

MODULE 6

Workshop Administration and Conduct Guidelines



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MODULE 6

WORKSHOP ADMINISTRATION AND CONDUCT GUIDELINES

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FOREWORD

African Ministers of Education have long been aware of the growing number of social problems which affect the lives of young Africans, particularly girls, and determined some time ago that their education systems had to play a much more active and positive role in promoting the growth and development of the young people entrusted to their care.

Before taking action they took into account the declarations and recommendations of the Pan African Conference on the Education of Girls (Ouagadougou, Burkina Faso, 1993), and the Fourth Conference on Women (Beijing, China, 1995), and other international gatherings on matters related to women. They then convened a series of technical meetings in English and French-speaking countries, at both the regional and the national level, to decide in greater detail what should be done. The consensus reached was that Guidance and Counselling should be an integral part of the education of children and should be included in the teacher training programmes.

This co-ordinated effort resulted in the establishment in April 1997, of a Board of Governors, made up of African Ministers of Education, who would be responsible for policy decisions and for establishing procedures in the development of the Guidance and Counselling Programme. In preparing the programme African countries would collaborate so that it would benefit from the best of African expertise. It was also agreed that **'The Guidance Counselling and Youth Development Centre for Africa'**, designed to provide training for teacher trainers and youth and social workers from all over the continent, would be set up in Malawi. While this programme was intended for use with boys and girls, its content and organization are such that special attention is given to the needs and requirements of girls.

Assistance is being given by a number of international and regional agencies such as UNESCO, UNICEF, UNFPA, FAWE (The Forum for African Women Educationalists), DANIDA, the Rockefeller Foundation, and from countries such as Finland and the USA.

A Training Package on Guidance and Counselling has been prepared by African specialists from various countries in consultation with other competent persons. It consists of eight training modules – **Guidance, Counselling, Social Work, Behaviour Modification, Gender Sensitivity, Guidance and Counselling Programme Development, Adolescent Reproductive Health, and Workshop Administration and Conduct Guidelines**. The modules encourage the use of non-threatening approaches, particularly with regard to sensitive issues, and are accompanied by charts, transparencies

and video films as teaching aids. Supporting materials are also drawn from other relevant programmes being implemented in the respective countries. Although intended for use in the training of trainers, the suggested activities are also generally suitable for use with school-age children. Each module is comprised of units and sets out objectives and activities for small and large groups. Because of the shortage of appropriate reference materials for Guidance and Counselling, each module includes additional reading.

Ms Wilma Guez, a training consultant, prepared this Module on '*Workshop on Administration and Conduct Guidelines*'. It gives detailed guidance on how to plan, prepare, and conduct a successful workshop on Guidance and Counselling. It emphasizes the importance of setting appropriate objectives for the exercise, gives advice regarding the teaching methods to be used, and suggests ways in which the participants can be assisted. Attached to the modules are appendices, which provide sample invitation letters to send to the participants, registration forms, information sheets, supply lists, and evaluation questionnaires.

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Acknowledgements

Ms Wilma Guez has many years of experience in planning and conducting training in private sector companies. She contributed a wealth of experience on how to conduct workshops for adult trainers. She undertook the first major editing of the training documents, to ensure consistency and the appropriateness of the training activities. She evaluated the first regional training programme and recommended changes, which have improved the quality and presentation of subsequent training programmes.

I take this opportunity to wish her all the best in her endeavour, and I hope that some time in the future the programme will benefit once more from her expertise.

I must also express my thanks to the Danish International Development Agency (DANIDA), UNICEF, UNFPA and UNDP for their contributions, both in cash and in kind, to the preparation of this module.

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MODULE 6

Workshop Administration and Conduct Guidelines

INTRODUCTION

Overview

The purpose of the **Workshop Administration and Conduct Guidelines** is to provide, in a simple and accessible form, the ways of planning, setting up, and running a workshop.

While this Guide outlines the important points and sets tasks to do, it is not meant to provide detailed explanations of each task. This material is a summary of suggestions, and techniques are presented in a condensed and simplified form, for easy and quick reference. You are encouraged to supplement the information in this Guide with outside reading, and/or further discussions with experienced trainers or workshop facilitators.

As indicated in the title of the Guide, it comprises two main parts, namely, the Administration component, which includes material which can be used by the training coordinator who may not necessarily be the workshop facilitator; and the Conduct component, which provides useful suggestions for the actual workshop facilitators. However, for the national workshops in Guidance and Counselling for School-Age Girls which you will conduct, you will assume both roles, so you may find all the topics in this Guide applicable.

You may easily modify and adapt the Guide to suit your specific requirements.

Primary Audience

The Workshop Administration and Conduct Guidelines are prepared, primarily, for the participants in the Regional Training Seminars on Guidance and Counselling, who have no actual training experience. This will provide you with some suggestions, which will guide you as you prepare for the organization and conduct of the national workshops in your respective countries. While this guide will aid you in the tasks you perform as a workshop facilitator, it is worth while to realize that no text can replace the actual training experience which you will soon gain in the national workshops which you conduct.

Secondary Audience

The Guide can also be used by the participants who are experienced trainers and instructors, but who may still benefit from a review and summary of the basic training administration and conduct guidelines.

Objectives

After going through the guidelines, you should be able to:

- describe the characteristics of adult learners;
- develop a set of objectives for the workshop;
- identify the criteria to consider when designing your programme;
- list the training administrative tasks which you need to perform before, during, and after, the workshop;
- describe the different activities of a facilitator during the opening day of the workshop;
- compare and contrast the different instructional techniques;
- describe the major physical skills needed to deliver effective presentations;
- identify the use of different visual aids;
- explain the functions of a workshop facilitator;
- discuss how you will handle difficult participants; and
- discuss the importance of evaluating the effectiveness of your workshop.

Contents

The Training Administration Guideline is organized in an introduction and eleven units, namely:

1. Introduction - it is the topic which you are now reading. It introduces you to the nature of this Guide, as well as its objectives.
2. Working with Adult Learners - describes the nature of adult learners and explains why the knowledge is important to you when you plan for, and conduct, your workshop.
3. Setting the Objectives of the Workshop - explains why it is important to set your objectives, and offers guidelines on how to develop objectives.
4. Designing the Programme - outlines the points to consider when you design your programme.
5. Training Administration Tasks - lists step-by-step the training administrative tasks which you need to perform before, during, and after, the workshop. Sample documents needed in the training administration are included in the Appendix.
6. Opening the Workshop Session - provides guidelines on what to do, and how to create a good impression during the first day of the workshop.
7. Instructional Techniques - describes some of the most commonly used instructional techniques, and offers guidelines on their advantages and disadvantages.
8. Effective Presentation Suggestions - describes the major skills that you need when delivering effective presentations, the problems that you may encounter when not using them properly, the solution to these problems, and the benefits you will derive from their proper use.
9. Using Visual Aids - describes the advantages and disadvantages of the different visual aids which may support your instruction, and offers suggestions on how to use each one of them.
10. Facilitation Suggestions - explains your primary functions as a workshop facilitator, as well as the special functions which you may need to perform.
11. Handling Difficult Participants - identifies the common types of problem behaviour which you may encounter in your workshop, and provides techniques on how to deal with them.
12. Evaluation and Feedback - offers guidelines on how you may evaluate the effectiveness of your workshop.

Appendix

The following documents are provided in the appendix:

1. Formulating Programme Objectives
2. Sample Invitation Letter
3. Sample Information Sheet
4. Sample Registration Form
5. Sample Checklist for Workshop Details/Supplies
6. Sample Introduction Activity
7. Sample Ice-Breaking Activities
8. Sample Evaluation Form

TRANSITION: The national workshop which you need to organize and facilitate is approaching. If this is your first experience in conducting and facilitating a workshop, you may ask yourself, ‘What do I do? Where do I start? How do I start?’ Hopefully, this Guide will answer most of your questions, and tell you how to plan, organize, and conduct/facilitate your workshop.

Read on, and start on your way towards holding a successful National Workshop!

Nature of Adult Learners

INTRODUCTION

Before we deal with the actual tasks in the planning and organizing of the workshop, let us talk briefly about the nature of adult learners, your participants in this workshop. Let us discuss their characteristics, so that we may know and understand them better, and therefore, be able to plan and design the workshop according to their needs, and according to the approaches that will work best for them.

The questions you may ask about your participants are:

- What do they bring with them to the workshop in terms of previous knowledge and experience?
- What is their motivation for learning?
- What do they want to learn?

Adults usually bring to a learning session very different experiences from students in a traditional academic setting. They also have different motivations. The awareness of these differences, and an understanding of adult learner characteristics, is critical when you plan for, and design, your workshop.

Below are some characteristics and mind-sets of adults, which must be taken into consideration when you design your programme. With this knowledge, you will be guided in designing your workshop, in such a way that your participants' learning experience is fully used.

CHARACTERISTICS OF ADULT LEARNERS

Purpose

Adults come to a training course with a definite purpose. They attend a course because they know they will learn from it, and will be able to apply what they learn in their working environment. For example, your audience is aware of the need to provide effective guidance and counselling to help students who encounter problems, especially school-age girls. They expect, therefore, that by attending this workshop, they will be able to gain knowledge and acquire skills, which enable them to provide guidance and counselling services in their schools.

Unlike academic learners who attend a course because *they have to*, to enable them to progress to the next level, adult learners attend a training course because *they want to*, and *they believe that it will help them*. They have a specific purpose in attending a course and, therefore, have a strong personal motivation to learn.

Experience

Adults come to a training course with experience, knowledge and skills. Because of this, they are able to draw on previous knowledge and experience and relate them to the training.

It is recommended that at the start of your session, you find out what your participants already know. This will help you to understand where to begin. In other words, you can use this as a base on which to build new skills.

Because of the experience that they bring with them to your workshop, there is a good opportunity for your participants to learn from each other, which is why it is usually most effective for adult learners to provide as many peer-learning opportunities as possible.

EXPECTATIONS OF ADULT LEARNERS

Efficient use of time

Adults usually have other responsibilities, and attendance at your workshop means giving up precious time, which they may otherwise use for their work. For this reason, they expect that you will not waste time, but use it profitably.

What to do: Structure your workshop in such a way that only relevant skills and knowledge are covered, and no time is wasted on unnecessary discussion and activities.

Skilled and Knowledgeable Facilitators

Having a specific purpose in attending your workshop (i.e., to gain knowledge and to acquire skills), and with limited time at their disposal, adult learners expect facilitators to be skilled and knowledgeable. They also expect them to have the ability to pass on knowledge and skills.

What to do: As the workshop facilitator, it is important that you know your subject matter, and come to the workshop well prepared. It is also important that you know how to communicate subject matter effectively. The succeeding topics, especially in **Units 6, 7 and 8**, will provide you with suggestions on how to do this.

Real-world Application

Adults expect the training to provide them with knowledge and skills, which they can directly, and immediately, apply in their work.

What to do: As the facilitator, it is important for you to meet expectations by actually conducting research into the ‘real world’, and find real-life applications of the concepts you teach. This will allow you to provide practical examples, and use actual cases or situations in your workshop. If the option is available to you, you may use a Subject Matter Resource, someone who is experienced and knowledgeable in the field, to aid you in your sessions. (A discussion on Subject Matter Resource is included in **Unit 6**, Instructional Techniques.)

The more your workshop is relevant to them, the more your participants will be able to relate to, and learn from, your workshop. And by learning, you will be satisfying their purpose in coming and, therefore, the more they will consider your workshop to be effective and useful.

Application of Theory to Practice

In addition to the actual application, adults also expect the workshop to be structured in such a way, that the concepts and theories they have learned, can be easily and immediately applied to practical situations.

What to do: To meet this expectation, you may provide activities where the adult learners are given interactive roles. For example, you may provide a role-playing activity, where your participants, take on the role of counsellors, who provide counselling services to other participants, who take the role of students. You may then have another group of participants who act as observers, who take notes for later discussion, and provide feedback. Or you may provide realistic case studies, or problem-solving activities, for your participants to undertake.

In your workshop, you will provide a safe, non-threatening environment, so that participants apply theory to practice. It will allow them to experiment with, and to practise, new skills that they have just learned. More importantly, they will get prompt and useful feedback, not only from you, but also from the other participants who may have valuable experience in the field.

BARRIERS TO LEARNING

It is also important for you to realize that, although adults usually have greater motivation to learn, there are also certain factors which may pose barriers to learning. Some examples of these barriers are to be found below.

Span of Time Since Last Formal Training Session

Some adults may come to your workshop feeling that they are too old to learn, or out of practice. This is especially true of those participants who have been in the field for quite some time. For example, after being teachers for many years, they now have to adjust to a new role as students.

What to do: Try to get information about your participants in advance. Apart from asking them about their relevant experience at the start of the session, as discussed in the preceding sub-topic, you may also obtain advance information about them by sending out workshop registration forms as discussed in **Unit 4**, Training Administrative Tasks. Among the information asked for in the registration form are the participants' duties and responsibilities, and the length of their work experience.

With this information, you will be able to structure your session and your activities accordingly. For example, if you have more mature teachers in your group, they may have to be encouraged or slowly brought into the different kinds of activities. You may start with non-threatening in-class activities, followed by discussions and feedback, and save the homework, complex case studies, or tests for later. You may not need to use certain activities, if you consider they will prove threatening to the participants.

Fear of Criticism from Peers

Adults are often anxious, in a learning situation, about the possibility that they might be thought inadequate in their work.

What to do: You may minimize this fear by explaining that the benefit of a workshop is obtained by a process of sharing among the participants. Explain that each participant should respect the other participants, and should consider each participant's comments as a valuable contribution to the workshop. Showing respect also means making constructive comments, rather than offering criticism and ridicule.

You may also recognize the knowledge and expertise of participants by asking for their assistance or comments on the subject matter. For example, you may ask an experienced teacher in the workshop to describe the typical problem cases she came across in her school, and how she handled them. You will not only be using her valuable experience, but you will also make her feel valued by acknowledging her experience.

Difficulty in Receiving Feedback

Adults sometimes have difficulty in accepting feedback. This is particularly so if they are experienced, and are recognized in their field. They may argue or be defensive, or they may withdraw completely and refuse to participate.

What to do: Be prepared to handle these situations and to assume the role of diplomat and mediator. **Unit 9**, Handling difficult participants, will provide you with techniques on how to handle the problem behaviour you may encounter during your workshop.

SUMMARY

An awareness and understanding of the nature and characteristics of your participants will be crucial when you plan for, design, and actually conduct, your workshop. With this understanding, you will be more sensitive to their needs, and will be able to tailor the workshop according to what is most effective for them, and maximize their learning experience.

TRANSITION: Having done that, you are now ready to go on to the actual tasks involved in the preparation of your workshop.

Setting the Objectives

INTRODUCTION

Now that you have some information about the participants in the workshop, and have a better understanding of the specific nature of adult learners, you are now ready to get down to the planning and organization of your workshop.

We are going to start with an important first step in the process, and that is, setting the objectives. What do you want your participants to learn? What do you want them to be able to do at the end of the training? Before you start preparing the content of your training programme, developing it, and deciding how to evaluate its success, you need above all to determine your objectives.

Think carefully about what you want to accomplish at the end of your workshop. Establishing your objectives provides a solid foundation for the rest of the planning and preparation process.

WHAT ARE OBJECTIVES?

Objectives are statements that clearly describe what you want the participants to be able to do before you consider them competent. They describe the intended *results* of instruction. (Mager, 1991.)

IMPORTANCE OF OBJECTIVES

They:

- a) Help you to decide what you want to accomplish in the workshop and how to do it.
- b) Help you mould the workshop according to the needs of the participants.
- c) Help your participants to decide whether your workshop is relevant for them, and appropriate for their needs.
- d) Help you to determine the content and the activities you will provide, and how to develop them.
- e) Help you to specify exactly what your participants will be able to do at the end of the workshop, and thus allow you to use an appropriate measurement of the learning achieved.

Note: By identifying the actual performance to be achieved at the end of your workshop, you can determine how best to evaluate participants' learning.

- f) Help you to focus on end results and work towards them.

SUGGESTIONS FOR FORMULATING OBJECTIVES

- a) Describe observable or measurable behaviour.
- b) Use specific and measurable verbs like list, identify, contrast or describe, rather than ambiguous verbs such as *understand*, *appreciate* or *familiarize*, which are difficult to measure and are open to various interpretations.
- c) Write your objectives according to what you want the participants to be able to do at the end of the workshop.

Unit 1 of Module 7, Programme Development, of the Regional Training Seminar on Guidance and Counselling provides valuable suggestions for creating objectives. For ease of reference, this material is found in **Appendix 1**, Formulating Programme Objectives, on pages 53-59.

SUMMARY

By identifying and establishing your objectives, you have set a solid foundation for the rest of your planning and organization work. You have determined the direction you want to go, and you are now ready to start work on getting there.

TRANSITION: The design of your workshop will provide you with the means of achieving your objectives.

Designing the Workshop

INTRODUCTION

Welcome to the start of the design process! As we indicated in the previous unit, the first step in designing your workshop is to determine your objectives. Based on the objectives set, you can select your subject material, and the instructional techniques to be used, for communicating this material to the participants.

Instruction is the act of imparting knowledge to a learner. Therefore, your design will determine what, and how, to instruct. For example, the subject of guidance and counselling is vast, and you will need to select what you want to include. You will also need to decide what instructional techniques you will use to convey effectively the subject matter you have chosen.

NOTE: Different instructional techniques are discussed in **Unit 6**, Instructional Techniques.

In the meantime, as we discuss the design guidelines, keep in mind that as a facilitator, you must have a thorough knowledge of the subject material that you include in your course. You must also be conversant with the instructional methods that you use.

Below are some guidelines which will help you in the design of your workshop.

DESIGN GUIDELINES

The following guidelines are intended to be neither rigid nor comprehensive. Rather, it is hoped that you will select the guidelines which you find useful, modify them according to your needs and those of the participants, and/or add to them.

1. Supply an overview of the course that outlines what the participants will gain from the workshop.
2. State your objectives, so that it is clear what performance level is expected from the participants at the end of the workshop.
3. Provide an overview of each topic and explicitly state its objectives, relevance and benefits.

4. If your topic introduces a number of concepts, focus on one at a time.
5. Present simpler concepts first, before going on to more complex ones.
6. Provide alternative means for learners to understand the subject matter (i.e., provide a variety of instructional approaches).
7. Give an adequate number of positive examples of what the concept is.
8. Provide examples of what the concept **is not** in comparison with the positive ones.
9. Allow time for your participants to consider the examples.
10. Portray concrete details and actual examples.
11. Show the connections between the materials and real-life examples.
12. If possible, take examples from the ideas or knowledge familiar to the participants.
13. Select the best instructional technique for encouraging the knowledge and building the skill (i.e., role-playing, case studies, and experience-sharing among the participants).

NOTE: Instructional Techniques are discussed in **Unit 6**.

14. Offer the participants opportunities to become involved (i.e., through group discussions, hands-on activities, question-and-answer sessions, problem-solving).
15. Allot discussion and practice time commensurate with the difficulty and importance of the material.
16. Provide explanations, and/or many examples, depending on the difficulty of the material.
17. Allow sufficient opportunity for feedback or interaction between the facilitator and participants, to monitor the learning progress of the participants effectively.
18. Provide enough exercises to produce overlearning. Overlearning is the acquisition of a knowledge or skill to the extent that it becomes automatic.
19. Provide a summary, and link the previous topic to the next topic, to provide continuity and a smooth transition from one topic to another.
20. Provide a non-threatening, self-motivating environment.

SUMMARY

The design guidelines are simple, and straightforward, and useful. Bearing these design guidelines in mind, you can now start to choose what you want to include in your workshop, and the instructional approaches you will use. You will now be able to develop your lesson plan, which will serve as an organized, explicit guide for the implementation of your design.

TRANSITION: Before we go on to the second part of this Guide, which focuses on the actual conduct of the workshop, let us pause, and go through the different training administrative tasks which you need to carry out prior to, during, and after, the workshop. In conducting the National Workshop in your respective countries, you will not only be facilitators who are responsible for the design, development and conduct of the training. You will also be the workshop co-ordinators who are responsible for attending to all the administrative details as well.

Workshop Administrative Tasks

INTRODUCTION

Workshop administration is a critical component of workshop preparation. No matter how well designed your workshop is, and no matter how effective you are as a facilitator, it will not be considered successful unless the administrative details are attended to.

Bear in mind that your participants have to be physically and emotionally comfortable during the workshop, if they are to gain maximum benefit from it, and have a positive attitude towards it. For example, if your participants arrive late because they had trouble finding the venue, have no idea what to expect, or find the workshop room in disarray, you will already have created a negative first impression about your workshop.

If you do not have materials ready such as chalk, flipchart paper, transparency pens, or handouts, or the coffee is served late during the break, etc., the negative first impression formed by your participants will be intensified, and you will find it difficult to regain interest.

So, as part of workshop preparation, ensure that all administrative details are attended to. It will help to start the workshop on the right note and progress smoothly, and it will prevent a lot of worries during the workshop itself.

Below is an outline of the administrative tasks to be carried out. They are divided into pre-workshop tasks, workshop-in-progress tasks, and post-workshop tasks. There are also suggested timelines for each task which will help you to ensure that nothing is left to the last minute.

PRE-WORKSHOP TASKS

1. Have a facilitators' meeting to finalize the materials, the schedule of activities, and workshop logistics. Draft the invitation letter, information sheet, and registration form to be sent out to the participants. (9 weeks before the workshop)

- a) A sample Invitation Letter is found in **Appendix 2**, on page 60.

- b) A sample Information Sheet is found in **Appendix 3**, on pages 61-62.

NOTE: The Information Sheet will inform the participants fully about the workshop they are about to attend. It includes the nature and objective of the programme, its coverage, its intended participants, workshop requirements, workshop facilitators, certificate of attendance to be given to participants at the end of the workshop (if this is the case), place and duration of training, and allowances (if applicable). The target beneficiaries need to be clearly specified, so that discrepancies in knowledge and experience would not be such as to dissatisfy more experienced participants, and discourage participants with less knowledge and experience.

- c) A sample Registration Form is found in **Appendix 4**, on pages 63-64.

NOTE: Registration forms must be sent together with invitation letters, so that prospective participants can fill them up, not only in order to signify their interest in the workshop (knowing its nature), but also to provide information about themselves.

This information is valuable for the design of your programme (see previous topic). You may also use the information on the registration forms to re-screen the prospective participants. The first screening of participants was done by specifying the target beneficiaries in the Information Sheet.

2. Send materials and the schedule of activities to the regional facilitator for review, if needed. (1 day after the facilitators' meeting)
3. Integrate corrections, and/or comments, from the regional facilitator's review and finalize materials. (8 weeks before the workshop)
4. Finalize your list of participants, and type their addresses on the envelopes. (7 weeks before the workshop)
5. Mail the invitation letter to the participants. Indicate that they have to submit their registration forms not later than two weeks prior to the workshop. (7 weeks before the workshop).
6. Prepare the list of materials. Print, and/or reproduce, needed materials. These include materials which may be sent to participants as pre-reading materials (to read prior to

the start of the workshop), and materials which you will give as handouts during the workshop. (3 weeks before the workshop)

7. Prepare workshop details/supplies. (3 weeks before the workshop)
A sample Checklist for Workshop Details/Supplies is found in **Appendix 5** on pages 65-66.
8. Arrange for canteen services (for tea-breaks and lunch). Arrange for janitorial services (i.e., electrical facilities, cleaning the workshop room). (3 weeks before the workshop).
9. Send out pre-reading materials to the participants. (2 weeks before the workshop).

Suggestion: Require pre-reading of the training materials prior to the start of the workshop, so that participants are familiar with the content to be covered, and can effectively participate in, and contribute to, the discussions.
10. Hold a final facilitators' meeting. (4 or 5 days before the workshop).

NOTE: Things to discuss may include the following: familiarization with the profile of the participants (based on the completed registration forms), finalization of the workshop approach and schedule, discussion on how to co-ordinate the sessions (map out lecture plans for continuity), and discussion on other points which will ensure the smooth running of the workshop.
11. Prepare the workshop room (i.e., put up the workshop signboard, facilitators' names, finalize the room set-up and seating plan). (1 day before the workshop).
12. Check that all needed details/supplies, specified in the Checklist (refer to N^o 7 above), are in place in the workshop room. (1 day before the workshop).

WORKSHOP-IN-PROGRESS TASKS

1. Check attendance. On the final day of the workshop determine who will receive the certificates.
2. Issue handouts, if any.
3. Attend to participants' needs, requests, and inquiries prior to each session.
4. Prepare certificates for distribution on the last day (if applicable).
5. Distribute evaluation forms at the end of the last day.

NOTE: A discussion of the importance of evaluation and a sample Evaluation Form are included in **Unit 11**, Evaluation.

POST-WORKSHOP TASKS

1. Prepare a summary of the participants' evaluation of the workshop. Write an evaluation report to be submitted to the regional facilitators, and/or to UNESCO.
2. Arrange for a post-workshop meeting with the regional facilitators, to discuss the evaluation, the editing/revision of the materials, and the follow-up.
3. Prepare a summary of the expense report.

SUMMARY

By attending to administrative details, you will make your participants feel comfortable about attending the workshop. You have also freed your mind from unnecessary worries during the actual workshop, and thereby allowed yourself to focus on creating a good first impression. Finally, with all the administrative details in place, you have properly created a climate for learning, and put the participants in a positive frame of mind.

TRANSITION: The pre-workshop administrative tasks allow you to open the workshop, knowing that details crucial to the smooth running of it have been attended to.

You are now ready to open your workshop!

Opening the Workshop Session

INTRODUCTION

After all your preparations for the workshop, you are now ready to welcome the participants! Keep in mind that the impression the participants have about the workshop will be formed, even before you formally start the session. So, before we go on to the guidelines for opening the workshop session, let us go over some suggestions about what you may do *before* you formally open the session.

BEFORE THE WORKSHOP BEGINS

1. It is best to have a list of the participants and some information about them, so that when you greet and welcome each participant to the workshop, you will be able to do so personally. You may even have a chat with them, based on some information which you have about them (i.e., knowing someone who comes from the same city as the participant, etc.). You will also be able to introduce the participants to one another.
2. Hand out name badges for participants to wear. This will help the participants to get to know each other and to socialize. If it was not indicated in the Registration Form, be sure to ask each participant how they prefer to be addressed, and write that name on their badges.
3. If possible, offer a welcome cup of coffee or tea to the participants.

While the participants expect the session to start on time, leaving a few moments to greet each other, and to socialize before you actually start your workshop, will do a lot to help them to settle down and make them feel relaxed.

INTRODUCTIONS AND ANNOUNCEMENTS

When opening the session formally, take time to make introductory announcements, and provide any needed information. This will set the tone for the workshop. Below are some guidelines when opening the workshop.

Welcome the Participants

Your welcome is your first activity in front of the whole group. Give them a positive image of yourself by smiling, and being sincere and friendly. A straightforward, confident welcome is sufficient. For example, you may simply say, 'On behalf of the Ministries of Education in the sub-Saharan Africa region and UNESCO, I would like to welcome you to the one-week seminar on Guidance and Counselling for School-Age Girls. I hope that you will find the workshop worthwhile and productive'.

Introduce Yourself

Next, introduce yourself formally. This is the time to establish your credibility in providing this course. You may include a few points about your educational background (if expected), your relevant work experience, your particular qualifications for conducting this workshop, (i.e., that you were part of the Regional Training Seminar on Guidance and Counselling which was conducted for Master Trainers in the region). And finally, to be more human and friendly, you may add a few personal details about yourself.

State the Purpose

Introduce participants to the purpose of the workshop. The purpose is a brief statement of why the participants are here. It announces what you expect to do for them during the workshop, and what they are expected to do as participants. Touch on the main objectives. Since this is a one-week workshop, it is best to go through the specific objectives of each unit before you actually start discussing it.

This is also the best time to ask the participants what they anticipate from the workshop, or the objectives that they expect it to satisfy. This will help you to confirm the needs of the participants, and help you to determine which topics need more emphasis. You may write your participants' inputs on a flipchart and stick them on the wall.

Outline the Agenda

Give participants the agenda of the workshop (i.e., what will be included and when, how you plan to go through the sessions, the activities, timing, and breaks). Refer participants to the Schedule of Activities, which you sent to them with the invitation letter, or if you have made a few revisions, this will be the time to hand out a revised Schedule of Activities.

Provide Orientation

Briefly describe where the participants can find the washrooms, telephones, eating areas, coat room, library, facilitators' room, etc. Also let them know if there is a no-smoking policy for the workshop, and where to find a smoking area.

Introduce the Participants

You may ask the participants either to introduce themselves, or you can use some of the ice-breaking activities suggested. Your choice depends on whether you simply want to obtain information on who are attending, or whether you need some more in-depth information, and establish a particular atmosphere.

If it is the former, you may simply ask each participant to stand up and state their name, job, and why they are attending the workshop. If you feel that many people are uncomfortable about standing up and introducing themselves, try to use an activity for the introduction.

A sample Introduction Activity is provided in **Appendix 6**, on page 67.

BREAKING THE ICE

Ice-breaking activities, or warm-ups, can help you to create a more informal atmosphere, and make the participants feel more comfortable with you, and with one another. They are designed to help you establish the kind of climate you want for the workshop. For example, depending on the kind of ice-breaking activities you use, you can establish a supportive, positive, co-operative climate within the group, or you may create a climate of openness and disclosure, in order to facilitate interpersonal risk-taking.

Ice-breakers are particularly useful in moulding the individuals into a group. They are appropriate if your participants do not know each other, do not know one another very well, or are feeling somewhat apprehensive about what is going to happen.

Sample Ice-Breaking Activities are provided in **Appendix 7**, on pages 68-71.

DEVELOPING RAPPORT

Establishing and maintaining rapport is critical for the success of the workshop, since it will influence the degree to which the participants will be willing to follow you. It will also greatly affect the extent to which they will learn. This is so because good rapport results in more open interaction between you and the participants, and among the participants themselves, so that peer-learning is maximized.

There are several ways in which you can establish rapport. Some of them are:

1. Use individuals' names when speaking to them, and answering their questions.
2. Treat everyone with courtesy and dignity.
3. Be accessible. You can do this by being approachable, by welcoming contributions, and by showing concern at the way in which you handle questions and answers.
4. Handle errors sensitively and with tact.

SUMMARY

The way you open your workshop will set the tone for it. As a facilitator, you may use this opportunity not only to start off with a good impression about yourself and the workshop, but also to establish the kind of climate that you would like to have. You may have no control over the attitudes of the participants, but you can surely make these attitudes more positive, by winning them over right from the first day.

TRANSITION: With the opening of the workshop successfully over, you are now ready to go on to actual instruction and facilitation. The next topic will discuss some of the more commonly used instructional techniques which you may use.

Instructional Techniques

INTRODUCTION

A range of instructional techniques is open to you. In choosing the most appropriate ones to use, keep in mind the nature of adult learners, and the specific nature and variety of your participants. Also keep your objectives in mind. The instructional techniques you use must help you and your participants achieve the stated objectives. Finally, ensure that a positive environment is achieved in which peer-learning is encouraged. Likewise avoid dominance. Consider yourself a facilitator, whose job *it is to make it easier for participants to learn*.

Below are some of the instructional techniques from which you may choose. Most of these techniques can be combined to make your workshop more effective and interesting.

LECTURE

This technique is usually chosen when time is limited, and/or when there is a large group. Usually, the basic aim is to communicate information. However, even when delivering a lecture, try to establish two-way communication and leave room for participants to ask questions.

Advantages: It allows you to communicate information to a large group of participants in a short period of time. It also provides a good introduction and transition to other instructional techniques. For example, you may use a lecture to introduce a case study, summarize the results and the knowledge gained from the case study, make a transition to the next topic, and introduce the next activity.

Disadvantages: The lecture technique places the burden of learning on the instructor, and limits the opportunities for participation and peer-learning. It also offers minimal feedback on whether you are getting information across, or is understood by the participants.

QUESTION AND ANSWER

If you know the types of questions to ask, when to use them, and how to link them to your objectives, the question and answer technique can be very effective in gaining and maintaining interest, encouraging participation, prompting thinking, improving understanding, and promoting peer-learning.

Here are a few guidelines when using this technique:

1. Do not pose questions which will put your participants *on the spot*.
2. Make sure that your question is clear and concise. Restate it if you are not understood by the group.
3. Ask only one question at a time.
4. Give your participants time to think and respond.
5. Ask the question first to the whole group, before directing it to a participant, so that everyone is forced to think about the answer to the question.
6. Be tactful in dealing with responses. For example, if the answer is wrong, you may say, 'Good try, but it's not exactly what I was looking for'. You may then help the participant to get the right answer, by giving hints or clues, or you may redirect the question back to the class for other participants to answer.

Advantages: It encourages the participants to become actively involved in the learning process. They are elevated from listeners to active participants. It also gives feedback on whether you are getting your information across, or whether it is understood. From the question and answer technique, you may gauge the capacity of the participants to apply the concepts being discussed.

Disadvantages: It is time-consuming. Ensure that the question and answer process does not lead you into irrelevant topics, and that it contributes to the achievement of your objectives. (This is discussed in more detail in **Unit 9**, Facilitation Suggestions.) Another disadvantage is that it can encourage a dominant few to answer questions, and discourage the shyer types from participating. (**Unit 10**, Handling Difficult Participants will provide you with suggestions on how to counteract this problem.)

DISCUSSION

The most effective instruction involves active participation by all the group. Discussion invites participation, and provides an open forum for the group's ideas. You may either initiate a general group discussion, which involves the whole class, or you may break up the class into small groups.

Whether it is a class discussion or a small group discussion, always keep in mind that it must be purposeful and focused. Discussions must be productive, and should lead towards the achievement of the workshop objectives.

During small-group discussions, make sure that you change the groupings for different activities, so that the participants have the opportunity to interact with other members of the class, and thereby expand their learning experiences. Also monitor what is discussed by each group, to prevent misunderstandings and to keep the discussion on track. You can do this by circulating among the groups, and gently controlling off-track discussions by saying, 'Getting back to the point of the discussion...'. You can also help to ensure that the discussion stays on track by providing guidelines.

For whole class discussions to be effective, participants have to feel comfortable with you, and with each other. This allows them to be more open in expressing their ideas and opinions in front of others. In whole class discussions, you as facilitator must:

1. Introduce the discussion
2. Begin the discussion
3. Maintain the discussion
4. Summarize the discussion.

Remember that with a big discussion group, you are responsible for the outcome of the discussion and, therefore, should remain in charge in terms of guiding the discussion, even while encouraging maximum participation from the participants. You must make sure that it is focused. Participants will usually become bored and frustrated if they feel the discussion is 'going in circles' and wasting their time.

Advantages: Discussions provide excellent peer-learning opportunities. Participants can exchange ideas, learn from the others, compare knowledge and opinions, and collectively analyze, and work together, on the points of the discussion.

Disadvantages: Its main disadvantages are that it is time-consuming, and may lead participants into off-track discussions. This is where your effective facilitation skills are needed. (See **Unit 9**, Facilitation Suggestions.)

DEMONSTRATION/PRACTICE

This instructional technique is used mainly, when you want the participants to apply to a practical situation, the theories or concepts that they have just learned. The process involves making the participants observe a 'live activity', conducted by you or a resource person (i.e., a subject matter resource), or by viewing the demonstration on videotape. They can then apply it themselves in the safe setting of the classroom environment, where they will get immediate feedback from you, and from the other participants.

Advantages: This instructional technique allows the participants to demonstrate their skills, and get immediate feedback on whether the concepts were properly understood, and correctly applied. It also enables the participants to develop skills. It also promotes their self-confidence through practice.

Disadvantages: It requires considerable preparation for the facilitator, and careful planning is needed for the demonstration. You also have to make sure that the demonstration and practice are closely linked to actual situations.

CASE STUDY

A case study is a prepared presentation of facts and/or descriptions of realistic situations, that may be based on actual events. Participants are asked to discuss the facts/situations together, and devise the best course of action to take, or the solution to be found.

Advantages: The advantage of a good case study is that it helps to develop judgement, decision-making, and problem-solving skills. It also enhances peer-group learning, because participants can observe how the case was perceived and approached by each group, thereby providing the entire class with alternative solutions to a given problem.

Disadvantages: It requires considerable effort to develop a good case study. Some case studies oversimplify a problem, vis-a-vis the actual situation, so that the solutions to these case studies are only partially effective, or completely ineffective, in real-life situations. Furthermore, to give a good case study, attention must be given to detail when describing the situation, identifying the characters, providing the proper handouts, and developing the answers.

ROLE-PLAYING

This is a technique where participants act out situations assuming assigned roles.

Advantages: It helps participants identify with the points of view of others, their attitudes, beliefs and feelings. It also provides participants with an opportunity to practise new attitudes, behaviour and skills. Finally, it decreases self-consciousness and builds self-confidence in exhibiting new skills.

Disadvantages: Its main disadvantage is that some participants are not comfortable with this instructional technique.

To remove a resistance to role-playing, explain the benefits of the technique in the learning and practice of new behaviour or skills, prepare a demonstration yourself, and stress that this is not about acting abilities, but about the proper application of what has been learned.

The following are special hints for handling role-playing:

1. Provide background information.
2. Assign, or let them choose, and distribute roles.
3. Provide instructions on how to perform the roles.
4. Give participants time to prepare for their roles.
5. Assign one person to the role of observer. His task is to take notes for later discussion, and to provide feedback to the role players on the skills they practise.
6. If participants go out of character, remind them gently to get back on track.
7. Ask each group to discuss the outcome, either among themselves, or with the class.
8. Give a resume and summary of the activity, and provide the transition to the next activity.
9. If possible, consider videotaping the role-playing. A review of taped interactions during the debriefing discussion increases learning significantly.

PROBLEM-SOLVING

This is an instructional technique in which a realistic problem is presented, and participants are asked to solve it within a reasonable time. Realistic here means that activities are tailored according to the participants' needs, i.e., the problem is one which they normally encounter in their work, and names, places or situations which they could easily identify with, are used.

USE OF SUBJECT MATTER RESOURCE

It is also possible for you to make use of a Subject Matter Resource (SMR). An SMR is someone who is experienced and knowledgeable, and has a high degree of expertise in the field. He/she may have acquired these through years of experience, or through high levels of study, or research in the field.

There are different ways in which you may use an SMR in your workshop.

1. To aid you in the design of your programme, and/or in the development of your materials (i.e., case studies);
2. To supplement your sessions by providing some of the instruction;
3. To be available in the workshop room at certain sessions to answer questions; and
4. To be available for consultation while the workshop is in progress.

SUMMARY

The instructional techniques you choose will be based on the time available to you, your own personality and style preferences, and those of your participants. Whatever instructional technique or combination of techniques you use, always make sure that you keep your objectives in mind, along with the needs of the participants. Be creative in using the various instructional techniques. Your limit is your imagination!

TRANSITION: Aside from knowing the various instructional techniques which you may use in your workshop, you must also take heed of the fact that, for you to apply the various instructional techniques which you have in mind, you have to be, first and foremost, an effective instructor.

To be an effective instructor requires actual physical skills, which will allow you to look credible, and to speak convincingly, in front of the participants. The next topic will cover the major physical skills that you need when making effective presentations.

Effective Presentation Suggestions

INTRODUCTION

From its survey in the United States, the *Book of Lists*, by David Wallechinsky, et. al., lists *speaking before a group* as one of the ten worst human fears. In fact, it ranked first among the ten, coming even before death, sickness, loneliness, or financial problems. It might not have been in the same order if the survey had been done in Africa, Europe or Asia, but it would surely still be in the first ten! Speaking before a group requires an awareness of the physical skills involved, practice, and finally, a mastery of these skills.

When you make a presentation, the non-verbal aspects of communication convey more, and have more impact, than what you actually say. In fact, 80 per cent of your presentation's effectiveness will come from a good use of the non-verbal aspects of your communication, while 20 per cent will come from what you actually say.

In preparing for the workshop, it is important that you are aware of these non-verbal aspects, and use them properly. They include eye contact, voice modulation, gestures, stance, and use of silence and pauses. These are physical skills, the proper application of which are needed to deliver effective presentations. As you may see in the guidelines below, the physical skills are simple, but difficult to master. It takes a conscious effort to be aware of them, and to practise them over and over again until they become natural.

Below are the major physical skills and problems that you may encounter. If you do not use them properly, the solution to the problem, and the benefits to be derived from their proper use, will not be forthcoming.

EYE CONTACT

It is through eye contact that your nervousness is first conveyed. It is also through eye contact that you most aptly convey your interest in your audience.

Problems

Poor eye contact results in your looking nervous. It also results in not establishing a rapport with the audience, and not getting feedback from your participants (i.e., Did they understand you? Are they interested in what you're saying?, etc.). And because your eyes are not focused on the participants, and are either glancing out of the window, looking at the ceiling or at the floor, etc., you are distracted easily.

Solution

Establish deliberate eye contact with one participant at a time.

Benefits

This will involve individual participants, and make them feel that you are interested in them. It will also make you look in control and not nervous. It establishes two-way communication, therefore, you receive feedback from your participants. Lastly, you are not distracted, and are thus able to control your thoughts and remember what to say.

STRONG VOCAL PROJECTION

Your voice has great potential for getting the attention of your participants, holding their attention and giving emphasis, which will help them to learn from, and remember, what you say.

Problems

Poor vocal projection results in your not being heard, and not being able to convey anything at all. It also results in your voice becoming monotonous, thereby losing the interest of the participants. Lastly, you will project a low energy level.

Solution

Project your voice so that you can be heard loudly and clearly by the person at the back of the room.

Benefits

With good vocal projection, you can be heard by everybody and get your message across to all in the room. Your voice becomes animated, capturing the attention and interest of your audience. And you will look energetic, which will allow you to maintain their interest and keep up their enthusiasm.

HANDS AND ARMS

Gestures are necessary elements of a good presentation. They can augment what you say, so that it is understood better and remembered. Your gestures will also keep up the interest and attention of your participants.

Problems

If your hands and arms are not used to provide gestures (i.e., hands are in pockets, or behind the back, etc.), you will look not only nervous, but lifeless and boring. And by not using your hands and arms properly, you lock up valuable energy which you could otherwise use to liven up, or animate, your presentation.

Solution

Have your hands and arms at rest at your sides so that it is easier for you to use them for gestures.

Benefits

The gestures you use will provide a natural extension to what you say. They will project energy and enthusiasm to your participants.

FEET AND HIPS

Your physical stance conveys a message. For example, how you stand conveys your confidence; and when you move towards a participant who is making a comment, will indicate your interest in what the participant is saying.

Problems

Shifting your weight from the left foot to the right, and shifting your hips in the process can be distracting. It also lets some of your energy leak out, the same energy which you can better use in other forms like arm gestures. Shifting your feet and hips also makes you look nervous. And if you cannot keep still, and keep on pacing around the room, your audience will eventually get exhausted trying to follow you around.

Solution

Plant your feet firmly on the floor, and move only when you have to, i.e., to approach a participant making a comment, to point out something on a visual aid, or to move to another spot for variety.

Benefits

With your feet and hips firm, you will look more confident. Having your feet planted firmly on the ground will help you counteract your nervousness. And lastly, you will not lose precious energy which you can use to make gestures.

SILENCE AND PAUSES

The use of silence and pauses in a presentation is as effective as verbal communication. Many presenters, however, do not feel comfortable using silence and pauses. It is a physical skill, which you need to practise and use intentionally.

Problems

The lack of silence and pauses in your presentation will leave your audience overwhelmed with the information that they receive. They will also eventually feel uninvolved, and may lose interest in the presentation. Not giving an opportunity for your participants to say something, or to give their opinion, or to respond to what you say, will make them feel that you are not interested in what they think.

Solutions

Intersperse silence and pauses in your presentation.

Benefits

Silence can emphasize what you have just said. It also gives the participant time to reflect on what you said, lets it sink in, or responds if you posed a question. Finally, silence indicates an interest on your part in what the participant has to say.

SUMMARY

Speaking before a group requires an awareness of the physical skills which include eye contact, voice modulation, gestures, stance, and use of silence and pauses. These physical skills are simple, but as you will find out when you make a presentation, they are actually not as simple as they seem. Effective presentation is a skill, and comes as a result of constant practice and the application of the proper physical skills, until mastery is acquired.

Knowing the major physical skills required to make effective presentations and to practise them, you are now on your way to becoming an effective instructor.

TRANSITION: Apart from the use of proper physical skills, the use of visual aids will also contribute a lot to enhancing your presentation. The next topic will be about visual aids, and how to use them to support instruction.

Using Visual Aids

INTRODUCTION

Visual aids provide valuable support for your presentations. They allow you to emphasize certain parts of your presentation, and help the comprehension of it. Research shows that the retention of spoken information goes up by as much as 30 per cent when supported by visual aids.

Below are the most common visual aids which you may use in your workshop. Their use is not new to you, since they were all used during the Regional Technical Workshop on Guidance and Counselling which you attended. The different visual aids are presented with their advantages and disadvantages, and suggestions are offered for their use.

CHALKBOARD

The chalkboard is what you may find most readily accessible.

Advantages

1. Not expensive.
2. Allows you to emphasize some points by using multi-colour chalks, or by writing them in bigger characters.
3. Wide area on which to write information.
4. Allows you to create your materials, either ahead of time, or on-the-spot, as you proceed with your presentation.
5. Enables you to revise the information you have written easily.

Disadvantages

1. Is quite messy because of the chalk dust.
2. Forces you to turn your back on the participants while you write information on the blackboard, or as you clean it.
3. Cleaning is time-consuming.

4. Participants need to take down the notes before you clean the board.
5. Materials which you created ahead of time can distract the participants.

Suggestions for Use

1. Write down only the important points, so that you do not need to turn your back on the participants for long periods of time.
2. Develop complex material ahead of time.
3. Use a blackboard duster to clean the board effectively, and make your notes clearer for participants to see.

HANDOUTS

Handouts may include summaries of the important points of your presentation, notes, diagrams or outlines. They may also be manuals or other forms of printed material.

Advantages

They:

1. Improve the concentration of participants by saving them the effort of taking notes.
2. Provide easily retrievable reference materials and aids.
3. Are good for providing complex or lengthy information.
4. Are excellent for providing additional or supporting information.
5. Are easy to store, revise and reproduce.

Disadvantages

They:

1. Require good timing for distribution. Can be distracting, and may render a presentation pointless if distributed ahead of time. Participants will read handouts rather than listen to you.
2. Need a review and revision of materials to make sure that they are not outdated.

Suggestions for Use

1. Inform participants beforehand if you distribute handouts, so that they can concentrate on your presentation instead of hurriedly taking notes while you speak.
2. Give handouts at the time when you actually want the participants to read them.

FLIPCHARTS

Advantages

1. Not expensive.
2. Generally available and easy to use.
3. Allow you to tear off pages and post them on the walls for easy reference.
4. Can be created while you instruct, or ahead of time.
5. Allow you to conceal materials created ahead of time behind blank pages, so as not to distract the participants.
6. Ideal for capturing discussion points or participants' responses.

Disadvantages

1. Can be used only with a small audience because of their limited visibility.
2. Need to write in big, bold letters.
3. Need for coloured markers or pens for emphasis.
4. Allow only limited information to be written on one sheet.
5. Not easy to store or carry around because of their size.

Suggestions for Use

1. Prepare in advance so that you can identify, organize, and present key information effectively.
2. Pull out the page with information which you will refer to frequently, and stick on the wall with masking tape.
3. Write in big, bold letters, large enough to be read from the back of the room.
4. Underline or use broad-tipped coloured markers for emphasis.
5. When writing participants' responses on a flipchart, write down only key words and phrases.
6. While writing, keep your face in profile to the group. Refrain from turning your back on the participants.
7. Do not obstruct the view of the board.

OVERHEAD TRANSPARENCIES

The overhead projector has a flat glass surface on which a transparency is placed, which is projected on to a large screen. You may purchase blank, clear or coloured transparencies. If you use special pens for overhead transparencies, it is possible for you to wash off what you have written, and re-use the transparency.

Advantages

1. Can be used for small groups or large groups since the size of the projected image is adjustable. You simply move the projector nearer to, or further from, the screen.
2. Enlargements can be used to show more detailed graphics, charts, or drawings.
3. Allows you to demonstrate sample forms or documents.
4. Easy to store and carry around.
5. May be created ahead of time, or on-the-spot. Material created ahead of time does not distract the participants, since you can choose what material you want to show at a given moment.
6. Allows you to maintain eye contact with the participants while using it.

Disadvantages

1. May not be easily available.
2. Requires special equipment, like an overhead projector and a wide screen. You would also need to draw blinds over the windows.
3. Materials required are relatively expensive (i.e., transparencies, transparency pens).
4. Relies on electricity, the absence of which will render your material useless.
5. Interest may decrease after prolonged use.

Suggestions for Use

1. Always check if the image is in focus.
2. Make sure that the image is aligned, and projected entirely on to the screen.
3. Face the audience, and not the screen.
4. Be sure you do not obstruct the screen.
5. Switch off the projector when there is a lengthy pause in between transparencies, or if you want the audience's attention.
6. Do not read the transparencies. Use your own words, discuss, or emphasize specific points.

7. To emphasize a particular item, point to the transparency with a pen or your finger, and not to the screen, to avoid blocking the screen with your body.
8. To present items of information one at a time, mask the information you do not need with a piece of paper, and slowly uncover when needed.
9. Keep your transparencies simple, and use large enough type for everyone to be able to read the information without difficulty.
10. Let your participants know beforehand if you will hand out copies of your transparencies, so that they are saved the effort of copying them unnecessarily.

VIDEOTAPES

Videotapes are most useful when there is a need to display movement. In videos, sight, movement and sounds are combined to provide a realistic and dramatic presentation of information.

Advantages

1. Allow instant replay.
2. Content remains consistent throughout the presentations.
3. Can be used to record an expert who is not available for repeated presentations.
4. Are easily transportable.

Disadvantages

1. Expensive to produce.
2. Require equipment which is expensive and difficult to transport.
3. Require skill to operate the equipment.
4. Rely on electricity.

Suggestions for Use

Consider using videotapes:

1. To present comparisons, problem situations, and cases.
2. To demonstrate complex procedures, using the instant replay feature.
3. To show operations and activities not easily accessible to participants.
4. To provide participants with videotaped feedback on performance (i.e., role-playing, skills-building activity).

OTHERS

Aside from visual aids, audio materials can also be used to enhance a presentation. Although they are less effective for learning than visual aids, they can still prove useful, if used well and if relevant, and very good material is presented in the audio-tape. For example, you may share a recording of a short interview with a 14-year old pregnant girl, and/or an interview with a skilled and well-respected counsellor. Audio material of a short lecture or discussion by a speaker, or variety of speakers, knowledgeable in the field, can also be used.

Suggestions for Use

1. Make sure your audio material is clearly audible, and loud enough for everyone to hear.
2. It must not last too long, otherwise participants will get bored.
3. Ensure that participants listen actively. One way to do this is to have an activity afterwards which will need information given in the audio material.

SUMMARY

The use of audio-visual aids will greatly enhance your presentation, and will increase the learning of the participants. They will not only retain more of the information that you convey to them, but will also facilitate the delivery and explanation of the more complex parts of your presentation. With audio-visual aids, you use the senses of both sight and hearing of the participants to maximize learning. In addition, audio-visual aids add variety and personality to your presentation.

TRANSITION: Now that we have covered some techniques for being effective instructors, we will now go on to your other critical role during the workshop, that of facilitator.

Facilitation Suggestions

INTRODUCTION

As discussed earlier, you will need to stand up in front of the group and *instruct*, hence the need for **Units 7** and **8**. However, being an effective instructor is not your sole function. You will also need to *facilitate* the workshop. In other words, your other, and perhaps more important role in the workshop, is that of an efficient facilitator.

A facilitator is somebody who *makes it easier* for the participants to learn. He/she is somebody who enables the participants to understand and learn better, by drawing on their capabilities, experience, skills and knowledge, and by encouraging them to contribute, and be actively involved in, learning activities. To be able to do this requires facilitation skills.

Below are some suggestions which you may use as guidelines for efficient facilitating. We will describe your functions as a workshop facilitator, and what they entail.

PRIMARY FUNCTIONS OF A WORKSHOP FACILITATOR

Provide Information

As a workshop facilitator, you need to have the necessary level of skills and knowledge to pass on to your participants. You must not only know your material but must know how to teach it, otherwise no skills or knowledge (even though you have them) will be passed on.

In his book, *Cornerstones of a Motivating Instructor*, Stanley Wlodowski outlines the predominant features of a successful instructor:

1. *Expertise*

Knows the subject well, and is prepared to convey this knowledge.

2. *Empathy*

Has a real understanding of the participants' needs and expectations. Adapts instruction to the participants' level of expertise and skill. Continually considers the points of view of the participants.

3. *Enthusiasm*

Cares about, and values, what is being taught. Expresses commitment to the topic with appropriate degrees of emotion, animation and energy.

4. *Clarity*

Provides additional/alternative instruction if the initial presentation is unclear. Instruction is understood and followed by most of the participants.

Promote Understanding

Understanding is created through the give and take of members interacting with each other. Understanding typically requires that information be clarified or summarized. Understanding is also created by making connections, and showing the relationships that exist among the information and ideas produced.

Your major job as a facilitator is to ensure that all participants **understand** what is going on at all times. You can do this by:

1. *Summarizing*

Summarize inputs periodically. You may summarize for the participants what has been communicated, or what the results of an activity were.

2. *Clarifying*

Clarify what is being communicated. One way to clarify what is being communicated is to rephrase inputs, or request participants to rephrase what they think another participant has said. Another way that you can clarify is by helping participants to be as concrete as possible in what they communicate. You may ask them to rephrase, or simply to give an example of what they said.

3. *Reminding*

This is especially useful during group activities. Remind the participants about the purpose of an activity, remind them to remain conscious of the activity's objectives, let them know if they were side tracked, and help them to stick to the steps or rules of a particular activity.

4. *Making Connections*

Help the participants make connections between various inputs, between the inputs and the objectives, or between the activities and the objectives. They should always know how each one is linked to the other, and with the whole.

Ensure Quality Communication

To achieve maximum effectiveness and efficiency in the workshop, you need to ensure quality communication, not only from yourself, but also from the participants.

The key characteristics of quality communication are:

1. *Interactive and Balanced*

Ensure that everyone is involved, and no one dominates the discussion.

2. *Concrete*

Ensure that what is communicated is concrete and easily understood.

3. *Relevant*

Ensure that what is communicated focuses on, and supports, the workshop's goals and objectives.

SPECIAL FUNCTIONS OF A FACILITATOR

Apart from your primary functions, you may sometimes need to perform certain special functions, as needs arise. As a facilitator, you need to be the following:

1. Mediator

It is possible that strong disagreements, and even conflicts, may develop among the participants. As the facilitator, you need to be a mediator and help the participants to resolve their differences.

2. Challenger

Participants can sometimes be encouraged to perform, or interact, at higher and higher levels of effectiveness. As a facilitator, it is one of your functions to help the participants recognize their capacity to do more than they have done, and to take on more and more challenging tasks and goals.

3. Others

Apart from the various functions stated above, as a facilitator, you may also need to play the role of administrator, counsellor, humorist, story teller, evaluator/critic, co-ordinator, leader, coach, motivator, etc. Be ready to assume any of these roles.

SUMMARY

To be an efficient facilitator requires skills, and for you to develop them you need to be aware of your functions as a facilitator. How do you facilitate? How do you make it easier for the workshop participants to learn? What are your primary functions? What are the other functions which you may be called upon to assume as a facilitator? What do they entail?

An awareness and understanding of these functions is the first step towards efficient facilitating. Having done that, you will now need to perform these functions for you to be able to develop facilitating skills. *Bon courage!*

TRANSITION: Even though you perform your functions efficiently, as a workshop facilitator, you are bound to encounter different kinds of participants, and not all of them will be easy to handle. You may come across participants who will put your facilitation skills to the test. They are *difficult participants*, and it is up to you to handle them well, neutralize their behaviour, and gently but firmly guide them back to the fold.

Handling Difficult Participants

INTRODUCTION

In spite of your mastery of the subject matter, and your well-organized and well-presented lesson, you may encounter participants whose behaviour seems to be at cross-purposes with the group and its objectives. This behaviour can range from non-participation to outright confrontation or disruptiveness. Usually some personal need is reflected in such behaviour. Your response can neutralize the behaviour and keep instruction on track.

Listed below are some of the common types of problem behaviour, and the techniques for dealing with them.

THE NON-PARTICIPANTS

These are the quiet or passive participants. They may consist of participants who sit at the back, who appear withdrawn, and do not participate in the discussions, or do not seem willing to answer questions. They may also be those who send out signals that they are not really interested, or do not see the relevance of the programme. Some are simply listeners, and get a lot out of just listening. And finally, they may also consist of participants who are shy or unassertive, or more comfortable in a one-to-one relationship.

Whatever the reason for non-participation, it is important that you encourage them to take part, not only to benefit more from the learning process, but also so that the whole group benefits from their inputs.

What to do: (to encourage non-participants)

1. Emphasize the benefits of achieving objectives.
2. Point out that the best learning occurs when every member of the group accepts responsibility for participating.
3. Use direct questions.
4. Seat the non-participants among the talkers, or at the front.

THE SUPER PARTICIPANTS

These are participants who dominate discussions, and may cause resentment and frustration in the others. They may also try to take over from you.

What to do:

1. Do not ask them questions.
2. Redirect their questions or statements to the other participants.
3. Talk with them privately about the need to give everyone a chance to participate.
4. Point out that one reason for this workshop is to learn from others.
5. Seat them to your immediate right, or left, if you have this option. This keeps them out of your main line of vision.

THE DISRUPTIVES

They are the people who come in late, and do not just slip in quietly. They frequently interrupt what you and others say. They distract everyone by holding private conversations, and talking to each other.

What to do:

1. Talk to them privately to come on time, or to come in quietly, so as not to disrupt the session.
2. To keep interruptions to a minimum, establish the rule that whoever is talking must be allowed to finish before any comments are made.
3. Ask them not to have separate conversations, and share what they have to say with the group.

THE NEGATIVES

Negatives are those participants who complain, and always point out problems, without offering possible solutions, or accepting responsibility for correcting the situation. They are also those who respond negatively to the ideas of others, who squash any attempt at creativity, and who tell you that something will not work, and why. They could drain the other participants' morale and motivation if they are allowed to do so.

What to do:

1. Listen to what they have to say when they complain, then change to problem-solving. Ask them what can be done, and what they are willing to do. Offer to do something yourself, if this is appropriate.
2. For those complaints which are made repeatedly, but with no suggestions or commitment offered, stop such behaviour quickly and firmly. You may say, 'This does not seem to be getting us further ahead. I suggest we move on, now... '.
3. Point out that everyone's ideas, suggestions and comments must be heard before being answered.
4. Instruct participants to come up first with all the positive aspects of ideas before dwelling on the negative ones.

THE ARGUERS

These are those whose primary concern appears to be to make, or debate, a point.

What to do:

1. Redirect their questions back to them by asking them to answer their own questions.
2. Redirect their questions to the whole group.
3. Avoid being drawn into an argument. Make these issues, if they are relevant, something for the group to settle.
4. Be reasonable, honest, and stay calm, thus making the arguer look overly aggressive. This will probably bring the group on your side.

THE RAMBLERS

These participants may need help in making their points clear to the group.

What to do:

1. Help them organize their ideas by listing their points on a chart or blackboard.
2. Use clarifying statements to summarize and focus their comments.
2. Point out the need to stay on schedule, so that the group can meet its objectives.

SUMMARY

Knowing the different categories of difficult participants, their characteristic problem behaviour, and the techniques for dealing with them, will be helpful to you as a facilitator.

Allowing difficult participants to continue with their problem behaviour disturbs you and the other participants, and interferes with the learning process. As the workshop facilitator, it is your responsibility to handle problem behaviour appropriately, and as soon as possible, or it will frustrate the other participants, or even encourage them to indulge in similar behaviour. If that happens, you will lose your participants (and their respect), and you will lose the opportunity for meaningful interaction and learning in your workshop.

TRANSITION: We have covered the major guidelines in the preparation and actual running of a workshop. Before we end this Guide, let us discuss the final, but very important task, as workshop facilitator - that of evaluation.

Evaluation

INTRODUCTION

Evaluation is an important aspect of the training process. As the workshop facilitator, it is advisable to include in the planning process how you plan to evaluate your workshop. Depending on the level of evaluation you conduct, it will provide you with very useful information, and feedback, on the effectiveness of your training.

Evaluation ties up directly with the objectives you drew up at the start of the planning process. Your objectives indicated the performance which you wanted to achieve at the end of the workshop. Now, the evaluation process will tell you whether you achieved your objectives or not.

There are four levels of evaluation. The level you choose will depend on the type of information you want, and how you want to use the evaluation results. Below are descriptions of the different levels of evaluation, which will guide you in determining the type of evaluation you will carry out.

REACTION EVALUATION

The reaction level evaluation obtains feedback from the participants. What did they think of the workshop? Were they satisfied with it in terms of content and delivery? Did it reach the stated objectives? Were the conditions appropriate for learning? Some of the things which you may include for participant feedback in your reaction level evaluation are:

1. Course content (which includes the clarity of the course objectives, the development of materials, the effectiveness of the instructional strategy, and the length and pace of instruction)
2. Acquired skills and knowledge
3. Course materials (which include the training materials, and the use of visual aids)
4. Instructor quality

5. Workshop facilities

A sample reaction level evaluation is found in **Appendix 8**, on pages 72-74. Use it as it is, or modify it according to your needs.

LEARNING EVALUATION

The learning level evaluation examines the extent of the learning that participants gained from the workshop. What knowledge did they gain, and what skills did they actually acquire? This level of evaluation is content-specific, and based on the performance of participants during training. The learning level evaluation may be done through:

1. Participation in class
2. On-going participant evaluation through the activities (i.e., the application of knowledge and skills during role-playing, case studies, etc.)
3. Short-answer tests
4. Essays
5. In-class observations
- 6.

PERFORMANCE EVALUATION

The performance level evaluation examines the extent to which the knowledge gained, and the skills acquired, during the training have been transferred, or applied, in the real working environment. What improvements have been made in their working environment? Are they now able to provide effective guidance and counselling services to their students? How effective are they in providing these services?

The information for this level of evaluation may be gathered through:

1. Direct observation
2. Supervisor interviews
3. Performance appraisals
4. Participants' reports (i.e., on the cases handled, and how they handled them)

RESULTS EVALUATION

The results level evaluation examines what impact the training has had on its ultimate target group, school-age youth (especially girls), who face various social problems.

Did the workshop produce the results it was meant to produce (i.e., an effective response to the social problems faced by the students, especially girls)?

SUMMARY

You have reached the end of the Guide. It has given you simple, basic guidelines to aid you in the planning, organizing, and running of your workshop. Hopefully, the guidelines offered will serve you well, as you plan and conduct your National Workshop. While it is true that no text can be a substitute for actual experience (which you will soon have), this Guide is a good start and foundation for you. And lastly, before we say good-bye, and wish you luck in your National Workshops, keep in mind that no training is better than bad training.

GOOD LUCK AND HAPPY FACILITATING!!!

APPENDIX 1

Reading

Reading 1.1 FORMULATING PROGRAMME OBJECTIVES

The task of formulating a set of objectives is often the most difficult and important task in programme development, because it indicates the purpose, direction and outcome of a programme.

Suggestions for Formulating Objectives

For the set of objectives to achieve its goals, it should include the following:

1. A range of objectives, which incorporates all areas of learning determined by the nature of the programme, whether the programme is a total programme, or a subject/client-specific programme.
2. Objectives grouped into the three areas of attitudes, knowledge and skills
3. Objectives usually stated at three levels from aims, to general objectives, to specific objectives, each level directly related to the one above or below.

Process for Formulating Objectives for a Guidance and Counselling Programme for Schools

In the process of formulating objectives, it is important to take note of the levels and the types of objectives. There are three levels of objectives, **namely:**

1. Aims (purposes);
2. Goals (directions); and
3. Objectives (outcomes).

And there are two main types of objectives, namely:

1. General objectives; and
2. Specific objectives.

Levels of Objectives

1. Aims

These are broadly stated statements of intent. Aims state what a programme will hopefully achieve. Statements of aims generally mention, or imply, values and are usually written from the point of view of an organization, institution, or a system in non-behavioural terms. Further, aims are long-term in nature, covering a time span of many years. Examples **of statements of aims are:**

The Guidance and Counselling programme should:

- *assist girls to be self-reliant.*
- *assist students to appreciate culture.*
- *enable boys and girls to consider each other as of equal ability.*

2. Goals

Goal statements are derived from aims. They are more specific and more precisely worded than the aims. Goals are directed towards students/clients by emphasizing content and processes (skills) (Print, 1987). Goals range from medium- to long-term intentions, depending upon how they are translated from aims. Examples of goal statements are:

- *develop a spirit of tolerance.*
- *provide knowledge and understanding of the Guidance and Counselling services.*

3. Objectives

Objectives are very precise statements of programme intent. Objectives take the form of goal statements, and clearly state the knowledge, understanding, attitudes and skills, learners/clients are expected to acquire. Objectives are short-term in nature. Examples of objectives are:

- *discuss how guidance and counselling started, and why.*
- compare the development of guidance and counselling in one's own country with that of the Western World.*

Aims, goals and objectives have a hierarchical relationship which can be represented as shown below.

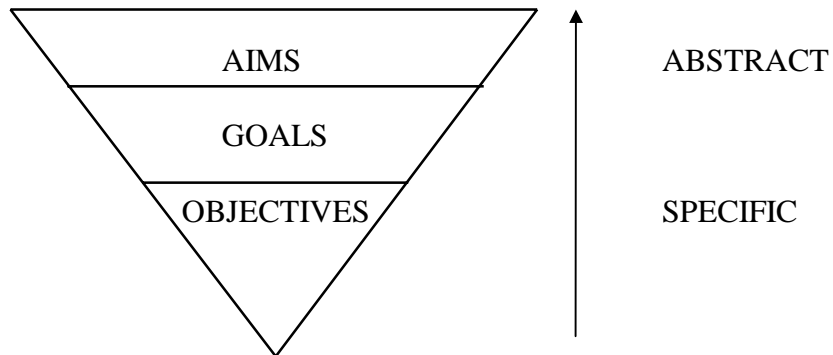


Fig. 1.0

The aims are regarded as abstract, vaguely worded statements of programme intent, while goals are more precise. Objectives are specific, counsellor/teacher-prepared statements of what clients/students will experience during instruction.

Table 1: Relationship Between Aims, Goals and Objectives

Criteria	Aims	Goals	Objectives
1. Definition	Vague, generally phrased statements of what should be achieved by a programme	More precisely phrased statements of programme intent, derived from aims	Specific statements of programme intent, derived from goals
2. Expression	Broadly phrased, non-technical language	Generally phrased in non-technical language, although more precise than aims	Phrased in technical language using precise key words; may use behavioural terms
3. Time	Long term, usually covering many years	Medium to long term, depending upon how they are translated from aims	Short term, may cover a lesson, a day, a week, a term or a semester

4. Stated by	'society' through forms such as politicians, education system; major inquiries, institutions	Education authorities academic board; syllabus committees; policy documents of an institution	Teachers/counsellors individually, groups of teachers/ counsellors. Some curriculum documents (unit objectives)
5. Examples	Counselling should enhance students' self-image	Students will examine theories of counselling techniques	Students will write sample application letters
	Students should be familiar with Guidance and Counselling skills	Students will counsel maladjusted children employing Guidance and Counselling skills	Students will draw the diagrammatical relationship between aims, goals and objectives
	Students should appreciate the role of a skilled counsellor	Students will understand the counselling techniques	Students will know the correct application of the interpersonal technique.

Types of Objectives

There are two main types of objectives namely, general and specific objectives.

1. General Objectives

A general objective may be described as 'an intended outcome of instruction that has been stated in general terms to encompass a set of specific learning outcomes' (Mtunda and Safuli, 1986: p41). Examples of general objectives include:

- *Understand types of a family.*
- *Know the variations of family composition.*
- *Comprehend the meaning of counselling.*

When writing general objectives, it is advisable to use non-behavioural verbs (non-behavioural verbs are so called because they emphasize the behaviour which cannot be observed or measured). The following list of verbs or verb phrases can be used when formulating general objectives:

- comprehend

- fully appreciate

- | | |
|---------------------|-----------------|
| - know | - have faith in |
| - understand | - internalize |
| - really understand | - learn |
| - appreciate | - believe |
| - enjoy | - be aware |

The above words are open to many interpretations and thus are suitable when describing general objectives

2. Specific Objectives

Specific objectives are sometimes known as 'behavioural objectives', 'instructional objectives', 'performance objectives' and 'learning objectives'. Specific objectives are intended outcomes of instruction that are stated in terms of specific and observable student performance (Mtunda and Safuli, 1986). These precise statements relate to a small amount of manageable time (Print, 1987). Below are some examples of specific objectives:

Students/clients will be able to:

- *distinguish between counselling and guidance.*
- *mention at least three counselling techniques.*
- *list the four stages of alcohol addiction.*
- administer an aptitude test.*
- *construct a rating scale, checklist and an interview schedule.*

Note that the verbs or verb phrases: 'distinguish between, mention, list, administer and construct' are precise and indicate definite observable and measurable responses, i.e., responses which can be seen with the eye.

According to Mager (1962), to write a statement of a specific objective, three criteria must be closely followed:

- (a) Observable behaviour: a description of student/client observable terminal behaviour.
- (b) Conditions: a statement of the important conditions under which the desired behaviour is to occur.
- (c) Standard: a definition of the standard of acceptable performance.

Let us discuss each of the above criteria briefly.

a) Observable Behaviour

This criterion refers to what the learner/client must achieve in order to demonstrate the completion of the objective. Therefore counsellors/teachers are called upon to select most appropriate verbs which are sometimes referred to as 'doing verbs', 'action verbs' or 'behavioural verbs'.

The following list shows the verbs that are suitable for use when formulating specific objectives, as well as verbs to be avoided when writing behavioural objectives.

<u>Verbs to be used</u>	<u>Verbs to be avoided</u>
State	Know
Describe	Understand
List	Appreciate
Identify	Believe
Evaluate	Enjoy
Compute	Realize
Analyze	Familiarize
Compose	Acquaint
Construct	Orient
Calculate	Internalize
Explain	Comprehend
Distinguish, etc.	

b) Conditions

The conditions component of a specific objective states:

- the material(s) the student is expected to work with; and/or
- the problem the learner is expected to solve; and/or
- the prescribed boundaries of the learning situation.

A common way of stating the conditions component of the objectives is to use the word 'given' as exemplified below:

- *Given a conducive atmosphere, the client will tell his/her past experiences in confidence.*
- *Given a still-life object, these students will draw a charcoal sketch of the object.*

c) Standards

Standards refer to the level of achievement required of the student. Objectives may be stated in terms of standards from three alternative positions:

1. stated specific standard;
2. stated acceptable standard by a judge; or
3. implied level of standard (Print 1987)

For example

- (a) *with 95 per cent accuracy.*
- (b) *to the teachers'/counsellors' satisfaction.*
- (c) *write the list correctly. (correctly implies 100 per cent accuracy unless stated otherwise)*

APPENDIX 2

Sample Invitation Letter

24 January 1997

(NAME OF PARTICIPANT)
(Address of Participant
XXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXX)

Madam:

We are pleased to invite you to the National Workshop on Guidance and Counselling for School-Age Girls which will be held from the 24th to the 28th of February 1997, at the Malawi Institute of Education in Domasi.

Attached are the details of the workshop summarized in the Information Sheet, a Schedule of Activities, and a Registration Form.

Please return your Registration Form no later than the 10th of February 1997 for your inclusion in the list of participants.

We look forward to seeing you at the workshop.

Yours sincerely,

(NAME OF FACILITATOR)

Encls.

APPENDIX 3

Sample Information Sheet

WORKSHOP ON GUIDANCE AND COUNSELLING FOR SCHOOL-AGE GIRLS

MALAWI
24 - 28 February 1997

The Workshop on Guidance and Counselling for School-Age Girls is designed to equip practising educational and social service personnel with appropriate skills, knowledge and techniques, in guidance and counselling. This is in response to the large, and increasing amount, of problematic behaviour among young people in schools and communities in the sub-Saharan Africa Region. More importantly, it is hoped that through guidance and counselling services, the lack of education for girls in the region will be addressed.

Coverage

The course consists of seven (7) modules, namely: Guidance; Counselling; Social Work; Behaviour Modification; Gender Sensitivity; Adolescent Reproductive Health; and Programme Development Processes. The emphasis will be on gaining knowledge, not only from instruction, but also through interactive discussion. Emphasis will also be given to building skills in guidance and counselling, and this will be done through a variety of activities. Details of this one-week workshop are presented in the attached Schedule of Activities.

Participants

The workshop is for school teachers, guidance counsellors or social workers, whose responsibility covers school-age youth, especially girls.

Workshop Requirements

Pre-reading materials will be sent out to the participants on the 17th of February 1997. Participants are expected to participate in the discussions. They should, therefore, read the materials in advance, familiarize themselves with their content, analyze the assigned cases, and work on the exercises.

Workshop Facilitators

The workshop facilitators were participants in the Regional Technical Workshop on Guidance and Counselling, held in Malawi last July-August 1996. It was a regional workshop attended by participants from 11 countries in the sub-Saharan African region. They were trained to be Master Trainers in their respective countries. The facilitators for this National Workshop are: _____ and _____.

Certificate of Participation

A Certificate of Participation will be awarded to participants who attend at least 90 per cent of the sessions, and who fulfil the requirements of the workshop.

Place and Time

The workshop will be held in Room 1 of the Malawi Institute of Education in Domasi from Monday (24th of February) to Friday (28th of February 1997). The sessions will start at 8.00 in the morning, and end at 6.00 in the afternoon. There will be a 15-minute tea break in the morning and in the afternoon, and a lunch break from 12.00 noon to 1.30 p.m. Tea will be served just outside the workshop room, while lunch will be served in the Cafeteria in Building A.

Dress

Participants are requested to come in normal working attire.

Registration

To register for the workshop, please complete the attached registration form, and return to:

Mrs. _____
Malawi Institute of Education
P.O. Box 12345
Domasi

Kindly send in your completed registration forms on, or before, the 10th of February 1997. Telephone or fax inquiries may be directed to Mrs. _____ at telephone number 531261, and fax number 522139. Confirmation of participation will be sent with the pre-reading materials on the 17th of February 1997.

APPENDIX 4

Sample Registration Form

WORKSHOP ON GUIDANCE AND COUNSELLING FOR SCHOOL-AGE GIRLS

MALAWI
24th to 28th February 1997

Name: _____

Nickname (for name tags): _____

Age: _____

School/Institution/Organization: _____

Job Title: _____

Length of Service: _____

Address of Organization: _____

Telephone/Fax Number: _____

=====

1. Please provide a brief description of your duties and responsibilities.

2. What were your previous posts? Include only the name of the school(s)/institution(s), your length of service, and your job title.

3. Provide your educational background. Include only the name of the school(s), the academic years you were in the school(s), and the degree(s) earned.

4. What do you expect to learn from the workshop?

Kindly submit this registration form on or before the **10th of February 1997** to Mrs. _____ at the Malawi Institute of Education, P.O. Box 12345, Domasi, Malawi.

(Signature of Participant)
(Name of Participant)

Date:

APPENDIX 5

Sample Checklist for Workshop Details/Supplies

WORKSHOP DETAILS/SUPPLIES CHECKLIST

Workshop Title: _____

Workshop Date: _____

Name of Facilitator(s): _____

Location: _____

Number of Participants: _____

Table Setting and Facilities

- _____ A workshop room large enough to accommodate all the participants.
- _____ Tables for the participants and facilitators. Tables can be moved to accommodate teams during group activities.
- _____ Table for materials and supplies.
- _____ Comfortable seats for all participants and facilitators.
- _____ Extra seats for special guests and observers.
- _____ Refreshment table.

Materials and Supplies

- _____ Copies of all participants' materials (i.e., schedule of activities, manuals, handouts).
- _____ All charts, overhead transparencies to be used (arranged in order of use).
- _____ Name tags/participants' desk plates.

- _____ Announcement board/sign (which you may want to put up outside the room where you will be holding the workshop).
- _____ Pencils and writing paper.
- _____ Folders.
- _____ Chalk.
- _____ Transparencies (if you are going to use an overhead projector).
- _____ Transparency pens.
- _____ Flipchart paper (if you are going to use a flipchart).
- _____ Flipchart pens.
- _____ Masking tape (for the flipchart paper which you might want to stick on the walls).
- _____ Attendance sheet (ask participants to sign the attendance sheet every day).
- _____ Certificates of attendance (if applicable).
- _____ Evaluation forms (to be distributed on the last day of the workshop).

Equipment

- _____ Chalkboard.
- _____ Overhead projector.
- _____ Flipchart stand.
- _____ Video equipment.
- _____ Computer, printer.
- _____ Photocopier.

Personnel

- _____ Secretary
- _____ Resource Person

APPENDIX 6

Sample Introduction Activity

LET ME INTRODUCE YOU

OBJECTIVE

To provide an alternative method to the typical self-introductions used at the opening of workshops.

PROCEDURES

After the official welcome, and after all other information has been given by the facilitator, indicate that you would like to get to know the participants, and the participants to get to know each other.

But rather than have each person stand and introduce herself, distribute a 3 x 5 index card to each one. Ask them to write their name, title, and school or organization where they work. In addition, ask them to write something about their background, job experience, purpose in attending the seminar, hobbies, home town, etc.

Collect all the cards, and ask a participant to pull a card from the pack at random. As that person's name is read, he/she stands up, while the information on the card is read to the group. After the introduction, the newly-introduced person draws a card from the pack, and introduces the person who stands up. Continue in this way until all are introduced.

Comment: The advantages of this method over typical introductions include less pressure on the participants, a more casual opening, and a focus on those being introduced, rather than worrying about what to say. Moreover, it also discourages those long-winded people who want to tell their life stories!

DISCUSSION QUESTIONS None.

MATERIALS REQUIRED 3 x 5 cards.

APPROX. TIME NEEDED 15-30 minutes, depending on the number of participants.

SOURCE Varied.

APPENDIX 7

Sample Ice-Breaking Activities

GETTING ACQUAINTED

OBJECTIVE To enable first-time participants in a training session to become acquainted with other participants, and to help build a climate of friendliness and informality.

PROCEDURES Each person is given a blank name tag, and asked to put his, or her, first name or nickname on it. Then they are asked to list five words or brief phrases that tell something about themselves, that can be used to start a conversation. Examples could be home towns, hobbies, children, etc. An illustration follows:

Tinyade (Dimples)

1. Blantyre resident
2. Five children
3. Speaks French
4. Loves cooking
5. Collects stamps

After giving the group enough time (about 5 minutes), to write down items, ask them to start mixing in groups of 2-3 (maximum). Every few minutes, tell the group to change partners, in order to encourage everyone to meet as many new people as possible.

DISCUSSION QUESTIONS

1. Was this exercise helpful in getting to know some other people?
2. What items made the greatest impact on you?
3. How do you now feel about your involvement in this group?

**MATERIALS
REQUIRED**

Blank stick-on name tags.

**APPROX. TIME
REQUIRED**

Flexible, depending on group size. Minimum time:
15 minutes.

SOURCE

Unknown.

MEET 'N GREET

OBJECTIVES

To help participants to become acquainted, and to discover common backgrounds and interests.

PROCEDURE

At the beginning of the workshop, ask people to introduce themselves to as many others as they possibly can in two minutes. After those two minutes, tell them to form groups of three people. Tell them that their assignment for the next two minutes is to find at least three distinctive things that the three of them have in common. The only rule is that the three things cannot be job-related (e.g., they teach in the same school).

Ask them to identify the three things as quickly as possible, and to shout out when they have done so. Provide a token prize for the first team to complete the task. Some examples of common areas could be:

- all have an older brother
- all have degrees in the same field
- all were born in the month of March
- all grew up in a single parent home, etc.

After most of them have completed their assignments, call on a few groups to describe the things they have in common.

**DISCUSSION
QUESTIONS**

1. How did some of you complete the task so quickly?
2. Did some of you have difficulty finding common backgrounds or interests?
3. Did anyone discover some startling or surprising information about the others (e.g. all group members are twins).

MATERIALS

REQUIRED	None.
APPROX. TIME REQUIRED	10-15 minutes.
SOURCE	Varied.

WHO ARE YOU?

OBJECTIVE To enable participants to become acquainted with one another in an informal setting.

PROCEDURE Individuals are instructed to jot down three questions that they would like to ask a person whom they have just met. Suggest that they be creative, and do not ask the more obvious questions (name, school, etc.)

After allowing 3-5 minutes, ask the participants to start moving around, and exchange questions and answers. Encourage the group to meet as many people as possible.

Reassemble the entire group, and ask all persons to introduce themselves. As each individual is introduced, other participants are encouraged to add other pieces of information or earlier shared details. This will eventually provide a highly enriched composite picture of each participant.

- DISCUSSION
QUESTIONS**
1. What were some of the more interesting things discovered about people? Would they have been uncovered in normal cocktail party conversations? Why not?
 2. What were some of the more productive questions asked?
 3. What questions proved to be less productive? Why?

**MATERIALS
REQUIRED** None.

**APPROX. TIME
REQUIRED** 30 minutes, depending on the group size.

SOURCE Unknown.

ACCENTUATE THE POSITIVE

OBJECTIVES

To break down self-imposed barriers that do not allow people to like themselves, and to enhance their self-image by sharing comments and personal qualities.

PROCEDURE

Most of us have been brought up to believe that it is not right to say nice things about oneself or, for that matter, about others. This exercise attempts to change that attitude, by having teams of two persons introduce themselves to one another, and share some personal qualities.

In this exercise, each person provides his/her partner with the response to one, two, or all three, of the following suggested dimensions:

1. Two physical attributes I like in myself
2. Two personality qualities I like in myself
3. One talent or skill I like in myself.

Explain that each comment must be a positive one. No negative comments are allowed! (Since most people will not have experienced such a positive encounter, it may take some gentle encouragement on your part to get them started.) Call on each participant to introduce his/her partner to the group including his/her personal qualities.

DISCUSSION QUESTIONS

1. How many of you, on hearing the assignment, smiled slightly, looked at your partner, and said, "You go first"?
2. Did you find this a difficult assignment?
3. How do you feel about it now?

MATERIALS REQUIRED

None.

APPROX. TIME REQUIRED

15 minutes.

SOURCE

Dr. Robert Lindberg, University of Texas at San Antonio.

APPENDIX 8



Regional Technical Workshop on Guidance and Counselling

PARTICIPANT FEEDBACK QUESTIONNAIRE

Directions: Your responses to the following items are valuable for the people who developed this course, and for the future running of this training programme. Answer all questions candidly. Encircle the letter of your choice. If necessary, use the space after the questions to clarify your answers. YOUR WRITTEN COMMENTS ARE ESPECIALLY APPRECIATED.

COURSE CONTENT

1. *The course objectives were clear.*

- A. Very much so B. For the most part C. Somewhat D. Only slightly E. Not at all

2. *The course content was logically organized and developed.*

- A. Very much so B. For the most part C. Somewhat D. Only slightly E. Not at all

3. *There was sufficient opportunity to practise or apply what was taught.*

- A. Very much so B. For the most part C. Somewhat D. Only slightly E. Not at all

4. *The amount of time spent covering the content was:*

- A. Much more than needed B. Somewhat more than needed C. About right D. Somewhat less than needed E. Much less than needed

5. *The pace of instruction was:*

- A. Much too fast B. Somewhat fast C. About right D. Somewhat slow E. Much too slow

SKILLS AND KNOWLEDGE

1. *I feel that I understand the important concepts and skills presented in the training course.*

- A. Very much so B. For the most part C. Somewhat D. Only slightly E. Not at all

2. *I feel that I acquired new skills and knowledge.*

- A. Very much so B. For the most part C. Somewhat D. Only slightly E. Not at all

3. *I enhanced the skills and knowledge I already have.*

- A. Very much so B. For the most part C. Somewhat D. Only slightly E. Not at all

4. *The information presented will be valuable to me considering my current and/or anticipated job responsibilities.*

- A. Very much so B. For the most part C. Somewhat D. Only slightly E. Not at all

COURSE MATERIALS

1. *The participant materials (training manuals) contributed to my learning.*

- A. Very much so B. For the most part C. Somewhat D. Only slightly E. Not at all

2. *The instructor materials (overhead transparencies, flipcharts, etc.) contributed to my learning*

- A. Very much so B. For the most Part C. Somewhat D. Only slightly E. Not at all

INSTRUCTORS

1. *The instructor had command of the subject matter.*

- A. Very much so B. For the most part C. Somewhat D. Only slightly E. Not at all

2. *The instructor gave clear and logical presentations.*

- A. Very much so B. For the most part C. Somewhat D. Only slightly E. Not at all

3. *There was sufficient opportunity for questions and discussion.*

- A. Very much so C. For the most part C. Somewhat D. Only slightly E. Not at all

4. *Rate the overall effectiveness of the instructor.*

- A. Excellent B. Good C. Fair D. Marginal E. Poor

GENERAL COMMENTS

1. *How would you rate the quality of this training?*

- A. Excellent B. Good C. Fair D. Marginal E. Poor

2. *List the strengths of the training.*

3. *List the weaknesses of the training.*

4. *How would you rate the overall quality of the training facilities?*

- A. Excellent B. Good C. Fair D. Marginal E. Poor

PLEASE USE THE SPACE BELOW TO WRITE ADDITIONAL COMMENTS ABOUT THE TRAINING.

THANK YOU!