

3

**Capacity Building
Toolkit**



THE ROLES OF THE VOLUNTEER IN DEVELOPMENT





Capacity Building Toolkit 3

VOLUNTEER AS CO-TRAINER

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Learning How to Learn

*“If you give a man a fish, he will have a single meal.
If you teach him how to fish, he will eat all his life.”*

— Kuan Tzu, Chinese Poet



VOLUNTEER AS CO-TRAINER

KSA MATRIX AND LEARNING PLAN

CO-TRAINER ROLE	KNOWLEDGE	SKILLS	ATTITUDES
Knowledge, skills, and attitudes (KSAs) you need for this role	Technical content; adult learning principles; non-formal educational theory and methods; training design process	Technical skills; presentation skills (organizing and presenting information, using visual aids, etc.); facilitation skills (listening, questioning, encouraging, summarizing); leading participatory training activities; session planning	Confidence to apply technical knowledge and skills; enthusiasm for subject; flexibility and adaptability in relation to learners' needs; ability to receive and use feedback from learners
Your initiatives to learn more (Make a plan)	What knowledge you still need and where to find it: — — — — —	Skills you need to gain or improve and how you might work on further skill development: — — — — —	Things that will help you change any attitudes that will hinder your role: — — — — —

WHAT IS A CO-TRAINER?

A trainer is someone who guides a learner or group of learners through a learning process. In the Peace Corps, Volunteers often team with their Counterparts or perhaps one or more leaders from the learning group to work as **co-trainers**. Together, they assess the needs of the learners, and then design participatory activities that help participants acquire the new knowledge and skills they want. In our context here, learners may be anyone—neighborhood children, local NGO leaders, a teachers' association, nurses at the local health clinic, and so forth. Co-trainers establish partnerships with their learners, partnerships through which people discover their own strengths, develop critical thinking skills, and together play a more effective role in managing their environment.

The role of the Volunteer as a co-trainer is similar to but not the same as the role of a community co-facilitator. For capacity-building purposes, we make the distinction between the two roles as follows: a co-trainer addresses specific requests from individuals or groups for new knowledge and skills relevant to their goals and pursuits. On the other hand, a co-facilitator helps groups identify and discuss goals and challenges, make decisions, and carry out tasks that will positively affect their well-being. Obviously, trainer and facilitator skills overlap, but since these two roles are so critical to the work of most Volunteers, we believe each one warrants its own toolkit. If you plan to do a lot of training and group facilitation, we recommend you study and use both of these toolkits.



We also make a distinction here between “training” and “teaching.” The knowledge, skills, and attitudes emphasized in this chapter are related more to non-formal education situations than to a formal classroom or school context. If you are an education sector Volunteer, you will find these readings and activities most helpful in preparing yourself to plan and conduct in-service workshops with teachers or non-classroom activities with students.

No matter what sector or program you work in, consider the merits of co-training versus leading alone. Carefully study “Why Co-Training Is Harder and Better Than Training” in this Toolkit and discuss the issues it raises with your peers, Counterparts, trainers, and/or APCD.

EXAMPLES OF THE CO-TRAINER ROLE

1

Lee, a National Parks Management Volunteer, was asked by her director to train park personnel to design and give interpretive talks to park visitors. During her two months at site, Lee had noticed a particular staff member, Ivan, who loved to mingle with park visitors, answer their questions, and offer impromptu stories from his experiences around the park. Since Ivan seemed to have natural gifts as a “park interpreter,” Lee asked him to team with her to lead the workshop. At first Ivan declined the invitation, saying he had no formal preparation, but Lee convinced him by pointing out their respective skills and underscoring how their strengths would complement one another. Lee also discovered she had to do substantial convincing to get the director’s permission to involve Ivan. During the actual workshop, Lee and Ivan worked smoothly as a team. At first, some of the participants were jealous of Ivan in his leadership role, but their attitude changed to one of respect when they began to practice the skills of presentation and realized it wasn’t as easy as it looked. Through their collaboration on the workshop, Ivan and Lee began a partnership that flourished until Ivan was transferred to another national park about a year later.

2

Maggie, a Volunteer who works with a local NGO, was approached by several members of the staff and asked to do a series of management training sessions (including such topics and skills as interpersonal communication, running effective meetings, conflict management, planning, and others.) Although she had a background in management and had done this type of training extensively in the United States, Maggie was well aware that culture plays a huge role in any communication-related topic and that she would need her colleagues’ help to adapt the concepts and methods appropriately. She explained her reservations to the NGO staff and suggested that they select several people from the group to co-train with her, a different person for each of the sessions. Maggie told the group that the team approach to training would require more time, energy, and patience on everyone’s part, but that the experience gained would be well worth the effort. During the ensuing weeks, only two of the five people selected showed any real interest in working with her on the project. At first Maggie was frustrated, but soon she realized that the two who were involved were proving to be creative and dedicated trainers. Over the course of the five sessions, Maggie took on an increasingly “backseat” role, such that by the fifth workshop, she was serving mostly as a resource to her colleagues.





Capacity Building Toolkit 3

MODELS, CONCEPTS, AND CASES

PRINCIPLES OF ADULT LEARNING

Malcolm Knowles, one of the great teachers on adult learning or *androgogy*, identified several ways in which adults differ from children in their learning patterns. For example, adults have more life experience than children do and as such they have more examples and parallels to draw upon as they learn. They have a clearer self-concept in terms of knowing what skills they already have, what new skills or knowledge they want to acquire, and when they feel ready for the new learning. Most adults want to be able to practice or apply what they are learning to their real world. These sorts of learning patterns imply certain guidelines for constructing effective training for adults. When designing workshops for adults (including young people of approximately 13 years or older), consider the following principles:

Adult learning occurs best when it:

- Is self-directed**
Adults can share responsibility for their own learning because they know their own needs.
- Fills an immediate need**
Motivation to learn is highest when it meets the immediate needs of the learner.
- Is participatory**
Participation in the learning process is active, not passive.
- Is experiential**
The most effective learning is from shared experience; learners learn from each other, and the trainer often learns from the learners.

Definition of Training

A structured learning process that enables participants to acquire (or enhance) knowledge, skills, and/or attitudes relevant to their personal lives and work.



- Is reflective**
Maximum learning from a particular experience occurs when a person takes the time to reflect back on it, draw conclusions, and derive principles for application to similar experiences in the future.
- Provides feedback**
Learners want to know when they have learned something well and when they may need to improve or practice a skill or concept more.
- Shows respect for the learner**
Mutual respect and trust between trainer and learner help the learning process.
- Provides a safe atmosphere**
A cheerful, relaxed person learns more easily than one who is fearful, embarrassed, or angry.
- Occurs in a comfortable environment**
A person who is hungry, tired, cold, ill, or otherwise physically uncomfortable cannot learn with maximum effectiveness.

[Adapted with permission from *Training Trainers for Development*, p. 11. CEDPA. 1995 (ICE TR111) and with permission from *The Adult Learner: A Neglected Species/Fourth Edition*, pp. 54-65. Malcolm S. Knowles. Gulf Publishing, Houston, TX. 1990.]

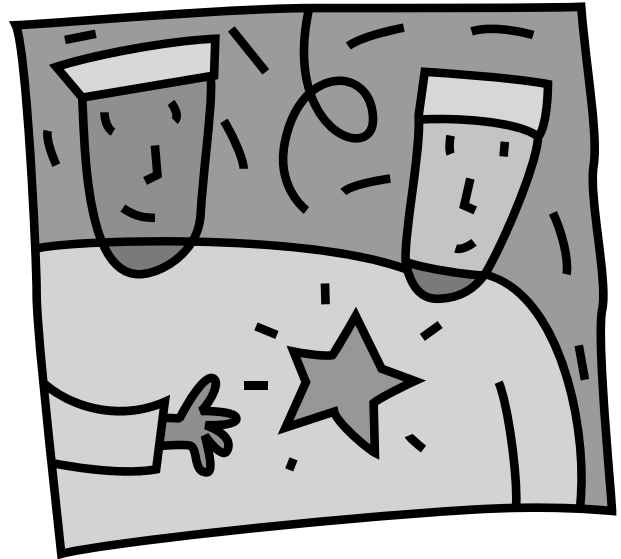
*“Adults remember —
20% of what they hear;
40% of what they both hear and see;
80% of what they do.”*
— Malcolm Knowles





WHY CO-TRAINING IS HARDER AND BETTER THAN [JUST] TRAINING

As a Peace Corps Volunteer, you will have innumerable opportunities to co-train with others (Counterparts, other community members, fellow Volunteers, and so on) during the course of your service. Co-training is more than just two people taking turns presenting material and leading discussions during a workshop. It is two people integrating their skills and experience to jointly design and conduct the session or workshop. Co-training creates a synergy that produces a better result than if training were delivered by a single individual. In a cross-cultural context, co-training takes on an even higher value: For example, you may have current technical information and your co-trainer may have ideas about how to frame the technical information or message using local terms and analogies. It is important to note that while co-trainers may have differences in skills and expertise, this approach is not meant to suggest differences in status between the trainers. Rather **it is a means to build the capacity of both people.**



The co-training approach has several advantages. Most notably it can ease the burden placed upon a sole trainer, reduce the possibility of fatigue and burnout by allowing for sharing of responsibility and workload, enhance the quality of interaction with workshop participants, allow for greater stimulation and variety in the conduct of training, and make it possible to adjust training sessions efficiently and rapidly. However, while co-training has significant benefits, it is by no means a simple undertaking. It requires more time of trainers for planning and debriefing sessions; it can be confusing for workshop participants if the trainers have very different or conflicting perspectives on the subject matter; and trainers can intervene too frequently in the session, sometimes competing for the limited time available.

To prepare effectively for co-training, there are some important reflective steps you can take individually and with your co-trainer:

- Identify your assumptions about adult learning that inform your approach to training.
- Share your expectations (both negative and positive) about the upcoming session or workshop.



- Assess your respective strengths and weaknesses regarding training in general and co-training situations more specifically.
- Clarify what each of your roles will be during the workshop.
- Agree on appropriate ways to intervene during the training session (i.e., how you will handle difficult participants, interruptions, and so forth).
- Debrief with each other at the end of the workshop or every evening if the training course runs for more than a day. (For example: How well is training meeting the goals? What seems to be working or not working in the design? What adjustments seem appropriate? How effectively are we working as co-trainers?)

To be effective, co-training requires a high degree of commitment and coordination. When it works, both trainers and participants will feel rewarded. When it doesn't, the result can be uncomfortable for trainers and less than helpful for participants. Critical to the success of the co-trained workshop will be your individual preparation and the time you and your co-trainers spend jointly reviewing the workshop design; determining how you will accommodate differences in style, expertise and skills; and sharing feedback with one another at regular intervals. The steps described above and the questions at the end of this reading are intended to facilitate the preparation process. We encourage you and your co-trainer to make the time needed for this planning and preparation process to ensure effective delivery of your session.



QUESTIONS FOR CO-TRAINING PREPARATION

Complete these phrases for yourself, then sit down with your co-trainer and share responses. Use your reflections to open a dialogue on how to have a successful co-training experience.

- 1.** The best thing that could happen in the upcoming workshop is....
- 2.** The worst thing that could happen....
- 3.** Some things I do well in a co-training situation are.... (skills, strong points)
- 4.** Some problems I've had with co-training are.... (weak areas to get help on)
- 5.** My expectations for the workshop that I will be co-training are....

[Adapted with permission from *A Guide to Co-Training*. Training Resources Group. Alexandria, VA]





CREATING AN EFFECTIVE PARTNERSHIP BETWEEN TRAINERS AND PARTICIPANTS

- Continue to ask yourself and your co-trainer “How can we maximize involvement and exchange among the participants while diminishing our roles as leaders?”
- Remember that an important overall aspect of the training will be to help the participants increase their self-confidence and feeling of self-worth.
- Encourage others to express their ideas.
- Encourage people to *accept* each other’s ideas, experiences, and feelings.
- Try not to talk too much. Let the participants do most of the talking.
- Be willing to share leadership and actually give over the leadership to the participants whenever you can and whenever they are ready to accept it.
- Evaluate *often*. Even a simple “what was most helpful and what was least helpful” at the end of a session, or day, can be beneficial to all.
- Set time limits for small groups and *encourage* them to stick to the limits. This will help them to learn to accomplish goals within a time frame and to set priorities.
- Don’t feel you and your co-trainer must have all the answers. Much is to be gained when the participants must work on issues/challenges and find their own alternatives or “solutions.”
- Be prepared and well organized.
- Try to make the physical training environment as comfortable as possible. Is the training area well ventilated? Reasonably clean? Is there adequate space for everyone? Are there enough chairs, stools, floor, or ground space?
- Remember that the process as well as the goal is important. Are people enjoying themselves? Are they trying to deal with differences in a positive way? Are they changing? Growing?
- Above all, remember to treat each other with RESPECT. We all need to receive it and we can all give it.



[Adapted with permission from *Navamanga: Training Activities for Group Building, Health, and Income Generation*, p. 18. Dian Selsar Svendsen and Sujatha Wijetilleke. UNIFEM/OEF International. 1986.]





WAYS TO REACH AND TRAIN

The following checklist includes various techniques or methods that are common to participatory training programs. Perhaps you can use some of these ideas to build your own training activities. Remember though, first decide *what* and *why* you want to communicate through the training activity, then decide *how* you will reach your goal.

Various forms of drama or “acting out” help de-personalize a sensitive situation:

- Puppet plays
- Role plays
- Dramas or skits
- Pantomimes
- Flannel board and flannel figures

Looking at a separate but similar situation encourages participants to reflect on and discuss their own situations:

- Stories read aloud
- Pictures
- Story cards/picture cards
- Case studies

Methods for gaining a better understanding of oneself and sharing ideas with others:

- Individual reflection
- Small and large group discussions
- Meeting in twos or threes
- Interviewing each other

Ways to gain firsthand experience or insight:

- Field visits
- Practical demonstrations or actual experience (e.g., mixing a rehydration drink or leading a meeting)
- Observation/community survey

Ideas for discovering participants’ information needs:

- Interviews, questionnaires, or quizzes
- Puppets and other drama forms
- Small group expectation exercises

In addition to these techniques or methods, you can create new ones by combining two or more and adapting any to meet your culture, needs, and learner group.

[Adapted with permission from *Navamanga: Training Activities for Group Building, Health, and Income Generation*, p. 19. Dian Selsar Svendsen and Sujatha Wijetilleke. OEF International. 1986.]





KEY TRAINING METHODS

When you are designing training sessions, workshops, or programs, select participatory methods that are appropriate to the kind of learning you are hoping to achieve. Do the participants need knowledge or information about the topics? Do they need to practice and build skills? Is attitude development an important goal of your workshop? Use the chart below to help you match the type of learning with appropriate activities or methods. On the next few pages, you will find in-depth descriptions of six “classic” training methods. In addition, the Resources section of this Toolkit lists other excellent books and how-to manuals for building your repertoire of training methods.

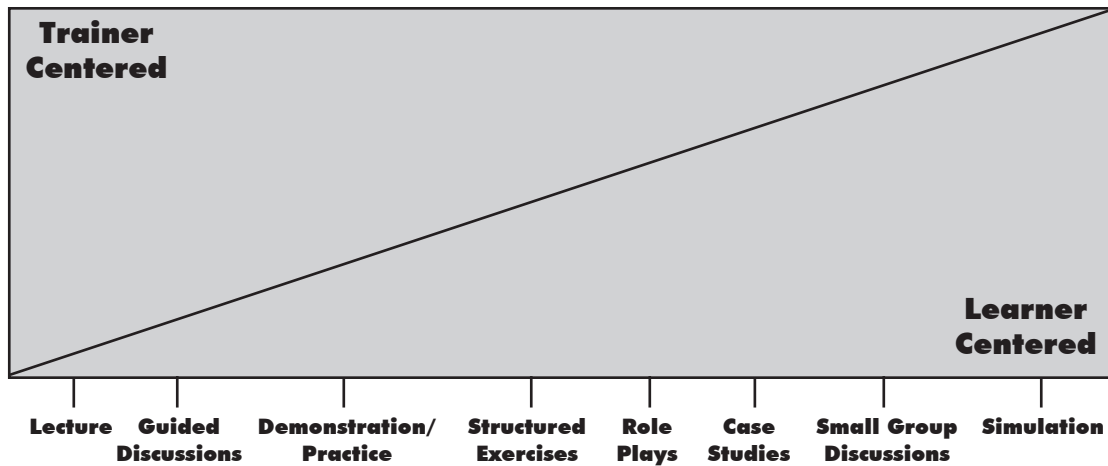
KINDS OF LEARNING	TRAINING ACTIVITIES/METHODS
Knowledge, Facts, Information, Ideas	Lectures/presentations, readings, video, brainstorming, inventories, tests, on-site program tours, guided observation, information gathering tasks, panel discussions, storytelling, individual worksheets, games to reinforce learning, and so forth
Skills (manual, planning, and so on)	On-the-job training, live or video demonstrations followed by practice, case study, games, simulations (to assess skills at beginning of training or apply skills later on), problem-solving tasks, design tasks by individuals or teams, action plans, role play, mental imagery, puzzles, and so forth
Attitudes, Feelings	Role play, group discussion, debates, video or skits followed by discussion, individual reflection, socio-dramas, modeling, values clarification exercises, rating exercises, self-assessments, interviews, mental imagery, observation with discussion, critical incidents, learning contracts, and so forth

*Humor in training:
No laughter, no learning.*

— Jane Vella,
American Educator



TRAINING METHODS CONTINUUM



[Adapted with permission from *Training Trainers for Development*. The Centre for Development and Population Activities (CEDPA), Washington, DC. 1995.]



KEY TRAINING METHODS: PRESENTATION

DESCRIPTION

A presentation is an activity to convey information, theories, or principles. Forms of presentations can range from 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, statistics
- To address a large group

ADVANTAGES

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

THINGS TO BE AWARE OF BEFORE YOU DECIDE TO USE A LECTURE

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

PROCESS

1. Introduce the topic—tell the learners what you're going to tell them.
2. Tell them what you want to tell them—resent 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*, The Centre for Development and Population Activities (CEDPA), 1995.]



KEY TRAINING METHODS: 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 learner's attention
- Shows practical applications of a method
- Involves the learners when they try the method themselves

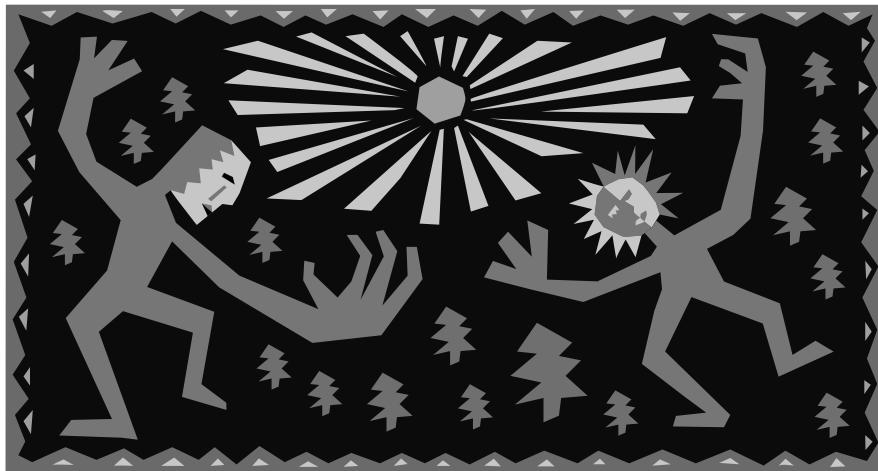
THINGS TO BE AWARE OF BEFORE YOU DECIDE TO USE A DEMONSTRATION

- Requires planning and practice ahead of time
- Not useful in large groups
- Demonstrator needs to have enough materials for everyone to try the method
- Requires giving feedback to learners when they try the method 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 the method on their own.
7. Discuss how easy or difficult it was for them—summarize.

[Adapted with permission from *Training Trainers for Development*, The Centre for Development and Population Activities (CEDPA), 1995.]



KEY TRAINING METHODS: CASE STUDY

DESCRIPTION

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

USES

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

ADVANTAGES

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

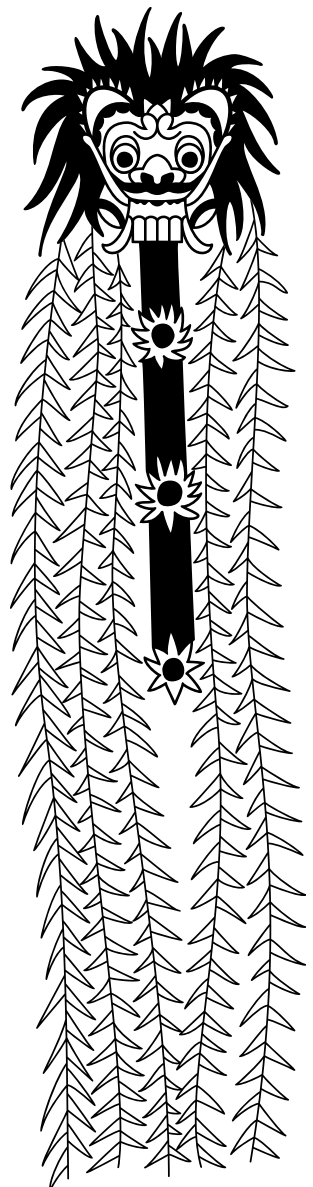
THINGS TO BE AWARE OF BEFORE YOU DECIDE TO USE A CASE STUDY

- The 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 the learners time to familiarize themselves with the case.
3. Present questions for discussion of the problem to be solved.
4. Give the learners time to solve the problem(s).
5. Have some learners present their solutions and answers.
6. Discuss all possible solutions and 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*. The Centre for Development and Population Activities (CEDPA). 1995.]



KEY TRAINING METHODS: ROLE PLAY

DESCRIPTION

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

USES

- To enable people to see the consequences of their actions on others
- To provide a safe environment in which participants can explore problems they may feel uncomfortable discussing in real life
- To enable learners to explore alternative approaches to dealing with situations
- To contribute to changing people's attitudes

ADVANTAGES

- Stimulating and fun
- Simulates the real world
- Engages the group's attention

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 and/or guidelines.
8. Ask the learners how the situation relates to their own lives.
9. Summarize.



[Adapted with permission from *Training Trainers for Development*. The Centre for Development and Population Activities (CEDPA). 1995.]

KEY TRAINING METHODS: SIMULATION

DESCRIPTION

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

USES

- To allow learners to experience decision making in “real” situations without worrying about the consequences of their decisions
- To apply knowledge, develop skills, and examine attitudes in the context of an everyday situation

ADVANTAGES

- Practical
- Learners are able to discover and react on their own
- High involvement of the learner
- Immediate feedback

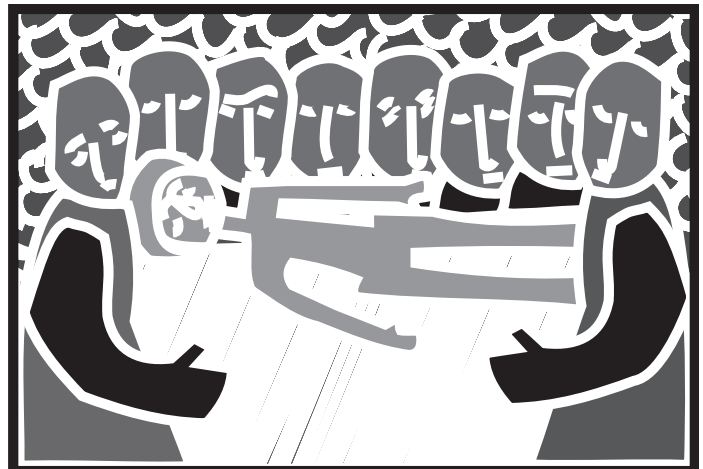
THINGS TO BE AWARE OF BEFORE YOU DECIDE TO USE A SIMULATION

- It is time-consuming.
- The facilitator must be well prepared, especially with logistics.
- A simulation 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 simulations and develop principles and guidelines.
6. Ask learners how the simulation relates to their own lives.
7. Summarize.

[Adapted with permission from *Training Trainers for Development*. The Centre for Development and Population Activities (CEDPA). 1995.]



KEY TRAINING METHODS: SMALL GROUP DISCUSSION

DESCRIPTION

A small group discussion is an activity that allows learners to share their experiences and ideas to solve a problem.

USES

- To enhance problem-solving skills
- To help participants learn from each other
- To give participants a greater sense of responsibility in the learning process
- To promote teamwork
- To clarify 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 A SMALL GROUP DISCUSSION

- The task given to the group needs to be very clear.
- The group should be able to listen to each other, even if they don't agree.
- Group discussion should not be dominated by any 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 have learned.

[Adapted with permission from *Training Trainers for Development*. The Centre for Development and Population Activities (CEDPA). 1995.]

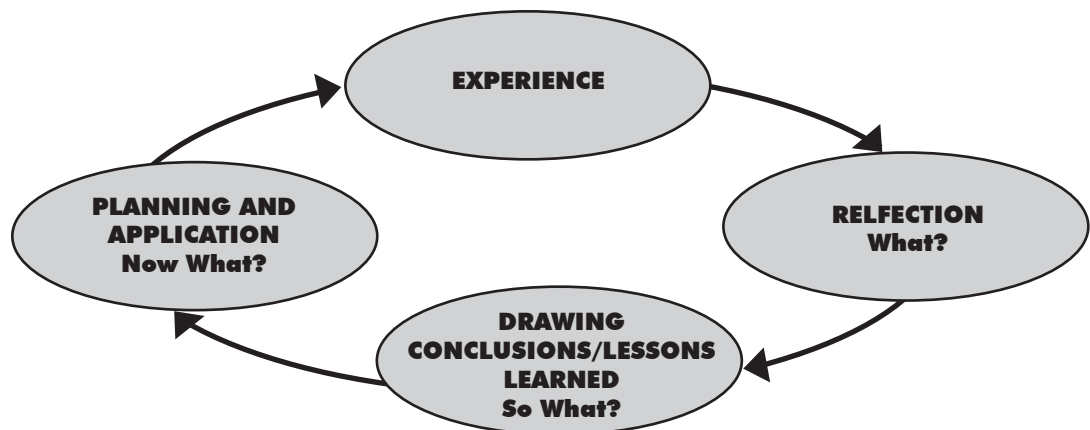




THE ROLE OF THE TRAINER IN EXPERIENTIAL LEARNING

NOTE: Before reading this description of the role of the trainer in experiential learning situations, please review the introductory reading on the Experiential Learning Cycle in Toolkit 1: Volunteer as Learner.

EXPERIENTIAL LEARNING CYCLE



The experiential learning cycle requires the learner to progress through the four phases of a learning process. The role of the trainer is to help the learner through the process. A good trainer must have the competence to understand what goes on at each phase and to facilitate the learning process. In this discussion we will go through each of the four phases and identify:

- Appropriate training activities
- The kinds of questions a trainer can ask the learner
- The role of the trainer

WHAT HAPPENS IN PHASE 1: THE EXPERIENCE

The learner uncovers or experiences new information that requires a response on her or his part.

ACTIVITIES TO USE

- Group problem solving
- Case studies
- Role plays
- Field visits
- Skills practice
- Games
- Group tasks



TRAINER'S ROLE

The trainer's primary role is to give structure. He or she must present the objectives of the activity and clarify norms, rules, and time limits. Information should be presented in a way that is meaningful to participants and that will stimulate their interest (for example, by using visual aids or by asking questions).

For small group activities, the trainer needs to be very clear about the task. The task, including discussion questions, should be written on a flip chart or handout. Group members should be assigned (or volunteer for) roles of secretary, discussion leader, timekeeper, and reporter. Although most of the processing goes on in the next phase, the trainer can ask some questions now. These might include:

- Are there any questions about the task?
- How's everything going?
- Could you be more specific?
- Are you ready to record your work on a flip chart?
- Is there anything else you need to know?
- Have you thought about _____?
- How much more time do you need?

WHAT HAPPENS IN PHASE 2: REFLECTING ON THE EXPERIENCE

The learner sorts out or analyzes the information developed in phase 1.

ACTIVITIES TO USE

- Small group or pair discussion
- Participant presentations
- Writing in journal and sharing entries
- Large group discussion
- Reporting from small groups

TRAINER'S ROLE

The trainer's role is to help the learner reflect on what happened during phase 1 and what the experience meant. The trainer should be sure that important aspects of the experience are not ignored. An effective way to help the learner reflect is to ask questions about what happened and how the learner reacted. Phase 2 is when learners share their ideas and reactions with each other. These are examples of the kind of questions the trainer might ask:

- What happened?
- Does anyone feel differently?
- Does anyone else have something to add?
- Do you agree or disagree with what they are saying? Why?
- How do you feel about the experience?
- What did you notice about...?
- Do you realize that...?

Notice that the trainer uses open-ended questions to stimulate discussion.



WHAT HAPPENS IN PHASE 3: DRAWING CONCLUSIONS AND LESSONS LEARNED

The learner interprets what was discussed during phase 2 to determine what the reflections on the experience mean, what lessons can be learned, and what lessons may be drawn from the experience.

ACTIVITIES TO USE

- Synthesis discussion in large group
- Synthesis lecture
- Listing main points on flip chart
- Demonstration
- Reading assignments

TRAINER'S ROLE

The trainer's role is the conventional role of the educator—to guide the learner. More than any other phase, the trainer needs to be knowledgeable about the subject matter and be a credible information source. This does not mean that the trainer needs to provide all the answers during this phase. In fact, the learners will probably internalize the learning better if they find the answers for themselves. As a guide, the trainer helps the learner focus on the implication of the experience and reflection phases so that the learner can acknowledge having learned something new. There are two basic approaches to do this: (1) the trainer can provide a summary for the learners (as in a lecture or reading assignment) or (2) the trainer can ask probing questions that enable the learners to reach their own conclusions (as in a consensus-seeking discussion). The latter approach requires strong facilitating skills.

Some useful questions the trainer might ask include the following:

- What did you learn from this?
- Is there an operating principle here?
- How does all that we are talking about fit together?
- Have you gained any new insights about...?
- What does all of this mean to you?
- What lessons can be learned?
- What are some major themes we are seeing here?



WHAT HAPPENS IN PHASE 4: APPLICATION

In order for the learner to feel the training is significant, the new learning must relate to her or his own life situation. During phase 4, the learner makes the connection between the training setting and the real world—the two are rarely the same. This link can be strengthened through practice and planning for application after training.

ACTIVITIES TO USE

- Action planning
- Field visits
- Practicing new skills
- Discussion

TRAINER'S ROLE

The trainer's primary role here is that of a coach to the learner. As the learner tries doing things on her or his own, the trainer can provide advice and encourage the learner to try to improve new skills. The key question to ask here is, "How should I do this differently the next time?"

Some questions the trainer might ask include:

- What have you enjoyed the most about this?
- What do you find the most difficult?
- How can you apply this in your situation where you live and work?
- What do you look forward to doing most after training?
- What do you think will be most difficult when you use this?
- If you were to do this in your own project, how would you do it differently?
- How could this exercise have been more meaningful to you?
- Are there areas you would like to practice more?

[Adapted with permission from *Training Trainers for Development*, pp. 28-32. The Centre for Development and Population Activities (CEDPA). 1995.]

Imagination is more important than knowledge.

— Albert Einstein





TEMPLATE FOR A SESSION DESIGN

[This template is useful for outlining a training session or even a short workshop. Adapt it to suit your and your co-trainers' styles.]

TITLE OF SESSION

TOTAL TIME ALLOTMENT

KNOWLEDGE, SKILLS, AND ATTITUDES THAT WILL BE ADDRESSED

(See “Guidelines for Planning and Conducting a Workshop”)

LEARNER OBJECTIVES

(State the objectives in terms of what the *participants* will be able to do as a result of the training.)

ACTIVITIES WITH SPECIFIC TIME ALLOTMENTS

List the steps and activities you will use to help participants learn. Write enough description in each step so that you and your co-trainers can follow the outline without forgetting important points. If the activity is a discussion, list the questions you want to ask the group. If the activity involves a task, write out the specific instructions you want to give to the participants. Also note the time allotments for each step and activity. The following sequence is appropriate for experiential session outlines:

- 1. Climate setting and review of session objectives** (rationale/motivation for learners)
- 2. Experience** (such as a role play on techniques for interviewing mothers in the community)
- 3. Reflection** (such as a large group discussion on what happened in the role play)
- 4. Lessons learned** (such as guidelines or dos and don'ts for conducting effective interviews)
- 5. Application** (such as practice in groups of three—interviewer, interviewee, observer)
- 6. Closure** (key points to remember; linkages to next session or meeting; evaluation)

RESOURCES

List people, materials, supplies, and equipment needed during the session.

WHAT HAPPENED

After the session, make notes about what happened—impressions of what went well, suggestions for improvements, key people who should be contacted and used as resources if and when you do the session again in the future, and other notes.

[Adapted with permission from *Training Trainers for Development*, pp.18-22. The Centre for Development and Population Activities (CEDPA). 1995.]





LET'S GET THAWED: ICEBREAKER AND WARM-UP ACTIVITIES

The activities suggested below are generally helpful in three ways:

- To break the ice and help participants warm up to the learning task at hand
- To assist participants in getting acquainted—people share more willingly and easily when they know the people with whom they are working
- To help in identifying group members as possible future resources

They are fun, too. This list is just the beginning—add to it as you gain more and more experience as a participant or trainer.

1. Paired Introductions. Participants pair off and interview one another. Each person then presents his/her partner to the rest of the group. The interview may include questions that focus on personal information, training-topic-related opinions, or expectations of the workshop.

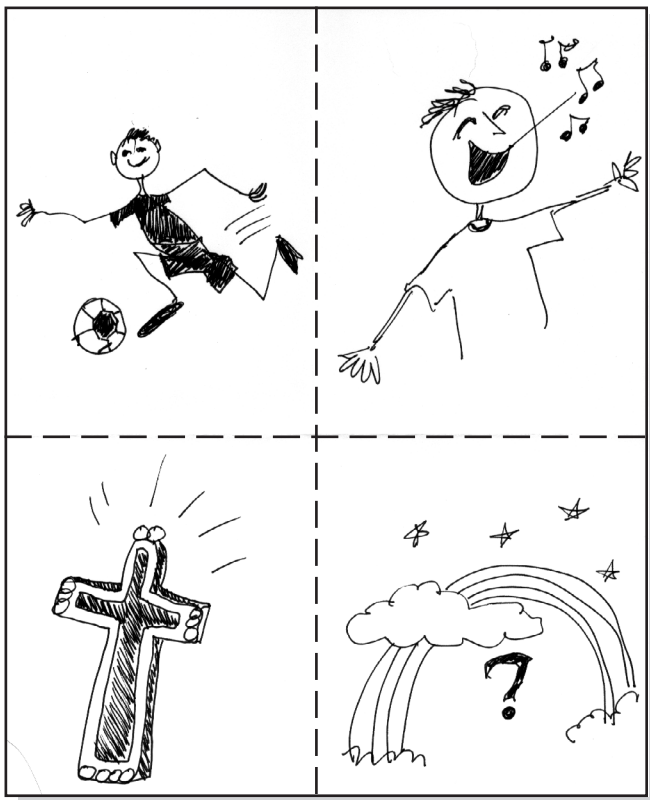
2. Quartets. Same as above, but instead of introducing partners to the entire group, each pair meets with one other pair to form a quartet and introductions are made within the smaller grouping. (Suitable for large groups.)

3. One-Minute Biography. Each person is given one minute to tell about himself or herself. Use a timekeeper and do not let anyone go over one minute. Restrictions can be set as to what information may or may not be shared (such as work-related only, family/personal only, and so on.) If group is larger than 15, break into subgroups.

4. Structured Introductions. Working individually, participants write their own epitaphs, a press release about their accomplishments, or an ad about their “qualities.” Depending on the size of the group, each person shares with a partner, a small group, or the larger group.



5. **Life Map.** Using paper and markers, each person makes a rough map of his or her life and shares it with others in the group. The drawing may incorporate symbols, stick figures, words, and so on.
6. **Pocket or Purse.** Each individual pulls out an item from a purse, pocket, or backpack—an item that represents a value they hold. Participants take turns showing their selected objects and explaining what they mean.
7. **Secret Share.** Each person writes a “fun” secret about himself or herself on a piece of paper and places it in a common box. Each person in turn draws a secret and reads it aloud (as if it were his or her own), and the group guesses whose secret it really is. Voting is permitted.
8. **Picture Me.** Participants fold a piece of paper in fourths. They then draw the following, one picture in each quadrant: something I do well; something I wish I did better; something I dream of; something I value. Everyone divides into pairs and explains the drawings to partners. Each person then introduces her or his partner to the group in terms of the drawings.





SEVEN STEPS FOR PLANNING A WORKSHOP

STEP 1 WHO?

Who are the participants? What is their profile? (Literacy level; age range; diversity of cultural, ethnic, economic, educational backgrounds; rural or urban based or mixture) What languages do people speak? How many participants want to attend? Who should the trainers be?

STEP 2 WHY?

Why do the participants want the training? What is the situation that prompts them to want to enhance their knowledge, skills, and attitudes about the training topic(s)? How much about the training topic(s) do they already know? What kinds of relevant prior training have they received?

STEP 3 WHEN?

What is the time frame for the workshop? (How long should it be? One longer session vs. two or more shorter sessions?) When can we schedule it such that participants can easily attend? What other factors do we need to consider before setting the date and time?

STEP 4 WHERE?

Where should the course be given? Which settings are most accessible and comfortable for our participants? What type of facility and equipment will we need? Are there transportation costs to consider?

STEP 5 WHAT?

What is the content of the course that participants want to acquire? It is helpful to break the content into three types of learning: knowledge, skills, and attitudes.

STEP 6 WHAT FOR?

What are the achievements or results that participants can expect from the course? What do we hope participants will be able to do by the end of the course? These are the workshop objectives.



STEP 7 HOW?

What is the structure of the program? What are the specific learning activities and how should we sequence them? How do we make people feel comfortable at the beginning of the workshop? What materials do the trainers and participants need? (For example, flip charts, markers, notebooks, pencils, handouts, and so on.) How will we know what they have learned? (That is, how will we monitor and evaluate the workshop?)

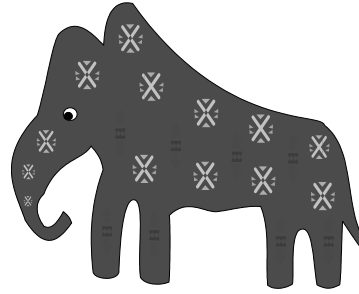
[Adapted from *Training Through Dialogue: Promoting Effective Learning and Change with Adults*, pp. 10-13. Jane Vella. Jossey-Bass Publishers, San Francisco, CA. 1995. This material is used by permission of Jossey-Bass, Inc., a subsidiary of John Wiley & Sons, Inc.]





STORIES FROM THE FIELD:

KENYA



In the following story told by an Agroforestry Volunteer, the Volunteer gains several opportunities to work with other Volunteers and members of the community to co-train a group of women in an AIDS education seminar series.

I was working with several groups in Mutindwa village when I was approached by the volunteer health workers from the village health clinic. They wanted to get the local women and clinic volunteers involved in an advanced education program. They came to me and asked for help.

At first, the women and I just talked. I talked with one village nurse, the traditional birth attendants (TBAs), the health volunteers, and women from the church guild. I started doing short question and answer sessions on AIDS education. They liked the sessions so much, they asked me to teach a full course. So I organized a five-week, five-session AIDS education seminar series to be held on the grass outside the village health clinic. I took a list of the initial 25 women who wanted to participate. The idea was to have a “training of trainers” to train the women so that they could train other women. All the women could then educate their families and, gradually, pass the education to their community.

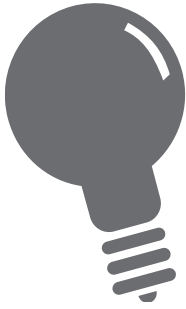
As the women from the surrounding villages heard about the classes, the number of participants grew to 40 women. We made announcements in the churches and schools each week to remind the participants to attend the classes. And so, more and more women arrived for the second, third, and continuing classes. The women started bringing their daughters to the classes and their daughters brought their babies with them. All the women and children sat on the grass as I taped posters and papers to the dispensary door and taught the afternoon classes.

A young man, the only man in attendance, volunteered to translate into Kimeru so that all the women could understand. As the sessions continued, the young man’s role grew to co-facilitator and he became animated about the classes. His mother came to all of the sessions. With the help of the translator, the health clinic nurse, and several other Volunteers, the five sessions went very well. We covered HIV infection, transmission, prevention, home care, and community awareness.

Based on a Ugandan home care AIDS awareness manual, I told a story using pictures of a village family affected by HIV and AIDS. I used the story to initiate discussions on HIV and AIDS. I invited a guest speaker, a fellow Volunteer, to do a presentation and condom demonstration during one class. I also used cartoons, group skits, stickers, posters, handouts, and pamphlets to get them involved. At the end of the seminar series, I gave an exam and asked for the participants to evaluate the class. I ended the seminar by presenting certificates to the participants and taking a class photo.

The women surprised me afterwards with tea and snacks they planned and brought from home. They thanked me for my efforts, then they had several requests. First, they asked me to hold the seminar series again so that more women can be trained to teach others. Second, they asked me to talk to the village primary and secondary school students about HIV and AIDS. Finally, they asked what they could study next.





IDEAS AND ACTIVITIES FOR PRACTICING YOUR ROLE AS A CO-TRAINER

INDIGENOUS KNOWLEDGE: WHO ARE THE TRAINERS AND TEACHERS IN THE COMMUNITY?

PURPOSE

To learn how training and informal education happen in the local community

ACTIVITY

With the help of your trainers, fellow Trainees, or Counterpart, identify and interview several people around the community who are involved in helping others learn new knowledge, skills, and/or attitudes. Here is a partial list you may want to consider:

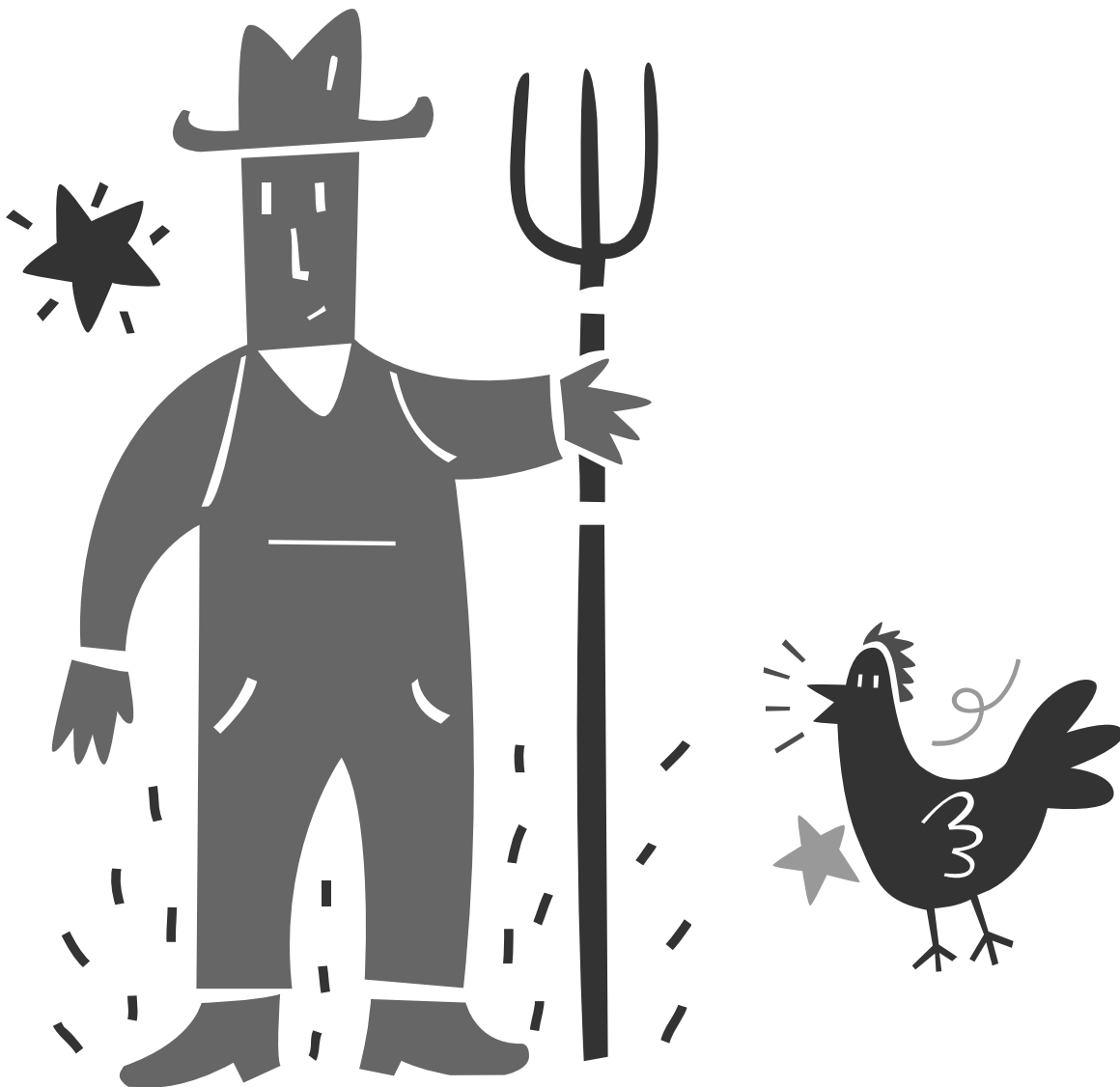
- A parent educating his/her children
- An older sibling teaching a younger sibling
- A carpenter training an apprentice
- A religious leader instructing students
- A farmer teaching family members to manage the crops and animals
- A local hospital manager leading continuing education classes with nurses or other hospital workers
- A business owner helping a junior manager or younger family member “learn the business”

Once you decide who you want to interview, draft a short list of questions to guide your dialogue. The idea is to find out how local people approach helping others learn new skills and knowledge. Here are a few possible questions you may adapt to fit your particular technical subject.



- What methods do they use to teach skills? Give information? Develop attitudes?
- How is learning rewarded in this community?
- Who else in the community does what they do?
- How did they learn their teaching or training skills?
- What do they like most about the experience of training others?
- In their view, how have teaching and/or training methods changed in the past 15 years?

Once you have had conversations with a few of these people, share and discuss your insights with your colleagues and trainers. What are some of the similarities and differences between your own learning and teaching experiences (that is, your experiences in the United States and in PST) and those of the host culture? How would you use this indigenous knowledge in planning a workshop with a local group?





INTERVIEWING A COLLEAGUE ABOUT A LEARNING EXPERIENCE

PURPOSE

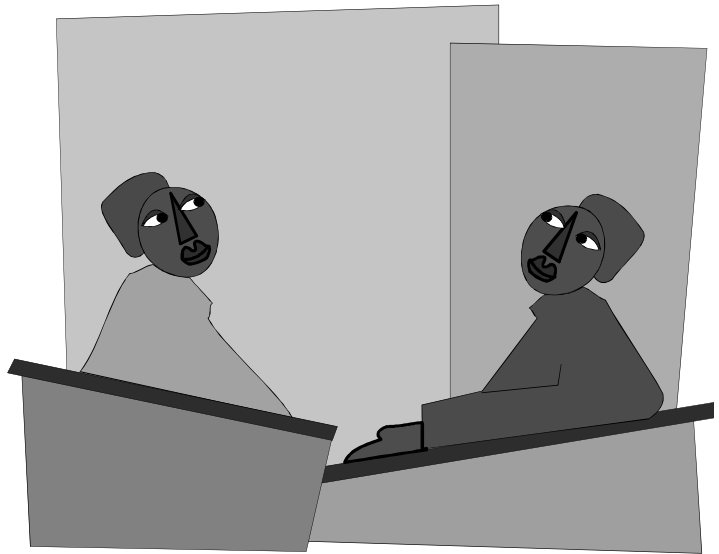
To identify characteristics of adult and/or non-formal learning

ACTIVITY

This is an appropriate exercise for language or technical class during PST. Pair up with another Trainee and interview one another about a self-directed learning experience or “project.” The experience should be one that was undertaken outside of formal educational situations (that is, outside the classroom). It can be related to your area of technical expertise, a hobby, and so on. Pose these questions:

INTERVIEW QUESTIONS

- What was your self-directed learning experience?
- What was the goal of your learning?
- Why were you interested in learning about this particular goal?
- Where and with whom did your learning experience take place?
- Did you encounter any problems in completing the project? How did you deal with the problems?
- What motivated you to continue your project? (that is, to carry through and finish it)
- How much total time did you spend on the project?
- How have you benefited from the learning you gained on this project?



Once you and your colleagues have finished the interviews, select one of your group to lead the group in a processing discussion around these questions:

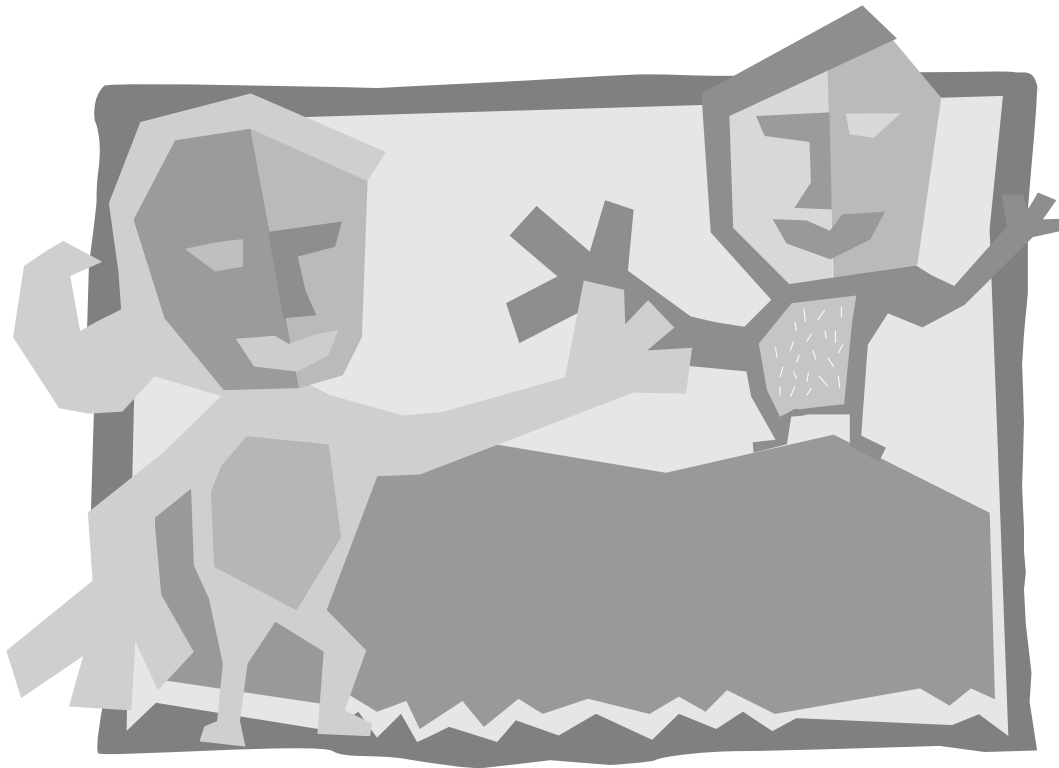
- How did the learning take place?



- Did the learner have a choice in the learning method?
- How would you describe the learning environment?
- How did the learner know the learning actually took place in the end?
- What did you learn about your partner's motivation to learn something new? What were your partner's reasons for wanting to learn?

Based on all of these learning experiences, make a list of characteristics about "how people learn best." Compare your list to the *Principles of Adult Learning* found in this toolkit. If relevant to your work assignment, discuss whether you think these characteristics of adult learning may or may not also apply to young people.

Finally, talk about how these characteristics might affect the way you would plan a training activity or workshop for a group of people in your community.





LEARNING TO SAIL — INDIVIDUAL LEARNING STYLES

PURPOSE

Just as people have different personalities, we also have different preferences in the way we like to learn. As a trainer, you need to be aware of your own learning style because it influences the way you train others, and you also need to be aware of the individual learning styles of the participants in your workshop. This short exercise helps to dramatize the different ways in which people prefer to learn.

ACTIVITY

You need a group of people for this activity—fellow Trainees and trainers if you are in PST, or your Counterpart and friends if you are already at your site.

1. Whatever your group, ask them to imagine the following scenario:

Imagine you are given the responsibility for sailing a boat across a three-mile lake. You don't know how to sail, but you have a day to learn. You are sitting on the beach with a variety of resources at your disposal.

[If you work in a waterless world where people have no concept of what sailing is, by all means, adapt the scenario to make it more appropriate. Select a skill that people have some ideas about but few or none in the group know how to do.]

2. Show the following list to the group (on flip chart paper, a chalkboard, or a handout):

RESOURCES FOR LEARNING TO SAIL

- A manual on how to sail
- A sailboat ready to sail (with safety gear)
- A video on how to sail (complete with battery-powered VCR and monitor)
- A child who knows how to sail
- An encyclopedia of sailing techniques
- A workbook on sailing with a self-test on procedures
- Pencil and paper
- A peer to learn with you (who knows as little as you do about sailing)





3. Ask the people to think about the resources they (as individuals) would choose in order to learn best how to sail. Explain that they may choose any number of resources and they can write them down if they like. Ask them to put their selected resources in the order they would use them.
4. Going around the circle, ask people to tell which resources they would use and how they would use them. Process this a little further by asking people to notice how many different ways of approaching the task there are within the group. What conclusions can they draw from the activity? What implications might learning styles have for facilitating training workshops with people?

NOTE: One of the key reasons the experiential learning model works so well in skill and attitude development types of workshops is because it addresses the different learning styles of the participants. An experiential session is likely to engage everyone in the room at some point in the learning process.





ASSESSING LEARNERS AND SETTING LEARNING GOALS

PURPOSE

To identify ways that trainers and teachers can find out what learners want in the way of new knowledge, skills, or attitudes; to transform what learners want into learning goals

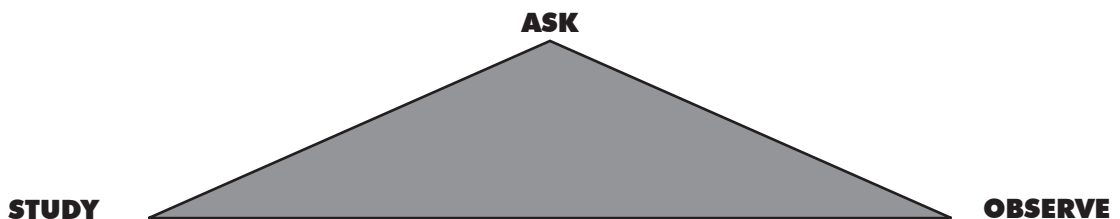
ACTIVITY

Have you ever been in a situation where the trainer or teacher spent a lot of time covering material you already knew? How did that make you feel? How did it affect the morale of the group in general? In order to make training as relevant as possible, trainers need to find out specifically what the learners want or feel they need to learn, and what level of understanding they already have about the subject areas they identify.

With your colleagues in a language or technical class, brainstorm a list of questions you would ask to find out about a particular group of learners. Here are a few examples:

- What roles and tasks do the learners perform in relation to the general topic areas?
- How familiar are they with the topic areas?
- What are their attitudes and beliefs about the topic areas?
- What successes and problems have they encountered?
- What is their skill level?
- How well do participants know one another?

Once you have a fairly complete list, consider the options you have for conducting an assessment that will answer these questions. Start with your own PST situation: What methods have your PST trainers used to assess you as a learner? (For example, skill inventory, interviews, and so on.) Next, think about the possible groups with whom you will be working as a Volunteer. How could you gather information about them—who they are, what they want to learn, what they already know, and so forth? Use the following needs assessment model to help you:



ASK: Create a questionnaire related to specific training; conduct interviews with a sample of learners. What else might you ask?

OBSERVE: Walk around; note relationships; note where resources are located; note who talks in meetings. What else might you observe?

STUDY: Study the group; read profiles; read reports of previous training done in the community; read government studies of the area. What else might you study?

Try out the Ask-Observe-Study model using one of the situations below (or adapt them to suit your technical sector):

SITUATION A: THE MAYOR'S CLASS

Fifteen village women have been named by the mayor to learn methods of oral rehydration therapy to treat infants with symptoms of dehydration. You are invited to design and lead the training, which will be done in the village for a period of two weeks. How can you use the Ask-Observe-Study model to assess this group?

SITUATION B: YOUTH AND THE ENVIRONMENT

A local teacher has invited you to work with an environmental awareness youth club she has formed at her school. The club currently has 30 members. She wants you to design and teach a series of classes that raise students' awareness about the local park preserve (where you work) and the need for conservation efforts on the part of the local community. How can you use the Ask-Observe-Study model to assess this group?

As you consider ways to ask, observe, and study your learners, get some perspectives from your trainers and/or Counterpart regarding the cultural appropriateness of the methods.

Once you have assessed the learners, you can use the data to: determine the training content, obtain case material (examples, illustrations, case studies, role play scenarios, and so on), and develop a relationship with the participants. In determining the training content, it is very useful to look at the learners' desires in the following terms:

- **Desire for knowledge, information, facts** (includes content or cognitive learning, acquiring knowledge, comprehending information, analyzing concepts, and so on)
- **Desire for new or improved skills** (includes manual skills, carrying out a procedure, demonstrating techniques, communication skills, problem solving, decision making, leadership, and so on)

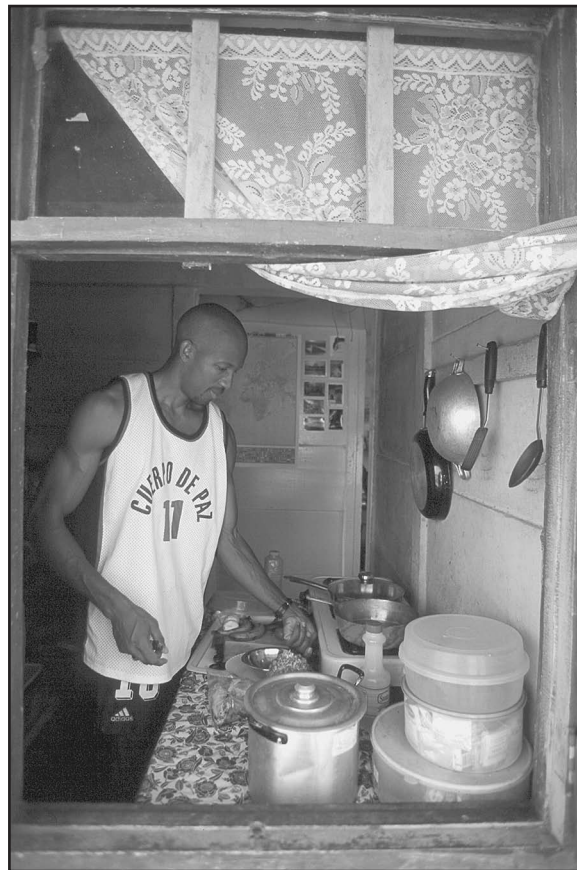


- **Desire to adjust or enhance attitudes** (includes confidence in applying new knowledge and skills, respect for people’s sensibilities and fears, patience, accuracy, thoroughness, conscientiousness, curiosity, tolerance for opposing views, integrity, diplomacy, tact, enthusiasm, satisfaction, and so on)

By describing what the learners want in these terms, you are already drafting the learning goals for the session or workshop.

To get some practice, think of your own technical learning desires: What do you want to learn in order to be an effective Volunteer in your technical area of expertise? What knowledge do you hope to gain? What new skills do you want? What kind of attitude would help you serve your community? List a few examples of learning goals (for yourself) and discuss them with your technical trainer. Or, alternatively, review the list of goals and objectives your technical trainer gave you at the beginning of PST. Do they include knowledge, skills, and attitudes? In your opinion, do they accurately express your learning desires? What changes would you suggest to improve them?

[Ask-Observe-Study Model from *Learning to Teach*, p. 54. Jane Vella, Save the Children Federation, Westport CT. 1989. Reprinted by permission.]

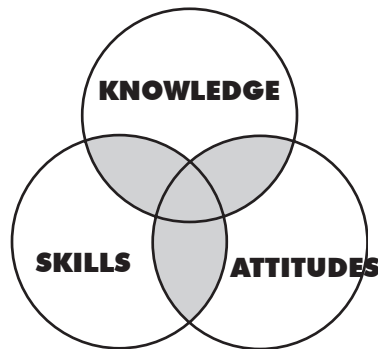




KATE'S DILEMMA

PURPOSE

Learning is most complete when it addresses all three learning domains (knowledge, skills, and attitudes). We learn new ideas, we practice with them, and we discuss how we feel about them and how they fit into our lives. Here is a story that will help you examine the relationship between learning (knowledge, skills, and attitudes) and training approaches.



ACTIVITY

Read the following critical incident and discuss with your colleagues how Kate could use the three domains of learning (and anything else you know about non-formal and participatory approaches) to enhance her teaching.

KATE'S DILEMMA

Kate is a Volunteer in Haiti. She speaks French well, since she was an exchange student in France when she was in high school. She is assigned to work at a clinic where mothers come to receive food supplements for their children under five. She has been teaching a group of mothers about infant nutrition and the use of their babies' growth charts to monitor health and development.

The 15 women she is working with clearly do not read and write. They have never been to school. Kate is telling them all she learned about nutrition and growth monitoring in her nursing classes and in PST. But they do not seem to get it!

She thinks these Haitian mothers are not too smart. Why can't they understand and demonstrate to her how they can feed their babies from all the food groups and how they can tell from the growth charts whether their child is doing well or not? Instead, they sit there like lumps, nodding respectfully, nursing their babies, not learning a thing! Kate is frustrated.

[Adapted from *Training Through Dialogue: Promoting Effective Learning and Change with Adults*, pp. 123-124. Jane Vella. Jossey-Bass Publishers, San Francisco, CA. 1995. This material is used by permission of Jossey-Bass, Inc., a subsidiary of John Wiley & Sons, Inc.]





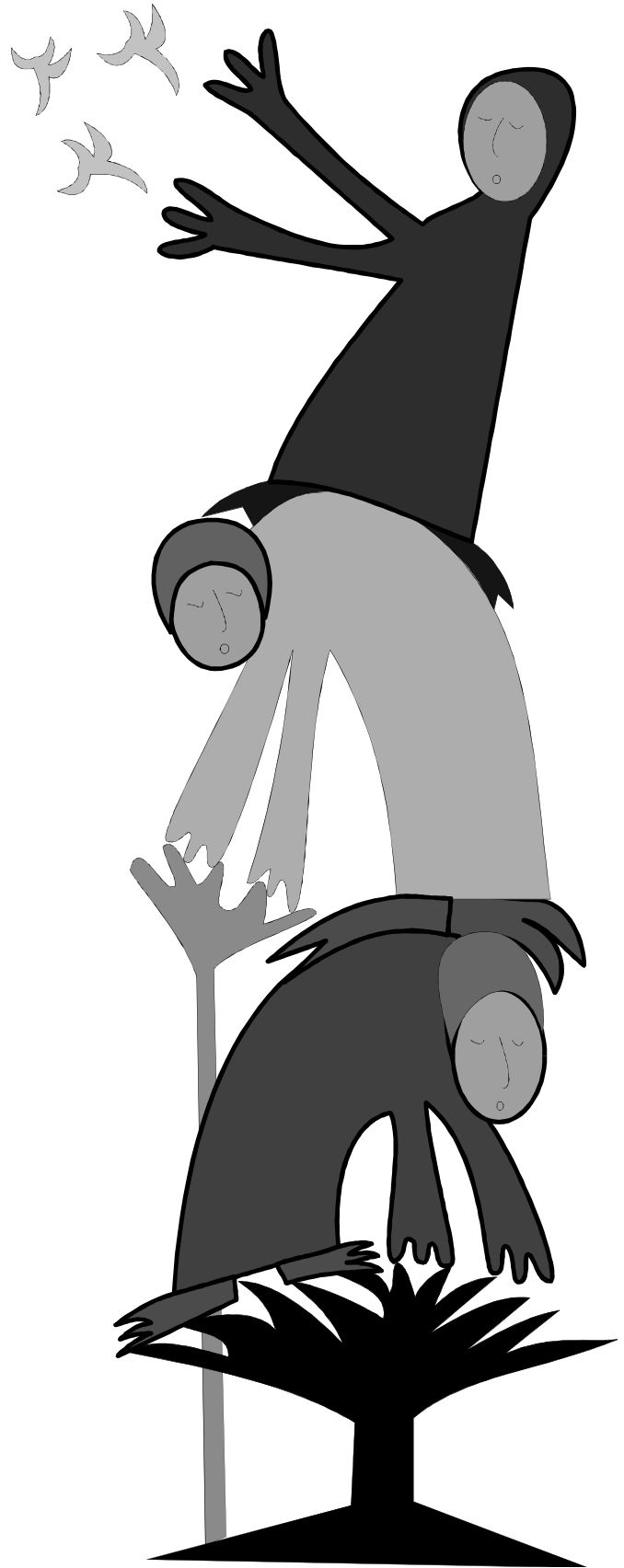
GROUP DIALOGUE ON AXIOMS OF POPULAR (NON-FORMAL) EDUCATION

PURPOSE

To practice critical thinking about some of the basic principles of non-formal education

ACTIVITY

This activity requires a few companions —fellow Trainees, Volunteers, Counterparts, other community members. As a group, read the “Axioms of Popular Education.” Explain which axiom is most meaningful to you and why. Also, discuss which axiom might be most challenging for you to uphold. Allow everyone to share his or her ideas, then ask, “What other axioms would you add to the list?”





TRAINER-CENTERED ACTIVITIES LEARNER-CENTERED ACTIVITIES

AXIOMS OF POPULAR EDUCATION*

Axiom: An established rule or principle or a self-evident truth.

1. Don't tell what you can ask; don't ask if you know the answer—tell, in dialogue!
2. A warm-up is a learning task related to the topic.
3. You can't teach too little; you can't go too slowly.
4. A learning task is an open question put to a small group along with the resources they need to respond to it.
5. Don't write on a chart anything you won't use again.
6. A critical incident (a case study posing a problem) needs to be far enough away to be safe, close enough to be immediate.
7. The learning task is a task for the learner.
8. Pray for doubt!
9. If you don't dispute it, you don't learn it.

* Popular education is the term Brazilian educator Paulo Freire gave to his adult learning approach based on dialogue between teacher and learner and among learners.

[From *Training Through Dialogue: Promoting Effective Learning and Change with Adult*, p. 45. Jane Vella. Jossey-Bass Publishers, San Francisco, CA. 1995. This material is used by permission of Jossey-Bass, Inc., a subsidiary of John Wiley & Sons, Inc.]





EACH ONE TEACH ONE

PURPOSE

Trainers need to develop a wide repertoire of teaching methods and techniques to draw from when working with different types of participants and with different kinds of training content. A great way to start building that repertoire is to practice on your friends and trainers (including language, technical, and cross-cultural trainers).

ACTIVITY

There are several ways to practice different training techniques. One easy way is to think of a specific technical or language objective, and select an appropriate method to practice teaching it to your fellow trainees. For example, you might want to use the role play method to practice interviewing techniques, or you might select a case study to teach business planning skills, or perhaps you want to organize a field trip to show the major types of soil erosion in the local area. In this sort of “each one teach one” approach, the technical trainer serves as a resource to the Trainee leading the activity. Here are a few guidelines for this type of practice:

1. Select or identify the learning objective.
2. Select a method that is appropriate to the learning objective and design a short learning activity. (See “Training Methods by Learning Domain” in the *Models, Concepts, and Cases* section.)
3. Lead your group in the activity, including processing the learning. (Remember the experiential learning cycle.)
4. Afterwards, outline for the group the steps involved in using your particular method; discuss the method’s advantages and disadvantages.

For more information on specific training methods, see “Key Training Methods” in the *Models, Concepts, and Cases* section of this Toolkit or ask your trainers for support materials. Almost every “how-to” manual on training has good descriptions of common training methods such as:

- Role play
- Critical incidents
- Case study
- Demonstration
- Small group discussion
- Presentations
- Learning games
- Field trips

Once your language skills are strong enough, you and a teammate can practice these different methods with small groups of participants in the community. The more you can practice, the more you will understand the potential and limitations of each method.





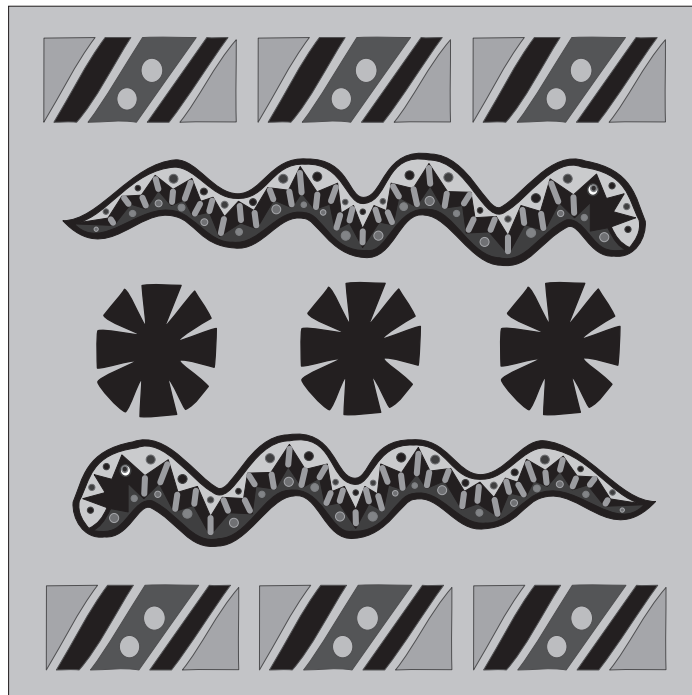
FACILITATION SKILLS PRACTICE

PURPOSE

Since all participatory training involves group discussion, it is critical that trainers develop skills to encourage and facilitate interchange of ideas, opinions, and perspectives among participants. These skills include: asking questions, paraphrasing, summarizing, and dealing with difficult people. Group dynamics—the way people interrelate with one another—can be tricky at times. The more you can practice with your own peer group, the better prepared you will feel co-facilitating discussions in your community.

ACTIVITY

See the activity “Practice Facilitating Discussions” in *Toolkit 4: The Volunteer as Co-Facilitator*. Use this activity as a way to begin building or enhancing yours skills, then continue looking for opportunities to practice group facilitation as often as possible during PST. Get into the habit of sincerely asking for feedback on your performance. (Ask, for example, “How was I helpful during that discussion?” “How can I improve?”) This practice will help you in your role as a co-trainer and as a community facilitator (that is, in facilitating small group tasks, plenary discussions, co-facilitating meetings, and so on).





OPENING EXERCISES — PRACTICING ON YOUR OWN PST TRAINING GROUP

PURPOSE

To practice and experience a wide variety of opening exercises that may be adapted for use with community groups

ACTIVITY

Pre-Service Training (PST) is an ideal environment to practice opening exercises such as those described in the *Models, Concepts, and Cases* section of this toolkit. Talk to your language and technical trainers about the best way to organize the practice. In center-based or hub-based training, some PST groups have approached opening exercises as follows: every week, two Trainees sign up to be the climate-setters who will conduct warm-up exercises that will set the tone for the group's work. They meet briefly with the technical trainer to get familiar with the topics and goals for the week. Then they select and facilitate opening exercises with the group at appropriate points throughout the week, and get feedback on how well these activities worked. Each Trainee (or pair) is responsible for writing up the activities that worked well and, at the end of the training, the PST group compiles everyone's entries into a "Training Openers Idea Book" to take to site.

Another way to practice opening exercises is to make a list of several workshop topics relevant to your technical sector—topics that are likely to be addressed in workshops once you are in your communities. Each Trainee or pair of Trainees selects one of the topics and creates and demonstrates a suitable opening activity.

In community-based PST, practice the opening or warm-up activities with your language cluster first, and then experiment with them as you begin to conduct training or other kinds of meetings in the community.

However you decide to practice opening activities, it is helpful to experiment with large and small group scenarios (Which icebreakers work well with small groups? How can you find out participants' expectations when the group is large? and so forth). As always, it is important to critique the activities for their cultural appropriateness.





FRAMING ISSUES AS STORIES, CASE STUDIES, OR CRITICAL INCIDENTS

PURPOSE

Most workshops address technical or social issues that require participants to do critical thinking and apply concepts to the real world. A story, case study, or critical incident is often used to frame the issue such that participants can relate to it more easily. Sometimes trainers can find stories or cases that fit the issue; other times trainers create them.

ACTIVITY

Select an issue and gather some data about it from local resources. For example, you might want to address the issue of young people “hanging out” on the street corner with nothing to do. Another example might be credit opportunities for women and youth. Once you have an idea to practice with, talk to members of your host family, friends, and/or trainers to get ideas about how to relate the issue to real life. Ask: “Have you (or someone you know) ever dealt with this issue? What was your situation? What did you do or wish you had done?”

Once you have enough information and insight about the issue, select the method you want to use to frame the issue—story, case study, or critical incident:

Stories are particularly good for illustrating a point or teaching a lesson. Also, many cultures have a tradition of teaching through storytelling. In telling a story, you want to (1) establish the setting or scene, (2) build the action toward a challenge or dilemma (what would *you* do next?), and (3) give the climax such that it carries the listener to new and perhaps unexpected directions (the punch line with a lesson).

Critical incidents provoke people to think about options for addressing an issue or solving a problem. They may be written or presented orally, but either way, they should be brief and focus on a single issue. A good critical incident gives just enough information to put the reader or listener in the shoes of the protagonist, then asks the question: “What would you do in this situation?” or “What are the options here? (See “Kate’s Dilemma” for an example of a critical incident.)

Case studies are good for helping people identify multiple facets or dimensions to a complex issue and then determine or evaluate the best ways to address it. See the description, “Training Method: Case Study” in the *Models, Concepts, and Cases* section.

Make your first draft, including writing out the text and the discussions questions. Then, test the story or case on trainers or friends to see how well it works. Did they recognize the key issue(s)? Did they seem interested or “hooked” during the activity? Was any critical information missing, or conversely, was there too much distracting detail? What suggestions can they make about improving the piece? (This pretest is a nice activity to do in language class.)

Incorporate feedback from the pretest to make improvements on your text and/or discussion questions. Once you’ve finished your story, case study, or critical incident, share it with others in your group and get copies of their pieces for future use or adaptation.





EVALUATION OF LEARNING: HOW DO WE KNOW THEY KNOW WHAT WE TAUGHT?

PURPOSE

As trainers, we need to always ask ourselves this key evaluation question: **How do we know they know what we have taught?** The answer relates directly back to the learning objectives—to know that learning has happened, we need to identify and measure indicators of the knowledge, skills, and attitudes learned.

ACTIVITY

Working by yourself or with a colleague, design a way to evaluate the training with the 15 women described in the Mayor’s Course (see the activity “Assessing Learners and Setting Learning Goals” in this Toolkit). You may alter this scenario to make it suitable for your technical area. Think about an evaluation task that would measure the quality of the knowledge, skills, and attitudes about oral rehydration therapy gained by the women in this workshop. Once you have your evaluation task designed, share it with your colleagues and trainers to get more evaluation ideas.

Another useful exercise is to work with your trainers to design an evaluation plan for your PST. How can you measure what you have learned in the way of new knowledge, skills, and attitudes for service as a Volunteer? What are some specific indicators? How can you measure the quality of your learning?

[Adapted with permission from *Learning to Teach*, p. 63. Jane Vella. Save the Children Federation, Westport CT. 1989.]





PLANNING AND CONDUCTING A MINI-WORKSHOP IN THE COMMUNITY

PURPOSE

Perhaps the best way to learn to design and conduct a workshop is to actually do it in your host community during your PST (whenever your language and technical skills can support it). This activity gives you the opportunity to “put it all together” and try out many of your training skills. It is also a way to give something back to your host community.

ACTIVITY

If you are in a center-based training program, you can plan and conduct the workshop as a team with others in your technical group. If you are in a community-based program, you can join together with other Trainees in your cluster. The main idea is to identify a workshop team that will be responsible for planning, preparing, and conducting the workshop.

After you have identified your workshop team, begin a dialogue with community members or a specific group within the community about their interest in acquiring a new skill or learning about a new topic. Once you have a few ideas from them, select a topic about which they have some interest and about which you have some expertise. Since you are in a practice mode, try to pick topics that are not too controversial and/or complex. Then go through the rest of the steps for planning and implementing the workshop. (See “Seven Steps for Planning a Workshop” in the *Models, Concepts, and Cases* section of this Toolkit.)

NOTE: The planning process will need to begin anywhere from two to four weeks before the actual workshop. The length of the workshop will depend on the participants and their learning goals, and, to some degree, the size of the workshop team. Since this is a practicum, everyone on the team should get the opportunity to carry out planning tasks and co-facilitate an activity during the workshop. If your planning team is larger than eight people or so, consider splitting it into two teams and conducting separate workshops (consecutive or sequential).

Here are a few suggestions to help make the experience a successful one:

- After each major task in the planning process, stop and process the experience: How well are we accomplishing our tasks? How well are we working together as a training team? What are the challenges so far and how can we address them? Are we involving the participants in the planning and implementation phases?
- If possible, invite one or two of the host country participants to work with you as co-trainers. Try to select individuals who have a natural interest and ability for teaching or training. Working with a local co-trainer will probably mean more time for planning and practicing, but the rewards will be great for both or all of you.



- Use your technical and language trainers as resources as you plan sessions, prepare materials, and arrange logistics. During the workshop, ask your trainers to be “on the sidelines” ready to help if at some point you need their input. Clarify ahead of time how you will ask or signal for their help.
- Pay particular attention to the way you open the workshop. Make sure you’ve gotten local advice on protocols and the appropriateness of the icebreaker and other opening activities you have selected.
- Visual aids are virtually always an important part of a workshop. If you are still less than comfortable working in the host language, then visual aids can be particularly helpful. Make sure the visuals are appropriate to your participant group (for example, literate or semiliterate, different age groups) and to the local environment (use of recycled newsprint).
- Be sure to make a plan for how you will evaluate what the participants have learned. (How will you know they have learned what you taught?)
- At the end of the workshop, have a meeting with everyone involved in the process to discuss lessons learned and how you will apply them to your work in the field. Celebrate your success!

KEEPING A “BEST TRAINING PRACTICES” NOTEBOOK

Great trainers “shamelessly steal” training ideas, activities, and approaches from one another. Rather than depend on your memory, carry a notebook with you whenever you attend a workshop or session. Write down notes about elements of the training design and/or facilitation that you find particularly appealing and effective. Examples might include:

- **A neat icebreaker**
- **An innovative way to break a large group into smaller teams**
- **A metaphor that illustrates a difficult or important concept**
- **A story that is relevant to many participant groups**
- **Discussion questions that promoted a high level of interaction in the group**
- **A sensitive but effective way to handle a disruptive participant**
- **Flip chart techniques that make the visual aids particularly attractive**
- **A participatory method for summarizing the day’s work**

Organize the notebook by categories (Openings/Icebreaker, Stories, Group Management, and so forth), by training event (such as July IST on Community Participation), or whatever approach makes sense to you. Each time you begin planning a workshop, browse through the notebook to see if some of these best practices fit into your new design.





SKILL INVENTORY FOR TRAINERS

PURPOSES OF THE INVENTORY:

- To help you identify the training skills you already have or need to develop in order to work successfully in this capacity building role
- To serve as a tool for giving and receiving feedback on trainers’ performances during and after workshops; for example, you and your co-trainer may use the form to exchange perceptions and offer suggestions for improvements

HOW TO COMPLETE THE FORM:

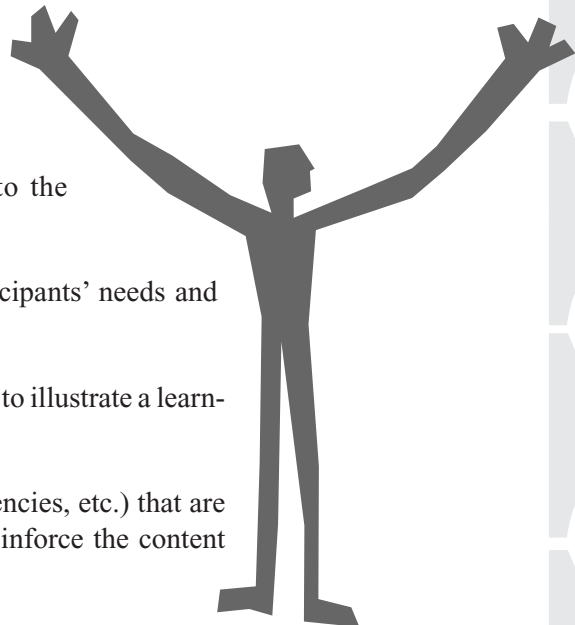
For each skill area described on the following pages, consider your level of comfort and experience. Imagine yourself using the skill with a typical training group. Give yourself a rating according to the following scale:

- 3** = Feel comfortable taking a lead role in this skill area
- 2** = Feel comfortable, but would prefer to take a support role with another trainer in the lead
- 1** = Feel comfortable only with a limited role; need to develop more

Interpret each skill area from the starting point of cultural appropriateness—that is, virtually all of **these skill areas require an understanding and respect for the host culture** of the people you train.

PRESENTATION SKILLS

- Use climate-setting and/or opening activities that help participants begin thinking about the subject at hand and link the workshop to the larger framework of the community or organization.
- Explain learning objectives and relate them to the planned activities of the session.
- Deliver interactive presentations that meet participants’ needs and draw on their experiences.
- Use appropriate stories or work-related examples to illustrate a learning point or theory-technique application.
- Design and use visual aids (flip charts, transparencies, etc.) that are attractive, easy to understand, and support or reinforce the content of the session.
- Use closure activities that help participants reflect on and integrate workshop activities.



FACILITATION SKILLS

- Give clear and succinct instructions to guide participants through individual, small group, and large group tasks.
- Ask questions that promote discussion, stimulate thoughtful exchange among participants, and move the group toward accomplishing their learning objectives.
- Solicit feedback from participants regarding how well the training activities are meeting their needs, and make appropriate adjustments that take into account their feedback.
- Use active listening behavior to understand participants' concerns; maintain a nonjudgmental stance with participants.
- Offer timely and accurate summaries or paraphrases to assist participants in relating discussion to key learning concepts.
- Make culturally sensitive interventions that diminish disruptive behavior or resolve conflict among participants or between participants and trainers.
- Use a variety of discussion techniques to encourage participation from everyone in the group.
- Help group members balance the "product" and "process" aspects of the learning situation (for example: establish, monitor, and adjust group norms).
- Monitor small group and individual tasks; intervene as necessary to clarify goals or correct the group's course.
- Be able to facilitate a variety of experience-based small group activities including (rate each one):
 - role play
 - case study
 - games
 - other
 - brainstorming/prioritizing
 - simulations
 - questionnaires or surveys

Identify the three skills in which you feel strongest and best prepared to work as a trainer.

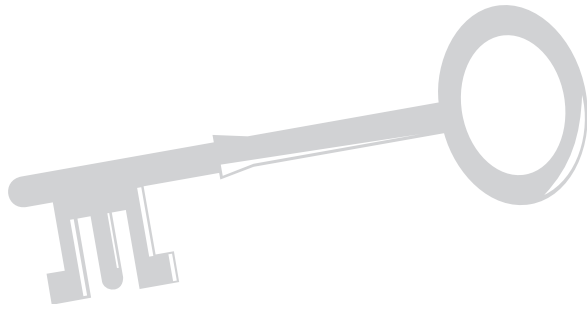
- 1.
- 2.
- 3.

Identify the three most important skills you feel you need to improve as a trainer.

- 1.
- 2.
- 3.

[Adapted with permission from *AmeriCorps Supervisory Skills Training of Trainers*. National Crime Prevention Council, Washington, D.C. 1997]





KEY RESOURCES FOR MORE INFORMATION AND INSIGHT

101 Games for Trainers: A Collection of Best Activities from Creative Training Newsletter. Bob Pike and Christopher Busse. (Lakewood Publications, Minneapolis, MN) 1995.

101 Ways to Make Training Active. Mel Silberman. (Jossey-Bass Pfeiffer, San Francisco, CA) 1995.

Even More Games Trainers Play. John W. Newstrom. (McGraw-Hill, Inc., New York, NY) 1993.

Learning to Teach: Training of Trainers for Community Development. Jane Vella. (Save the Children Federation, Westport, CT) 1989.

Navamanga: Training Activities for Group Building, Health, and Income Generation. Dian Selsar Svendsen and Sujatha Wijetilleke. (OEF International—now UNIFEM, New York, NY) 1986.

Nonformal Education Manual. Helen Fox. (Peace Corps, Washington, DC) 1989. [ICE M0042]

PACA: Participatory Analysis for Community Action. (Peace Corps, Washington, DC) 1996. [ICE M0053]

Training Methods That Work: A Handbook for Trainers. Lois Hart. (Crisp Publications, Menlo Park, CA) 1991.

Training Trainers for Development: Conducting a Workshop on Participatory Training Techniques – CEDPA Training Manual Series, Volume I. (Centre for Development and Population Activities, CEDPA, Washington, DC) 1995.



NOTES



