and other handouts
- ❑ Clerical assistance available in preparation for and during the training
- ❑ Comfortable room temperature, even with all computers running
- ❑ Technical support staff available to handle basic setup and to address technical problems that may arise at any time

Food

- ❑ Food and beverages arranged for breaks (one each morning and afternoon) and perhaps lunch.

Notes

Notes