DOCUMENT RESUME

ED 372 227 CE 066 834

AUTHOR	Frings, A.; And Others
TITLE	Join Us in a Participatory Approach to Training, Learning & Production. A Practical Guide to the Action Training Model.
INSTITUTION	German Foundation for International Development (DSE), Bonn (Germany).
REPORT NO	ISBN-3-924441-63-4
PUB DATE	93
NOTE	159p.; A publication of the Education, Science and Documentation Centre.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Adult Education; Adult Learning; *Community Development; Developing Nations; Experiential Learning; Foreign Countries; Instructional Development; Models; *Participation; Partnerships in Education; Program Descriptions; Summative Evaluation; *Training Methods; *Workshops
IDENTIFIERS	*Action Training Model; Participatory Curriculum

ABSTRACT

This handbook is intended to help trainers and development workers plan and conduct training programs based on the Action Training Model (ATM). The ATM combines training with action and learning with production by building upon participants' knowledge and learning needs and involving participants in a process of active learning and cooperative development of products. Chapter 1 explains the philosophy behind the ATM and discusses the characteristics and processes of adult learning and the principles of participatory training. Outlined in chapter 2 are the emergence of the ATM; its stages (preparatory phase, guided practicum, and workshop); and its characteristic features. Chapter 3 explains how to prepare for the first ATM workshop (conducting a training needs assessment, forming facilitator teams, preparing project descriptions, recruiting participants, briefing institutions and participants, and administering the program). The roles of coordinators, facilitators, participants, and support staff in the ATM are detailed in chapter 4. Presented in chapters 5-10 are the following: guidelines for organizing an initial ATM workshop, conducting training, guiding activities between workshops, preparing for and conducting a second workshop, and staying in touch after training cycles. Contains 27 references. Appended are sample application forms, project descriptions, and summative workshop evaluations. (MN)

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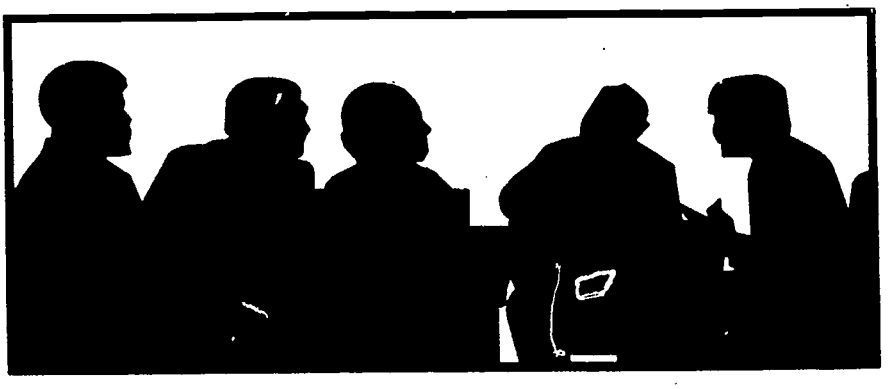

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Bonn, Federal Republic of Germany, 1993

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IMPRESSUM

Published by: Deutsche Stiftung für internationale Entwicklung (DSE)
German Foundation for International Development (DSE)
Zentralstelle für Erziehung, Wissenschaft und Dokumentation (ZED)
Education, Science and Documentation Centre (ZED)
Hans-Böckler-Str. 5
D-53225 Bonn

Authors: A. Frings, D. Gachuhi, B. Matiru, J. Müller

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Title: Join Us in a Participatory Approach to Training, Learning & Production: A Practical Guide to the Action Training Model

Typesetting and Design: Integrated Systems Ltd
P.O. Box 76231
Nairobi/Kenya

Print: Graphischer Betrieb Lütz
Laurentiusweg 28
D-53347 Alfter-Gielsdorf

DOK 1680 C/a (SM 220-046-91)

ISBN 3-924441-63-4

Bonn, 1993; 1 (800)

JOIN US

IN A PARTICIPATORY APPROACH TO TRAINING LEARNING & PRODUCTION

A PRACTICAL GUIDE TO THE ACTION TRAINING MODEL

by

A. FRINGS, D. GACHUHI,
B. MATIRU AND J. MÜLLER

PREFACE

The training model presented in this guide grew out of the need to assist trainers and development workers to cope with specific tasks for which they are not prepared or have no training. It is based on the assumption that adults who are at work cannot spare much time for long-term training and that training for this group must be practical and tailor-made. The approach used, guides participants through a cycle of two to three workshops which are interlinked with periods of individual activities at the participants' places of work. Thus they can follow a training course of up to one year's duration without taking time off from their duties for more than about six weeks.

We call the training model the Action Training Model (ATM). It combines training with action and learning with production. It is based on the principles of participatory training. It builds upon the knowledge and learning needs of participants and involves them in a process of active learning and co-operative development of a product. It has proved its usefulness in situations where learning or reading materials were needed but no trained writers were available, where evaluations had to be done but where there were no trained evaluators.

The model grew out of practical experience in workshops conducted in Kenya first, then in other Eastern and Southern African countries. Partners in development were African adult educators, especially from the University of Nairobi, the Kenya Ministry of Culture and Social Services and literacy workers from Botswana, Zimbabwe and Malawi. An important contribution to conceptionalizing the model was made by H.S. Bhola, Indiana University, USA.

This handbook was written for all those who have to conduct training programmes and want to apply the Action Training Model. It aims to be a practical guide which you can pick up and use, as it gives concrete advice on how to run the various stages of the model and communicates experiences made.

The authors are grateful to all facilitators and participants of past workshops who helped us in developing participatory training skills. We want to further refine the ATM and would, therefore, be pleased to receive feedback after you have applied the approach in your training programmes.

For the German Foundation for International Development and on behalf of the authors

Josef Müller

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INTRODUCTION

You have most likely opened this practical guide on the organization of workshops because you are a trainer or an adult educator who is interested in finding out more about a new participatory approach to training, learning and production. This book will answer some of your questions, for example:

- How do adults learn?
- What are the principles of participatory training?
- How can you combine training with production (materials development, report writing, preparing proposals, producing low cost rural newspapers) in a workshop setting?
- How can you prepare for these types of workshops?
- How can you conduct these workshops?
- What is the role of the teaching team?
- How can you involve learners in the workshop process?
- What support do you need?

These are important questions for adult educators. Only if you have answers to them, will you be able to conduct effective, interesting workshops and become a competent trainer.

As we answer these questions we are going to introduce to you a training model which combines training with production. We therefore call this model the Action Training Model (ATM).

The model consists of a series of two to three workshops, one building upon the other, with intensive individual work by all participants in between the workshops.

This model was not invented by officers sitting at their desks. On the contrary, it grew out of practical work and continuous review of experiences made over a decade in workshops conducted in Eastern and Southern African countries. These workshops tried to combine learning with the production of evaluation studies or reading materials for new literates or distance education units for trainers in basic education programmes.

One book cannot answer all the questions an adult educator may have. We are not so naive to believe that you have all the problems and we have the solutions. However, some very useful experiences are available. You can learn from these experiences but must adapt them to your own situation as well as the needs and interests of your learners.

In some chapters we give the actual comments of facilitators or participants who have taken part in workshops based on the ATM. Each comment is identified by the code 'WS facil' for facilitator or 'WS part' for participant. The date of the workshop is also given as, for example, 'Aug 89'.

LOOKING AHEAD

Please examine the material in the box below. This will enable you to review the contents of this practical guide. You can also check what will follow this chapter and the sequence in which the chapters are arranged. Every chapter will have this box. Moreover, so that you will know exactly where you are in the book, the chapter you are about to read will be highlighted in black.

1. *The Philosophy Behind the Action Training Model*
2. *The Action Training Model and the Training Cycle*
3. *How to Prepare for the First Workshop*
4. *Who Does What at the Workshops*
5. *How the First Workshop Is Organized*
6. *How Training Is Done at the Workshops*
7. *In-between Workshop Activities*
8. *The Mid-term Panel*
9. *The Second Workshop*
10. *Staying In Touch After the Training Cycle*

Chapter One

THE PHILOSOPHY BEHIND THE ACTION TRAINING MODEL

The first two chapters of this practical guide to the Action Training Model provide you with information about the philosophy and educational principles upon which the model is based. Before you begin to read, examine the topic of this chapter in relation to what is to follow.

1. *The Philosophy Behind the Action Training Model*
2. *The Action Training Model and the Training Cycle*
3. *How to Prepare for the First Workshop*
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7. *In-between Workshop Activities*
8. *The Mid-term Panel*
9. *The Second Workshop*
10. *Staying In Touch After the Training Cycle*

Chapter 1 is divided into the following main topics:

- How Adults Learn
- Who Is an Adult
- Characteristics of Adult Learning
- Principles of Participatory Training

The Action Training Model, though it grew out of work experience, is based on a solid theory of adult education. Before we deal with the practical aspects of the model, let us remember some very important facts about adult learning.

HOW ADULTS LEARN

Adult education specialists during the last two decades have developed and refined the theories of lifelong education and of life-span development. We now know that not only children can learn. Nobody is too old to learn. In a man's life-span there is no division between a period of learning and a period of application of what has been learned earlier. Learning and application are interwoven, both continue and reinforce each other. However, the way adults learn is different from the way children learn. What does it mean to be an adult learner? What are the characteristics of an adult learner?

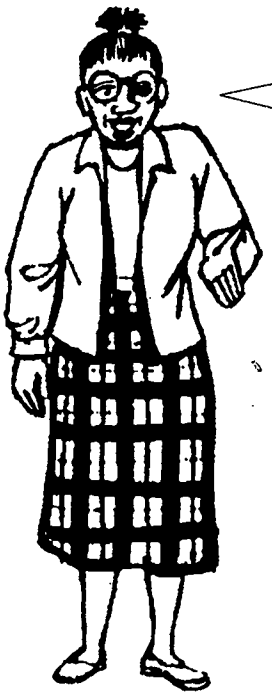
Who Is an Adult?

We all know generally who an adult is and what adulthood means, but to be specific we may distinguish with Alan Rogers three main ideas within any view of adulthood.

To be an adult does not only mean to be 16 years and above but more so:

- *to be fully developed, to have maturity, personal growth and expansion and to be able to utilize all one's talents;*
- *to have a sense of perspective leading to sounder judgement about oneself and about others, to be open to constructive criticism and to any form of give and take;*
- *to have a degree of autonomy combined with responsible decision making, voluntariness and the capacity to share and contribute.*

Adults differ. They are in a continuous process of growth, but they grow in different directions and at a different pace. Some are more adult than others. Some are still searching for dependency, others for autonomy.



However, all adults:

- *bring with them a package of experience and values, even if the degree of willingness to use this package during the learning process differs;*
- *come to education with intentions and needs, some specific, some more general, some related to the subject matter under discussion, and some others unknown even to themselves;*
- *bring with them expectations about the learning process.*

Some adults require to be taught everything, some others wish to find out everything for themselves but they each have some consciousness of what they can and cannot do in the way of learning.

To summarize: nobody is too old to learn, but all adults already have their own set patterns of learning, which vary considerably one from the other.

Characteristics of Adult Learning

Education of children is compulsory, formal and standardized. Adult learning is voluntary and intentional. The aim of adult education, as Roby Kidd once formulated, is the 'independent self-directed' learner.

Adults tend to resist a learning process which is incongruent with their self-concept as autonomous individuals and which does not correspond to their needs and interests. Adult learning, therefore, is:

- learner-centred;
- active learning;
- social learning;
- acquiring knowledge and competence.

Adult learning is learner-centred

What children learn in school should be useful to them – but later in life. Child learning is subject-centred. Adult learning is learner-centred. Adults focus on direct application. Given their daily obligations in their job, profession, family and community they learn to cope with the pressures and problems of the life they are facing. Consequently, the adult educator's concern is not only the logical development of a subject matter but the needs and interests of the learners.

Adults learn because they want to know something to help them cope with the problems of daily life. The best learning takes place when they are taught what is most relevant to them. Entering into a needs negotiation with the learners is a good way to find out their real needs.

Adult education, as Malcolm Knowles formulates, calls for programme builders and teachers who are person-centred, who do not teach the subject matter only but rather help persons learn.

However, the interests of adults are their needs as they perceive them. And these might not be their real needs. Or, the solutions learners have in mind do not solve their problems. Professor Bhola, who has cooperated for many years in developing and testing the Action Training Model, underlined that the adult educator often has to enter into a needs negotiation with learners. In a dialogue, the needs as felt by the learners

and the needs as seen by the adult educator must be brought together to reach a consensus on the 'real' needs. These real needs, however, must correspond to the experience of adult learners. If an adult gets the impression that his experience is not being valued, he feels rejected as a person.

The adult educator has to enter into a needs negotiation with the learners

Adult learning is active learning

Adult learning is learning by doing, by application and experience, and, if need be, by trial and error. Adult learning is, as Brookfield points out, a continuous process of investigation and exploration followed by action grounded in this exploration. The principle is testing, not 'banking' of knowledge as Paulo Freire would say.

Adults apply their newly acquired skills in the process of book production

Exploration of new ideas, skills and knowledge takes place in the context of the learners' experience. In settings where skills are being learned, learners become acquainted with skills, apply them in real life settings, reflect with other learners on their experiences in these settings, redefine how these skills may be altered by context, re-apply these in other settings and so on. Adults interpret ideas, skills and knowledge through the medium of their life-experience and test them in real life settings.

Adult learning is social learning

For an adult the needs for learning arise from life situations and interpersonal communications. Knox in his proficiency theory pointed out that social expectation motivates and empowers an adult to search for more knowledge, better proficiency and more suitable performance. Adult learning is based on experience, on the learner's own experience as well as on the experience of others.

The absence of formal accreditation or certification facilitates co-operation and collaboration not only on a specific product or outcome but even in structuring and restructuring the learning process according to the needs and interests of the learners. The learning process becomes as important as the learning outcome, and a balance between both is often difficult to maintain.

Adults learn well from their peers. It is therefore a good idea to encourage group work and the sharing of experiences.

Adult learning means acquiring knowledge and competence

The learning process contributes largely to the success of learning. But learning is more than just the process. The result is as important as the learning process itself. Adult learning not only means to acquire new knowledge and skills, but even the capability to apply the knowledge and skills acquired in concrete situations and by doing so, develop competence. A participative learning process which fails to assist the learners in acquiring knowledge and competence has not achieved its

objectives. A participative learning process may take more time because by its very nature it calls for the active involvement of everybody. Nevertheless, it must lead to concrete results: additional knowledge, new skills, changed attitudes. In other words, it must lead to competence. Adult learning means acquiring new competence.

Education is, as Brookfield points out, a 'transactional encounter'. That means that the sole responsibility for determining curricula or for selecting appropriate methods rests neither with the educator nor with the learner. If the first obtains, then we have an authoritarian style and a one-way transmission of knowledge and skills. If curricula, methods and evaluative criteria become predetermined solely by what learners say they want , then the 'cafeteria approach' governs the educational process. Accepting the felt needs rationale without any further inquiry and needs negotiation means that the facilitator has abandoned responsibility for the learning process and the achievement of learning aims and objectives.

PRINCIPLES OF PARTICIPATORY TRAINING

How adults learn has consequences for training programmes. These programmes must facilitate active participation of adult learners in the entire process. We call such a training process *participatory*. The International Council of Adult Education (ICAE) and its working group on participatory research, especially Rajesh Tandon and Om

Adults learning together

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Shrivastava, have done a lot to develop guidelines for participatory research and training.

Participatory training takes into account how adults learn. Participatory training, therefore:

- is learner-centred;
- initiates active learning;
- furthers social learning;
- requires mutual respect;
- uses a variety of methods;
- provides for continuous revision and feedback.

Participatory training is learner-centred

The starting point of the teaching-learning process is, as you have read, not the state-of-the-art or the subject matter but the life experience of the learners, the knowledge they already have and their professional needs. As a good trainer you should present the state-of-the-art or the subject matter in such a way that it corresponds to the life experience of the learners, builds upon their knowledge, meets their professional needs and facilitates learning. The trainer is a facilitator of this learning process and has to meet the learners where they are. Careful analysis of the learning needs of the learners is the starting point of the teaching-learning process.

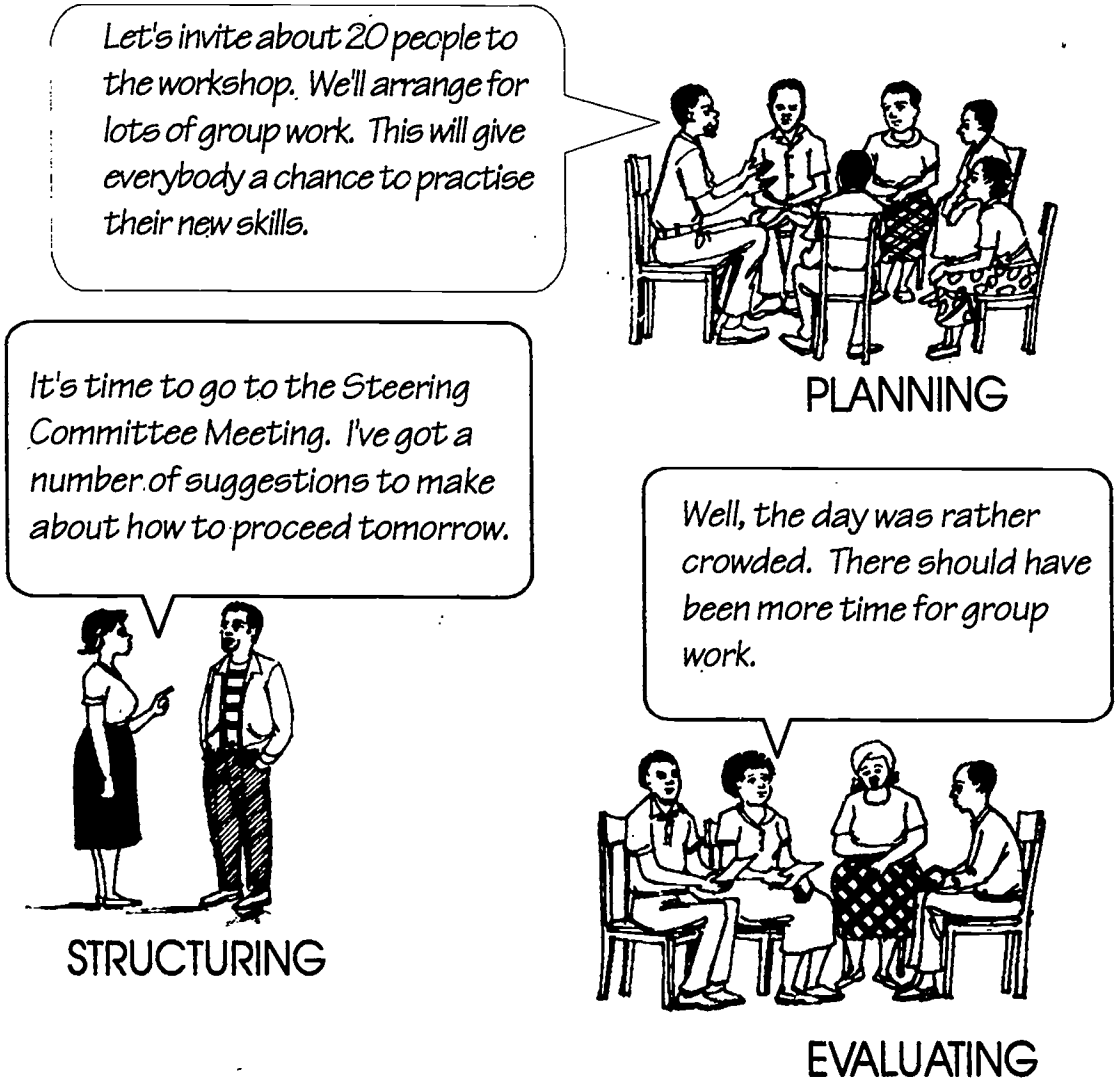
Participatory training initiates active learning

Training is a purposive, directed, educational process. As an educational process the essential element of training is learning. You already know that this learning is not a passive consumption of what is offered by the teacher, nor the banking of information, but rather testing and application. This implies learning by doing. Workshops in which participants produce the 'real thing' – a booklet, an evaluation study or a distance education unit – provide all the necessary opportunities to apply and test what has been learned.

Participatory training means to help learners obtain information about how to:

- learn;
- find sources of information;
- solve problems;
- co-operate with others in finding solutions;
- produce solutions;
- produce results.

As a trainer in a participatory training situation you must ensure the participation of everybody in the entire learning process. Therefore, you should give all participants in a workshop the opportunity to co-operate actively in planning, structuring and reviewing the learning process.



Participatory training furthers social learning

As adult learning is based on the learner's own life situations and experiences, the settings of adults usually have a participatory and collaborative element. Adults prefer to meet as equals in small groups to explore individual or common issues and concerns. They then take common action as a result of dialogue and inter-learning by discourse. The group becomes the learning co-operative. The group provides the opportunity for inter-learning. Within the group, the teacher as well as the other group members play the role of facilitators. All group members become co-agents in learning. In participatory training, you as a trainer should make sure that learning becomes a social process.

Participatory training requires mutual respect

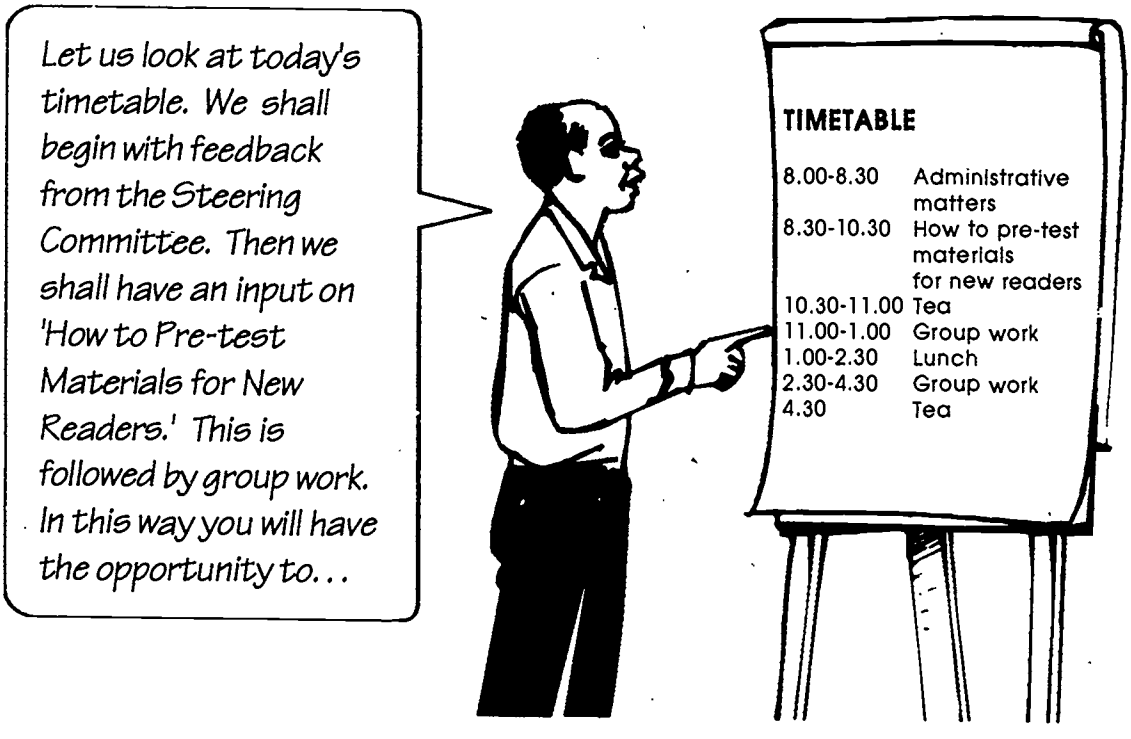
As a trainer you know that learners not only have to learn, they also have to unlearn. Learning and unlearning imply a deficiency. Unlearning, if it means revising knowledge, can be quite threatening to a person. If you want your learners to accept criticism, you must give the learners the feeling that they are accepted as they are. You should encourage them to run risks in order to be creative, and to accept support in order to be effective.

Adults should be respected for their wide experiences, ideas and skills. In the learning co-operative, mutual respect is the basis for creative successful training and learning.

Participatory training combines various methods

Training involves the acquisition of knowledge, attitudes and skills which are related to the roles and tasks a learner has to fulfil. The combined focus on knowledge, attitudes and skills makes the training process complex and calls for a variety of methods. You can most effectively impart knowledge through lecture-discussions or readings.

You can change attitudes or raise awareness through dialogue and critical analysis. Learning of skills calls for practical exercises, be it in groups with peer review or individually under guidance by the facilitator. A good trainer has to combine a number of methods according to their strengths and weaknesses. In a participatory training process, the trainer should also explain the underlying structure of the learning process to the learners so that they will understand what they are doing and why.



Participatory training provides for continuous revision and feedback

Nobody is perfect! Feedback is necessary as you have to adapt an ongoing workshop programme to the learning needs and progress of participants. You also have to learn from past experiences in order to be able to improve future programmes. You can do this by appropriate methods of internal evaluation, be it formative during the workshop or summative at its end. Evaluation should give all participants in the programme (and not only an evaluation specialist) an opportunity to contribute to its improvement, and improvement means continuous revision.

SUMMARY

The characteristics of adult learning and participatory training have important consequences for learning settings.

- The main objective of all educational activities is to help learners learn.

- The learning setting, therefore, is based on the needs of the learners. However, their interests do not always correspond with their needs. As a trainer you should make learners aware of their real learning needs so that they can acquire knowledge and competence.

- Successful learning aims at competence. When using a participatory approach you must keep a balance between the learning process and the learning outcome so that the results justify the efforts.

- Adults learn by doing. Settings should provide opportunity to work on a concrete product both individually and in groups. Learners immediately apply and test what they learn. The activity involved in production gives the learning process cohesion and seriousness.

- Learning settings for adults should have a collaborative element; the nucleus of the learning process is the working group.

- In a participatory learning setting, trainers become facilitators and together with the learners/participants form the learning co-operative. The basis of the learning co-operative is mutual respect.

- It is necessary to use a variety of methods as all methods have their strengths and weaknesses. This variety makes the learning experience more meaningful and interesting.

- Continuous feedback and revision is necessary to adapt a learning setting to the needs and interests of the learners. It is the basis for improvement and success.

Chapter Two

Chapter 2

THE ACTION TRAINING MODEL (ATM) AND THE TRAINING CYCLE

In Chapter 1 you read about the philosophy behind the Action Training Model. You learned that the model is based on sound theories of how adults learn and on the principles of participation as well as the fact that it combines training with action, whether this be the production of materials or an evaluation report. In this chapter you will get more detailed information on the model and how it puts the principles of participatory training into practice. But let us look first at where we are.

1. *The Philosophy Behind the Action Training Model*
2. *The Action Training Model and the Training Cycle*
3. *How to Prepare for the First Workshop*
4. *Who Does What at the Workshops*
5. *How the First Workshop Is Organized*
6. *How Training Is Done at the Workshops*
7. *In-between Workshop Activities*
8. *The Mid-term Panel*
9. *The Second Workshop*
10. *Staying In Touch After the Training Cycle*

This chapter is divided into the following parts:

- The Emergence of the Model
- The Training Cycle
- Characteristic Features of the Action Training Model.

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You learned that the Action Training Model, which we shall call from now onwards the ATM, grew out of practical experience in training settings. The first part of this chapter will describe how the model emerged.

THE EMERGENCE OF THE ACTION TRAINING MODEL

The Action Training Model grew out of the need to assist development workers to cope with specific tasks for which they had no training: to conduct an evaluation, to write reading materials for new readers, to produce distance education materials for other development workers.

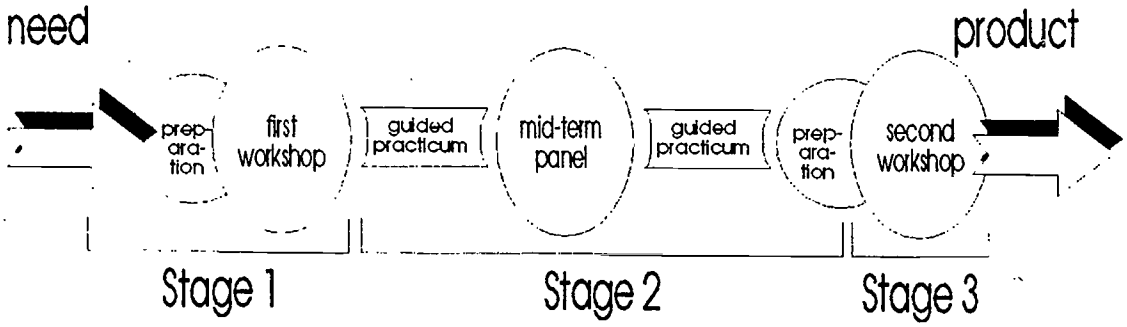
In 1979 the German Foundation for International Development started a series of evaluation workshops together with the then Institute of Adult Studies of the University of Nairobi (now College of Education and External Studies). It soon became obvious that one learns how to evaluate only by doing it, by conducting an evaluation. Evidently, this cannot be done in one workshop. Participants have to go through available documentation, do library research, collect data in the field, organize and analyse these data and write their evaluation reports. It was felt that participants would need a series of three workshops combined with practical work in between the workshops under guidance by a team of facilitators. During the first workshop one would introduce participants to evaluation approaches and techniques. They would then go and collect the necessary information and data. After some time they would come back for a so-called mid-term panel to present their data. They would also learn how to organize and analyse it. Afterwards, they would go back again to their places of work, write their evaluation reports and finally come back for a third workshop to present their results.

Cycles of evaluation workshops based on the ATM were conducted in Kenya from 1979 to 1989, in Botswana in 1982 and 1983, and in 1986 in Zimbabwe. The model was applied to produce reading materials for new readers coming out of literacy programmes in Botswana, Zimbabwe and Malawi. It was also used extensively to train writers of distance education materials for basic education programmes in Kenya from 1985 to 1991.

THE TRAINING CYCLE

The ATM is a model of in-service and block release training for technical personnel. It is based on workshops and individual work at the participants' places of work and closely related to their duties. The assumption here is that adults who are at work cannot spare much time for long-term training courses and that training for this group must be practical and tailor-made to assist them in fulfilling their daily tasks. Thus, participants can follow a training course of up to one year's duration without being absent from their places of work for more than about six weeks.

Application of the model in various situations and continuous evaluation of the experiences made contributed to its further refinement, developing it into a systematic approach which combines training with production.The initial series of workshops grew into a training cycle with three stages.



The cycle in Kenya on designing and writing distance education materials, for example, was designed as follows:

Stage 1	**Stage 2**			**Stage 3**
Drafting the Manuscript	**Testing the Manuscript**			**Finalizing the Manuscript**
Pre-workshop preparation, Workshop 1: Theoretical inputs, designing and drafting text	Guided practicum on testing the manuscript	Mid-term panel on test results	Guided practicum on revising the manuscript and pre-workshop preparation	Workshop 2: Editing and materials production

The cycle for the evaluation workshops was designed similarly.

Stage 1	Stage 2			Stage 3
Developing the Evaluation Proposal	**Collecting and Organizing the Data**			**Reporting on Results (Meta-Evaluation)**
Pre-workshop preparation, Workshop 1: Theoretical inputs, identifying the problem and proposal writing	Guided practicum on data collection	Mid-term panel on data analysis and report writing	Guided practicum on report writing, pre-workshop preparation	Workshop 2: Presentation and discussion of evaluation reports

The First Stage

The first stage consists of a *preparatory phase* to brief facilitators, participants and their institutions on what is expected from them and on the training model in use. It also includes a first workshop of two to three weeks on designing an evaluation study, a book or a distance education unit and what is involved in writing such materials. Participants draft their books and units or develop their evaluation proposals.

The Second Stage

The second stage consists of a *guided practicum* of about two to three months at the participants' places of work to finalize the draft manuscripts and to test them or to collect data. A mid-term panel of two to three days is also arranged to discuss the test results and how to integrate them into the manuscripts, or a panel of about ten days is held to organize and analyse the data collected. This is followed by another guided practicum of about two to four months where participants revise their manuscripts or write their evaluation reports. They also prepare for the next workshop

The Third Stage

The third stage consists of another *workshop* of two to three weeks duration where participants present their units, have them commented

on by the other participants and the facilitators, work with the illustrators and make them ready for copy editing and printing, or by a workshop of about one to two weeks where participants present their evaluation reports, have them discussed by other participants and the facilitators, and revise them for publication. The distance education units are then produced or the evaluation reports are published.

CHARACTERISTIC FEATURES OF THE ACTION TRAINING MODEL

In following the Action Training Model you can guide the learner systematically, step by step to combine learning with production and to come up with a well written manuscript, a solid evaluation study or any similar product.

Since we have already mentioned that the ATM grew out of practical experience in training settings, you will soon find out, as you put it into practice, that it is grounded in solid theory. It tries to put the principles of participatory training into action.

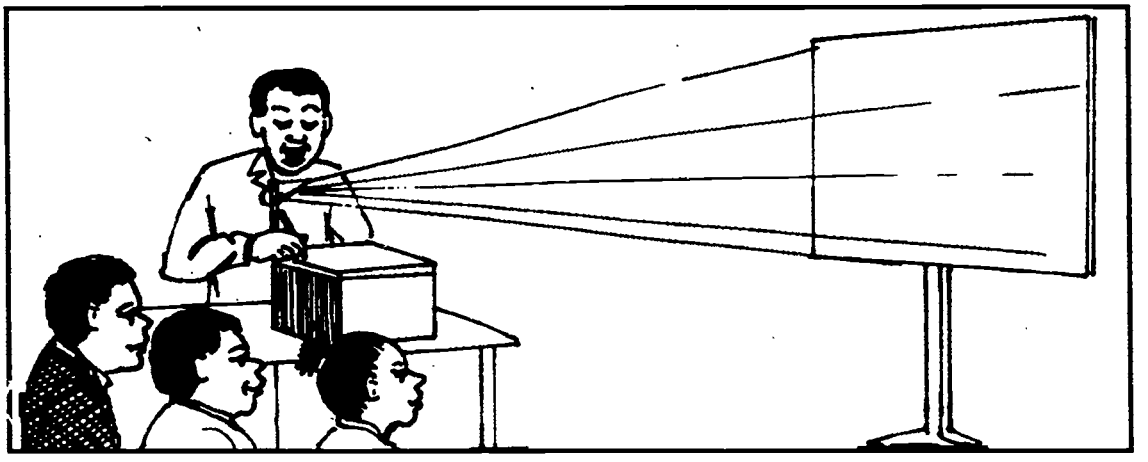
The model has the characteristic features of a participatory training approach. It is:

- learner-centred and flexible;
- based on active involvement of facilitators and participants;
- based on social learning;
- based on mutual respect;
- based on systematic learning;
- based on continuous feedback and revision;
- based on long-term commitment.

The model is learner-centred and flexible

The first workshop begins with an analysis of the needs and interests of participants. This is followed by a process of needs negotiation to harmonize the interests and needs, as voiced by participants, with the state-of-the art, as far as the subject matter is concerned, and the requirements of a structured and systematic learning process.

Participants are faced by numerous problems in their daily work situations and you should give them guidance on how to solve some of these problems. Their experience becomes a learning tool, their needs the focus of the learning process. Multiple contexts and settings for learning, including plenary discussions, individually guided instruction, practice sessions, and group work with peer review allow appro-



The model uses a variety of teaching-learning methods

priate connections between learning task requirements, learning needs and learning styles of the participants.

The teaching-learning process, while not losing track of the objectives and the subject matter, should always take into consideration the problems participants face and the learning progress they make. The programme schedule, therefore, is open and uses a variety of methods, especially those which strengthen active involvement of participants, and leaves room for repetition and the unforeseen. The real programme of a workshop evolves as the workshop goes on. It is, therefore, not surprising that programme schedules of workshops based on the ATM always differ even if they have similar objectives and deal with the same content.

The model is based on the active involvement of everyone

Facilitators and participants are actively involved in planning, executing and evaluating their own learning process. While the topics to be dealt with are defined to some extent by the state-of-the-art of the

subject matter, you should keep the programme schedule of the workshops open and flexible. Facilitators and participants develop this schedule daily and adapt what has to be learned, to the progress of the participants and the difficulties they face. The curriculum of each workshop is constantly re-invented in the actual teaching-learning process. This re-invention not only validates curriculum choices but also aids participants to claim ownership of the programme. To re-invent the workshop programme is the task of the steering committee in which all faculty members and a number of delegates from the learners co-operate to review the programme of the day and plan for the following one.

The model is based on social learning

The learning process not only has a participatory element, it has a collaborative element as well. As participants work together in groups, they get assistance and feedback from the group. Resource persons who take part in all the workshops and the entire training cycle, work as a team: they consult with each other, they practise team teaching and they are at the disposal of participants whenever needed to assist them in completing their tasks. The social architecture of the workshop develops a cohesive community of learners, a learning co-operative that can stand the 'pressure-cooker' effect of a sometimes fifty to sixty hour week of work on a specific task. In the words of a facilitator:

Groups are the real strong point of the workshops because although you have the inputs and people listen and make notes, it is in the groups where you ask questions, discuss them, point out your own examples. It is really within the groups that learning takes place. When it comes to editing, it makes it easy when the whole group says, 'This needs changing' rather than only one person saying so. (WS facil Mid-term Eval 88)

The model is based on mutual respect

The atmosphere in a workshop should be such that participants enjoy learning and feel comfortable and confident that, whatever happens during the training, will not be used against them either by you as a trainer or by the other participants. If not sensitively given, the feedback to individual participants during group work and plenary sessions, as well as to the facilitators during steering committee meetings, can lead to unintended hurt feelings and a sense of threatened personal dignity and worth.

In workshops based on a participatory approach all trainers should work as a team of facilitators, assisting learners in the learning and production process, open to criticism and self-critique, ready to support and assist each other without becoming defensive. It takes time to become such a team and it is possible only if all trainers, or at least a core group, stay and work together from the beginning up to the end of a training event. Lecturers who come and go, taking part in only one or two sessions, will never become a team of facilitators.

The model is based on systematic learning

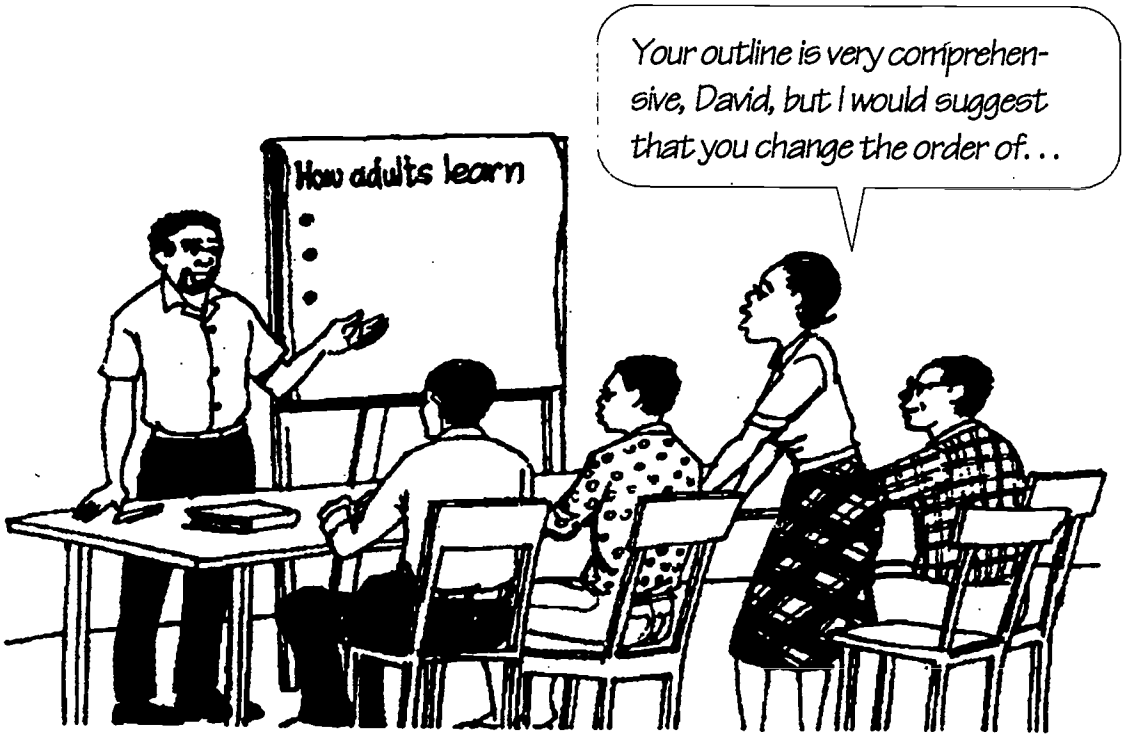
Trainers make participants familiar with the subject matter by discussing it systematically and guiding them through a concrete task step-by-step. A facilitator formulated this as follows:

A participant is given an input and is asked to apply that input on the spot, instead of waiting for a later stage. You get information and tasks in bits so that by the end of the workshop you will practice all the aspects of different skills required in writing. This is good. (WS facil Mid-term Eval 88)

To facilitate this process special handbooks are used or, even better, developed by the facilitators. These handbooks guide the participants through all the necessary steps and give a complete overview on the subject matter by focussing on certain aspects, difficult issues or specific needs of participants.

The model is based on continuous feedback and revision

Participants get all possible assistance individually and as a group within the workshop setting throughout the whole training cycle to complete their tasks. A system of continuous feedback from participants has been developed through the steering committee, through reporting back sessions in plenary, through individual guidance by resource persons, as well as through critical review of the products of participants by peers and by resource persons. This feedback system, combined with a summative evaluation of each workshop, is an essential element of programme improvement.



Feedback is provided in sessions when individual or group efforts are shared

The model is based on long-term commitment

Workshops based on the ATM are not like the well known 'all-talk-seminars' and 'no-work-workshops'. Long-term commitment during the entire training cycle is requested of everyone in the training encounter: the participants, their employers and the facilitators.

Participants must be committed to their learning, must actively seek and utilize feedback from facilitators and fellow participants in devel-

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oping their materials. The time in between the workshops when participants test and refine their units is especially crucial. Here they need considerable administrative and technical assistance from their immediate supervisors or employers, combined with professional guidance by the facilitators. They may even need emotional support to continue with the work that is additional to their duties, because it is personally exhausting and not immediately rewarded.

SUMMARY

In this chapter we have learned that:

- The ATM is based on solid theory but emerged out of practical experience in a variety of training settings in Eastern and Southern Africa.
- It is a model of in-service block release training combining several workshops into a training cycle.
- It combines training with production.
- It puts the principles of participatory training into action.

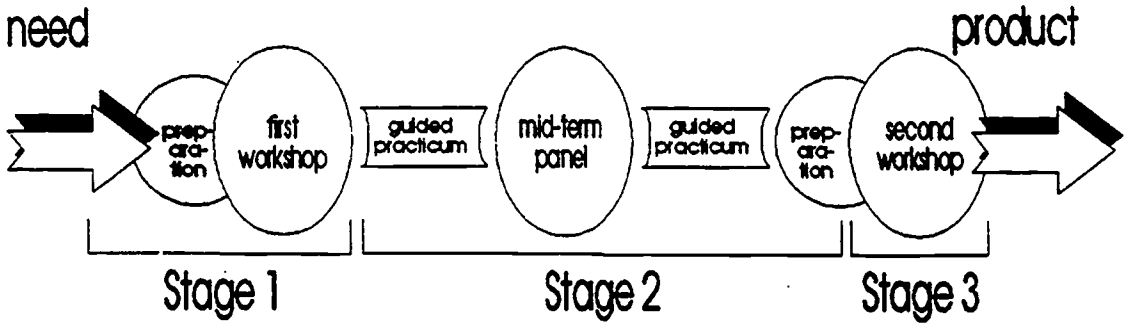
Chapter Three

HOW TO PREPARE FOR THE FIRST WORKSHOP

You have already learned about the philosophy of the ATM and how adults learn best. You also learned about characteristic features of the ATM. In this chapter you will begin to apply these concepts in a practical way. Examine the box below and observe how Chapter 3 fits into the overall structure of the book.

1. *The Philosophy Behind the Action Training Model*
2. *The Action Training Model and the Training Cycle*
3. *How to Prepare for the First Workshop*
4. *Who Does What at the Workshops*
5. *How the First Workshop is Organized*
6. *How Training Is Done at the Workshops*
7. *In-between Workshop Activities*
8. *The Mid-term Panel*
9. *The Second Workshop*
10. *Staying In Touch After the Training Cycle*

Now look at the following diagram. It shows an overview of the stages of the ATM. In this chapter we are in Stage 1, pre-workshop preparation.



The actual preparation for a workshop begins months in advance. During this time, there are both professional and administrative activities that need to be done within the context of the ATM.

TRAINING NEEDS ASSESSMENT

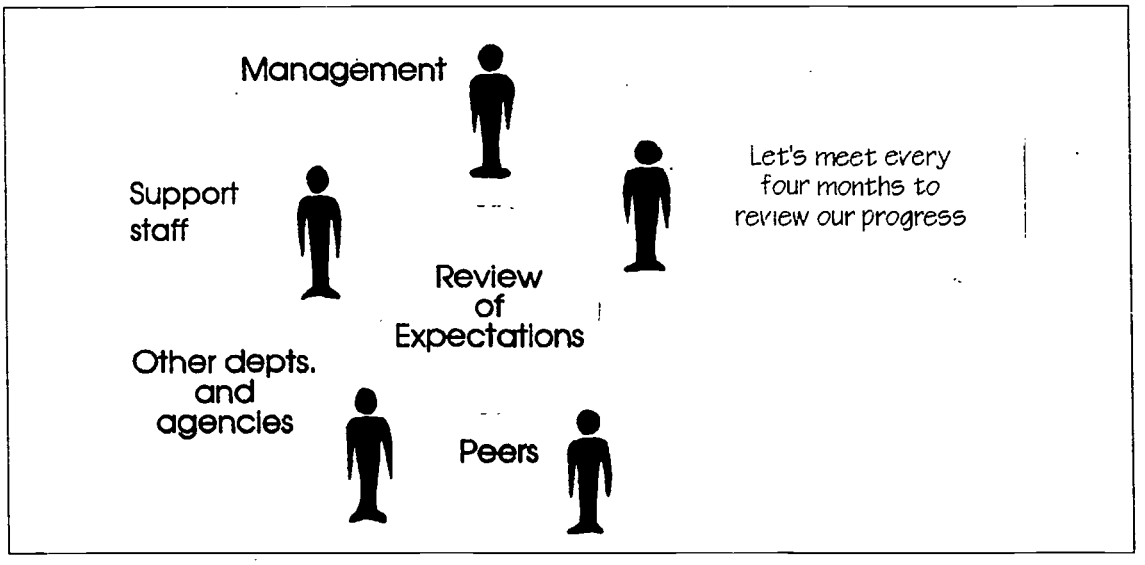
A workshop is organized to meet the specific training needs of an institution, organization or group. It is therefore essential to identify the priority learning needs of different groups. This will increase the chances that the training responds to the real needs of people. All too often the subject for training is selected by the one in authority and imposed on the group. Participants come to a workshop because it is expected of them or because it is their turn. As a result, motivation may be low and the training does not include what people want to learn to grow professionally.

We, therefore, propose that a regular training needs assessment is carried out within and among institutions. This could include a variety of activities.

Review Session of Expectations

Members of an organization meet together as a whole, including all levels of personnel. They review their work by asking such questions as:

- What do others expect of me?

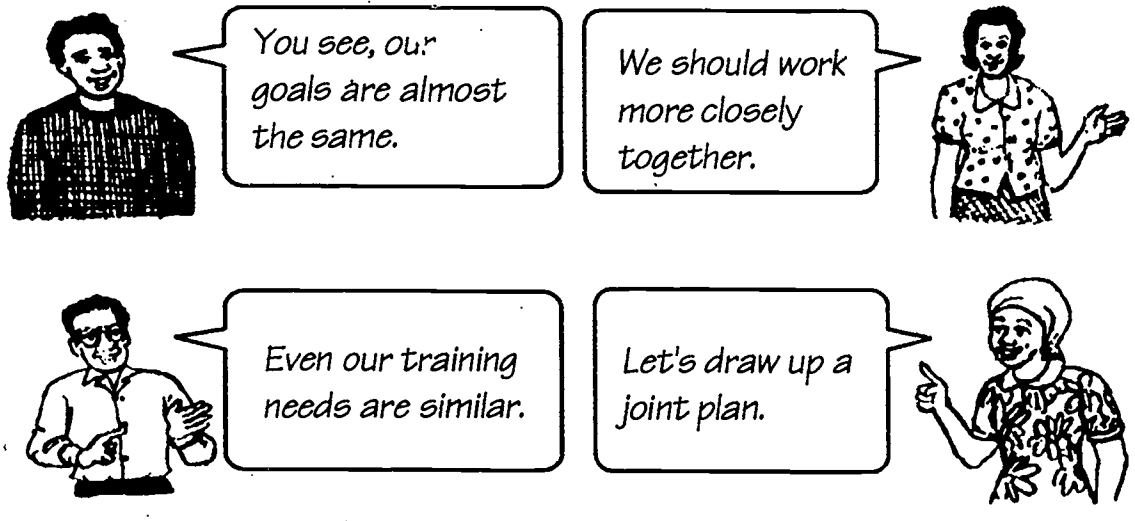


- What do I expect of others?
- What kind of support do we need to work better?
- What kind of training do we need to improve our work?

Analysis of Team or Group Needs

Department heads, project or teaching teams, committees, management teams or other groups that often work together meet and analyse their needs. They review their work by asking such questions as:

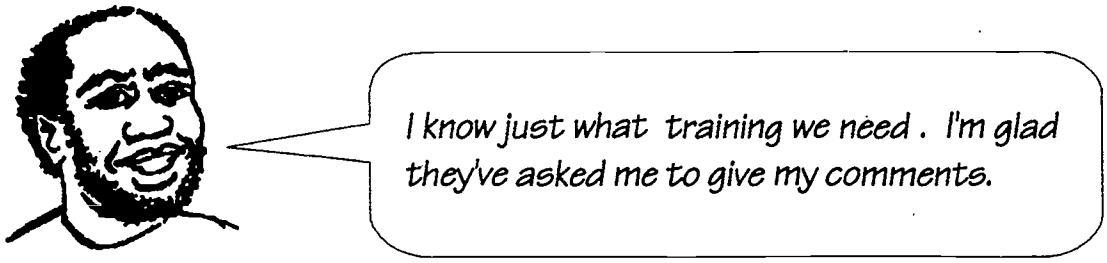
- What are our short-term and long-term objectives?
- What problems do we encounter in achieving these objectives?
- What proposals do we have to solve these?
- What problems can be solved through training?



Individual Questionnaires

A questionnaire can be prepared and sent to the individual staff members of various organizations before the first workshop. Among others, it could include such questions as:

- What is the nature of your work?
- In what areas of your work do you experience the most problems?
- Which of these could be solved by training?
- What do you need in order to be more effective in your work?
- In your opinion what further training is needed by your peers?
- What training is needed by other members of the organization?



Once a priority training need, such as the need for writing skills or evaluation techniques, has been identified and agreed on a workshop series can be organized. Let us examine what steps we should follow in preparing for the first workshop in such a series as the ATM.

FORMATION OF A TEAM OF FACILITATORS

Before any workshop preparation can be done, there must be at least a workshop co-ordinator and perhaps even an administrator. These two individuals are usually members of the institution which is organizing the workshop series. They are important because they have various roles to play. One role of the co-ordinator is to liaise with the institutions that are interested in participating in the workshops. Another role is to identify a group of facilitators.

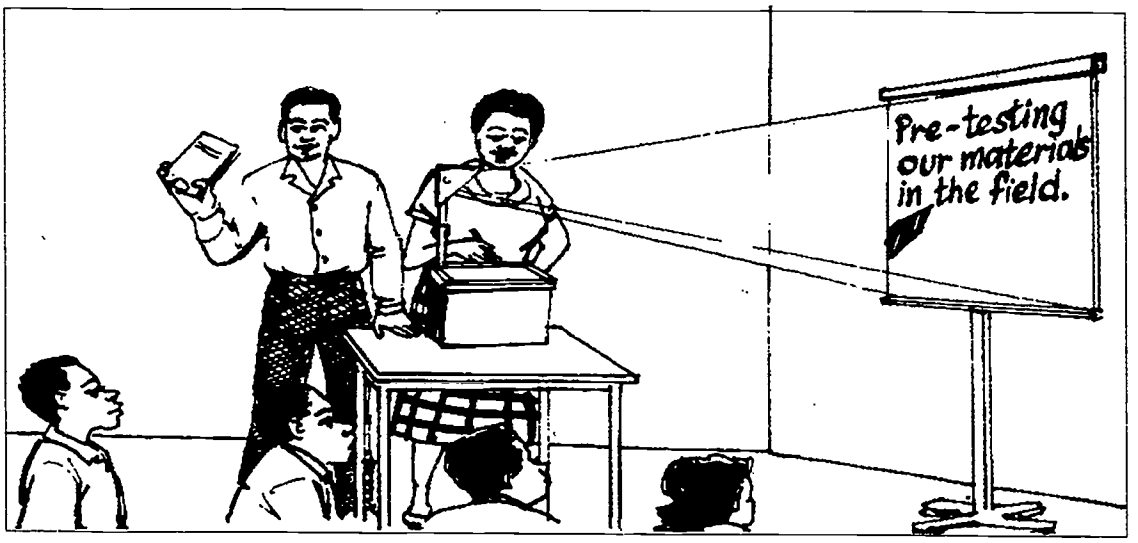
Facilitators are a team of subject matter experts, editors, or adult educators from the host institution. Sometimes they may be joined by outside specialists. The number of facilitators depends on how large a group of participants there is going to be. In a production workshop it

A ratio of one facilitator for every four or five participants is recommended

is recommended to have a ratio of one facilitator for every four or five participants. For the purposes of continuity and follow-up, it is necessary for the facilitators to remain the same for one entire training cycle. A facilitator who starts off with a group of participants is able to know the strengths and weaknesses of each member of the group. The facilitator is in a better position to guide the participants and follow up plans and activities that are developed in the first stage of the workshop.

Facilitators should have the following characteristics. They should be:

Subject matter experts: These are people who have mastered a particular discipline. Participants are able to tap their knowledge and skills.



Facilitators in a team teaching session

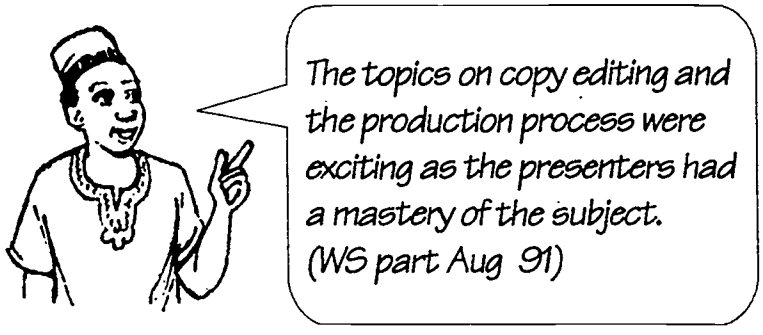
Good facilitators: Such facilitators should be able to guide and support the participants. They should be familiar with the principles and practices of adult education which you learned about in Chapter 1. A good facilitator is always willing and able to interpret for the participants the subject content presented in plenary sessions.

Able to work in a team: Facilitators must be team players and work closely together. They should accept decisions made by the team even if these are not in their individual interests. At times, they may have to team teach.

Prepared to work long hours: The ATM is an intensive participatory model which requires commitment and long hours of work to achieve its objectives. It is one of the characteristic features of the model which you learned about in Chapter 2.

Willing to accept constructive criticism: Since the ATM is based on continuous feedback and revision, facilitators have to accept suggestions and criticisms. Such feedback will come mainly from participants and colleagues. They must also be flexible and willing to adapt as learners' needs emerge or change from day-to-day.

Participants of previous workshops had this to say about their facilitators:



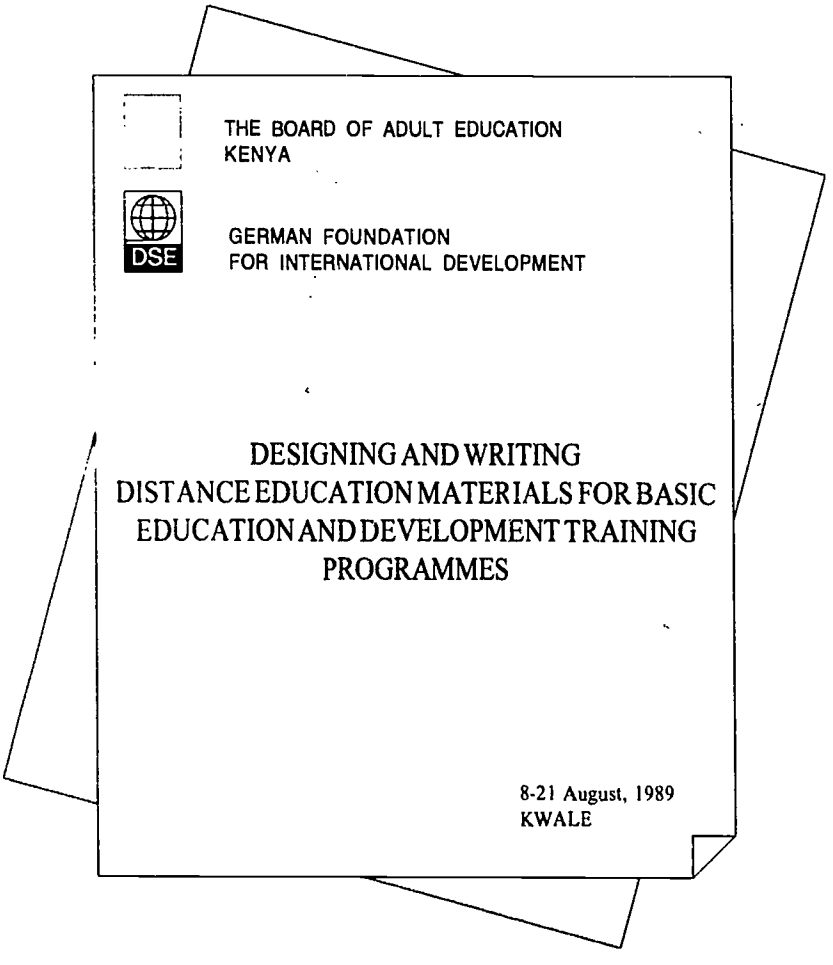
As you can see, facilitators need many special qualities. Their various roles will be explained in greater detail in Chapter 4. The workshop coordinator, therefore, has to identify facilitators with such qualities.

PREPARATION OF A PROJECT DESCRIPTION

One aspect of pre-workshop preparation is the development of a project description, in the form of a booklet, by the workshop coordinator. This explains the general design of the training programme and serves as a means of communication among all concerned. A project description is important because it tells us about the objectives

and content of the workshop as well as the methods to be used. It also outlines the obligations of the participants themselves and their institutions. In this way a project description helps to create the same level of awareness among everyone involved in the programme. It usually includes:

- information about the institutions, organizations or agencies involved in the workshop;
- introductory remarks and background information on the particular area being focussed on, for example, evaluation or distance education;
- purpose / aims of the programme;
- specific objectives of the workshop;
- topics to be covered;
- stages of the ATM;
- workshop methods and procedures;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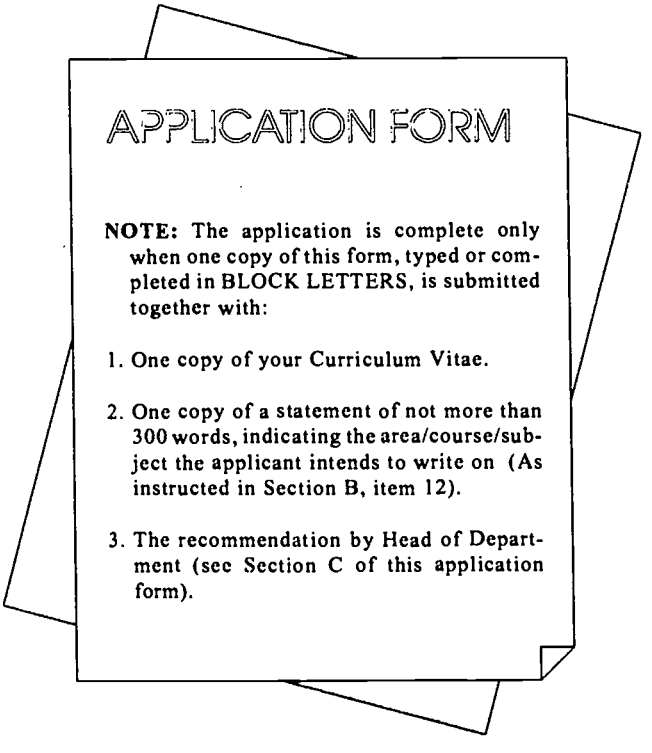
Cover of a Project Description

- a list of workshop documentation and library resources;
- explanation of the commitments expected from participants and their institutions;
- dates and venue;
- travel arrangements;
- other important administrative arrangements.

A project description, therefore, helps institutions and participants to anticipate what is expected of them during the workshop series. Look at Appendix 2 for an example of a project description.

RECRUITMENT OF PARTICIPANTS

Once the project description is ready, it is sent with a covering letter to the heads of selected institutions along with a number of application forms. The heads of institutions nominate participants to attend the training cycle and discuss with them the project to be undertaken. The participants complete the application forms which include, among other items, a detailed description of the project they wish to undertake. There is also a section for the Head of Department and the Director to sign, thus giving official support to the project.



APPLICATION FORM

NOTE: The application is complete only when one copy of this form, typed or completed in BLOCK LETTERS, is submitted together with:

1. One copy of your Curriculum Vitae.
2. One copy of a statement of not more than 300 words, indicating the area/course/subject the applicant intends to write on (As instructed in Section B, item 12).
3. The recommendation by Head of Department (see Section C of this application form).

The application forms provide an opportunity for the workshop co-ordinator and facilitators to select the best candidates. They also help to ensure that prospective participants have carefully thought out the details of their projects such as the evaluation problem they will investigate or the structure of the distance education unit they will write. Examples of a shorter and a longer application form are given in Appendix 1.

BRIEFING INSTITUTIONS AND INDIVIDUAL PARTICIPANTS

When the applications have been scrutinized by the workshop co-ordinator and facilitators, the selected participants are each sent a personal letter of invitation and a project description. After this the workshop co-ordinator and facilitators visit as many institutions as possible to brief the director, departmental heads and individual participants about the nature of the training cycle, the need to release participants for 2 or 3 workshops and the institutional support required.

The Workshop Co-ordinator briefing the Director of an institution

A pre-workshop briefing meeting should be held at a convenient venue for all those participants who are able to attend. At this meeting the following are usually included on the agenda:

- a review of the project description;
- presentation of each participant's project;
- the need for resource and reference materials;
- final arrangements at the place of work;
- travel and financial arrangements;
- personal and institutional commitments to the workshop training series.

As you probably know from your own experiences, such briefing meetings are important because they help the participants to prepare properly for the first workshop and provide answers to most of the questions they have.

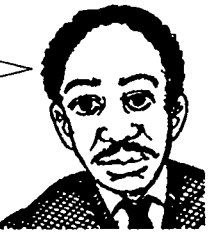
What time shall we be leaving?

Will we be staying in single rooms?

Will all my travel expenses be reimbursed?

I now understand why you call it an intensive workshop.

I haven't been able to find any references on my topic. Will you be able to help me?



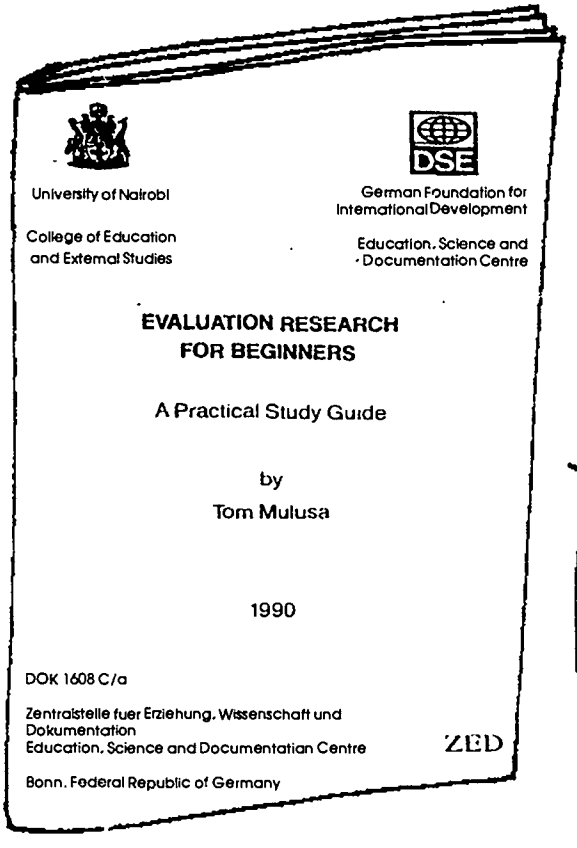
A pre-workshop briefing meeting for facilitators should also be held. At this meeting, the facilitators agree which topics and tasks they will be responsible for before and during the workshop. Some of these tasks include:

- preparing and packing a reference library including dictionaries and thesauruses;
- preparing topics for presentation;
- collecting resources;
- discussing the features of the ATM;
- assisting the co-ordinator to brief institutions.

Such a meeting is a pre-requisite for building a team spirit. It also helps to increase the confidence of individual facilitators. It further alerts them to the need to gather their reference materials well in advance, think about the methods they will use and allows them to make known the equipment or teaching / learning aids they may require.

HANDBOOK

An important part of the overall training design is the preparation of a handbook for each type of workshop. Ideally, a handbook should be prepared before the first training cycle. If this is not possible, it can develop out of the first few cycles of a bigger workshop series by compiling the handouts or papers that were used to teach the subject matter.



University of Nairobi

College of Education and External Studies

German Foundation for International Development

Education, Science and Documentation Centre

EVALUATION RESEARCH FOR BEGINNERS

A Practical Study Guide

by

Tom Mulusa

1990

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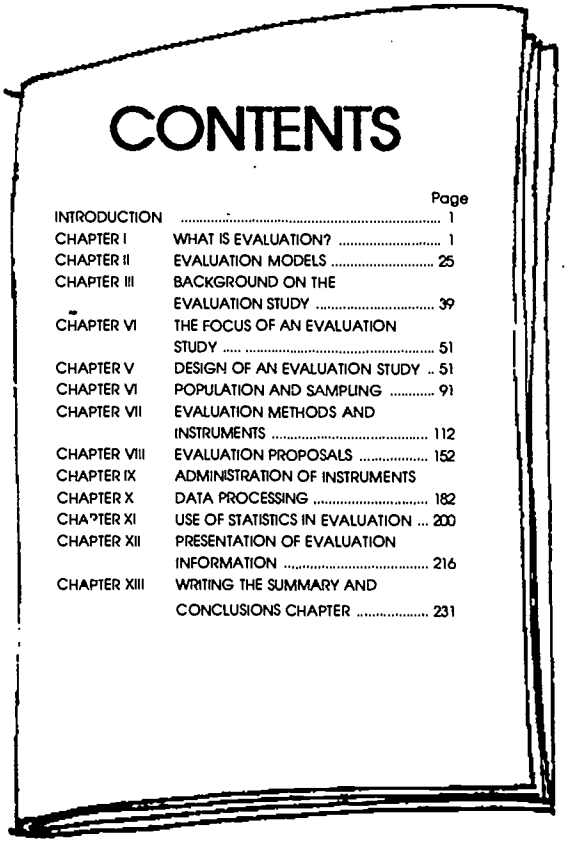

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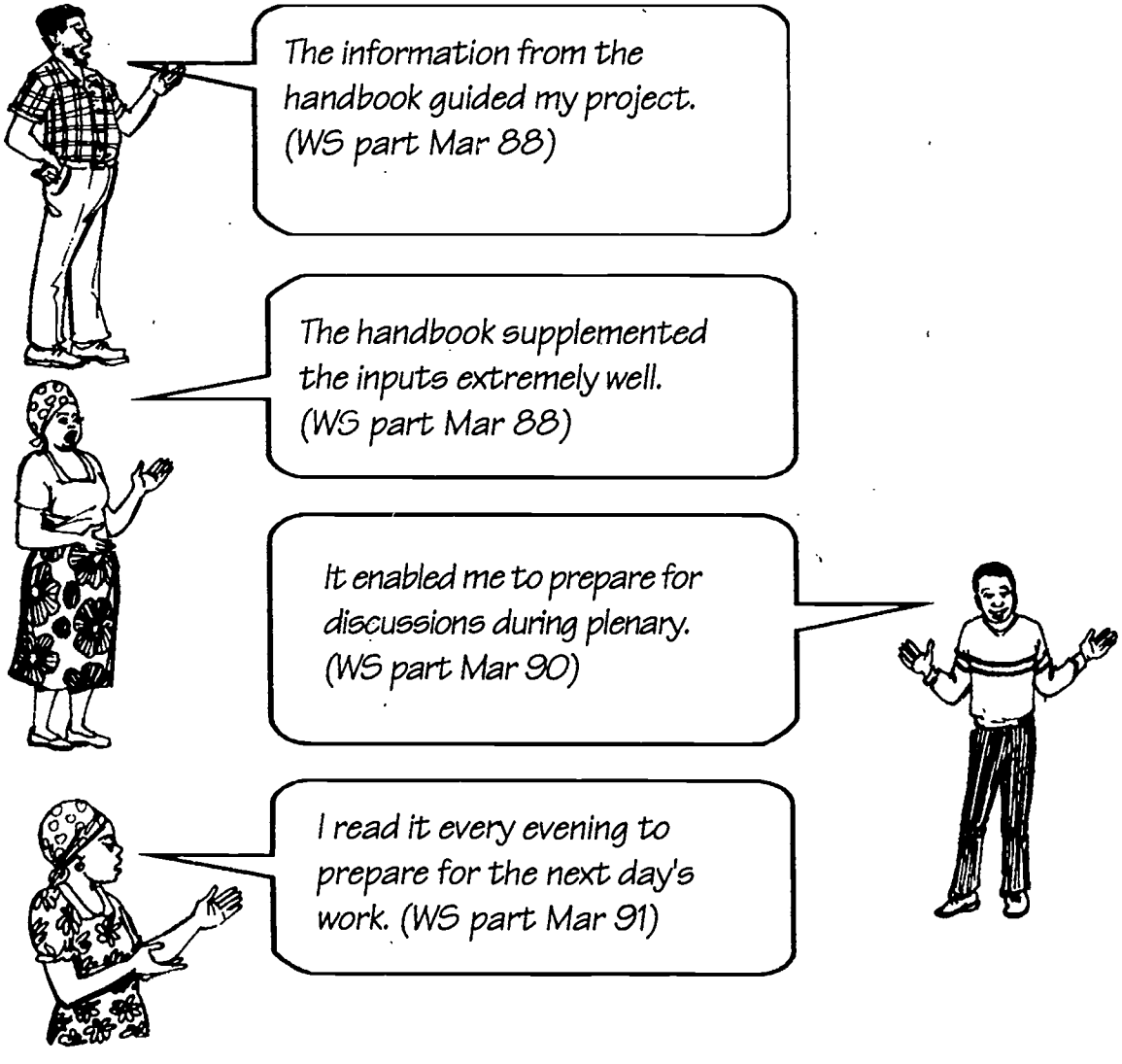
Cover and contents page of a handbook on evaluation research for beginners

The handbook covers in detail all the topics of the workshops and is the major reference for the participants and facilitators. It enables the facilitators to concentrate on the instructional needs of the participants as no handouts have to be prepared and inputs closely follow the contents of the book. Facilitators can request the participants to prepare themselves for an input by studying a chapter in the handbook before the input is given. This often results in a lively discussion when the input is being presented. On the other hand, facilitators may ask the participants to read the handbook after the input for further details or reinforcement.

It should be noted that a handbook may reach a much wider audience than just the participants in the workshop series.

Here is what past participants had to say about one of the handbooks:



ADMINISTRATIVE ACTIVITIES

A good administrator is essential for the smooth running of any workshop. If the administrator carries out his or her duties efficiently, then the workshop co-ordinator is able to devote full attention to the professional side of the workshop. On the other hand, a lack of attention to administrative details may even cause the failure of a workshop.

Among the administrative activities that need to be handled when preparing for a workshop, is the preparation of a workshop budget.

Budget

A workshop requires careful preparation and a lot of consideration for detail. It is usually worked out by the administrator in collaboration with the workshop co-ordinator. It is important that the budget should be realistic and reflect the financial situation of your institution or funding agency. Once the budget is agreed upon it should be adhered to as closely as possible. Here are some examples of items that could be included in a residential workshop budget.

WORKSHOP BUDGET

ITEM	Sh
Accommodation for 20 people	
@ Sh8,800 fullboard for 14 days	224,000
Hiring of equipment	4,000
Transport	3,000
Stationery	15,000
Out-of-pocket allowance	
@ Sh100 x 20 people for 14 days	28,000
Contingencies	30,000
Total	304,000

Bookings and Workshop Supplies

The workshop administrator should be responsible for booking a suitable venue either outside or within the institution. If the venue is away from the institution, the administrator may have to book transport to and from the venue or inform everyone how to get there and whether they will be met on arrival. Using your own institution as a venue may save some money, but it is often preferable to hold the workshop away from the institution because of the intensive nature of the work. It avoids interruptions such as phone calls, meetings and people being called away to attend to other official matters. Ideally, the venue should be quiet, comfortable, and conducive to long working hours. A proper venue need not be luxurious but, besides what has been mentioned, it should have:

- sufficient rooms for the number of participants;
- space for plenary sessions where everyone may be together;
- space for small group work;
- desks in participants rooms for individual work;
- adequate lighting in all rooms – both natural and artificial;
- a temperature that is not too hot or too cold;
- functioning electrical outlets;
- equipment such as a flipchart, overhead projector and chalkboard, together with spare bulbs and extension cords;
- recreational facilities and places for social interaction ;
- flexible dining times;
- a good menu.

From previous experiences, it has been noted that the journey to the workshop provides an excellent opportunity for participants and facilitators to get acquainted. This sets the stage for a good working relationship at the start and during the workshop. If there are participants coming from outside the country, the administrator should arrange a list of arrivals and organize for them to be collected from the airport.

Working together, the workshop co-ordinator and administrator should develop a list of stationery and equipment which will be needed for the workshop.

Here is an example of such a list. The amounts will depend on the number of participants.

What to Buy		What to Bring
Biro pens	Writing pads	Typewriters/Computers
Pencils	Scissors	Printer
Rubbers	Large clips	Photocopier
Pencil sharpeners	Markers (various colours)	Giant stapler
Paper clips	Refill ink for markers	Regular staplers
Flipchart paper	Reams of duplicating paper	Chalkboard rulers
Masking tape	Duplicating stencils	Flipchart stand
Pins	Glue Pritt sticks	Overhead projector
Transparencies for OHP	Folders	Desk pencil sharpener
Transparency pens	Stapling pins	Artist's board
Video/Audio tapes	Correcting fluid	Video recorder
Film	Carbon paper	Tape recorder
Coloured cards	Typing paper	Camera
Typewriter/ Computer supplies	Photocopy paper	
Plastic rulers	Artist's supplies	

Getting acquainted on the journey to the workshop

SUMMARY

The preparation for the first workshop in the cycle includes a number of activities that the workshop co-ordinator, facilitators and administrator must do. Each of these is crucial to the smooth running of the workshop that follows. Such activities include:

- a training needs assessment;
- formation of a team of facilitators;
- preparation of a project description;
- mailing out application forms;
- sending out invitation letters and project descriptions;
- briefing institutions and individual participants;
- preparing a handbook (or handouts);
- booking a suitable venue;
- elaborating a workshop budget;
- arranging transport details if necessary;
- organizing resource materials, equipment and supplies.

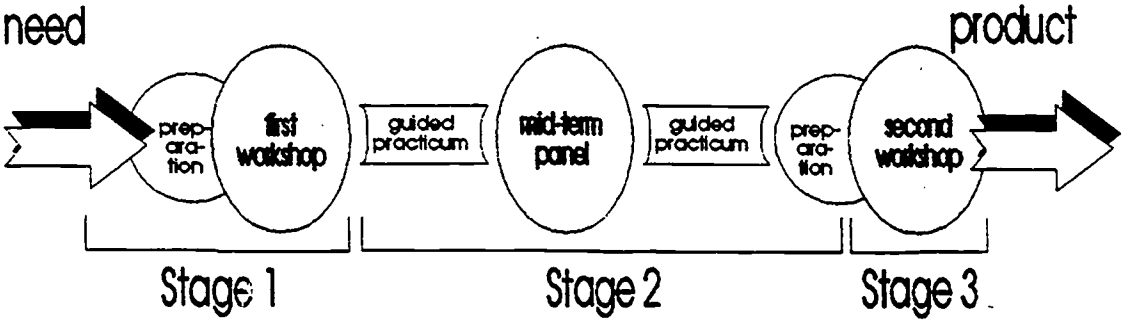
Chapter Four

WHO DOES WHAT AT THE WORKSHOPS

In discussing how to apply the philosophy of the ATM and the principles of adult learning in a practical way, we have so far outlined the most important points to consider when preparing for the first workshop. Let us now look at the tasks that have to be performed during the workshop cycle and who carries them out. Chapter 4 focusses on this topic.

1. *The Philosophy Behind the Action Training Model*
2. *The Action Training Model and the Training Cycle*
3. *How to Prepare for the First Workshop*
4. *Who Does What at the Workshops*
5. *How the First Workshop Is Organized*
6. *How the Training Is Done at the Workshops*
7. *In-between Workshop Activities*
8. *The Mid-term Panel*
9. *The Second Workshop*
10. *Staying In Touch After the Workshop Cycle*

In this chapter we shall touch on all three stages of the ATM. The diagram that follows illustrates this.



The ATM shatters the common hierarchical view of training personnel and participants in a workshop. It is a co-operative approach to teach, learn and produce as a team.

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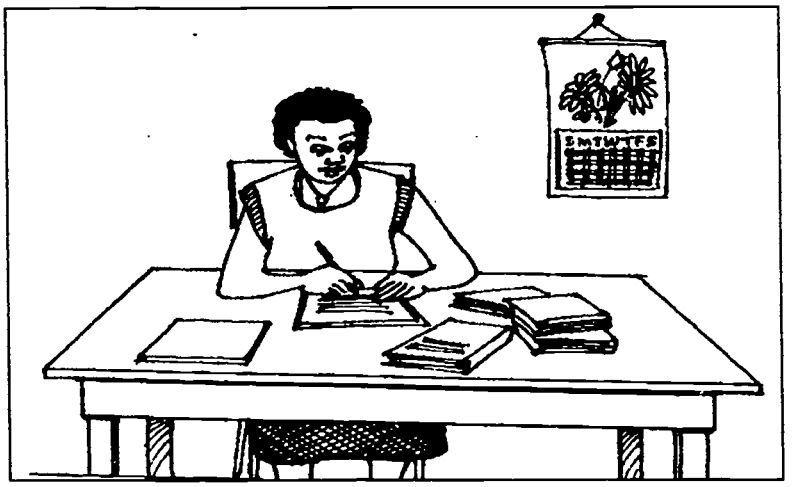
This has implications for the roles people have: facilitators are not just teachers, they are also the workshop organizers; participants are not just learners, they are also the producers of much needed products. Naturally, working as a team means that roles change according to specific needs and situations. This chapter will talk about the different roles of the co-ordinator, the facilitators, participants and support staff.

ROLES OF THE CO-ORDINATOR

The workshop co-ordinator is like the captain of a crew. The person who takes over this task has to be willing and capable to guide a series of intensive workshops, settle both academic and organizational issues, and be the contact person for participants, facilitators and participating institutions throughout the training cycle.



The workshop co-ordinator preparing the project description

The co-ordinator's task is to give focus and direction to the workshops. Moreover, training in a participatory way and guiding a team of facilitators requires certain attitudes and skills. The co-ordinator therefore has to:

Have maturity and tolerance: The co-ordinator works together with adults who are professionals and who joined the training cycle voluntarily.

Have management skills: The co-ordinator has to satisfy the different interests of the people involved, to listen to different points of view, to

come to solutions. This requires sensitivity to group dynamics and problems, and the capability to make decisions. After consulting facilitators and/or participants it is the co-ordinator who has the final say and allocates duties.

Accept to take over responsibilities and functions: These will include some of the ones we mentioned in Chapter 3, as well as the additional ones in this list:

- preparing a project description;
- inviting facilitators and participants;
- informing participants' institutions about the training cycle;
- opening and closing the workshops;
- giving academic inputs;
- leading the steering committee meetings;
- co-ordinating organizational and financial issues with the administrator;
- ensuring that participants receive adequate follow-up and support;
- preparing a workshop report.

ROLES OF FACILITATORS

Facilitators in a participatory workshop are not lecturers that come and go, whose expertise and skills are needed only at certain points in the workshop. Upon invitation to the training cycle, they are told that they have to be committed and flexible because they will have to:

- teach in plenary, alone or in a team teaching situation;
- teach in small working groups;
- teach different contents using a variety of methods;
- guide individual participants during and between workshops;
- adapt to a programme they themselves develop from day to day;
- take part in the workshop organization.

Facilitators as Teachers

Teaching in a participatory workshop requires flexible and adaptable persons, as you have to teach on various topics, possibly at short notice,

and jointly with fellow facilitators. For example, during steering committee meetings, which we shall discuss in detail in the next chapter, you may find out that all the participants are ready for the next input earlier than anticipated. In that case, facilitators cannot refuse to give such an input just because it was tentatively planned for another day. Also you might experience that your input planned for the following day will have to be postponed.

Inputs can be given by one or more facilitators in a team teaching situation. At times, the facilitators may also involve participants in giving the input. During any input the participants are asked for their views and are given an opportunity to share their experiences.

In plenary sessions, team teaching enhances the participatory approach and should be encouraged because:

- it gives a chance to present different or complementing points of view on the same topic;
- it encourages discussion amongst facilitators and participants;
- it is livelier and more interesting;
- facilitators can supplement each other and help new colleagues.

The presentations were very good, especially when two faculty members presented the topic together. (WS part Mar 90)

Team-teaching also has some disadvantages:

- it does not suit everybody;
- it needs more time;
- there is the risk of being carried away by discussions.

Teaching in a working group challenges your qualities as a teacher-facilitator. It means that you need to help participants transfer knowledge and to help them apply what they learn to their concrete work. You have to be ready to react directly and spontaneously to participants' ideas and comments. This also involves crystallizing the group discussions for the benefit of the respective individual's work.

Facilitators as Guides

Guiding participants may be done individually or in group work. It means offering professional, psychological and moral support to participants.

Each participant experiences periods when he or she feels upset because the work does not progress as expected, concentration fails, or other participants seem to be more successful. Here, individual guidance helps to overcome depression. The facilitator will need to talk to the participant individually, be supportive and build up self-confidence, ambition and will-power to continue work.

Providing guidance during group work is a demanding job for the facilitators. Their task is to direct and steer the group discreetly but firmly.

As trainers and facilitators, we need to provide order and structure to the groups. We also need to establish and maintain a working atmosphere that is friendly and supports fair criticism.

As facilitators, we need to monitor participants' work so that none feels left behind or treated unjustly. We should also monitor discussions.

From time to time we are required to give new academic inputs to expand on what was learned in plenary sessions.

Yes, we need to be alert and aware of who needs what kind of help and advice.

We need to be sensitive and able to react to tensions in the group.

To maintain a really constructive working atmosphere it is advisable for the facilitator to reach a group consensus about controversial issues in order not to run the risk of having minorities that, consciously or unconsciously, obstruct group efforts.

A facilitator providing individual consultation

Facilitators as Organizers

An important feature of the ATM is that facilitators are not only involved in the organization of the workshops but are the organizers themselves.

They are responsible for the workshop programme: Every day is planned for and evaluated in the daily steering committee. Facilitators do not adopt programme structures elaborated by others, but work out their own programme.

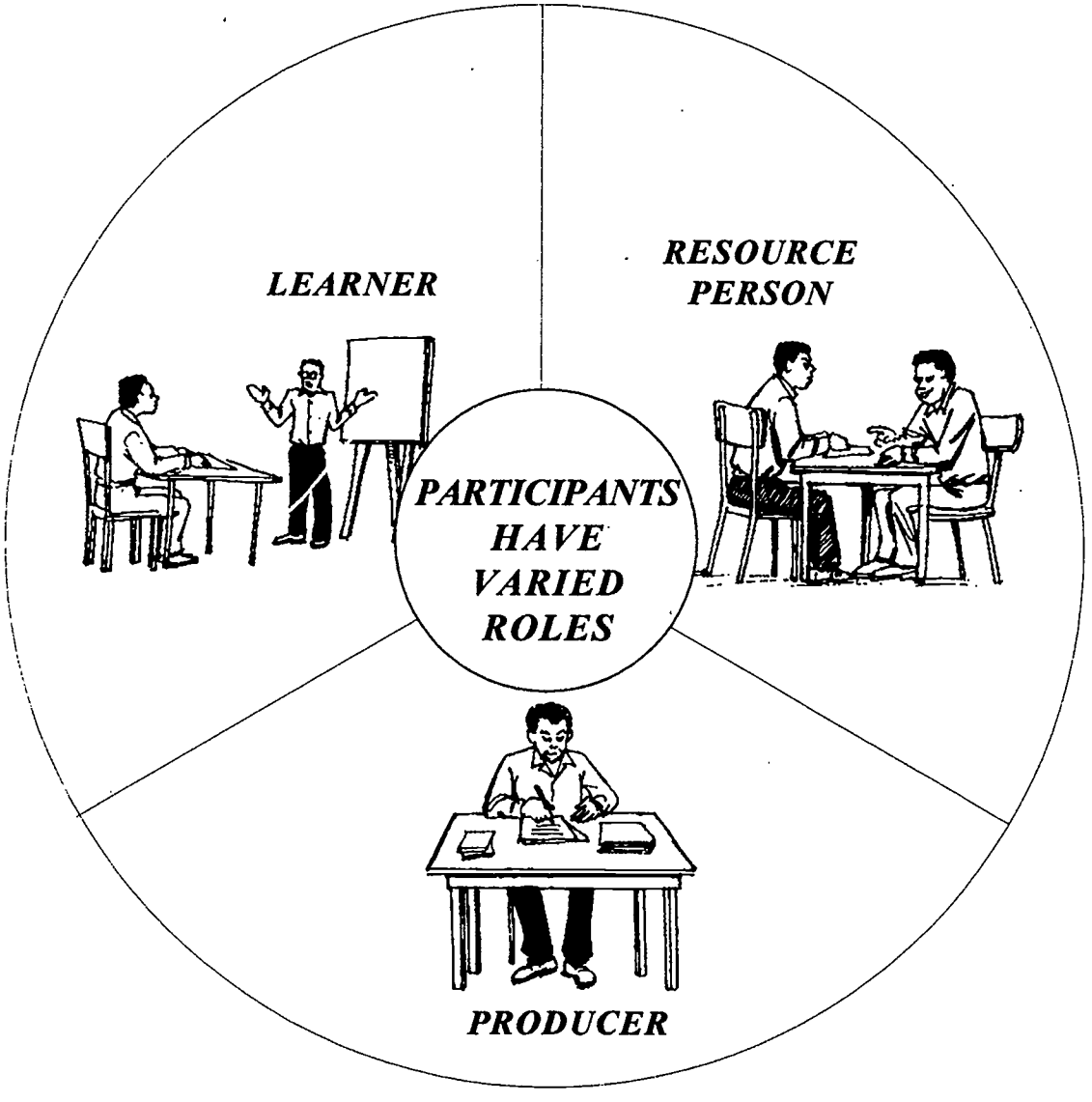
They are also responsible for the workshop administration: Amongst the facilitators there will be rotating chairpersons and secretaries of the day who are elected during each steering committee meeting.

The chairperson's task is to lead the activities of the day and make sure the time-frame is kept. He or she introduces the teaching team and guides the discussion that follows. On days with mainly group work, the chairperson should visit the groups to check if progress is being made as anticipated. The presence and guidance of the chairperson gives unity to the workshop group.

The secretary's task is to make notes of administrative matters, of important points raised during inputs and discussions, and of the steering committee meeting. The daily minutes are kept in a file. They are helpful for workshop reports, for handouts to be typed or for general record purposes.

ROLES OF PARTICIPANTS

Since the ATM is both participatory and action oriented, participants have a variety of roles in the workshop.



Participants as Learners

Depending on the nature of the workshop, participants learn new skills like evaluating programmes, writing in a distance education style, or producing radio scripts. They not only reinforce their own subject

knowledge but also learn about other participants' subjects in discussions and sharing sessions.

Apart from the concrete end products, participants acquire fundamental techniques that will be of general use to them in future. These techniques include writing ones such objectives, writing topic outlines, pre-testing, writing pre-test reports, developing evaluation instruments and script writing.

Participants learn how to take part actively, how to share experiences, how to give and receive criticism, and how to work in groups. They work in different learning settings like plenary and group sessions. The ATM provides the opportunity for personal as well as professional growth.

Participants as Producers

It is the nature and the mandate of the ATM to combine training with action, that is, with production. Participants do not just produce theoretical distance education units, but units that are needed for an existing distance education programme. Other workshop products might be evaluation studies of projects they are carrying out in their home institutions, radio scripts that will be broadcast, or reading material for new readers. The fact that participants produce a real thing that is going to be used, printed or published enhances their professional career.

Participants as Resources to Each Other

As participants come from various institutions and professions they are rich resources to each other. Encourage them not only to share books and materials but also their expertise and experiences. They are also resources in giving feedback, in giving and receiving criticism, and in sharing the work to be done.

During the closing programme of a writers' workshop participants made the following comments:

At our institution, co-operation between course tutors, writers and editors has been enhanced because the workshops have enlightened the participants about their responsibilities. (WS part Aug 91)

One remarkable and memorable characteristic of the workshops was the co-operation among the participants themselves. They mixed, worked together and exchanged experiences as if they came from the same institution or country. (WS part Aug 91)

ROLES OF SUPPORT STAFF

In order to make the workshops run smoothly you need a number of support staff. Support staff may include professional support staff like illustrators who, for example, illustrate the reading materials produced.

Furthermore, you cannot do without administrative support staff. You may need:

- an administrator as well as secretarial help for the whole workshop cycle;
- a typing pool for the workshops themselves; and possibly,
- a person who operates the duplicating machine or photocopier;
- a driver.

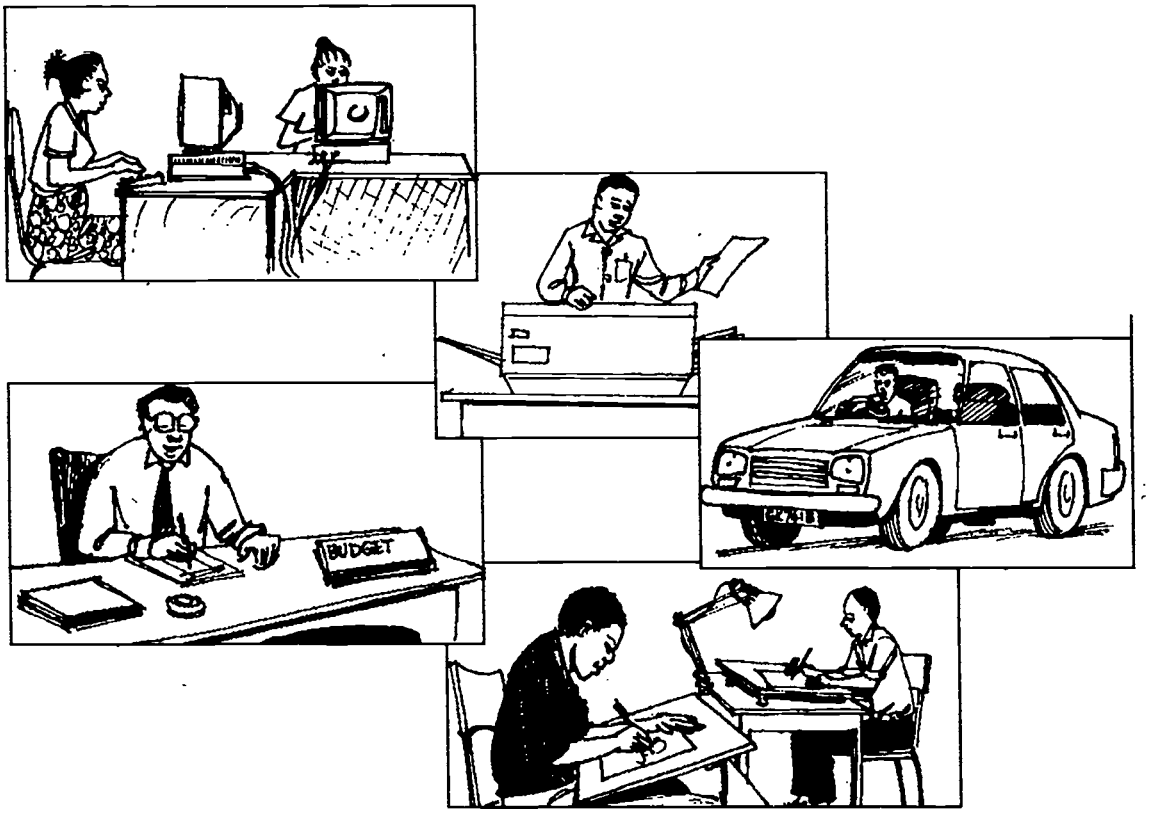
Tasks of the Administrator

It is useful to assign a workshop administrator for the whole training cycle so that the same person is responsible for the first and the second workshop as well as the mid-term panel.

The workshop administrator:

- deals with all financial aspects;

- manages the typing pool. He or she co-ordinates who types whose work and takes care that all necessary equipment and items are available. It has been found convenient to channel work for the typing-pool through the administrator;
- helps to organize social activities like special dinners or outings;
- settles problems with the venue. He or she is the link between the workshop group and the venue management;
- arranges for transport if needed.



Each member of the support staff has an important role to play

Tasks of the Typing pool

In a production workshop you need to have a typing pool. The number of typists depends on the number of participants, the amount of material to be produced, and the quality of typing equipment available. Work that is processed on a computer moves much faster than work that has to be corrected on a typewriter. For a group of some 25 participants you need approximately four typists. Ideally, the group of typists should remain the same during the whole training cycle.

Divide the participants amongst the typists so that the work of one participant is always typed by the same person. This improves the quality of typing and makes the typist feel responsible for his or her participant.

The task of the typists are to:

- type work as allocated;
- keep general workshop files;
- keep a file for each participant's work;
- file the minutes of the day for the workshop report.

The typists should be given a standing ovation for typing tirelessly and with few mistakes throughout the workshop. (WS part Aug 90)

Make sure that the typists feel part of the workshop group because they too, have to be committed and do overtime work. And facilitators and participants depend on how motivated typists feel!

Tasks of Other Support Staff

Depending on the type of materials produced and on the nature of the workshop, other support staff may include illustrators, artists, or radio script producers. Illustrators, for example, help writers to visualize and illustrate their materials. They take instructions from participants and enter into a dialogue with them to determine appropriate illustrations.

SUMMARY

You are now familiar with the various roles and tasks of persons involved in the training cycle.

The Workshop Co-ordinator:

- gives direction and focus to the workshop by guiding the facilitators and participants;
- makes final decisions;
- is sensitive to group dynamics and problems;
- allocates duties;
- prepares the project description and final workshop report;
- co-ordinates organizational and financial matters;
- informs institutions about the training cycle;
- gives academic inputs;
- ensures that participants receive adequate follow-up and support.

Facilitators:

- teach in plenary and small groups;
- guide individual participants and groups;
- take part in the workshop organization.

Participants:

- learn;
- produce;
- provide a rich resource to each other.

Support Staff:

- carry out administrative tasks;
- type or wordprocess materials;
- illustrate and design covers for materials;
- photocopy, duplicate or print pages;
- do errands;
- keep minutes and files in order.

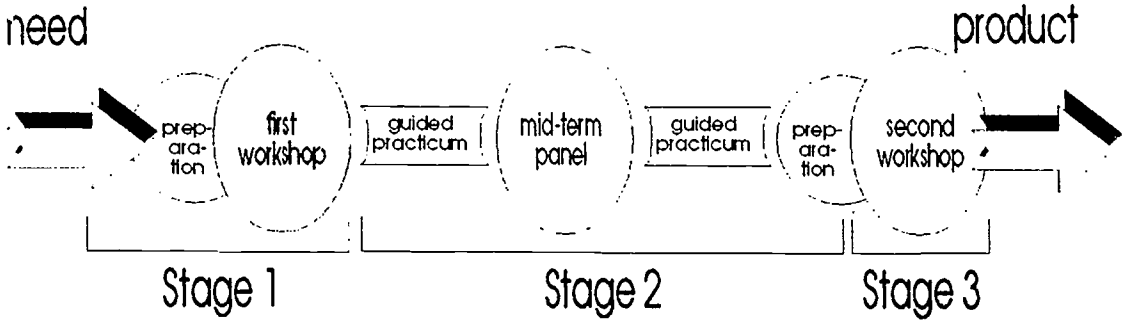
Chapter Five

HOW THE FIRST WORKSHOP IS ORGANIZED

Thorough and thoughtful preparation usually results in a successful workshop. Let us now discuss how the first workshop is organized. Examine the box and see how Chapter 5 fits into the overall structure of this practical guide.

1. *The Philosophy Behind the Action Training Model*
2. *The Action Training Model and the Training Cycle*
3. *How to Prepare for the First Workshop*
4. *Who Does What at the Workshops*
5. *How the First Workshop Is Organized*
6. *How the Training Is Done at the Workshops*
7. *In-between Workshop Activities*
8. *The Mid-term Panel*
9. *The Second Workshop*
10. *Staying In Touch After the Training Cycle*

Remember we are still learning about Stage 1 of the ATM.



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THE FIRST WORKSHOP DAY

Participants usually have high expectations of the first workshop day. This is, therefore, an important period. It not only sets the tone but also lays the foundation for the working relations between facilitators and participants. The aims of the first workshop day are to:

- make participants feel welcome;
- establish a friendly working atmosphere;
- explain the objectives of the training cycle and the first workshop in particular;
- agree with participants on the organizational principles of the workshop and the workshop routine.

When preparing for the workshop, facilitators will already have talked about the first workshop day. However, if time allows, it is helpful to meet again the day before the workshop starts to plan the agenda of the first day. A good start will arouse the team spirit needed for learning and working together.

Opening Ceremony and Welcome

To give the workshop an official start you may organize an opening ceremony. Depending on the nature of the workshop, the funds

An opening ceremony

available and on whether you have invited special guests, you will either have an in-house or an official opening ceremony. That is, the co-ordinator and facilitators will open the workshop themselves or will have invited a special guest to do so. Make sure the whole workshop group, including the support staff, is present so that everybody feels involved.

Self-introductions

It goes without saying that workshop participants should introduce themselves. They should state or describe:

- their names and designations;
- the institutions they come from;
- their professional career;
- their expertise and experience in the field the workshop will deal with;
- their personal and professional expectations.

INTRODUCTION

NAME _____

INSTITUTION _____

1. Describe your role or position at your place of work.

2. What are your personal expectations of this workshop?

3. What are your institution's expectations of you at this workshop?

4. If you have done any writing before, what experiences did you have?

5. What words of advice would you give to participants at this workshop?

6. What is the title of the material you are writing?

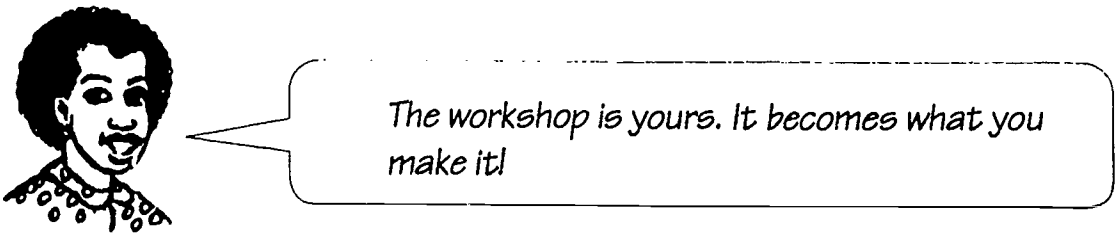
The procedure is greatly facilitated if you give participants the points they are to talk to on a flipchart. An alternative is let them fill in forms and then use them for their introduction. Look at the example of such a form on the previous page.

Participants may also be paired off or grouped in threes, find out about each other and then introduce each other to the whole group. Do not forget to also let the facilitators and the support staff introduce themselves or be included in whatever form of introduction is decided on.

Participants introducing themselves

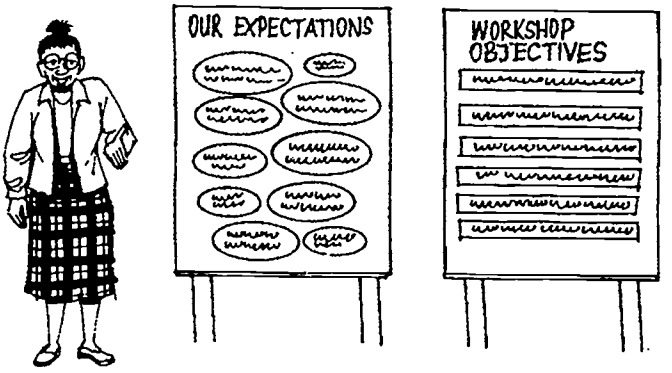
Explanation of the ATM

Although the ATM was explained in the Project Description it is worthwhile repeating the explanation of its different stages and talking about the special spirit of a participatory workshop. Facilitators need to point out again the conditions for a successful training cycle: intensive work and personal commitment from all persons involved. The message is:



Expectations and Workshop Objectives

For the facilitators it is very helpful to find out about the personal and professional expectations of participants. This allows them to adjust wrong expectations, their own and those of participants, to clarify workshop issues and to find out about whether expectations are diverse or alike.



Participants may write their expectations on cards which are then pinned up and compared to the workshop objectives. Facilitators should introduce the workshop objectives and discuss how they match the stated expectations. Expectations may then be rectified and objectives adjusted. This is the first time in the workshop that facilitators and participants interact towards a common goal. This session and the previous one on the ATM not only illustrate responsiveness to participants' needs, but also allow the emerging structure of the workshop to become transparent and open. It is intended to make participants feel committed to the workshop objectives.

Negotiating the Timetable

Facilitators and participants need to agree upon the timetable. The workshop group decides upon the time blocks of a day, the breaks, the time for beginning and ending. It has been found convenient to have two sessions of one and a half to two hours duration in the morning, before and after a tea break, and one session of two hours in the afternoon, followed by the daily steering committee meeting. The evenings can be used for individual or group work. Occasionally a film can be shown at this time or a guest speaker may be invited.

Time Blocks	Hours
Working Session	2.0
Tea Break	0.5
Working Session	2.0
Lunch Break	1.5
Working Session	2.0
Tea Break	0.5
Steering Comittee Meeting	1.0

Setting Up the Steering Committee

Since the ATM is a flexible model, it has been found essential to have a steering committee to evaluate each day and then plan for the next one. The function of this committee has to be explained to participants and facilitators as a vital instrument of the workshop. On the first day, the workshop group has to decide which two or three participants will join the steering committee meetings on different days. Point out that it is an important part of the workshop routine. Moreover, place and time have to be strictly kept.

You may also wish to set up a social committee which will take care of social activities like an excursion on a free day, a mid-workshop party or a closing dinner.

First Steering Committee Meeting

At the end of the day, the steering committee will meet for the first time. There is not yet any concrete work to be evaluated. Questions that need to be discussed, together with participants' representatives, at this point in time are:

- How was the day? Do people feel comfortable and ready to work?

- Have we succeeded in communicating the special participatory features of the workshop?
- Have we forgotten to communicate or arrange any important organizational details?
- Is the support staff organized and ready for work?
- How will we continue tomorrow? Will we start with the first academic input? Who will give it? Who will be the chairperson and secretary of the day? Are there any important administrative matters to be announced in the morning?

The tasks and functions of the steering committee, as well as the course of a meeting on a routine day, will be explained in detail in the next part of this chapter. To sum up, look at the features of the first workshop day as they are reflected in the timetables that follow.

MARCH 1989 WORKSHOP
Pogramme for Thursday 2 March 1989

Chairperson: **K. Mazrui**
Secretary: **D. Gachuhi**

09.00 -09.15	Welcome	B. Gitau
09.15 -09.45	Administrative Matters	K. Mazrui
09.45 -10.30	Introductions	J. Odumbe
10.30 -11.00	Tea	
11.00 -1.00	Introductions Continued	J. Odumbe
1.00 -2.30	Lunch	
2.30 -3.15	Action Training Model	B. Matiru
3.15 -4.00	Workshop Objectives and Handbook	K. Mazrui D. Gachuhi
4.00 -4.15	Tea	
4.15 -5.00	Negotiating the Timetable, Explaining and Setting Up the Steering and Social Commitees	J. Kamau
5.00 -6.00	Steering Commitee Meeting	

MARCH 1991 WORKSHOP
Programme for Saturday 9 March 1991

Chairperson: **J. Kebathi**
Secretary: **D. Gachuhi**

08.30 -8.45	Word of Welcome	J. Kebathi A. Dietrich
09.30 -9.45	Administrative Matters	J. Kebathi
10.00 -10.30	Self-introductions	B. Onyonka
10.30 -11.00	Tea	
11.00 -1.00	Self-introductions	B. Onyonka
1.00 -2.30	Lunch	
2.30 -3.45	Expectations and Workshop Objectives	B. Matiru
3.45 -4.00	Action Training Model	B. Matiru
4.00 -4.30	Negotiating Timetable	F. Ndungu
4.30 -5.00	Setting Up Committees	F. Ndungu
5.00 -5.30	Steering Committee Meeting	

Assignment: Read Handbook Introduction and Unit 1.

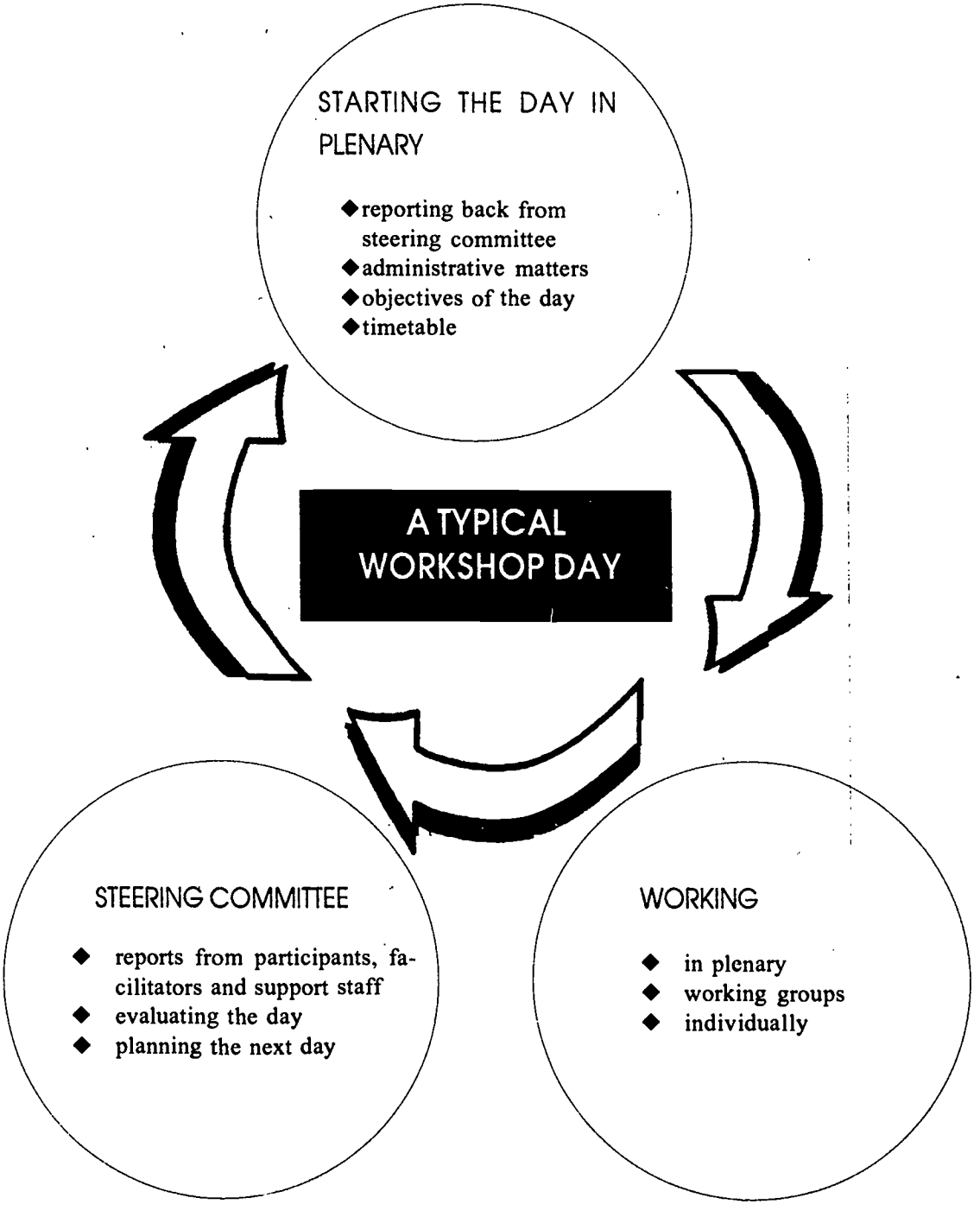
A TYPICAL WORKSHOP DAY

A typical workshop day consists of a plenary session in the morning, working sessions during the day, and a steering committee meeting as illustrated on the next page.

Starting the Day

Every day starts with a plenary session, even if the rest of the day is planned to be spent in groups or individually. Starting the day all together gives unity to the workshop group, new energy and moral strength. The momentum gained in the morning is needed for a long exhausting day. Make sure everybody is present including the administrator, as there are usually administrative matters to be communicated every day.

The chairperson starts by summarizing the discussions of the steering committee of the previous afternoon. He or she reports about the progress in the working groups and all the issues, be they academic or administrative, that need to be made known to the plenary. By learning about the progress of others, participants are implicitly able to judge their own progress and achievements.



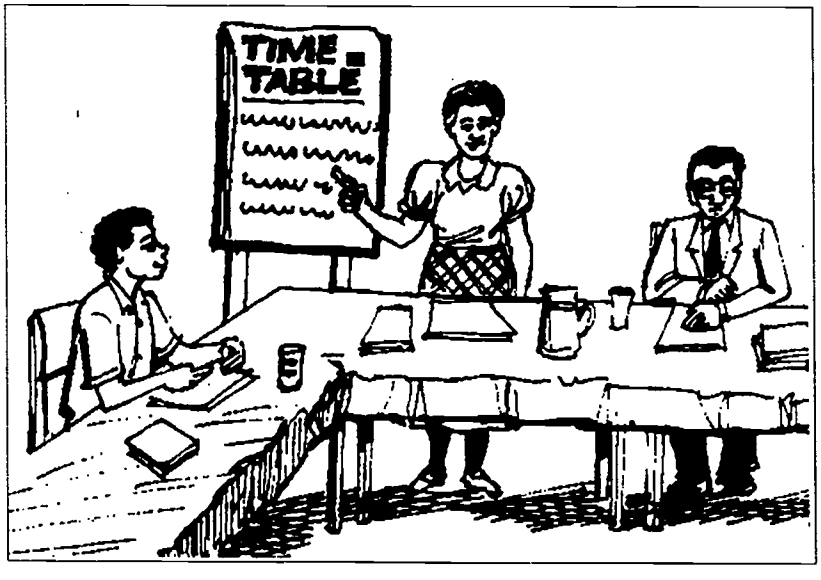
How important it is to let participants know whether their ideas and wishes were taken into account is shown by the remarks of two former participants:

The problems and opinions of participants were handled hurriedly. The participants representative did not report back in plenary.
(WS part Mar 89)

Taking part in the steering committee made participants feel part of the whole workshop organization.
(WS part Mar 89)

As the workshop organizer, you should never forget that considering participants' questions and requests is of utmost importance in order to make them feel comfortable and realize that they are being taken seriously.

Next, the chairperson explains how the objectives of the day link with the achievements of the previous day, and how they are reflected in the timetable. Considering the results gained and the objectives to be achieved, show participants that their work is steadily progressing.



The chairperson starting the morning plenary session

The rest of the day will be spent working in plenary sessions, in working groups or individually according to the tasks of the day. How training is done during the day is explained in the next chapter.

The Steering Committee Meeting

The learning-production team is monitored by the steering committee which meets daily in the afternoon at a fixed place and time. It consists of the facilitators, of participants' representatives, the administrator, and representatives of other support staff. To enhance coherence and co-ordination it is usually chaired by the workshop co-ordinator.

The steering committee links faculty, participants and support staff in their academic and organizational functions. It is the pivot of the workshop that guarantees that everybody feels a genuine part of the workshop, socially and intellectually:

The committee is in many ways responsible for the programme's success. (WS part Mar 89)

I felt part and parcel of the whole set-up. (WS part Mar 90)

Without the steering committee, group cohesion would have been difficult to maintain. (WS part Mar 90)

Steering committee functioning was very good. It created group and circular responsibility. (WS part Aug 91)

There are four key questions that guide the work of the steering committee. They allow for feedback and revision on the one hand, and flexible participatory planning on the other:

- What did we do?
- How did we do it?
- What dc we have to do next?
- How will we do it?

Participants are invited to give their personal impressions of the day as well as those of other members of the group, state any problems and report on the progress of their work. The facilitators report on the progress of their working groups and comment on the inputs that were given. It is important to give feedback and self-evaluation; it is not helpful to just say what you think will please the meeting.

A steering committee meeting in progress

The report from the administrator will point out technical, organizational and financial issues which can then be solved jointly. He should also take notes of participants' needs, if they touch on administrative matters.

If you work together with other support staff like illustrators, they should also send one representative to join the steering committee to learn about the overall progress and to report about their work.

Bearing in mind the reports that were presented, you will be able to plan for the next day that continues where the previous one ended and that takes participants a step ahead in achieving the workshop objectives. At this point you decide:

- whether facilitators need to give further clarifications or explanations of inputs;
- whether there will be new inputs;
- what tasks to do in group work; and
- what to announce during the plenary session in the morning.

The idea of making the timetable each day based on the participants' needs was very good.
(WS part Mar 90)

Two facilitators volunteer to be chairperson and secretary of the next day. Then the timetable for the following day is planned.

Lastly, the steering committee gives room for discussions on academic issues, exchange of views and problems that cannot be solved in plenary such as participants' personal problems.

Examine the three timetables that follow. What features of a typical workshop day can you identify?

MARCH 1991 WORKSHOP
Programme for Saturday 9 March 1991

Chairperson: **L. Njeru**
Secretary: **A. Dietrich**

8.30 -8.45	Administrative Matters	L. Njeru
8.45 -9.45	From Programme to Course to Unit to Lesson	D. Gachuhi B. Onyonka
9.45 -10.30	Learner Characteristics	J. Kebathi F. Ndungu
10.30 -11.00	Tea	
11.00 -12.00	Group Work on Learner Characteristics	
12.00 -1.00	Group Reports	
1.00 -2.30	Lunch	
2.30 -4.00	Group Reports Continue	
4.00 -4.30	Tea	
4.30 -5.00	Steering Committee	

Assignment: Read Handbook Unit 3 and 4.

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MARCH 1991 WORKSHOP
Programme for Saturday 9 March 1991

Chairperson: **K. Mazrui**
Secretary: **B. Matiru**

8.30 -8.45	Administrative Matters	K. Mazrui
8.45 -10.00	Writing Objectives	J. Mungai F. Ndungu
10.00 -10.30	Group Work	
10.30 -11.00	Tea	
11.00 -12.00	Group Work	
12.00 -1.00	Sharing Objectives	
1.00 -2.30	Lunch	
2.30 -4.00	Sharing Objectives Continues	
4.30 -5.00	Tea	
5.00 -6.00	Steering Committee Meeting	

Assignment: Read Handbook Unit 5.
Read Supplement 2 - Red Manual.

MARCH 1991 WORKSHOP
Programme for Tuesday 19 March 1991

Chairperson: **J. Mungai**
Secretary: **D. Gachuhi**

8.30 -8.45	Administrative Matters	J. Mungai
8.45 -10.30	Writing Continues	
10.30 -11.00	Tea	
11.00 -1.00	Writing Continues	
1.00 -2.30	Lunch	
2.30 -4.30	Writing Continues	
4.30 -5.00	Tea	
5.00 -6.00	Steering Committee Meeting	

Assignment: Keep Writing!

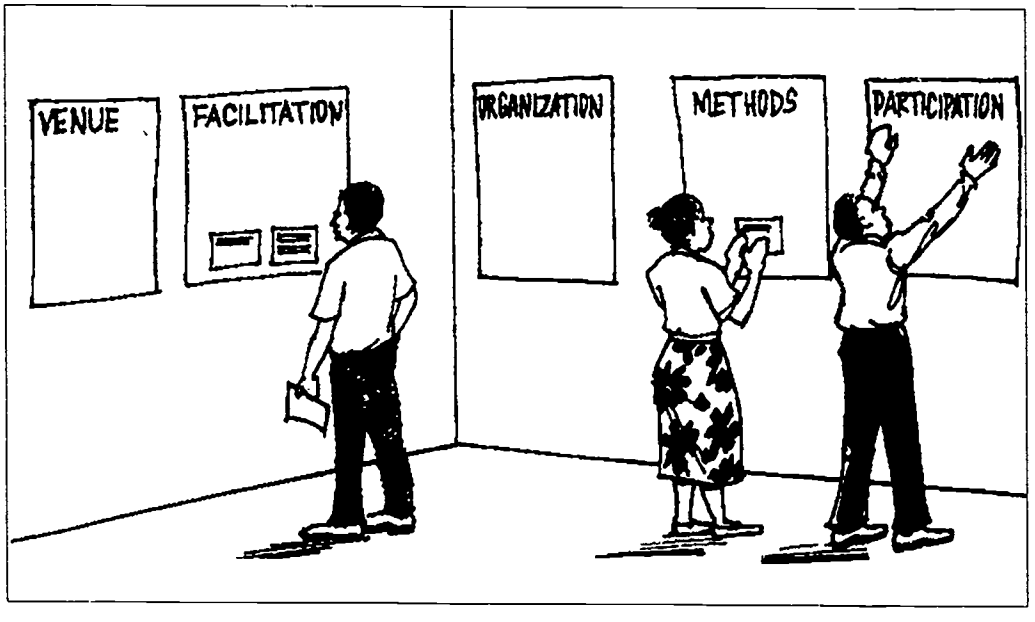
THE LAST WORKSHOP DAY

A whole day should be set aside to conclude the workshop. On the closing day it is important to give participants a feeling of accomplishment and a look ahead on what has to be done in between the workshops and at the second workshop.

Evaluating the First Workshop

In order to learn so that you may improve future workshops, it is very helpful to prepare a summative workshop evaluation. As methods you may use either questionnaires, cards, newsprint or a combination of these. The evaluation should find out from participants about such matters as:

- pre-workshop information / preparation;
- organization;
- objectives;
- presentation of the content;
- workshop methods;
- time allocations;
- personal judgements and suggestions for improvement.



Participants sticking their comment cards on large sheets of paper during a summative evaluation session

If you have worked out a questionnaire, let participants answer it in the morning so that you will have enough time to analyse it. If you are using cards or large sheets of paper, discuss the comments during the evaluation session and prepare a summary. Set aside some time in the afternoon to present the evaluation results. If you have invited special guests for the closing ceremony, it is a nice idea to present the results at that time to give them an impression of the achievements and atmosphere of the workshop.

Future Strategies: Planning the Activities Between the First and Second Workshop

At the end of the workshop you should develop a time-line for the activities to be done between the first and the second workshop. For example, you need dates for:

- getting ready pre-test instruments or evaluation instruments;
- analysing these instruments;
- writing a report;
- the mid-term panel;
- the second workshop.

It has been found useful to discuss the time-line in groups by participants from the same institution before coming to a compromise in plenary. Discussing future strategies helps participants visualize the training cycle as a whole and directs the momentum of the workshop forward along well thought out lines.

Closing Ceremony

Depending on circumstances, you may have an informal or an official ceremony. The closing ceremony will consist of speeches by the organizers, by special guests, if any, and a vote of thanks from the participants. As mentioned earlier, the results of the workshop evaluation may be presented to round off the workshop. It should comment on the expectations and objectives that were discussed during the first day.

Look at the two different timetables on pages 67 and 68 of a typical last workshop day.

MARCH 1989 WORKSHOP
Programme for Friday 17 March 1989

Chairperson:	**K. Mazrui**	
Secretary:	**J. Kamau**	
8.30 -8.45	Administrative Matters	K. Mazrui
8.45 -10.30	Finalizing Units	
10.30 -11.00	Tea	
11.00 -12.00	Future Strategies	B. Gitau B. Matiru
12.00 -1.00	Feedback on Workshop Evaluation	D. Gachuhi M. Kirui
	Closing Ceremony	
3:00 -3.40	Participants and Resource Persons introduce themselves	
3.40 -3.50	Workshop Co-ordinator gives an overview of the workshop series	K. Mazrui
3.50 -4.10	DSE Policies and Programmes	A. Dietrich B. Matiru
4.10 -4.20	Participants' Representative talks about experiences at the workshop	D. Mwaura
4.20 -4.30	Dean talks on the Faculty of External Studies and commitment to the workshop series	B. Gitau
4.30 -4.50	Guest of Honour, Prof. Okoth Ogendo addresses the workshop participants	O. Ogendo
4.50 -5.00	Vote of Thanks	C. Samkange
5.00 -5.30	Tea	

Chapter 5

MARCH 1988 WORKSHOP
Programme for Friday 18 March 1988

Chairperson: K. Mazrui
Secretary: E. Shivutse

8.30 -8.45	Administrative Matters	K. Mazrui
8.45 -10.30	Completing Units	
10.30 -11.00	Tea	
11.00 -12.00	Workshop Evaluation	P. Keiyoro M. Kirui
12.00 -1.00	Completing Pre-testing Instruments	
1.00 -2.30	Lunch	
2.30 -3.30	Future Strategies	B. Matiru
3.30 -4.30	Feedback on Workshop Evaluation	K. Mazrui D. Gachuhi
4.30 -5.00	Tea	
7.30 -8.00	Cocktails	
8.00 -10.00	Farewell Dinner and Closing Ceremony	

SUMMARY

Organizing the first workshop effectively is essential for its overall success. In this chapter we discussed what is done on the first and last days of a workshop as these serve special functions in the training process. We also looked at a typical workshop day and gave examples of some timetables. The following things need to be done on the first workshop day to build up the organizational workshop framework:

- opening ceremony;
- self-introductions;
- explanation of the ATM;
- expectations and workshop objectives;
- negotiating the timetable;
- setting up the steering committee;
- the first steering committee meeting.

Starting the day includes:

- reporting back from the steering committee;
- announcing administrative matters;
- explaining the objectives of the day;
- going through the timetable of the day.

The steering committee monitors the workshop's progress by taking the following steps:

- receiving reports from the participants on progress and working atmosphere;
- receiving reports from the facilitators on group work and feedback on inputs;
- receiving a report from the administrator;
- evaluating the day;
- planning the next day;
- discussing any issues that may arise.

The following parts make up the closing day:

- workshop evaluation ;
- future strategies;
- closing ceremony.

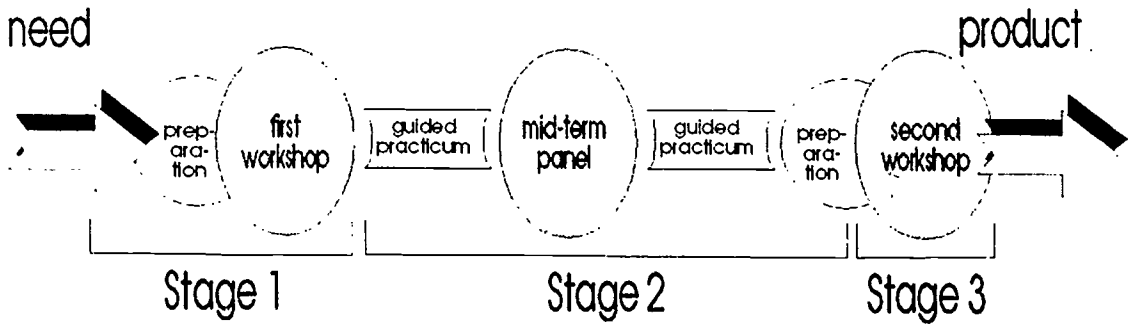
Chapter Six

HOW TRAINING IS DONE AT THE WORKSHOPS

You now know how to prepare for and organize the first workshop of the cycle. You also have information on who does what at the workshops. However, we have not yet discussed how the training will be done. This is the focus of Chapter 6.

1. *The Philosophy Behind the Action Training Model*
2. *The Action Training Model and Training Cycle*
3. *How to Prepare for the First Workshop*
4. *Who Does What at the Workshops*
5. *How the First Workshop Is Organized*
6. *How Training Is Done at the Workshops*
7. *In-between Workshop Activities*
8. *The Mid-term Panel*
9. *The Second Workshop*
10. *Staying In Touch After the Training Cycle*

The topics discussed in this chapter touch on all three stages of the ATM.



As you have realized, the ATM is a participatory approach to training, learning and producing. Its motto is:

Nobody knows everything.

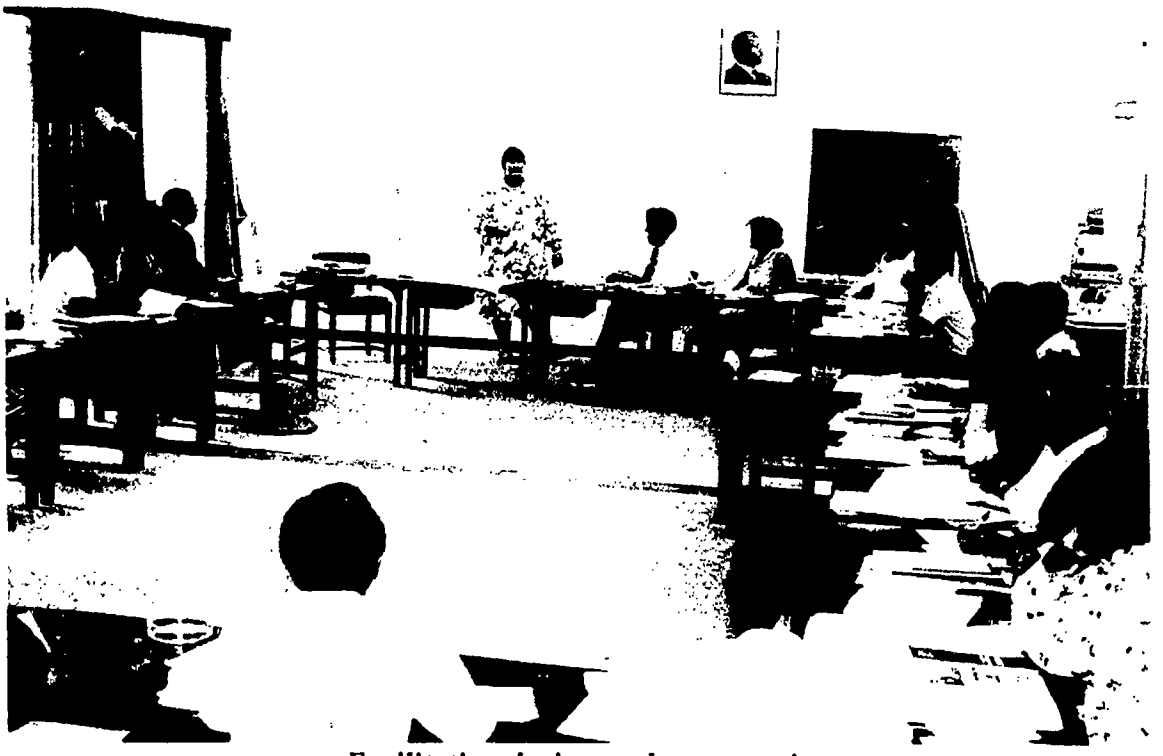
Everybody knows something.

So we work together as a team.

In light of this, we will discuss the different learning and training settings of a participatory type workshop: plenary sessions, group work and individual work.

PLENARY SESSIONS

In a plenary session all participants and facilitators, including the workshop co-ordinator of course, are present. Remember you are in a participatory workshop and not in a lecture situation.



Facilitating during a plenary session

You need to arrange tables and chairs in a U-shape or in a circle so everyone can see each other. One past participant gave a good piece of advice:

When sitting in plenary, facilitators should be interspersed among the group. (WS part Mar 89)

This ensures a feeling of equality and encourages sharing. Everyone is a resource person.

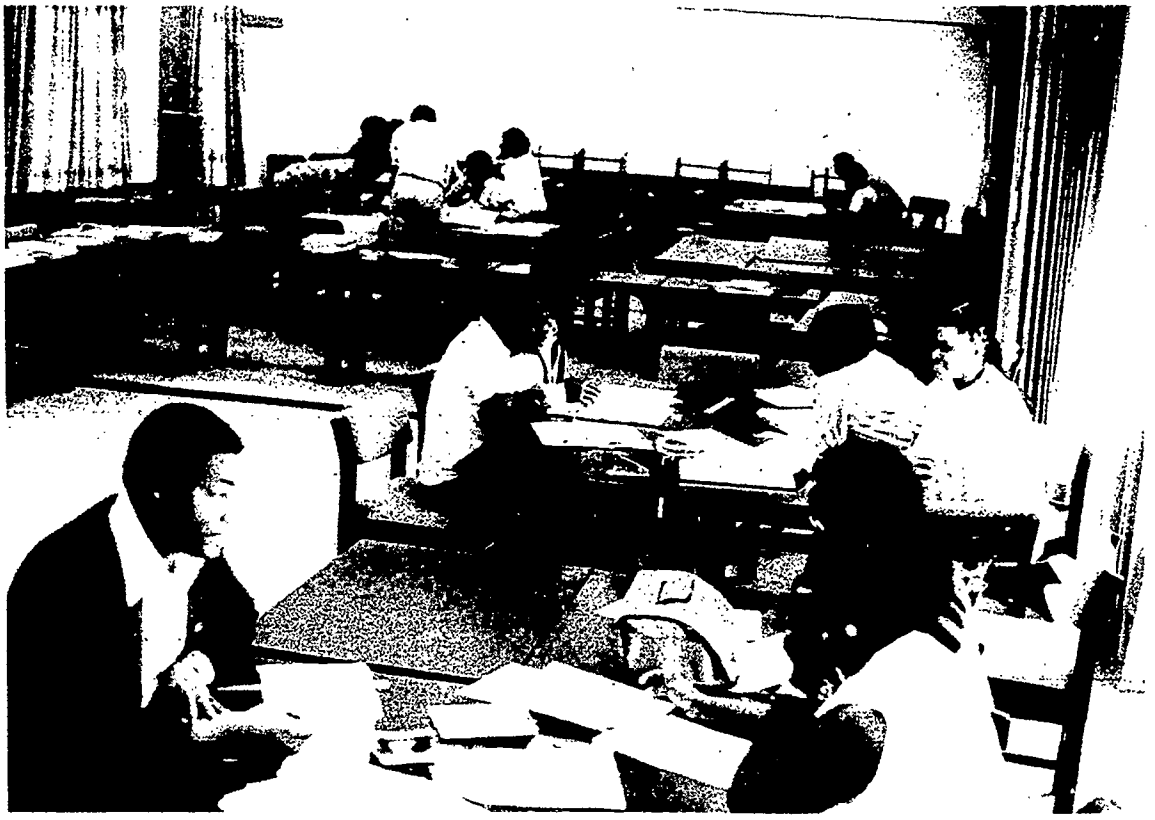
There are a number of purposes for which plenary sessions are meaningful. First and foremost, they are used for presenting the academic inputs of the workshop, during which new content is taught. All facilitators, even if the input is presented by one only, should be present so that they feel intellectually and socially involved.

Plenary sessions are also used for sharing individual participants' work or group work results. Participants are offered the chance of presenting work which was elaborated with the help of the group, and share it with other participants. Sharing or reporting back sessions provide an excellent opportunity for valuable learning experiences. Participants get additional and different feedback which enables them to refine their work.

You should ensure that participants have equal opportunities to present their work. Sharing everybody's work in detail is not feasible; ask participants to concentrate on crucial points or problem areas where they feel they need the comments and ideas of the plenary.

Reporting-back sessions should be more controlled for participants to have equal opportunity. (WS part Mar 91)

Feedback from fellow participants and facilitators also enhances objectivity. Reporting-back sessions make it possible for the work of each small group to become the property of the larger workshop group,



Revising materials based on feedback received during a plenary session

thereby promoting considerable inter-learning among groups and individuals.

There are psychological benefits from plenary sessions. They help participants determine their stage of progress as compared to the progress of other groups. There is also evidence that everybody is interested in their work. This, in turn, makes them feel obliged to help others. In addition, plenary sessions help participants realize that they are not the only ones who get stuck at certain points; that it is natural that some days are more successful than others; however, they are still part of the big workshop family, training and learning together to achieve the identified objectives. A participant may realize he or she is on the wrong track. The opinion expressed by the plenary might then be more convincing than that of the facilitator or working group.

For the facilitators, plenary sessions help to detect hidden problems, clarify common misunderstandings, and set the daily workshop objectives. Facilitators may find out, for example, that their planning is far ahead of the participants' stage of progress and that, possibly, the objectives of the day need to be adjusted.

As pointed out in the previous chapter, each morning starts with a plenary session in order to report back from the steering committee and to communicate administrative matters. In the morning plenary session, the rhythms of the working groups tune into the bigger workshop rhythm.

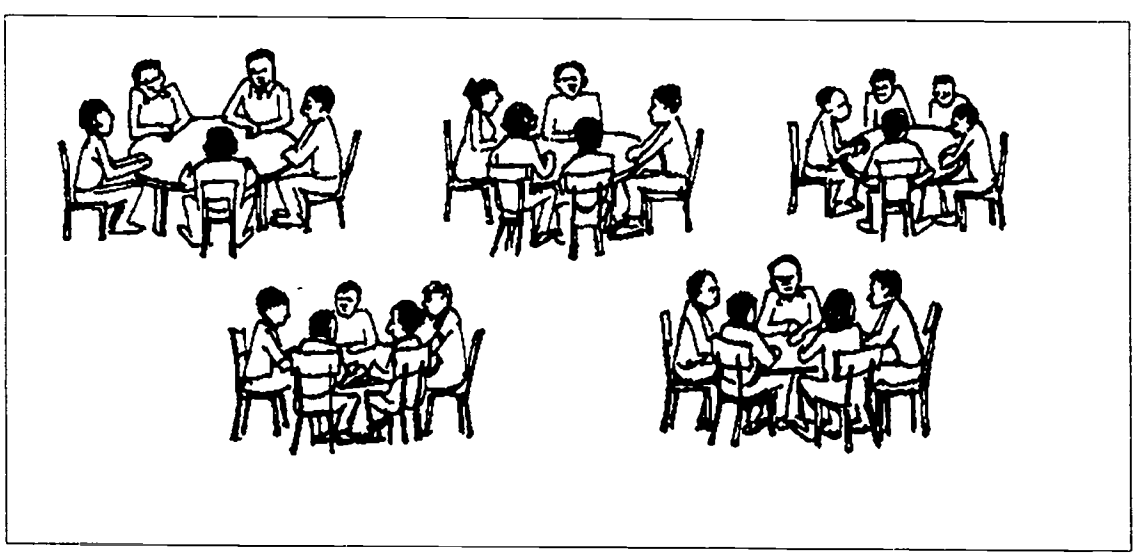
Plenary sessions have their own dynamic and justification which go far beyond the discussion of academic issues. They:

- further acceptance of what is being done;
- support workshop democracy; and
- establish the workshop family atmosphere that has been found typical of a participatory workshop.

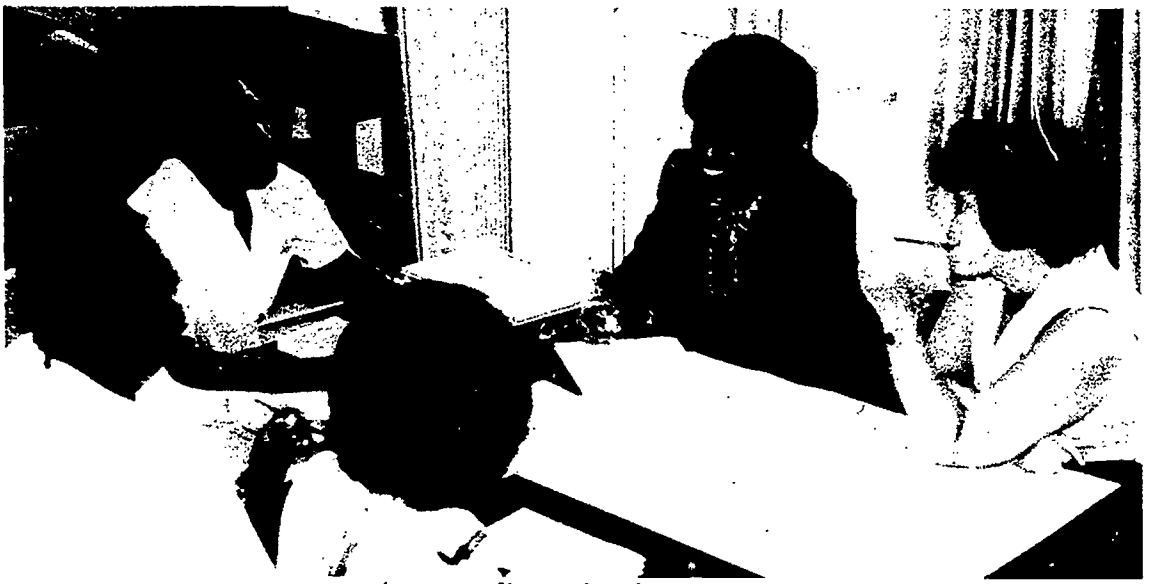
GROUP WORK

Group work means sitting together in groups of about three to five participants with a facilitator to work on one's own product and help fellow participants work on theirs.

Groups can be formed according to various criteria: by institutions, by subjects, by the expertise of the facilitator. Experience has shown, however, that it is more convenient when groups consist of participants who are writing in the same field of study or evaluating a similar type of development project.



Group work is an important part of the participatory approach



A group discussion in progress

The facilitators guiding each group should also be selected on the basis of the common subject matter background they share with their respective groups. Sometimes, for convenience, some people work better with others and they should be put together. The membership of the group can change, especially if the group does not work out well.

Facilitators should make it very clear at the beginning of the workshop that everybody may feel free to contact any working group and any facilitator. This will ensure the maximum use of the diverse talents and specializations available. It will also help facilitators to reinforce and cross-check each other. To some extent, however, remaining in a group is important and natural, because participants want to know where they belong, and because the group work rhythm, which is particular to every group, should not be broken.

You may use the conference room and/or smaller rooms to accommodate groups. It is important that the groups are physically close together so that it is easy to consult each other and borrow reference materials.

Group work is an essential feature of participatory training:

- It provides for the immediate application of learning. For example, if participants were given an input on objectives in plenary, in group work they would sit and write those objectives in their subject content area and discuss them. In group work participants and facilitators

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refine topics presented or adapt them to the respective individual subject areas.

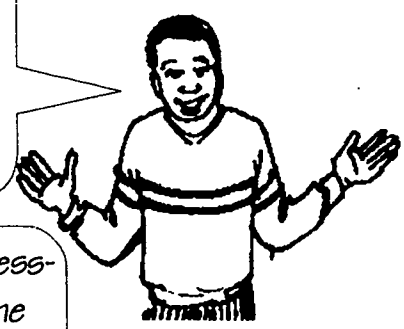
- It is a forum for discussions which are not an end in themselves but the catalyst for individuals work. The co-agents in learning and training stimulate each other.

- It provides the immediate evaluation of one's work. There is no risk of getting sidetracked or of falling behind the workshop objectives because the working group is the corrective element that guides the individual. By discussing and evaluating other participants' work, everyone learns to become their own evaluator. In editing workshops, for instance, participants learn to become self-editors by editing their fellow participants' work.

Here are some past participants' opinions about the merits of group work:

We had ample time to put into practice what was learned in plenary. (WS part Aug 87)

Through the guidance of the group it became possible for me to edit the unit without assistance from the facilitators. (WS part Mar 88)



Group work was very successful and helped to achieve the workshop's objectives. (WS part Mar 90)

Group-editing gave me a variety of views on my unit and enabled me to make the necessary adjustments. (WS part Aug 90)

INDIVIDUAL WORK

There are situations when participants have to work individually, that means on their own without the group. Participants may need to:

- rewrite chapters that were discussed in groups;
- apply suggestions and ideas they were given by their colleagues;
- consult reference materials;
- prepare something individually before presenting their subject content in the group.

Also, participants may want an individual consultation with their facilitator for further help or explanation that would take too much of the group's time.

Facilitators should encourage participants to sit in groups even if they work individually. Thus they can consult each other easily. However, if someone feels he or she needs a retreat situation that person should feel free to work on their own.

A participant doing individual work

LEARNING FROM EACH OTHER - PRODUCING TOGETHER

Sharing knowledge and experience, training and learning together in order to produce the real thing is the essence of the participatory

workshop approach. Facilitators and participants work as a team; learning and training is a social process. The traditional teacher-learner relationship is overcome in favour of a team approach that allows for the characteristics of adult learning and participatory training.

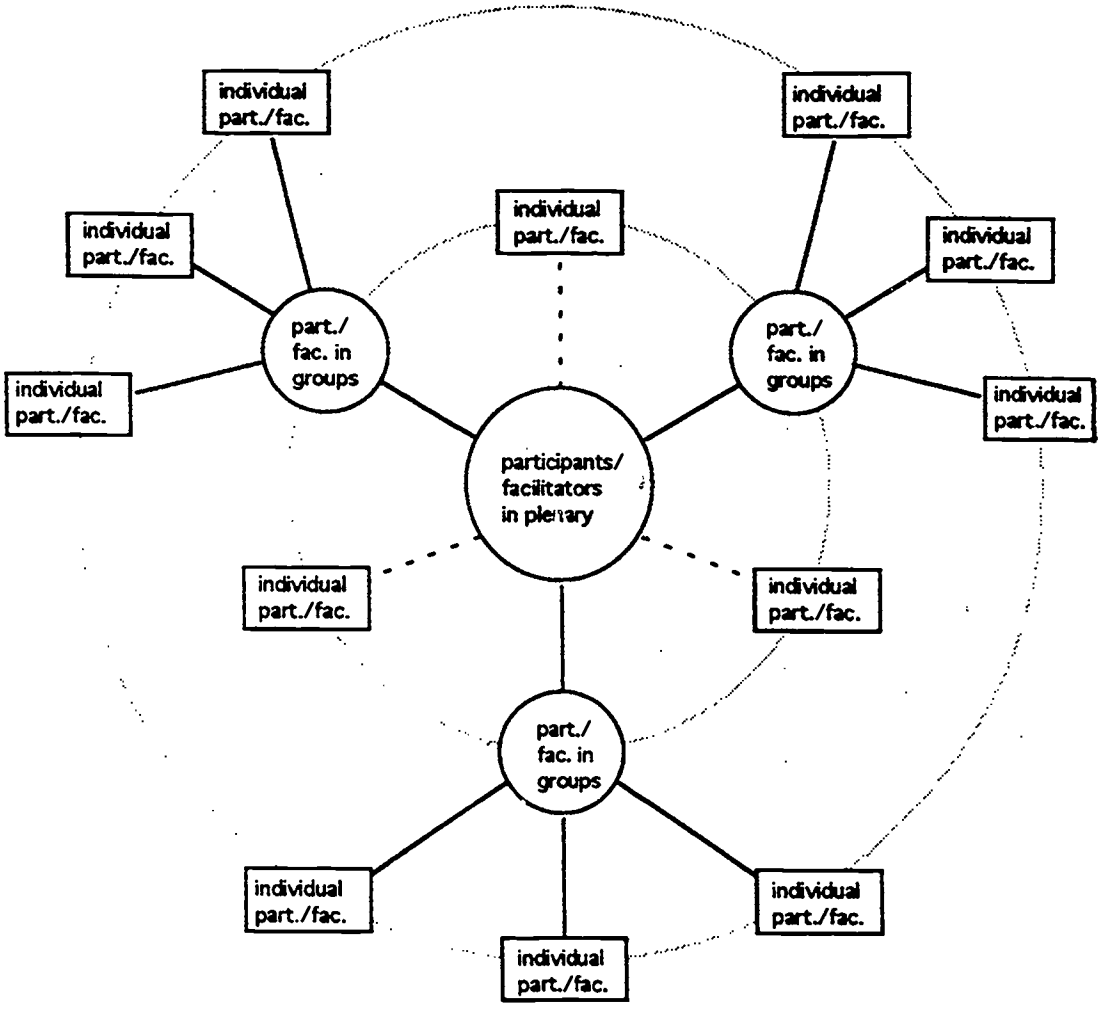
Participants learn from facilitators during theoretical inputs given in plenary, during group work discussions or in individual consultation. However, participants also learn from each other. As they come from various institutions and professions, they are great resources to each other. When producing their materials, encourage them to share their views, expertise, experiences and resource materials.

Facilitators learn from participants. In a working atmosphere that allows the giving and receiving of constructive criticism, they get feedback on how successfully they facilitate learning and, simultaneously, the chance to improve upon it without compromising themselves. Naturally, facilitators learn from each other when team teaching or when discussing the day during the steering committee meetings. A facilitator may invite his or her colleague to join the working group if another person's views and ideas are needed to elucidate an issue or when discussions have reached a deadlock.

Facilitators learning from each other

The illustration that follows shows the facets of inter-learning, the manifold possibilities of co-operating in a participatory-type work-

shop that make the best profit out of the rich knowledge and experience available. Information and knowledge flow from plenary sessions to the individual and vice versa, supplemented by the exchange of ideas between groups and between individual participants or facilitators.



Facets of inter-learning

We have discussed the different ways in which training and learning take place. The tasks that need to be accomplished determine how training is done, whether you will work in plenary, in groups or individually. If new theoretical content is needed, you will probably start the day with a plenary session, then break into groups to discuss or apply what has been taught. For example, you may have presented an input on how to write topic outlines during a workshop for writers of booklets for new readers. You will then break into groups and elaborate the topic outline for each participant. You may also have

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situations when it is convenient to start off with group work in the morning, followed by a plenary session to share the results.

No matter which training/learning setting you decided to use, you as a trainer should always explain the reasons why it is being used at a given point in time. If the underlying structure of the learning process is clear, your adult learners are usually ready to join you.

Participatory training requires a lot of patience, tolerance and understanding. You will have to cope with different working paces, different intellectual capabilities, different social behaviour and different people. And yet, you will feel most satisfied if your participants say:

Having completed my wonderful unit, I feel genuinely satisfied. (WS part Mar 90)

It would have been impossible for me to complete the unit without the help I got from all. (WS part Mar 90)

Thank you for making me a part of it all. I enjoyed the co-operation of everybody including myself. (WS part Aug 90)

I can hardly believe I wrote such a smooth flowing unit. I am proud of my unit. (WS part Mar 90)

SUMMARY

In this chapter we have discussed the different learning and training settings of a participatory type workshop.

Plenary sessions are used to:

- start the day all together;
- present new content;
- report back from group work;
- share learning experiences;
- control the progress of work.

Group work is used to:

- provide for the immediate application of learning;
- initiate discussions which are not an end in themselves but the catalyst for individual work;
- provide immediate evaluation of work done.

Individual work is used to:

- complete individual tasks that were discussed in groups or shared in plenary sessions;
- consult reference materials;
- prepare work to be shared.

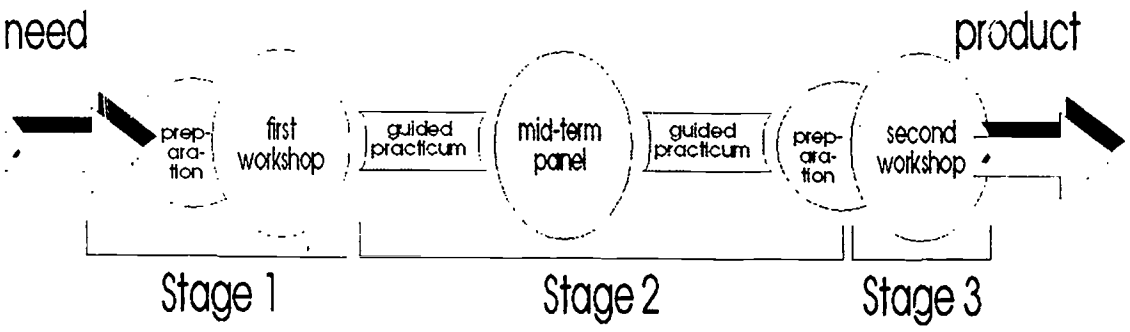
Chapter Seven

IN-BETWEEN WORKSHOP ACTIVITIES

The first workshop has been completed. You have learned how to organize and facilitate it. In this chapter you will learn about the activities that take place between the first and second workshop.

1. *The Philosophy Behind the Action Training Model*
2. *The Action Training Model and Training Cycle*
3. *How to Prepare for the First Workshop*
4. *Who Does What at the Workshops*
5. *How the First Workshop Is Organized*
6. *How Training Is Done at the Workshops*
7. *In-between Workshop Activities*
8. *The Mid-term Panel*
9. *The Second Workshop*
10. *Staying In Touch After the Training Cycle*

Look at the diagram once more.



As you will see, we are in Stage 2. This stage involves a guided practicum and a mid-term panel. It also includes the pre-workshop preparation for the second workshop.

During the in-between workshop follow-up, participants are back at work in their institutions and complete the rest of the project they designed and outlined in Stage 1. They send their drafts to the facilitators for comments. The facilitators visit as many participants as

possible. All materials are either pre-tested or evaluation instruments are administered during this stage. Additional materials may be written or further instruments developed. However, at the end of this stage (4 to 6 months), the studies, reports or materials are typed and duplicated in adequate numbers for peer review and sharing at the next workshop.

TASKS OF PARTICIPANTS

There are a number of tasks participants need to complete during the second stage of the cycle. These include:

- completing any unfinished proposals, studies or materials that were not finalized during the first workshop;
- finalizing the evaluation or pre-testing instruments;
- organizing fieldwork activities;
- carrying out fieldwork activities;
- analysing data collected in the field;
- writing a report on fieldwork experiences and findings;
- improving drafts by using the findings from the pre-test;
- attending a mid-term panel;
- preparing for the second workshop.

Let's find out a little more about these activities.

By now you have probably realized that the first workshop is an extremely busy one. During this workshop some participants may not have had sufficient time to complete their proposals or materials. Therefore, at the very beginning of this stage, they should complete this task. Once this has been done, they should go on to finalize the evaluation or pre-testing instruments. This involves improving and rewriting them.

Another important task that participants need to do during this period is to organize their fieldwork activities. This involves getting permission to do the pre-test or evaluation, explaining to their peers why they need their co-operation in this exercise, pre-testing the evaluation instruments and amending them, making sufficient copies of these instruments and any other materials to be evaluated. People in the field also have to be informed when and where the exercise will take place.

Transport and finances may have to be arranged. These are just a few of the activities that participants will be busy with at this time.

Sometimes these tasks are quite new and challenging to the participants. They look to us, as their facilitators, to give them a lot of support and guidance. It's a good idea to keep in close touch with each other all during this period.
(WS facil Mid-term Eval 88)

Once the participants have completed their fieldwork, they need to analyse the data collected. They should tally responses and close open-ended questions before summarizing the major findings. Should they feel uncertain about how to do data analysis, participants should get in touch with their facilitators right away. They can visit facilitators any time they happen to be near their place of work. Participants can post their reports or drafts of materials to a facilitator for comments. After these have been returned, participants should revise the drafts and get them ready for the next workshop. They will also be helped with data analysis and report writing during the mid-term panel.

The report the participants write is helpful in a number of ways. Firstly, it could either be the basis for improving their materials or for developing the conclusions of their study. Secondly, it will be used as a document for sharing the field experiences of this stage with other participants and facilitators in the second workshop.

The other two tasks participants have to do during this stage, attending the mid-term panel and preparing for the second workshop, will be covered in more detail in the next chapter.

GUIDANCE OF PARTICIPANTS BY FACILITATORS

The momentum that was built up during the first workshop needs to be maintained during the months that participants are back at their places

of work. During this period the facilitators have an important role to play. It is best if each facilitator follows up participants in his or her workshop group. Here are some of the things that the facilitator should do:

- stay in touch with the participants either through the post or by phone;
- help the participants to finish any unfinished reports, studies or materials;
- help the participants to finalize evaluation or pre-testing instruments;
- assist participants to organize fieldwork activities;
- guide the participants in analysing the data collected in the field and writing the reports;
- visit each participant at least once. It is a good idea to make a firm appointment so that the person is sure to be available.

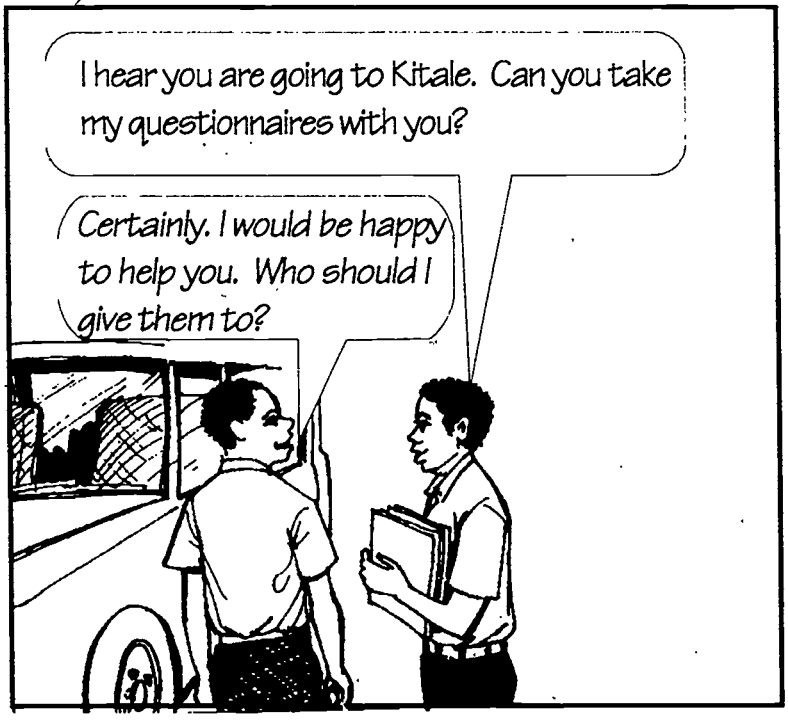
It is important to note that the follow-up provides a lot of emotional support for participants. They therefore feel that there is always someone who can help solve their problems and that they have not been forgotten during this period. Past participants have said:

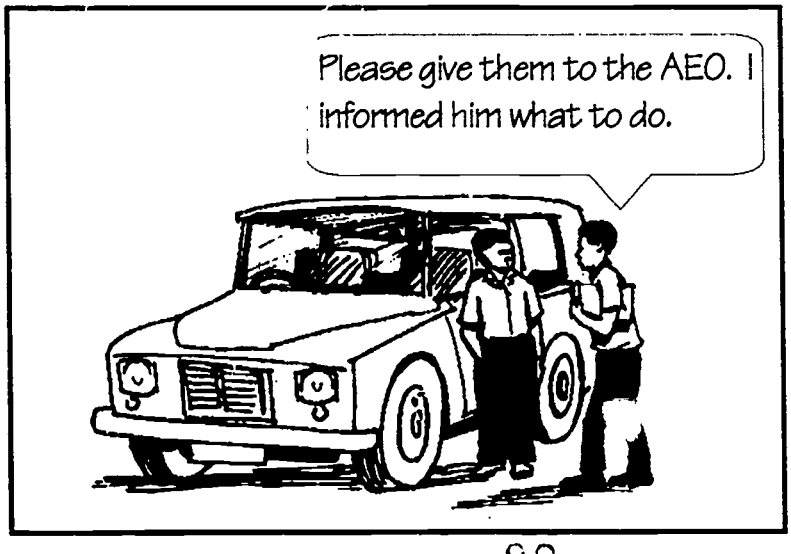
My facilitator helped me in data analysis and report wrting. (WS part Aug 91)

Facilitators should be very thorough in guiding the first draft at the first workshop and during the follow-up. (WS facil Aug 91)

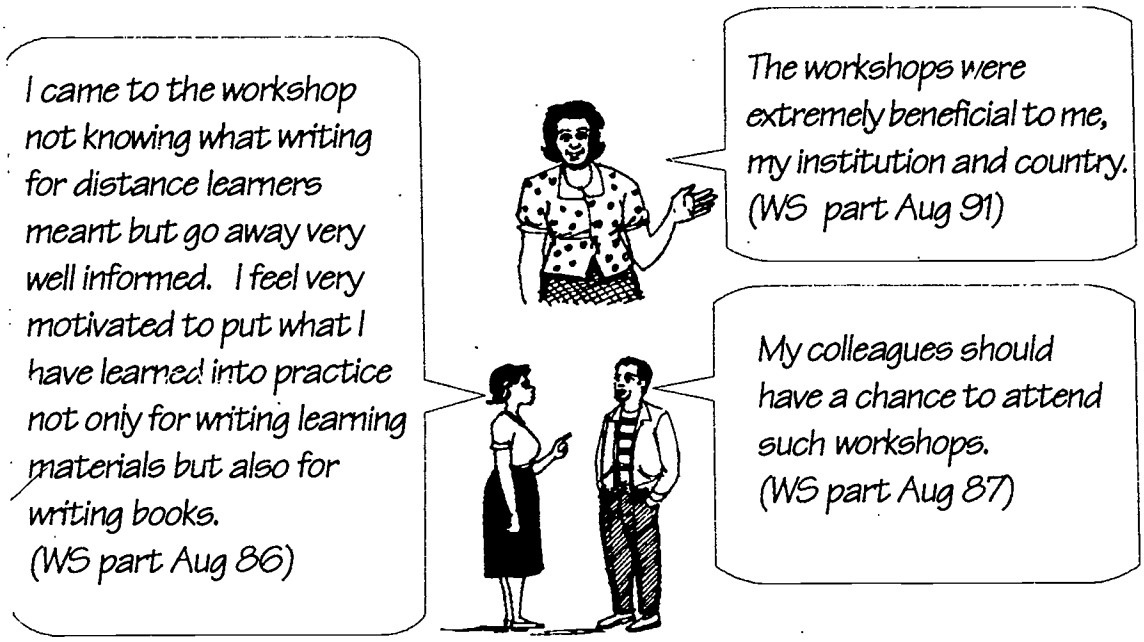
INSTITUTIONAL SUPPORT

The participants' institutions and organizations are expected to support them in producing their course materials or reports. All typing and duplication of the materials developed in the workshop cycle are expected to be done by the institutions. Travel and per diem for pilot testing materials or collecting data should be provided to the participants by their institutions. It is a good idea for the participants to inform and involve their colleagues in these efforts. This will help to ensure their support and the use of these materials once they are produced.





Since these activities are part and parcel of the participants' daily work, their institutions should take a keen interest in seeing that they get done. After all, they greatly benefit from this work. Past participants have said:



NEWSLETTER

Another way of everyone keeping in touch is through a workshop newsletter. Both facilitators and participants may contribute articles, case studies, institutional profiles, news about their programmes as well as book reviews, information about conferences or seminars, and humorous items. The first newsletter should be published in time for the mid-term panel or mailed midway between the two workshops.

A second newsletter should be produced after the second workshop, well before you begin a new cycle. It will help you to network with past participants and introduce new participants to the workshop series. This newsletter can help to inform people about the training you are doing and the materials that have been produced.

Look at two pages from a newsletter produced by the Board of Adult Education, Kenya, as part of a series of writers' workshops for distance educators.

BAE /DSE
DISTANCE EDUCATION
NEWSLETTER
ISSUE NO. 7

Distance Educator

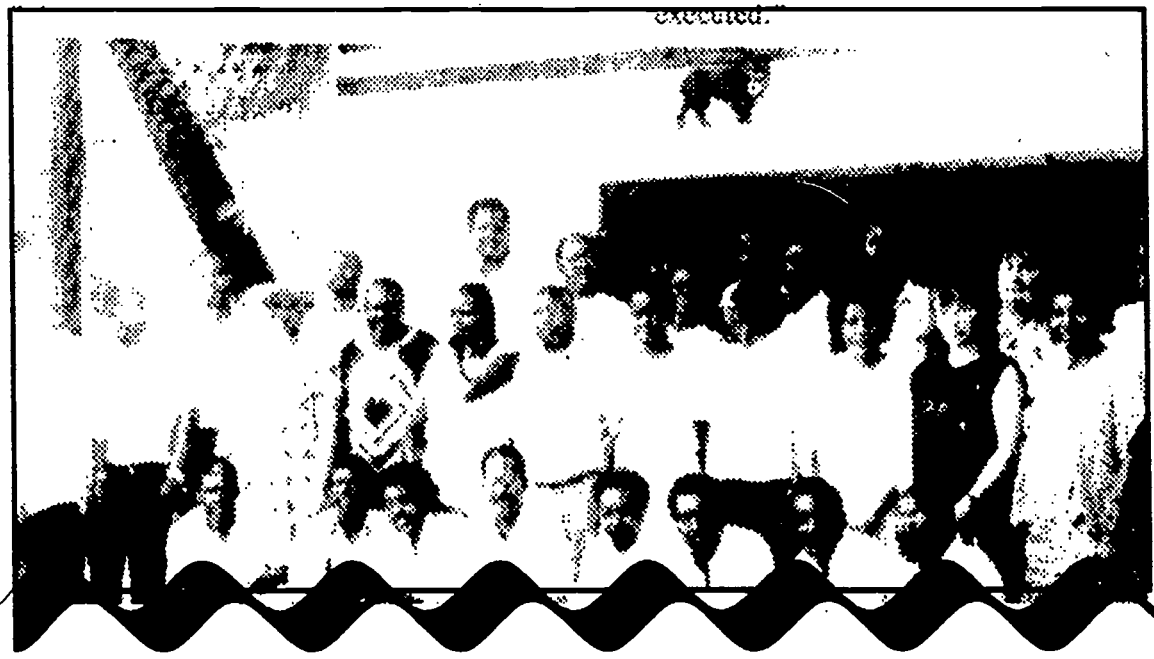
BAE & DSE MOUNTS A DISTANCE EDUCATION WORKSHOP

By B. Matiru and D. Gachuhi

The Board of Adult Education (BAE) and the German Foundation for International Development (DSE) organized and facilitated the sixth in a series of writers' training workshops at Jadini Beach, Kwale. The workshop, which lasted for two and a half weeks attracted participants from three Eastern and Southern African countries: Kenya (17), Uganda (1) and Zimbabwe (3), making a total of 21 writers, representing 6 distance education institutions. Participants had inputs on how to design and develop distance education materials. Once they acquired the theoretical knowledge they applied it in practical group sessions. They also had the opportunity to share their work with faculty and colleagues in plenary sessions.

At the workshop a total of 21 units were completed in draft form as follows: Adult Education Teachers Course Programme - 8 units, Integrated Rural Health and Planning -1 unit, Distance Education for Health Workers -3 units, Certificate Course in Special Education -3 units, Co-operative Education -2 units, Certificate of Adult Education -2 units, Training of Health Teachers -3 units.

The participants were assisted by an able faculty including the Workshop Co-ordinator, Mrs. J. Kebathi; three officers from DAE, Mr. F. Ndungu, Mr. L. Njeru and Mrs. B. Onyonka; Mr. J. Mungai from KIE; four long-standing faculty members Mrs. B. Matiru, D. Gachuhi, Ms. A. Dietrich and Mr. Khalfan Mazrui.



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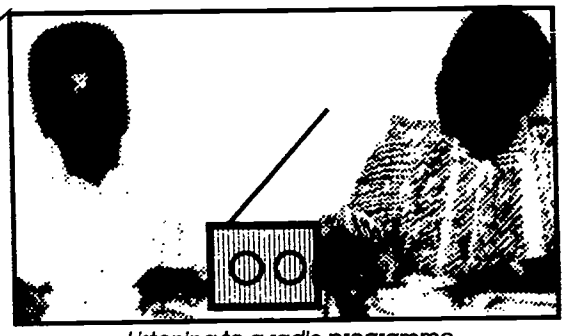


Listening to a radio programme

DISTANCE EDUCATION AT AMREF

By S. Nduba

Since July 1987, AMREF in conjunction with the Voice of Kenya, has been broadcasting radio programmes for health workers as part of the distance education package for the continuing education of health workers.

The need for a radio programme for health workers came after it was realized that it is difficult to reach all the health workers through correspondence courses only. The majority of health workers are in the rural areas where postal services are relatively poor.

A study by the Distance Teaching Unit at AMREF revealed that all health workers have access to a radio and do listen to the Voice of Kenya. As a result, the radio programme "Health is Life" was started. The programme was initially broadcast at 5.30pm every Thursday on the General Service of the Voice of Kenya and repeated on Saturdays at 12.30. However, as from July 1989, the programme now goes on air every Thursday at 6.00pm on the General Service.

So far the following topics have gone on the air:

- Immunization
- Antenatal Care
- Community Health
- Control of Diarrhoeal Diseases
- Sexually Transmitted Diseases
- Growth Monitoring
- Nutrition

At the end of each programme there is a learning activity which health workers are expected to attempt. We thank those health workers who have regularly responded to the learning in the programmes.

The radio as a medium of continuing education has several advantages. Firstly, the message can reach many people at the same time. Secondly, it is cheap and less involving on the part of the listener. That is, a programme can be listened to while you are doing other things. Lastly, it is intimate in that it gives the listener a sense of interaction with the speaker.

There are, however, some limitations that DTU has experienced with the use of radio. For example, it has been difficult to get air time which is convenient for all health workers. This has made it impossible for them to listen to the programme in groups at their health facilities. Also the radio reception is not always clear in some parts of the country.

The Distance Teaching Unit is now exploring the possibility of supplementing radio programmes by providing audio cassettes to health facilities. The audio cassette is part of the Essential Health Learning Kits programme which is being implemented on a pilot basis by the Ministry of Health and AMREF. The idea behind the audio cassettes programme is to enable health workers to listen to the cassette programmes in groups at their health facilities. There are activities built in the cassette programmes for group discussion. Also in the cassette programmes we have activities which are task oriented. That is health workers are asked to perform a specific task in the course of the programme or after it.

The advantage of the audio cassette is that the health workers can choose a convenient time to listen to the programmes. They can also rewind the tape if there is something they did not understand in the programme.

The development of the audio cassette material is done by the AMREF/DTU together with Kiambu District Health Management Team. So far two audio cassette workshops have been held and two programmes on Growth Monitoring and Environmental Sanitation have been completed. Others in the process of being completed are programmes on AIDS, Mental Health, Immunization and Control of Diarrhoeal Diseases. The last production workshop was also attended by a team from Nyamira District.

This article has been adopted from DEH N[illegible] Issue No[illegible] January [illegible] AMRE[illegible]

Chapter 7

SUMMARY

The period between the two workshops is a time when participants have a lot to do on their own. However, facilitators have a major supporting role to play in enabling participants to complete their fieldwork and prepare for the second workshop. It is important, therefore, for everyone to keep in touch during this stage.

There a e specific tasks participants, facilitators and institutions have during this stage.

Participants need to:

- complete their proposals, materials or studies;
- finalize the evaluation or pre-testing instruments;
- organize and carry out fieldwork;
- analyse data collected in the field;
- write a report on the fieldwork experiences and findings;
- improve their drafts;
- attend the mid-term panel;
- prepare for the second workshop.

Facilitators need to:

- stay in touch with participants by such means as a newsletter, visits, letters or the telephone;
- guide participants in finalizing evaluation or pre-test instruments, organizing fieldwork, data analysis and report writing;
- assist in the organization and facilitation of the mid-term panel;
- prepare for the second workshop.

Institutions need to:

- provide support in producing materials, instruments and reports;
- assist with travel and per diem for pre-testing materials or collecting data;
- give feedback on the products of the first workshop.

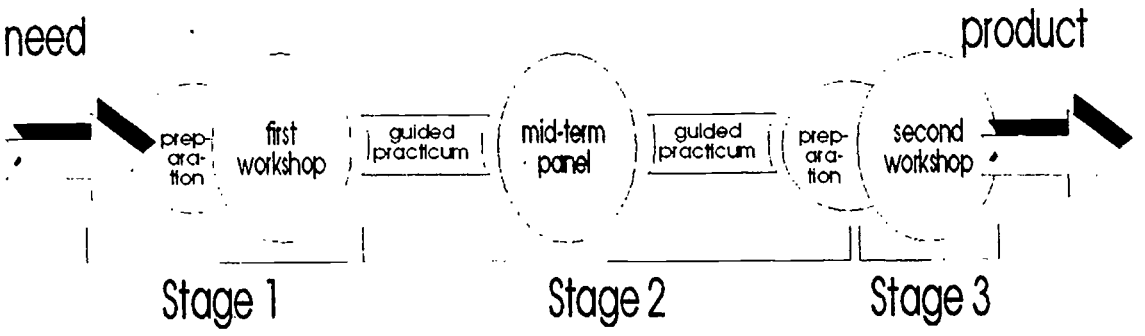
Chapter Eight

THE MID-TERM PANEL

You already know that the mid-term panel is in the second stage and is part of the in between workshop activities. The co-ordinator takes the initiative to organize this event which ranges from 2 to 8 days, depending on the type of workshop being conducted. It should take place midway between the first and second workshop. This chapter gives you more information about the mid-term panel: its purpose, its importance and the activities included during the panel.

1. *The Philosophy Behind the Action Training Model*
2. *The Action Training Model and Training Cycle*
3. *How to Prepare for the First Workshop*
4. *Who Does What at the Workshops*
5. *How the First Workshop Is Organized*
6. *How the Training Is Done at the Workshops*
7. *In-between Workshop Activities*
8. ***The Mid-term Panel***
9. *The Second Workshop*
10. *Staying In Touch After the Training Cycle*

The diagram shows you where the mid-term panel takes place within the training cycle.



The mid-term panel has the following objectives:

- to bring participants together to report on their progress;
- to do further preparation for pre-testing or to share pre-test results;
- to discuss burning issues or solve problems;
- to receive inputs on such topics as data analysis and report writing;
- to do practical activities such as data analysis , matrices and data displays;
- to learn how to use pre-test findings to improve the materials or evaluation instruments;
- to motivate participants to continue with their work.

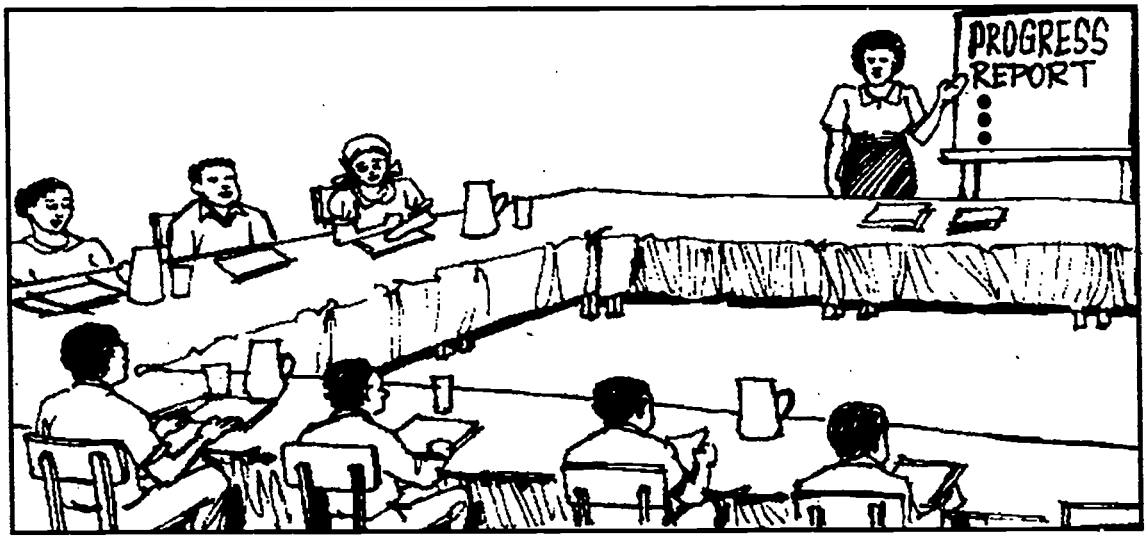
As you can see, the mid-term panel is important because it is a vital link between the first and second workshop. It is also a time when many issues such as the ones just mentioned can be resolved. It is important, too, because facilitators and participants can give each other mutual support as well as find out about each participant's progress.

PROGRAMME OF THE MID-TERM PANEL

During the mid-term panel, there are several topics that should be covered. These include:

- a progress report from each participant;
- discussion of issues and problems facing participants and suggestions of how to overcome these;
- an input on data analysis with practical exercises;
- an input on report writing with examples of previous reports;
- an input on how to use the findings to improve the materials.

Depending on which stage participants are at, you may need to spend some time looking at the evaluation or pre-test instruments and perhaps remind participants how to administer these. All these inputs should be prepared by the facilitators.



A facilitator presenting guidelines for how to give a progress report

Team teaching, group discussions and individual consultations are used to present these inputs. It is a good idea to have handouts so that participants can refer to them when they are back at their institutions. Look at two types of handouts that you might use.

WRITING THE REPORT OF YOUR PRE-TEST
A. CONTENT

For the purposes of this workshop series your report should be brief and clear- four to five pages of typed text are sufficient if they include the following information:

1. What was the purpose of the pre-test?
2. How did you organize your pre-test activities?
   - What did you do after the first workshop?

   ☐ typing ☐ duplicating ☐ drafting instruments
   - What sort of support did you get?

Institution	Faculty	Colleagues
☐ letter	☐ guidance	☐ feedback
☐ transport	☐ editing	☐ advice

3. What groups did you use for the pre-test exercise?
   - characteristics of each group
   - number in each group
   - feedback expected from each group?

   ☐ similar
   ☐ different

Chapter 8

DATA ANALYSIS

Once field testing has been completed there is need to analyse the data you have collected. The material you have collected may be in various forms including ticks, words or phrases and statements. At this stage, it is known as raw data and it needs to be processed into a form that makes it easy to count, classify and compute for use in report writing.

For the purposes of the workshop, data analysis involves 4 main operations including:

1. Coding

The first thing to do is to code the instruments by giving them a number, for example,

P1	P2	P3	P4	P5
E1	E2	E3		
L1	L2	...L10		

The next thing to do is to code the items in each instrument by giving them a number, for example,

Q1	Q2	Q3	Q4

As you do this, it may be neccesary to give separate numbers to two or more parts of the same question, for example:

PREPARING FOR THE SECOND WORKSHOP

Once participants have departed, the mid-term panel ends with a meeting for facilitators only. During this meeting, final preparations for the second workshop are initiated. As you will recall from Chapter 3, there are several tasks that the co-ordinator, facilitators, participants and administrator are each responsible for when preparing for a workshop.

Quite a few of these tasks are the same for both workshops. Look at the following list which shows who does what task.

The Co-ordinator:

- writes a project description and a letter of invitation;

- meets with facilitators to review the first workshop, plan for the second workshop and share out topics;
- visits partner institutions to up-date heads, if time allows.

Facilitators:

- prepare inputs;
- gather reference materials for themselves and participants.

Participants:

- prepare pre-test or evaluation reports;
- gather reference materials;
- improve their materials using pre-test results;
- prepare enough copies of materials for sharing;
- identify artwork if needed.

Here is an example of what participants were expected to bring to the second workshop for writers of distance education materials.

REQUIREMENTS FOR THE SECOND WORKSHOP

The participants are required to bring to the workshop all the following:

- 5 (or more) copies of each completed unit;
- 35 copies of the report on the results of the field-test including peer comments and learner comments, with pre-testing instruments attached;
- 5 copies of one page (or more) of drawings of symbols for SAQs, take note, objectives, self-tests, written assignment and so on;
- 5 copies of cover design for the unit;
- one copy of each of the sketches to be used to illustrate the unit or written suggestions for these illustrations;
- the 5 workshop reference documents;
- reference books for the content areas of the unit;
- personal effects such as a swimming costume, toothpaste, toothbrush, comb, slippers, skin lotion and other items;
- a small medical kit which should include malaria tablets, pain relievers and ointment for bites.

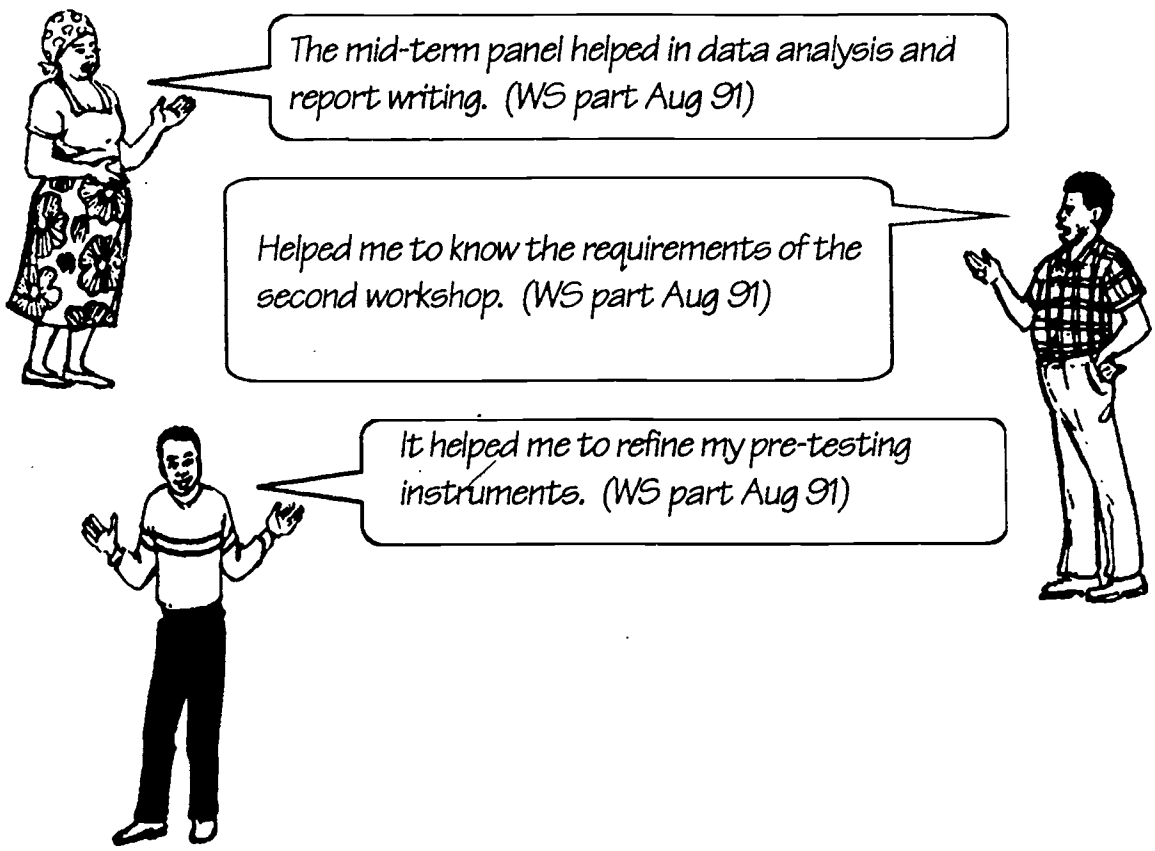
The Administrator:

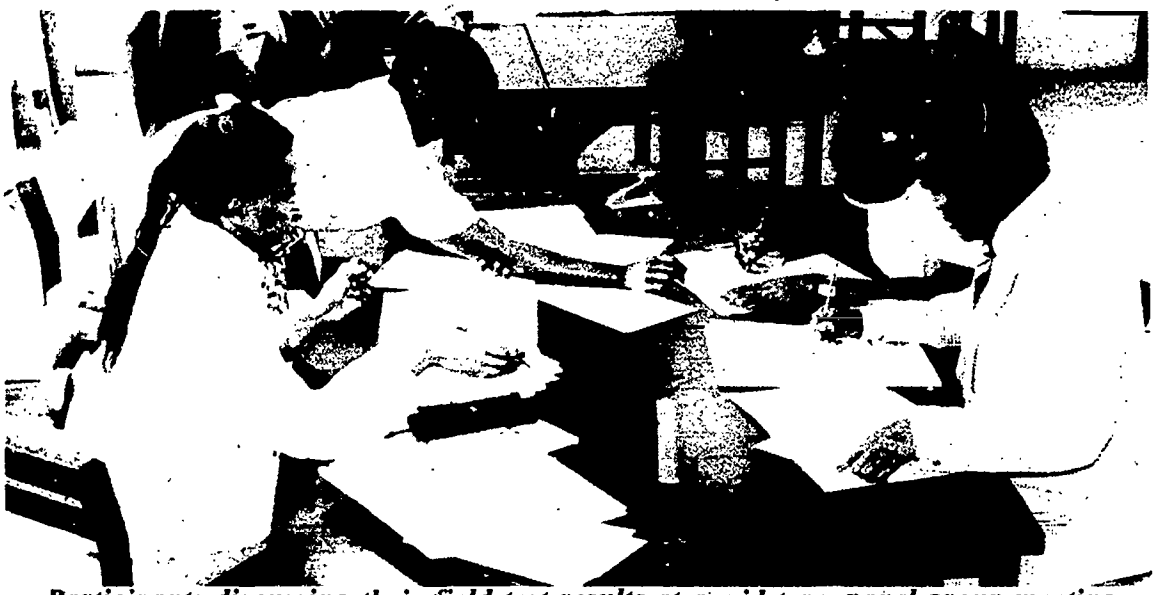
- books the venue and transport;
- prepares a budget;
- has cash on hand available;
- purchases workshop supplies;
- gathers equipment;
- organizes the secretarial staff.

In order to refresh your memory, look back at Chapter 3 for more details on these tasks. Also note that there are three ways in which you can inform the participants about what is expected of them in the second workshop. These are:

- at the end of the first workshop;
- during the mid-term panel;
- in the project description for the second workshop.

Participants had this to say about the mid-term panel:





Participants discussing their field-test results at a mid-term panel group meeting

SUMMARY

The mid-term panel is an important feature of the training cycle. It is a vital link between the two workshops and helps to motivate participants to continue. At the same time, it provides participants with assistance on some of the tasks they must accomplish before the second workshop.

At the mid-term panel participants:

- report on their progress and share field experiences;
- discuss burning issues or solve problems;
- do data analysis;
- improve their materials or instruments;
- plan how they will prepare for the second workshop.

Facilitators at the mid-term panel;

- guide discussions and practical group work;
- give inputs on such topics as data analysis, report writing and requirements of the second workshop;
- motivate participants to continue with their activities;
- suggest ways to overcome problems;
- explain how to use findings from the field to improve materials or studies.

Chapter Nine

THE SECOND WORKSHOP

The second workshop is the beginning of Stage 3. In this chapter you will learn about the course of the second workshop as well as the end of the workshop series.

1. *The Philosophy Behind the Action Training Model*
2. *The Action Training Model and Training Cycle*
3. *How to Prepare for the First Workshop*
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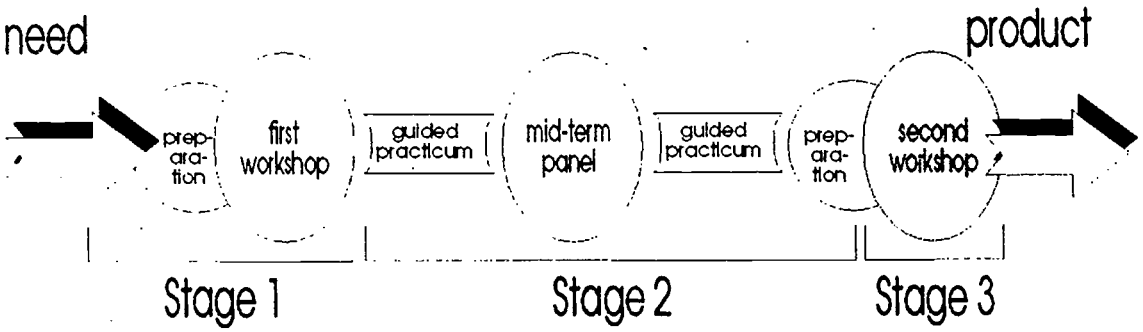
6. *How Training Is Done at the Workshops*
7. *In-between Workshop Activities*
8. *The Mid-term Panel*
9. *The Second Workshop*
10. *Staying In Touch After the Training Cycle*

Looking at the diagram you can see that we are almost at the end of the workshop cycle.



To come to the second workshop, participants must have fulfilled all the requirements that were outlined during the session on future strategies at the end of the first workshop and at the mid-term panel. Participants are once again reminded about these in the project description that is developed for the second workshop. If the in-between workshop activities were well supported and carried out successfully, it is unlikely that any participant will drop out at this stage. However,

as a trainer or facilitator, you must be firm in not allowing participants who are unprepared to return for the second workshop, since they will have nothing to report, share or work on.

As there is a long gap between the first and second workshop, it is a good idea on the first day of the second workshop to re-acquaint everyone with the nature of the projects being worked on and the accomplishments made by participants throughout the in-between workshop period.

HOW THE SECOND WORKSHOP IS ORGANIZED

By the time the second workshop starts, you should feel confident about how to run it, because it is not very different from the first one. The first day begins in much the same way as it did at the first workshop. Do you recall what happened on that first day? Here is a list to help you remember some of the activities that were included on the timetable:

- opening ceremony;
- introductions – you will not need introductions unless someone new is joining the workshop at this time;
- expectations and workshop objectives;
- negotiating the timetable;
- setting up the steering committee.

You may wish to refer back to Chapter 5 for more details.

Reports by Participants

After the opening formalities are completed, participants present their progress or field reports. It is helpful if you prepare a guideline for them to follow, like the example on page 99.

GUIDELINES FOR REPORTING ON FIELDWORK

- What did you do after the first workshop?
- How did the in-between workshop mid-term panel help you?
- How did you organize your pre-testing activities?
- What type of instruments did you use?
- How did you administer your pre-test?
- What went well and what didn't?
- What were your major findings?
- Were there any unexpected findings?
- What did you do or intend to do with the findings?
- What help do you need to do this?

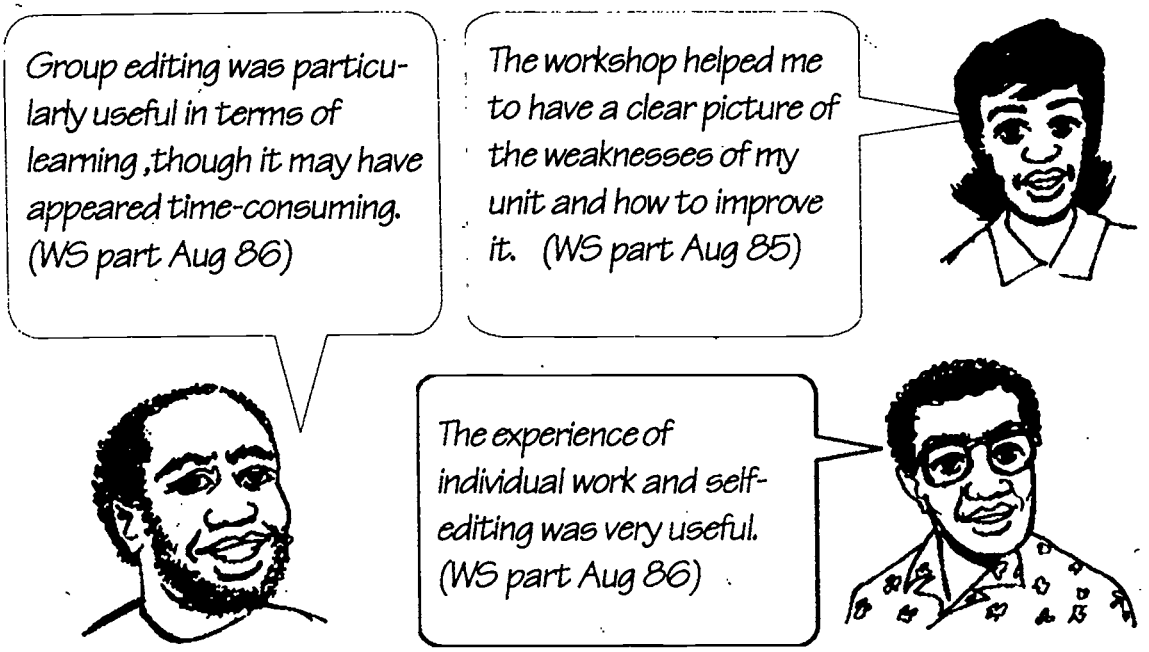
During this time, participants and facilitators should be encouraged to ask questions about activities, experiences or findings, depending on the nature of the report.

Workshop Programme

The remaining days of the workshop follow the same pattern that was established for the first one. In the second workshop, however, the emphasis is on:

- improving the studies, reports or materials by incorporating the feedback that was collected during fieldwork;
- sharing the studies, reports or materials with other participants and facilitators in order to gain a variety of perspectives on the work;
- finalizing the product in as complete a form as possible, including illustrations, graphs and tables, and tape cassettes of audio productions.

To accomplish these tasks, you should use the same approach and methods that worked well in the first workshop. Inputs should be given where additional knowledge is required. Group work should be used to critique and give feedback on participants' materials. Individual consultation is useful to guide participants in the revision of their studies or materials.



For example, in a workshop where distance education units are being produced, the second workshop would include such activities as correcting spelling, rewriting paragraphs, writing new sections, group editing, editing by the facilitator, discussions with the artists in order to develop line drawings and covers, and typing the unit in its final form.

There are examples of timetables from such a workshop on page 102.

END OF THE TRAINING CYCLE

By the end of the second workshop, each participant should have developed and produced something. As you can see, through the application of the ATM, participants actually produce an evaluation report on a real project, a distance education unit for an on-going course or one that is about to start, a book for a specific target group, or a manual for a training programme.

MARCH 1991 WORKSHOP
Programme for Friday 4 August 1989

Chairperson: **J. Odumbe**
Secretary: **D. Gachuhi**

8.30 -8.45	Administrative Matters	J. Odumbe
8.45 -10.30	Fieldwork Reports	J. Odumbe
10.30 -11.00	Tea	
11.00 -1.00	Visualization	M. Ngechu and Artists
1.00 -2.30	Lunch	
2.30 -4.00	Group Work on preparing an Artist's Brief	
4.00 -4.30	Tea	
4.30 -5.00	Steering Committee	

Assignment: Read Handbook Unit 8.

MARCH 1991 WORKSHOP
Programme for Monday 7 August 1989

Chairperson: **J. Kamau**
Secretary: **K. Mazrui**

8.30 -8.45	Administrative Matters	J. Kamau
8.45 -10.30	The Editorial Process	D. Gachuhi B. Matiru
10.30 -11.00	Tea	
11.00 -12.00	Copy Editing	B. Matiru
12.00 -1.00	Group Work on Copy Editing	
1.00 -2.30	Lunch	
2.30 -4.30	Substantive Editing and Guidelines for Group Editing	D. Gachuhi
4.30 -5.00	Tea	
5.00 -6.00	Steering Committee	

Assignment: Read Handbook Unit 7, Revise units.

Planning for Production

On the last day of the workshop, it is a good idea to make a production schedule or a plan of action which shows how and when the materials will be finalized, printed and disseminated. Here is an example of a production schedule for a distance education unit.

PRODUCTION PROGRAMME

NAME .....

INSTITUTION .....

COURSE .....

TITLE .....

A. Deadlines for the writers

Has the unit been:

Group edited ?	Yes (___)	No (___)
Rewritten ?	Yes (___)	No (___)
Typed ?	Yes (___)	No (___)

When do you expect to hand it over for copy editing ? Date. .....

B. Projections	**Dates**
Final Corrections	.....
Typesetting	.....
Proofreading	.....
Approving additional illustrations	.....
Cover	.....
Units Printed	.....

C. Distribution	**Number of Copies**
◆ Library	.....
◆ Artists	.....
◆ Learners	.....
◆ Others	.....

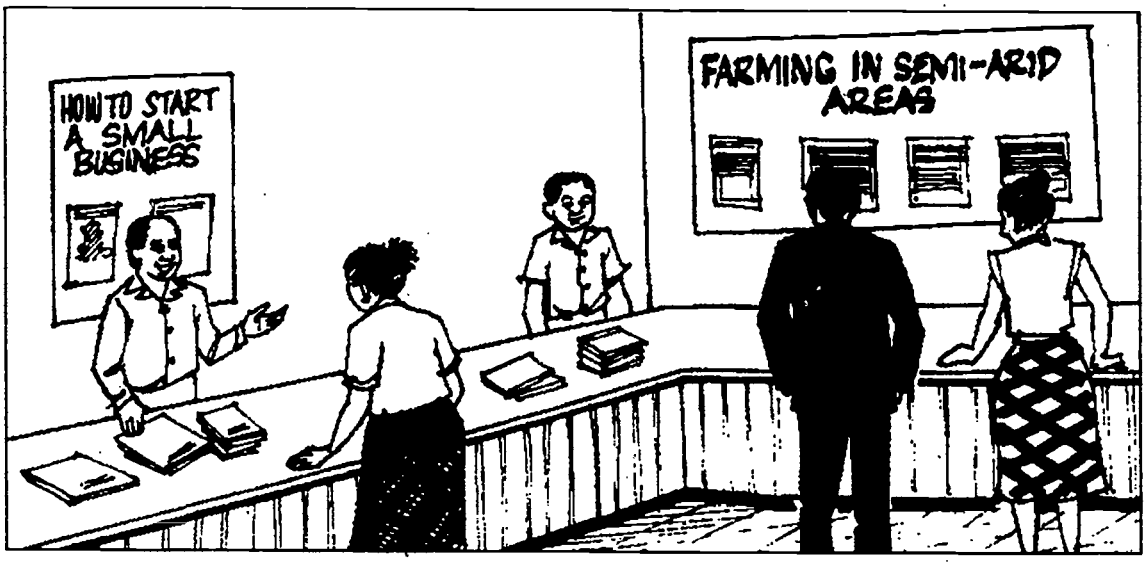
Chapter 9

The production schedule should be discussed and agreed upon by participants from the same institution. However, once they return to their institutions, each participant is responsible for following up his or her own materials throughout the production process.

Evaluating the Second Workshop

Just as at the first workshop, a summative evaluation should be prepared. If you use the same method of evaluating the workshop, you can easily compare results. You may want to use a different method of evaluation if the one you used in the first workshop did not give you sufficient feedback.

You may wish to refer to Chapter 5 for what should be evaluated and how to give feedback to participants.



It is a good idea to exhibit the products of your workshops

Closing Ceremony

The closing ceremony for the second workshop is an exciting event. At this time, you should display the materials that have been produced. Each participant should explain his or her own material to invited guests as they view the display. Participants and facilitators may also examine the materials. Usually, there is a great feeling of accomplishment at this time. After the display there could be a ceremony during which speeches are made and certificates are presented to participants. An example of such a certificate follows.

UNIVERSITY OF NAIROBI

COLLEGE OF EDUCATION AND EXTERNAL STUDIES

Certificate

in

DESIGNING AND WRITING DISTANCE EDUCATION MATERIALS FOR BASIC EDUCATION AN DEVLOPMENT TRAINING PROGRA ES

This is to certi the

_____

has successfully co te d ce education programme of 2nd 19th gust, 1989.

cial in in

er al elements of distance education

- urse development for distance education
- Course production
- Tutoring at a distance
- Testing and evaluating course materials.

The programme was in partnership with

DSE

THE GERMAN FOUNDATION FOR INTERNATIONAL DEVELOPMENT EDUCATION, SCIENCE AND DOCUMENTATION CENTRE

College fo Education and External Studies, University of Nairobi

German Foundation for International Development

SAMPLE

Here is a programme for a closing ceremony.

PROGRAMME FOR THE CLOSING CEREMONY
Friday, August 30 1991

3.30	Introductory Remarks	J. Kebathi (Workshop Co-ordinator)
	Participants' View of Workshop Experiences	Rev. Otieno (Participant)
	Remarks by the Director. Department of Adult Education	D. Kirui
	Remarks by Representatives, German Foundation for International Development	J. Müller A. Dietrich
	Remarks by the Chairman, Board of Adult Education and Introduction of the Guest of Honour	S. Ngeny
	Guest of Honour's Address	Honourable O. Ogingo
	Presentation of Certificates	Honourable O. Ogingo
	Vote of Thanks	J. Aguti (Participant)
5.00	Tea	

For additional details about such a ceremony, look back at Chapter 5.

Past participants made the following comments after the second workshop.

I'm glad to have taken part in this series of workshops. (WS part Aug 91)

Let this workshop not be the last one. (WS part Aug 86)

Since we are now fully trained, we should be made good use of in future.(WS part Aug 87)

The programme should continue in areas like evaluation and curriculum development. (WS part Aug 91)

Chapter 9

Looking forward desperately to other workshops. (WS part Aug 87)

SUMMARY

The second workshop builds on the activities that were started in the first one and in the mid-term panel.

- It is organized and facilitated in much the same way as the first one.
- It gives participants an opportunity to share their fieldwork experiences.
- It enables them to use the findings to improve their materials or studies.
- By the end of the second workshop, participants have developed and written a final product that is almost ready for printing or other forms of production and dissemination.

Chapter Ten

STAYING IN TOUCH AFTER THE TRAINING CYCLE

The second workshop brings the cycle to an end. However, after this workshop, there are still a few activities that remain to be done. In this chapter you will learn about these.

1. *The Philosophy Behind the Action Training Model*
2. *The Action Training Model and Training Cycle*
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7. *In-between Workshop Activities*
8. *The Mid-term Panel*
9. *The Second Workshop*
10. *Staying In Touch After the Training Cycle*

WORKSHOP REPORT

One of the activities that remains to be done is the need to document the events of the Training cycle. The best way to do this is to write a workshop report. It is the job of the workshop co-ordinator to do this. The report helps to share information about the workshop, its strengths and weaknesses, as well as suggestions for improvements. It is a useful record since it documents the daily activities, the participants who attended and the achievements of the workshops.

The report may assist other trainers with ideas about how to run similar workshops. Moreover, it is an essential reference for a more substantive evaluation that might be done after the programme has been running for some years. A comprehensive report includes:

- background information on the workshops that were conducted;
- overview of the subject of the workshop;

- objectives of the workshop;
- workshop venue;
- facilitation;
- training model used;
- topics taught during the workshop;
- documentation and library resources;
- workshop achievements;
- daily timetables;
- workshop evaluation;
- a list of participants with addresses and titles of their projects;
- a list of facilitators with addresses.

It should be disseminated to all participating institutions and other interested groups as the report below was.

UNIVERSITY OF NAIROBI
COLLEGE OF ADULT AND DISTANCE EDUCATION
P.O. Box 92, Kikuyu

EVALUATION FOR DEVELOPMENT

A REPORT ON THE
EVALUATION OF BASIC EDUCATION AND
DEVELOPMENT TRAINING PROGRAMMES

1983-84 SESSION

BY
T. MULUSA
A.O. WAKA
I.B. MATIRU

MARCH 1984

GP 22-15-83
GP 22-17-84

DOK 1246 B/A

LIAISING WITH INSTITUTIONS INVOLVED IN THE CYCLE

Immediately after the second workshop, the co-ordinator should write a letter to the heads of the participating institutions informing them of the workshop achievements and the contributions that their staff members made. At this time, the co-ordinator should remind the head of the institution of the production schedule and what still remains to be done.

As you prepare for the next cycle, it is obvious that you need to liaise with the institutions that are taking part in the training programme so that you may brief new participants. When you are visiting those institutions that have past participants, you should find out how the are doing. Are they applying the knowledge and skills acquired in the workshops? Have their projects, materials or reports been printed and disseminated? Past participants provided the following information:

Active participation and a keen team spirit are aspects of the ATM we adhere to in our internal training programmes. (WS part Aug 91)

The skills derived from the workshop have enabled me to develop educational materials and I'll soon be editing a newsletter. (WS part Aug 91)

For two years I have been involved as a facilitator in a similar series of workshops. We apply the ATM. This is a very effective model because it is concrete and practical. (WS part Aug 91)

We have printed 24 units and produced 12 radio lessons since I participated in the workshop. (WS part Aug 91)

Chapter 10

This is also a good time to brief heads of institutions on the progress of the training programme and to find out their further training needs.

SHARING FINAL PRODUCTS

The Action Training Model is not complete unless there is a final product such as an evaluation report or a cassette tape. These final products should be shared with the organizing institution. It is a good idea to remind participants to give a copy of the final product to the workshop co-ordinator. As a trainer, you can hold a seminar to present the report or study that has been completed in the training cycle. This helps to disseminate the information to a wider audience. If the materials are part of a course, then an official launching may be organized. Other materials that have been produced at the workshop and published, should also be officially announced.

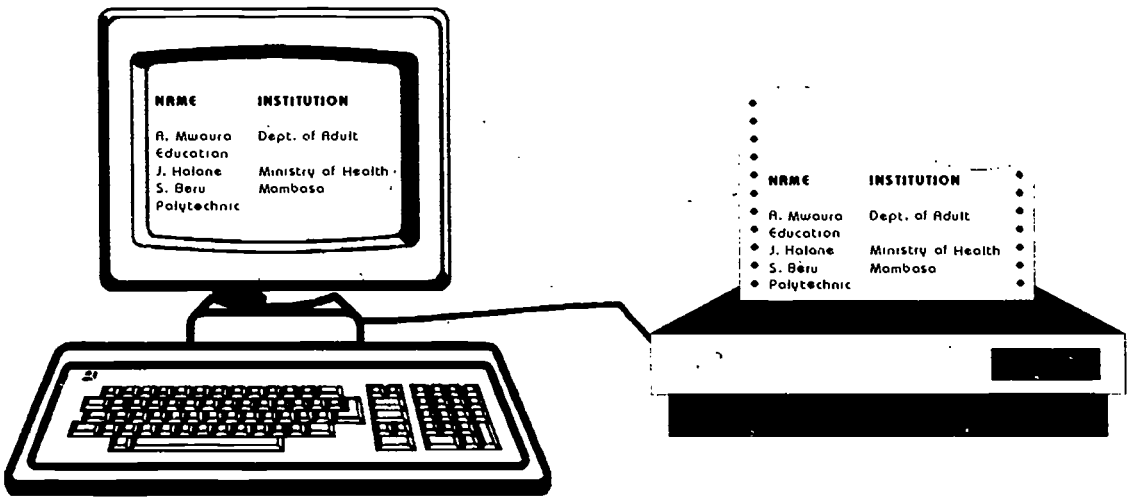
Official launching of a series of books for new readers

NETWORKING FOR FUTURE CO-OPERATION

A good way to begin networking about your training programme is to share what you have been doing with other institutions in your country. You can share the concept and framework of the ATM, materials that have been produced, the newsletter and the workshop report. If you get good feedback and ideas from these institutions, use them to improve your own programme.

Once you have started networking, you can expand your programme on a regional basis by inviting participants, facilitators, or both from other countries to join you. The training programme benefits a great deal from the experiences and expertise of people from other countries.

Your programme should be able to set up a data base with the names, addresses and institutions where past and potential participants come from. You should also include the types and titles of materials that have been produced. In this way, anyone who wants a copy knows who to get in touch with.



Chapter 10

SUMMARY

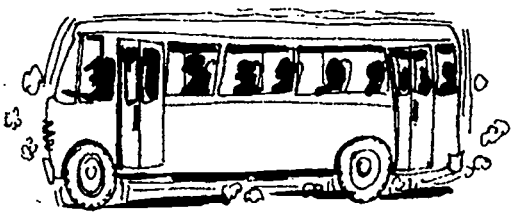
By now you will have realized that the end of the training cycle is not the end of the programme.

- You still need to stay in touch with participants, their institutions and other interested individuals.
- You can keep in touch by writing letters, making follow-up visits, and distributing another newsletter.
- Your training programme will also benefit from networking with institutions at home and in other countries.

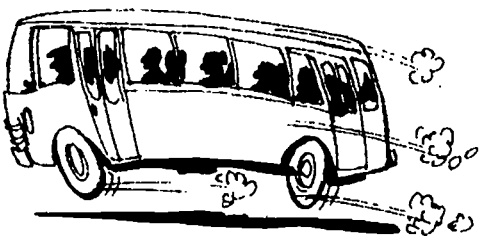
We hope you have found this book helpful and practical. You now have all the information you need in order to organize and facilitate a participatory training workshop.

Good luck and happy training.

ON YOUR MARKS...



GET SET...



GO!

Chapter 10

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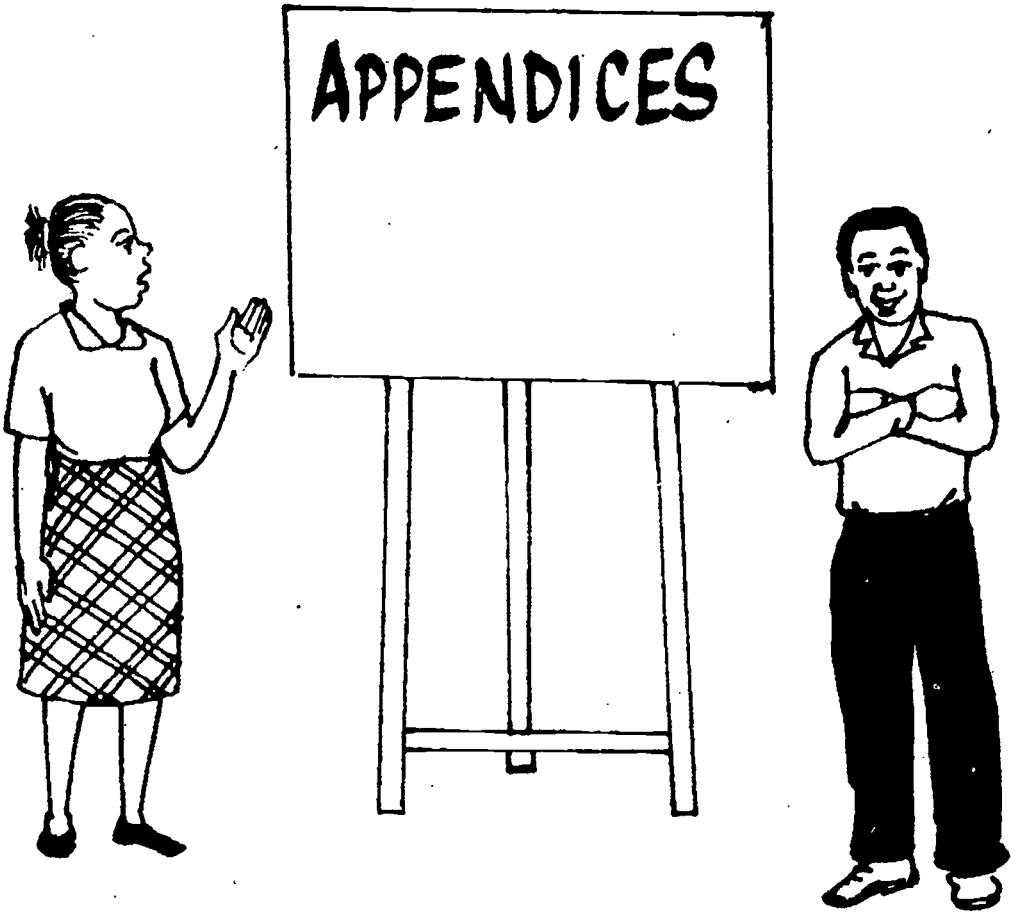

APPENDIX 1 EXAMPLES OF PROJECT DESCRIPTIONS

APPENDIX 2 EXAMPLES OF APPLICATION FORMS

APPENDIX 3 EXAMPLES OF SUMMATIVE EVALUATIONS

APPENDIX 1

EXAMPLES OF APPLICATION FORMS

A. Short Version

AFRICAN MEDICAL AND RESEARCH FOUNDATION

WRITERS' WORKSHOP ON DESIGNING AND WRITING DISTANCE EDUCATION MATERIALS FOR HEALTH WORKERS

This form should be returned to:

AMREF
Distance Teaching Unit
P.O. Box 30125
NAIROBI
Kenya

1. Name Dr/ Mr /Mrs/ Miss _____
   Surname (BLOCK CAPITALS) Other Names (BLOCK CAPITALS)
2. Address in home country _____
3. Designation _____
4. Briefly state the nature of your work _____
   _____
5. Are you involved in Distance Education?
   Yes ❑ No ❑ Intend to start ❑
6. What course have you chosen to write on? _____
   _____
7. Who is the course aimed at? _____
   _____
8. Who selected the course?
   You alone ❑
   You and your colleagues ❑
   Your head of department/institution ❑

Date _____ Signature _____

B. Long Version

SECTION A

1. Name _____
   Surname Other names in full
2. Current Address _____
   _____
   Telephone No. _____
3. Permanent Address (if different from current address) _____
4. Institution _____
5. Sex _____
6. Date of Birth _____ Place of Birth _____
7. Nationality _____
8. Marital status _____

SECTION B

9. Educational and professional background (set out in chronological order)
   Educational Institution, Place & Country, Year Attended, Certificates Degree/Diploma

Final Secondary stage

1. _____

Higher Education

2. _____
3. _____
4. _____

10. Language Proficiency
    Do you consider your knowledge of the English language (written and spoken) good enough for you to derive full benefit from the proposed course? _____

11. Professional Experience; career since graduation (Please list all the appointments you have held.) _____
    _____

12. On a separate sheet of paper, please provide a general outline in no more than 300 words of the course and/or subject that you intend to design and write distance education materials on. Relate this to the needs of your department/institution.

13. Name an academic referee (other than your Principal/Head of Department) with direct knowledge of your studies.
    Name _____ Position _____ Address _____

14. You are invited to use this space to describe your special interest in the course and what you hope to achieve through it.
    _____
    _____

15. Any other information which you consider relevant to this application.

_____

DECLARATION BY APPLICANT

I declare that the statements made in this application are, to the best of my knowledge, true, complete and correct. I have read the prospectus/brochure giving details of the course for which I am now applying and I agree if admitted to comply with all conditions of admission into the course.

Date _____ Signature _____

SECTION C

To be completed by the applicant's Head of Department or Dean of Faculty of the Institution in which the applicant is employed.

1. If admitted to the course, will your department/institution grant the applicant leave to attend the two workshops. Yes/ No

   Will your department/institution support the applicant with typing, duplicating and pre-testing facilities as necessary to the materials?Yes /No.

2. Will your institution (a) print and (b) use for instructional purposes the study materials that will be written by the applicant? Yes /No

3. What are your comments on the course and/or subject the applicant intends to write on in relation to the needs of your department? _____

   _____

4. What is your assessment of his/her academic ability and in particular the ability to successfully undertake this course? _____

   _____

Date _____ Signature _____

Head of Department

University/College

Please return this form to:
The Chairman,
Department of Distance Studies,
College of Education and External Studies,
University of Nairobi
P.O. Box 30688,
NAIROBI

APPENDIX 2

EXAMPLES OF PROJECT DESCRIPTIONS FOR A FIRST AND SECOND WORKSHOP

A. First Workshop in a Series on Writing Distance Education Materials

INTRODUCTION

The demand for distance education programmes in East Africa has greatly increased over the last eight years. This is reflected in the growing number of government sponsored distance education programmes. One of these is offered by the Department of Adult Education (DAE) in the Ministry of Culture and Social Services. In 1979 the Department of Adult Education requested the College of Education and External Studies (CEES) to design and run a distance education course for their adult education teachers. This course consists of study guides and supplementary radio programmes. By the end of 1989, 5000 adult education teachers all over Kenya were enrolled in this programme.

A similar in-service programme for primary school teachers is also offered by CEES and has now enrolled about 8000 learners.

Other institutions such as the Co-operative College of Kenya, the Kenya Institute of Education (KIE), the Hadley School for the Blind, Moi Polytechnic, the Kenya Institute for Special Education (KISE), the African Medical Research Foundation (AMREF), the National Correspondence Institute in Tanzania, the Institute for In-service Teacher Training (ITT) in Somalia, and the Centre for Continuing Education of Makerere University, Uganda, are also offering programmes at a distance. The demand for such courses is increasing every year.

The German Foundation for International Development (DSE) over the years, has sought to provide assistance to education programmes in East Africa and other countries in the region, by way of training professional personnel in basic education, adult literacy and development.

The implementations of a series of workshops to train writers of distance education materials began in March 1985, with the DSE providing financial assistance and external consultations, and CEES providing local resource persons and support services. This co-operation completed three training cycles by the end of 1988. By this time, however, CEES had changed its focus from adult and continuing education to higher education. In light of these changes, the Department of Adult Education had to assume responsibility for its own distance education course. Consequently, it requested the DSE to help train its staff in how to write and administer distance education programmes. DSE has, therefore, found it appropriate to develop a training package, in collaboration with DAE, to train writers of distance education materials. The package consists of a series of two, two-week workshops. In late 1989 a two year partnership between DSE and DAE was initiated.

OBJECTIVES OF THE WORKSHOP

The 1990 workshop series has the following main objectives:

- To bring together writers of distance education materials from formal and non-formal development training programmes to share their experiences and learn together.
- To build a core of experienced distance education materials designers and writers who would disseminate their skills throughout East Africa.
- To familiarize course writers with what is involved in a distance education system.
- To equip course writers with the necessary skills to design a specific correspondence course.
- To have course writers plan, develop and write a unit for a specific course.

TOPICS COVERED IN THE WORKSHOPS

The following topics will constitute the main inputs in fulfilling the objectives of the workshops:

1. Essential elements of distance education

2. Characteristics and needs of distance learners

3. Course development for distance education

- The process of course development
- Writing objectives

4. Course production

- Principles and stages of course writing
- Interactive instruction
- Presentation: style, format, language, illustrations
- Principles of editing
- Production process

5. Assessment of learners

6. Testing and evaluating course materials

THE TRAINING MODEL

The training model used for the workshops on designing and writing distance education materials is in three stages.

Stage 1

The first stage consists of a two week training workshop at the beginning of the year (March/April). During these two weeks inputs are given on how to design a distance education unit and what is involved in writing such a unit. Participants complete a detailed topic outline for their unit as well as the writing of unit objectives. They are guided on how to write the unit and complete most of it at this workshop. After the workshop, they return to their institutions and complete the rest of the unit.

Stage 2

During this stage, participants are back at work in their institutions and write the rest of the unit they had designed and outlined in Stage 1. They send their draft to the facilitators for comments. The facilitators visit as many participants as possible. All units are pre-tested during this stage. An additional unit may be written. However, at the end of this stage (4 to 5 months) the unit has to be typed and duplicated in adequate numbers for peer review and sharing, that is, detailed group editing. Suggestions for illustrations should also be prepared before the next stage.

Stage 3

After six months the participants come together again for another workshop of two weeks to present their units and to have them commented on by the other participants and facilitators. Each participant has the unit edited by a group and re-writes it for final typing. All illustrations are planned, drawn and inked in. When the participants return to their places of work, the units are ready for copy editing and printing.

WORKSHOP METHODS AND PROCEDURES

The participants will be involved in negotiating some of the objectives and procedures of the workshop. Questions about areas of emphasis, treatment, sequence and application are decided only after they have met to discuss the purpose and procedures of the workshop. The core of the workshop is seen as a guided practicum in which the participants design and draft at least one distance education unit and write the detailed text. Lectures, discussion groups, and individual consultations are used to:

- explain concepts;
- teach and reinforce skills and techniques;
- introduce the tasks of the practicum.

Moreover, participants are encouraged to share their experiences and written materials with their colleagues and the faculty during plenary sessions.

The workshop is evaluated on a daily basis during steering committee meetings. A more comprehensive questionnaire is completed, analysed, and the results discussed in plenary before the end of the workshop.

DOCUMENTATION AND LIBRARY RESOURCES

The following constitute the basic documentation of the workshop:

1. Gachuhi, D. and B. Matiru (Editors). *Handbook for Designing and Writing Distance Education Materials for Basic Education and Development Training Programmes*. Nairobi: University of Nairobi and German Foundation for International Development (DSE), 1989.
2. International Extension College. *Writing for Distance Education: Manual*. Cambridge: International Extension College, 1979.
3. International Extension College. *Writing for Distance Education: Samples*. Cambridge: International Extension College, 1979.
4. International Extension College. *A Manual for Editors of Distance Education Materials*. Cambridge: International Extension College, 1981.
5. Holmberg, Börje. *Distance Education*. Stockholm: Liber Hermods, 1982.
6. Bhola, H.S. *Writing for New Readers: Chapter 4*. DSE Occasional Papers, No.1, 1986.

In addition to these basic texts, a specialized collection of reference books, textbooks and monographs on the subject of distance education is available at the workshop for reference and use by the participants.

They are also expected to come to the workshop with all of the reference materials they need to write the subject content of their unit.

PARTICIPANTS

There will be approximately 25 participants at the workshop. They will be selected from institutions in Kenya and neighbouring countries which are actively engaged in distance education programmes for basic education and development training programmes. Such institutions include:

- The Department of Adult Education, Ministry of Culture and Social Services;
- The Co-operative College of Kenya;
- The Kenya Institute of Special Education;
- Ministry of Health, Kenya;
- African Association for Literacy and Adult Education;
- The Institute for Inservice Teacher Training, Mogadishu, Somalia;
- Ministry of Health, Zimbabwe.

FACULTY

The workshop will be facilitated by a faculty team of seven consisting of staff members from the Department of Adult Education, local resource persons and representatives of the German Foundation for International Development, Bonn, Germany. Their role will be to provide theoretical inputs and assist participants to design as well as write a distance education unit.

VENUE AND DATES

Venue:	Jadini Conference Centre, Kwale.
Dates:	21st March to 7th April, 1990

TRAVEL

Kenya Participants

Participants are expected to pay their own way to Nairobi. Group transport will be provided from Nairobi to the workshop and back. Those who do not make use of the group transport will have to pay for their own travel. There will be no exceptions.

Date of departure:	Wednesday 21st March, 1990
Time and place of departure:	8.00 am from the Department of Adult Education, Agriculture House, Harambee Avenue, Nairobi

Participants from Outside Kenya

Participants from outside Kenya will be provided with a return air ticket by DSE. Flight changes will not be considered and participants who make such changes will have to cover all costs resulting from this. All costs of departure in the home country such as airport tax, visas, inoculations, have to be met by the participants themselves or their institutions.

On arrival, participants will be met at the airport or, if no one is there, they may take a taxi to the venue and will be re-imbursed for the fare against a clear receipt. On departure, DSE will give each participant US$20 for airport tax. DSE will not pay for any excess baggage.

Late Arrival

Kindly note that for administrative, organizational and financial reasons, we regret that arrival at the workshop later than two days after the beginning of the workshop cannot be catered for by DSE.

LIABILITY

Neither the organizers of the workshop nor the host country will be held liable for any of the following expenses or damages:

- expenses on travel risk, theft or accidents;
- medical bills or hospitalization fees during the period of the workshop unless these are an emergency and, at the same time, have been discussed with the DSE representative prior to treatment;
- loss or damage of personal property;
- compensation in the event of accidental death or permanent disability.

BOARD AND LODGING

DSE will cover the cost of board and lodging for all participants who take part in the entire workshop. All other costs such as telephone,

laundry and drinks must be paid by the participants out of their daily allowance.

DAILY ALLOWANCE

The DSE will pay an allowance of Ksh.100/- per day per person to all persons who take part in the entire workshop.

SUPPORT OF INSTITUTIONS FROM WHICH PARTICIPANTS COME

The participants' institutions and agencies are expected to support them in producing their course materials. All typing, duplicating and final printing of the units written in this series of workshops are expected to be done by the institutions which are offering the courses. Travel and per diem for pilot testing materials should be provided to the participants by their institutions.

WORKSHOP MATERIALS

Participants are required to bring to the workshops all reference materials needed to write the subject content of their unit. If, by chance, some participants are unable to cope with the workshop because of a lack of books or other reference documents on which to base and verify the content of the subject, such persons will be requested to return home at their own expense.

Without adequate reference materials participants will not be able to:

- make a detailed outline of their unit;
- write the content of the unit in sufficient depth;
- ensure that the content is accurate, complete and up-to-date;
- select the more technical illustrations.

B. Second Workshop in a Series on Writing Distance Education Materials

INTRODUCTION

During the first writers workshop held at Jadini, Kwale from 21 March to 7 April, 1990, the following objectives were realized:

a. To familiarise course writers with what is involved in a distance education system.
b. To equip course writers with the necessary skills to design a specific distance learning course in terms of:

- defining the educational need to be met;
- defining the learner's needs and characteristics;
- identifying the available resources;
- stating the objectives of the course;
- describing the possible alternative methods in order to meet the objectives of the course within the limitations of the resources;
- selecting the most suitable methods;
- working out the details of the chosen methods in the subject content synopsis;
- planning the course format and limitations;
- working out the evaluation procedures for the course.

c. To have course writers plan, develop and write unit for a specific course.
d. To bring together distance education materials writers from formal and non-formal development training programmes to share their experiences and learn together.
e. To build a core of experienced distance education materials designers and writers who will disseminate their skills throughout East Africa.

The topics covered at this workshop were:

1. Essential elements of distance education.
2. Characteristics and needs of distance learners.
3. Course development for distance education.
   a. The process of course development.
   b. Selection of instructional methods.

4. Courses production.
   a. Principles and stages of course writing.
   b. Active learning.
   c. Presentation: style, format, language, illustrations.
   d. Principles of learning.

5. Assessment of learners.
6. Tutoring at a distance.
7. Testing and evaluating the course materials.

Each writer completed one unit during the workshop. This marked the end of Stage One of the training model in use.

We are now at the end of Stage Two of the training cycle. Participants have completed re-writing their first unit in consultation with the facilitators. These units have all been field-tested. This field -esting involved at least ten of the potential learners and five professional colleagues of the writer. At present, reports on the findings are being prepared.

During this stage the participants have also written one more unit for their course. Some have even written three or four units. All of this written work was discussed in its draft stages with the Kenyan faculty. One or two consultations have been held with each participant.

It is now time to look ahead to the final stage of the cycle, Stage Three. This is the second workshop which will be held at the Jadini Conference Centre, Kwale, from August 2 to August 15, 1990.

The main objectives for this stage are:

1. to share writing and field experiences;
2. to share reports on the field testing results of the units;
3. to have the completed units edited by
   a. other participants
   b. faculty members
   c. a professional editor;

4. to plan the layout and final format of the units;

5. to have the illustrations for the units drawn including
   a. course cover
   b. symbols
   c. pictures;

6. to re-write the edited units and prepare them for final typing including
   a. introduction
   b. objectives
   c. teaching text
   d. self-tests
   e. in-text questions (SAQs)
   f. written assignments
   g. marking schemes;

7. to finalize plans and set deadlines for the production of the units at the writers' places of work including
   a. additional writing
   b. additional illustrating
   c. typing
   d. proofreading
   e. paste-up
   f. printing
   g. distribution;

8. to plan follow-ups and consultations.

WORKSHOP METHODS AND PROCEDURES

The participants will be involved in negotiating some of the objectives and procedures of the workshop. Questions of areas of emphasis, treatment, sequence and application will be decided only after the participants have met to discuss the purpose and procedures of the workshop.

The core of the workshop is seen as a guided practicum, in which the participants and faculty will together help edit the draft distance education units and re-write as well as plan how to have them illustrated. An artist will work closely with the writer.

Lectures, discussion groups, and individual consultations will be used to explain concepts, teach and reinforce skills and techniques and introduce the tasks of the practicum. Moreover, participants will be encouraged to share their experiences and written materials with their colleagues and the faculty during plenary sessions.

The workshop will be evaluated by the participants who will complete a questionnaire which will be analysed and the results discussed in plenary before the end of the workshop.

DOCUMENTATION AND LIBRARY RESOURCES

The following will constitute the basic documentation of the workshop.

1. Gachuhi, D. and B. Matiru (Editors). *Handbook for Designing and Writing Distance Education Materials for Basic Education and Development Training Programmes*. Nairobi: University of Nairobi and German Foundation for International Development (DSE), 1989.
2. International Extension College. *Writing for Distance Education: Manual*. Cambridge: International Extension College, 1979.
3. International Extension College. *Writing for Distance Education: Samples*. Cambridge: International Extension College, 1979.
4. International Extension College. *A Manual for Editors of Distance Education Materials*. Cambridge: International Extension College, 1981.
5. Holmberg, Börje. *Distance Education*. Stockholm: Liber Hermods, 1982.
6. Bhola, H.S. *Writing for New Readers: Chapter 4*. DSE Occasional Papers, No.1, 1986.

In addition to the above, a specialized collection of reference books, textbooks and monographs on the subject of distance education will be brought to the workshop for reference and use by the participants.

PARTICIPANTS

There will be twenty-six participants at the workshop. They were selected from institutions in Eastern and Southern Africa which are actively engaged in distance education programmes for basic education and development training programmes.

These institutions include:

- The Department of Adult Education, Ministry of Culture and Social Services;
- The Co-operative College of Kenya;
- Kenya Institute of Special Education;
- Ministry of Health, Kenya;
- African Association of Literacy and Adult Education;
- National Correspondence Institute, Tanzania;
- Institute of Inservice Teacher Training, Mogadishu, Somalia;
- Ministry of Health, Zimbabwe.

All the participants for Stage Three of the workshop must have successfully completed Stages One and Two. Other organizations, not named here, which have distance education programmes, may apply to be considered for future workshops in this series.

FACULTY

The workshop will be facilitated by a faculty team of seven consisting of staff members of the Department of Adult Education, local resource persons and representatives of the German Foundation for International Development. Their role will be to provide theoretical inputs, and assist the participants in editing and re-writing their units as well as designing the layout, format, and illustrations. In addition, the services of one editor and two illustrators will be available.

TRAVEL

Kenya Participants

Participants are expected to pay their own way to Nairobi. Group transport will be provided from Nairobi to the workshops and back. Those who do not make use of the group transport will have to pay for their own travel. There will be no exceptions.

Date of departure:	Sunday, 2nd August, 1990
Time and place of departure:	8.00 am from the Boulevard Hotel, College Road (Near V.O.K)

Participants from Outside Kenya

Participants from outside Kenya will be provided with a return air ticket by DSE. Flight changes will not be considered and participants who make such changes will have to cover all costs resulting from this. All costs of departure in the home country such as airport tax, visas, inoculations, have to be met by the participants themselves or their institutions.

On arrival, participants will be met at the airport or, if no one is there, they may take a taxi to the venue and will be re-imbursed for the fare against a clear receipt. On departure DSE will give each participant US$20 for airport tax. DSE will not pay for any excess baggage.

Late Arrival

Kindly note that for administrative, organizational and financial reasons, we regret that arrival at the workshop later than two days after the beginning of the workshop cannot be catered for by DSE.

LIABILITY

Neither the organizers of the workshop nor the host country will be held liable for any of the following expenses or damages:

- expenses on travel risk, theft or accidents;
- medical bills or hospitalization fees during the period of the workshop unless these are an emergency and, at the same time, have been discussed with the DSE representative prior to treatment;
- loss or damage of personal property;
- compensation in the event of accidental death or permanent disability.

BOARD AND LODGING

The DSE will cover the cost of board and lodging for all participants who take part in the entire workshop. All other costs such as telephone, laundry and drinks must be paid by the participants out of their daily allowance

DAILY ALLOWANCE

The DSE will pay an allowance of Kshs. 100/- per day per person to all persons who take part in the entire workshop.

SUPPORT OF INSTITUTIONS FROM WHICH PARTICIPANTS COME

The participants' institutions and agencies are expected to support them in producing their course materials. All typing, duplicating, illustrating and final printing of the units written in this series of workshops are expected to be done by the institutions which are offering the courses.

WORKSHOP MATERIALS

Participants are required to bring to the workshop all the following:

- 10 (or more) copies of each completed unit;
- 45 copies of the report on the results of the field test including expert, peer and learner comments;
- 45 copies of one page (or more) of drawings of symbols for SAQs, Take Note, Objectives, Self-tests, Written Assignment and so on;
- 45 copies of a cover design for the unit;
- one copy of each of the sketches intended to illustrate the unit or written suggestions for these illustrations;
- workshop manuals (2);
- reference books for content areas;
- personal effects including a swimming costume, toothpaste, tooth-brush, comb, slippers, skin lotion and other items;
- a small medical kit which includes malaria tablets, medicine for diarrhoea and constipation, panadol tablets, cough medicine and ointment for bites.

APPENDIX 3

EXAMPLES OF SUMMATIVE EVALUATIONS

A. First Workshop

1 Pre-workshop information/preparation

1.1 When did you get an invitation to this workshop?

(State the month and year) Month ___ Year _____

1.2 Do you think you got invited early enough to prepare yourself for the workshop? YES ❑ NO ❑

1.3 Did you receive the application form? YES ❑ NO ❑

1.4 If you received the application form did you return it to the Workshop Co-ordinator? YES ❑ NO ❑

1.5 Did you receive the Project Description? YES ❑ NO ❑

1.6 If yes, do you think the Project Description:

1.6.1 gave you enough information about this special type of workshop? YES ❑ NO ❑

1.6.2 gave you enough information on what kind of reference materials to bring to this workshop? YES ❑ NO ❑

1.7 What other information would you have liked to get which was not in the Project Description? _____

_____

1.8 Did you attend the one-day meeting at the Department of Adult Education in January, 1991? YES ❑ NO ❑

2. Conference facilities and services

How good have been the following facilities and services?

Facilities/Services	Very Good	Good	Fair	Poor	Very Poor
Accommodation					
Food					
Conference Room					
Facilities for Group Work					
Facilities for Individual Work					
Typing/Secretarial Services					
Administrative Services					

Comments: _____

3. **Time**

What is your feeling about the time given for the following allocations?

Allocation	Not Enough	Just Right	More than Enough
Total time for workshop			
Inputs in plenary			
Reporting back sessions			
Group editing			
Individual writing			
Consulting with facilitators			

Comments: _____

_____

4. **How do you rate each of the following presentations made during the workshop?**

Presentations	Very Good	Good	Fair	Poor	Very Poor
Expectations and Workshop Objectives					
The Action Training Model					
Introduction to Workshop Documentation					
Overview of Distance Education					
Distance Education Systems & Sub-systems					
From Programme to Course to Unit to Lesson					
Learner Characteristics					
Writing Objectives					
How to Write Topic Outlines					
Writing to be Read and Understood					
Active Learning					
Written Assignments					
Pretestesting Distance Education Materials					

Comments: _____

_____

5. Workshop methods

5.1 Steering Committee

What do you think about the day to day planning of the steering committee?

	Very Much	Some - what	Not at all
Did it contribute to tailoring this programme to your professional needs?			
Was it confusing?			
If you made any suggestions, do you think they have been taken into account by the steering committee?			

Comments: _____

5.2 Group work

To what extent did group work contribute to the clarification of concepts you might not have understood?

Group Work	To a Great Extent	To Some Extent	Not at all
Did you get assistance in editing from resource persons?			
Did you get assistance in editing from group members?			
Did the advice by resource persons assist you in revising and improving your subject content?			

Comments: _____

6. Documentation

How useful did you find the workshop documentation?

Documentation	Very Much	Some - what	Not at all
How useful was the Handbook for Designing and Writing Distance Education Materials as a reference for the inputs?			
How useful was the reading of assigned units in the Handbook before an input?			
To what extent did you use the following references?			
● Course Development: A Manual for Editors of Distance Education Materials			
● Writing for Distance Education: A Manual			
● Writing for Distance Education: Samples			
● Distance Education: A Short Handbook			
In your opinion how good was the resource library available to you during the workshop?			

Comments: _____

7. Workshop follow-up

7.1 Which major difficulties do you anticipate in writing your unit(s) when back at work? _____

_____

7.2 What major difficulties do you anticipate when pre-testing your unit? _____

_____

7.3 How could faculty assist you in overcoming these difficulties? _____

_____

8. Personal achievements

	Very Much	Some - what	Not at all
All in all, how much did the workshop contribute to improving your understanding of what distance education is all about?			
Do you think you improved your skills in writing distance education materials during this workshop?			
Do you think the workshop was worth your time?			

Comments: _____

9. Any other comments? _____

_____

B. Second Workshop

1. Pre-workshop information/preparation

1.1 Did you receive the Project Description and the letter of invitation? YES ❑ NO ❑

1.2 If yes, do you think the Project Description gave enough information about this special type of workshop? YES ❑ NO ❑

1.3 What other information would you have liked to get which was not in the Project Description?

_____

_____

1.4 Do you think you got invited early enough to prepare yourself for the workshop? YES ❑ NO ❑

1.5 Did you attend the two-day seminar in June, 1991? YES ❑ NO ❑

1.5.1 If yes, how did it help you to prepare for the workshop?

_____

_____

1.6 What did you do to prepare for this workshop? (Specify).

_____

_____

2. Conference facilities and services

How good have been the following facilities and services?

Facilities/Services	Very Good	Good	Fair	Poor	Very Poor
Accommodation					
Food					
Conference Room					
Facilities for Group Work					
Facilities for Individual Work					
Typing/Secretarial Services					
Administrative Services					

Comments: _____

_____

3. **Time**

What is your feeling about the time given for the following allocations?

Allocation	Not Enough	Just Right	More than Enough
Total time for workshop			
Inputs in plenary			
Reporting back sessions			
Group editing			
Individual writing			
Consulting with facilitators			

Comments: _____

_____

4. **In your opinion, to what extent has the programme achieved the following objectives of the workshop?**

Objectives	To a Great Extent	To Some Extent	Not at all
Sharing reports on field-tests			
Planning layout and format of units			
Re-writing edited units and preparing them for final typing			
Having completed units edited by facilitators			
Having completed units edited by other participants			
Having illustrations identified and completed			

Comments: _____

_____

6. Workshop methods

6.1 What is your opinion of these workshop methods?

Methods	Very Good	Good	Fair	Poor	Very Poor
Participative planning of workshop initially and continously through the steering committee					
Inputs and discussions					
Group editing					
Individual consultation with facilitators					
Consultation with artists					
Individual work					

Comments: _____

_____

6.2 Group Work

Group Work	To a Great Extent	To Some Extent	Not at all
To what extent did group work contribute to the clarification of concepts you might not have understood?			
Did you get assistance in editing from resource persons?			
Did you get assistance in editing from group members?			
Did the advice by resource persons assist you in revising and improving your subject content?			

Comments: _____

_____

7. Documentation

7.1 In your opinion, how good was the resource library available to you during the workshop? _____

_____

8. Personal Achievements

	Very Much	To some Extent	Some-what
In your opinion, did workshop methods encourage active participation in learning?			
To what extent has this workshop met your professional needs?			

9. Do you think this series of writers training workshops should be continued to serve the development training needs in the area of distance education? YES ❑ NO ❑

If yes, explain. _____

_____

_____

10. Any other comments? _____

_____

_____

_____

DSE IN BRIEF

The German Foundation for International Development (DSE) was created by the Federal and Land government in 1959 on the initiative of all the political parties represented in the Federal Parliament. It was assigned the task of fostering the relations between the Federal Republic of Germany and developing countries on the basis of a mutual exchange of experience. The DSE fulfills this mandate by organizing training programmes, seminars and conferences to support projects in countries of Africa, Asia and Latin America, which serve economic and social development.

Since its creation, the DSE, in cooperation with national and international partner organizations, has provided more than 84,000 experts and leading personalities from more than 140 countries with an opportunity to discuss issues of international development of undergo professional training.

In its work, the DSE attaches priority to rural development, food security and the promotion of industrial vocational training. It also supports efforts to improve organization and planning in developing countries in the fields of public administration, health, education and development planning. Furthermore, the DSE prepares German experts for their assignments in developing countries, and provides a comprehensive information and documentation service.

The DSE is based in Berlin, but it also has specialized centres with branches at various locations in the Federal Republic of Germany:

Berlin:	Executive Office, Development Policy Forum (EF), Central Administration, Economic and Social Development Centre (ZWS), Public Administration Promotion Centre (ZÖV), Public Health Promotion Centre (ZG)
Bonn:	Education, Science and Documentation Centre (ZED)
Bad Honnef:	Area Orientation Centre (ZA)
Mannheim:	Industrial Occupations Promotion Centre (ZED)
Magdeburg:	Branch of the Industrial Occupations Promotion Centre (ZGB)
Feldafing:	Food and Agriculture Development Centre (ZEL)
Zschortau:	Branch of the Food and Agriculture Development Centre (ZEL)

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ISBN 3-924441-63-4