

DOCUMENT RESUME

ED 347 390

CE 061 659

AUTHOR Fox, Helen; And Others
 TITLE Nonformal Education Training Module.
 INSTITUTION Institute for Training and Development, Amherst, MA.
 SPONS AGENCY Peace Corps, Washington, DC. Information Collection and Exchange Div.
 REPORT NO T0064
 PUB DATE 91
 CONTRACT PC-890-1637
 NOTE 193p.
 AVAILABLE FROM Peace Corps, Information Collection & Exchange, 1990 K Street, N.W., 8th Floor, Washington, DC 20526.
 PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC08 Plus Postage.
 DESCRIPTORS Adult Learning; Culture; Developing Nations; Experiential Learning; Games; *Informal Leadership; Learning Activities; Lifelong Learning; *Nonformal Education; Nontraditional Education; Problem Solving; Program Development; *Role Playing; Speech Skills; Teaching Methods
 IDENTIFIERS *Peace Corps

ABSTRACT

This Peace Corps Nonformal Education (NFE) training module provides training ideas for volunteers. This module contains 10 sessions, each designed to fit into a 3-hour period: (1) What is NFE? (2) adult learning; (3) helping people identify their needs; (4) facilitation skills--part 1; (5) facilitation skills--part 2; (6) NFE materials development; (7) games in NFE; (8) planning; (9) evaluation; and (10) looking back/looking ahead. Each session contains the following sections: rationale; objectives of session; materials needed; trainer preparation/options; Peace Corps NFE manual reference; and activities--activity time, purpose, step-by-step, options, notes, "for next time," time savers, related references, and handouts. An introduction includes information on involving host country citizens in the workshop and facilitation hints, such as the following: encourage controversy, be aware of cultural sensitivity, encourage participants to take the training seriously, integrate the big talkers and encourage the silent ones, and break off lengthy discussions kindly. Tips to follow when the whole group is silent are also included. Three appendices contain more warm-ups, evaluation activities, and seven references. (NLA)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED347390

NONFORMAL EDUCATION TRAINING MODULE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

*Peace Corps of the United States
Information Collection & Exchange
T0064*

CF 061657

INFORMATION COLLECTION & EXCHANGE ---

Peace Corps' Information Collection & Exchange (ICE) was established so that the strategies and technologies developed by Peace Corps Volunteers, their co-workers, and their counterparts could be made available to the wide range of development organizations and individual workers who might find them useful. Training guides, curricula, lesson plans, project reports, manuals and other Peace Corps-generated materials developed in the field are collected and reviewed. Some are reprinted "as is", others provide a source of field-based information for the production of manuals or for research in particular program areas. Materials that you submit to ICE thus become part of the Peace Corps' larger contribution to development.

Information about ICE publications and services is available through:

**Peace Corps
Information Collection & Exchange
1990 K Street, NW - 8th Floor
Washington, DC 20526**

SHARE YOUR EXPERIENCE! ---

Add your experience to the Information Collection & Exchange Resource Center. Send materials that you have prepared so that they can be shared with others working in the development field. Your technical insights serve as the basis for the generation of ICE manuals, reprints and resource packets. Your insights also ensure that ICE is providing the most up-to-date, innovative problem-solving techniques and information available to you and your fellow development workers.

NONFORMAL EDUCATION TRAINING MODULE

by

Helen Fox
Don Graybill
Linda Abrams

Project Managers:

David Wolfe
Myrna Norris

1991

*Peace Corps of the United States
Information Collection & Exchange*

T0064

Prepared for Peace Corps by
The Institute for Training and Development
Amherst, MA 01002
In accordance with Contract PC 890-1637



recycled paper

Contents

<i>Preface</i>	i
<i>Introduction</i>	ii
Session 1: What is Nonformal Education?	1
Session 2: Adult Learning	25
Session 3: Helping People Identify Their Needs	43
Session 4: Facilitation Skills - Part 1	63
Session 5: Facilitation Skills - Part 2	75
Session 6: NFE Materials Development.	95
Session 7: Games in NFE	113
Session 8: Planning	129
Session 9: Evaluation	145
Session 10: Looking Back / Looking Ahead	157
Appendix I: More Warm-Ups	169
Appendix II: Evaluations	173
Appendix III: References	179

Nonformal Education Training Module

Preface

Since the publication of the **Nonformal Education Manual** two years ago, we have received many positive comments about its usefulness from Peace Corps Volunteers and staff. It has been applied by Volunteers to their work in every Peace Corps sector area and has been translated into Spanish by Peace Corps/Guatemala.

As the manual demonstrates, nonformal education, whatever definition one uses, has more to do with helping people to clarify and address their own needs than it does with any academic concept of "education." Using nonformal education approaches, Volunteers can resolve difficulties in helping non-literate people learn accounting practices -- or work with highly educated people targeted in an environmental education campaign. The techniques are as useful with people in the U.S. as they are with people in any Peace Corps country.

Because the concept of NFE is so intertwined with most areas of Peace Corps' programming, we have received many requests for a companion training module for the **Nonformal Education Manual**, adaptable for use in Pre-Service Trainings, In-Service Trainings, or other training events. We believe that the following design fulfills these needs.

After you use the module, please send us your comments. Let us know what you liked, what could be improved, what worked and what didn't. We'll consider all feedback in future editions of the module. Please direct comments to Information Collection and Exchange (ICE), Peace Corps, 1990 K Street, NW, Washington, DC 20526.

Our thanks and congratulations go to primary author Helen Fox, for her superb writing skills; to Linda Abrams, for her inspiring ideas; and to Kay Pfeiffer, who handled the physical formatting and layout of the module.

We also wish to acknowledge here the editorial review committee for this module. We are grateful for their valuable comments and input at each of the stages of production: Peter Coursey, Program Officer, PACEM Region; Barbara Ferris, OTAPS Women in Development Coordinator; Sarah Ford, Director, Training Division, OTAPS; Jane Furey, Staging Training Specialist; Marla Handy, NFE Practitioner; Mary Schleppegrell, OTAPS Education Sector Specialist; Renée Witherspoon, Health Sector Specialist, OTAPS.

Thanks also to Returned Volunteer proofreaders Mike Pulley and Angela Bies.

Finally, to the trainers and participants for whom this module was designed go our wishes for an exciting and enriching training experience.

David Wolfe, Director
Information Collection and Exchange
Myrna Norris, Education Sector Specialist
Office of Training and Program Support
Project Managers

Nonformal Education Training Module

Introduction

Designing this NFE Module has been a challenge, as it had to suit just about everybody: Volunteers and their HCN counterparts working in almost any assignment in any of the vastly different cultures in which Peace Corps serves. As well, it had to suit both experienced and inexperienced trainers who might be working with either pre-service or in-service groups under a variety of time constraints. This task sometimes reminded us of the fable of the unfortunate princess who was doomed to sit locked up in a tower spinning straw into gold. Whether the resulting Module -- after a year and a half of spinning -- does in fact contain a glimmer of gold or whether it is just pretty good straw is up to you to decide. Here are some suggestions for getting the most out of it:

Connection with the Peace Corps NFE Manual

The Module has been designed to help Volunteers learn experientially the skills addressed in the Peace Corps NFE Manual (ICE #M0042), and especially focuses on facilitation skills, the most difficult to adequately transmit though the written word. The chapter(s) in the NFE Manual that are linked to each specific training session are mentioned on the first page of each Session under Peace Corps NFE Manual Reference (See, for example, page 1).

For most of the training sessions, it will help participants' understanding if they read the appropriate chapters in the NFE Manual in advance. For your convenience, these chapters are mentioned at the end of each session and headed *For Next Time* (See, for example, page 13).

If you do not have enough NFE Manuals available at your NFE training site you can use the training Module without them. Wherever specific pages in the Manual are referred to and needed for an activity they are reproduced as handouts (See, for example, pages 57-62).

How to Adapt this Module to Your Needs

This NFE Module is meant to give you ideas for your training -- not to lock you into any particular format. You are encouraged to throw out activities that don't appeal to you, to modify those that do to fit your particular group more closely, and to prolong or shorten sessions as needed (Suggestions for what to cut are presented at the end of each session, as *Time Savers*).

Before you make your modifications, however, it is important to understand that the Module as it stands is SKILLS-BASED, that is, it carefully builds participants' skills in facilitation of experiential NFE activities, especially in the first five sessions. Here is the logic behind the design:

Session 1 introduces participants to the idea of NFE through a series of NFE activities.

Session 2 explores adult learning in the U.S. and the host country context and introduces the experiential learning cycle.

Session 3 gives participants their first try at NFE group facilitation as they work on needs assessment techniques.

Session 4 allows participants to create and stage their own NFE activity (role plays) and write processing questions based on the experiential learning cycle.

Session 5 builds on the previous sessions by having participants create their own experiential learning activity (Problem Dramas or Critical Incidents), decide on their own questions for processing, carry out the processing with an audience and engage in critique of these activities.

Sessions 6 through 10 are more flexible; they can be moved around or changed somewhat more easily than the core activities in the first five sessions.

Session 6 gives participants a chance to make some useful NFE materials and practice using them by applying some of the experiential learning skills acquired in previous sessions.

Session 7 lets participants adapt an NFE game to the local cultural context, using their understanding of NFE from previous sessions, especially Sessions 1 and 2.

Session 8 helps participants learn how to set goals and objectives and plan activities WITH people, and practice using culturally appropriate planning techniques by applying them to a case study.

Session 9 introduces participants to evaluation purposes and techniques as applied to a case study. It also gives them a chance to design their own evaluation of the NFE workshop (or, in the case of an IST, to design evaluations of activities in their assignments).

Session 10 wraps up the workshop with a look at where participants have been and where they are going next. The group also has a chance to carry out the evaluation of the workshop that they designed in Session 9.

Planning the Timing of Your Workshop

The Module contains ten sessions, each designed to fit into about a three-hour time period. The **Activity Sequence** at the beginning of each session shows you exactly how much time each activity will take, as well as the total time required for the session. You can do the whole ten sessions sequentially in a five-day period, or you can spread out the sessions over a longer period, if you like.

To add flexibility, at the end of most sessions you will find *Time Savers*: three suggested ways to adapt the session if your time is limited. There are no time savers suggested for Sessions 4 and 5, as these sessions form the core of the skill-building activities that Volunteers need to practice NFE in the field.

Session Preparation

At the beginning of each session you will find first a list of **Materials Needed**, and then a **Step-by-Step** sequence of the things you will need to do to get ready for the session. You will notice that in addition to the usual preparation (making of flip charts, assembling materials,

photocopying handouts, etc.) some sessions will require significant advance preparation on your part. In Session 2, for example, you will need to work with HCN language instructors, cultural coordinators, etc. to help them prepare short role plays demonstrating how teaching and learning traditionally take place in the host culture. In preparation for Session 3, you will need to visit a local development organization that uses a participatory approach, find out what kinds of needs assessment techniques they use and collect one of them for participants' use in the workshop.

All of these preparatory activities are explained thoroughly in the text. The important thing is to build in enough time to carry them out. Taking the time and care to do this extra preparation will make the NFE Module directly relevant to your cultural context.

PST/IST Flexibility

While the Module focuses on pre-service training, it contains extensive recommendations for adapting the content to the needs of in-service groups. Activities designed especially for IST groups are written in a different, bold typeface and are headed **FOR IST** (See, for example, page 7). If an activity can be used for either a PST or an IST it is headed **FOR PST/IST** (See, for example, page 6). In other words, for Activity 2, pages 6 and 7, you have a choice for your IST group; you can do either the Proverbs activity on page 6 or the Map Exercise on page 7. A PST group should only do the Proverbs activity since the Map Exercise would not be relevant.

Options

To give you ideas for different ways to use the activities, **OPTIONS** are sometimes presented. They are boxed and starred so that you can see them at a glance. **OPTIONS** usually consist of suggestions for how to set up or process an activity (See, for example, page 6). Occasionally, an **OPTION** is a suggestion for doing a completely different activity or adding an extra session (See, for example, the second Option on page 52).

Notes

NOTES to the trainer are included at various points within the activities (See, for example, page 28). **NOTES** emphasize important points, add additional explanations about training techniques, cultural content, etc.

Warm-ups and Evaluations

In order to give participants as much facilitation practice as possible, you can encourage them to take on responsibility for carrying out warm-ups and evaluations. After Session 2 (See *For Next Time*, page 36), it is suggested that you pass around a sign-up sheet for each of the remaining sessions.

While each session begins with a warm-up linked to the session's content, participants may want to choose another one instead from Appendix I. Or, they can do something simple instead: lead a song, tell a culturally relevant joke or story, or lead a few energizing exercises. Suggested evaluations are found in Appendix II.

Handouts

For your convenience, all handouts needed for the activities in a given session can be found at the end of that session. Each is labeled HANDOUT, and references the specific activity it is used with (See, for example, pages 15-24). You can reproduce the handouts by removing them from the binding, photocopying them, and replacing them in the Module for the next trainer to use.

Icons

Icons have been added to the text to help you see important planning or facilitation points at a glance:



Peace Corps NFE Manual Reference

Reference identifies sections of the NFE Manual with information relevant to the skills and processes covered in this particular session.



Step-by-Step

Step-by-Step signals the beginning of the directions you need to explain and carry out an activity (See, for example, page 5).



Keep Time shows you where to keep an eye on your watch while participants are working in small groups (See, for example, page 6).



NOTE:

NOTE provides training hints and cultural considerations. You may find these notes helpful in planning the session (See, for example, page 7).



OPTION

OPTION gives you ideas for modifying activities to suit your particular group or your training style (See, for example, the first OPTION on page 48).



For Next Time

For Next Time suggests what participants need to do before the next session. It contains Peace Corps NFE Manual references, special sign-ups and other advance planning activities they may want to get involved in, and occasionally, suggestions to read supplemental handouts on their own time (See, for example, page 13).

RELATED REFERENCES

At the end of each session are several references to a selected list of other books and training manuals found in Appendix III. You might want to have these and any other NFE materials in your In-Country Reference Center available in the training room for participants to browse through during breaks.

Involving Host Country Nationals in the Workshop

It is highly recommended that you involve HCNs in the training wherever possible to add cultural relevance and to provide opportunities for Volunteers to share their ideas and opinions. For an IST, you may be able to involve the HCN counterparts of your Volunteer participants; for both IST and PST groups you may want to involve language instructors, cultural coordinators, administrative staff, cooks, drivers, and so on. Be sure to brief HCN participants beforehand about what is required of them. If the HCNs are trainers themselves, you may wish to discuss the place of the activity in the experiential learning cycle.

Activities for which HCNs are indispensable are clearly marked (See, for example, page 114, Trainer Preparation, 4). You may find other ways to involve interested HCNs, either as workshop participants, as observers (as an audience for a flannelboard demonstration, for example), or as cultural consultants.

Facilitation Hints

- **Encourage Controversy** -- NFE can be an emotional topic, as it hits participants right in their values, their convictions, their long-held assumptions about the way people should be with each other and how international development should proceed. Because NFE is by nature controversial, let participants know they don't have to agree -- either with each other, with the training design, or with you. As adults, they are free to come to their own conclusions, learn what they want to learn, and reject (sometimes only temporarily) what doesn't make sense to them.

At the same time, try to keep the group on track by letting them know when it is time to move on. If an enthusiastic discussion begins to divert the group from what they need to accomplish, let them know that you will be happy to continue talking with them informally after the session is over.

- **Be Aware of Cultural Sensitivity** -- Avoid setting up unnecessary barriers between American and HCN participants by talking about U.S. culture as "our way" or how things are done "back home." Give each culture equal weight in the process.
- **Encourage Participants to take the Training Seriously** -- Trainers are sometimes bothered by participants who don't pay attention: the one at the back of the room writing letters, the one who diverts the small group discussions with jokes or irrelevant gossip. Try enlisting their special talents to help you facilitate a session or a small group activity. Ask their opinion in large group discussions. Talk to them after class about how the training might be modified a little to meet their needs. Get them to take the training seriously by taking *them* seriously.
- **Integrate the Big Talkers; Encourage the Silent Ones** -- Often a group will have one or two highly vocal participants who tend to dominate the discussion as well as a few

who seem interested but keep their ideas to themselves. You can balance the group a little better by trying some of the following:

- ✓ Change the make-up of the small groups often. This way, quieter people will eventually meet up with other quiet types and be able to speak up, while the talkers will meet and be challenged by talkers like themselves. You can form small groups in different ways: by counting off around the room by fours (if you want four small groups), by asking people to form groups with people they don't know well, by letting people choose their groups, etc.
 - ✓ In a large group discussion, after asking for ideas on some topic, ask participants to jot down one or two ideas before anyone speaks, then call on volunteers to tell what they have written, or go around the room and ask for each person to read their ideas one by one.
 - ✓ Talk to the vocal participants after the session and enlist their help in encouraging others to speak up. They may not realize they are dominating the discussion.
 - ✓ Don't force the quiet ones to talk by calling on them. People have different learning styles. Some prefer to listen and reflect quietly rather than saying publicly what first comes to mind.
 - ✓ Look for body language. People who are ready with ideas often sit forward, or meet your eyes, or shift in their seat while another participant is speaking. Ask them if they have something to add.
 - ✓ Refer to group norms that you have posted in the training room. If the group has decided, for example, to "respect everyone's ideas," you might remind them that "respect" means allowing silent voices to be heard.
- ***Break Off Lengthy Discussions Kindly*** -- Interesting discussions must sometimes be cut short in order to respect time constraints or cover other important topics. If several people have indicated they still have something to say either by waving their hands or by starting to speak, you might say something like "OK, first Linda, then N'Fila, then Mark, and then we'll have to stop because we're running out of time." This is both kinder and more effective than just trying to shut the discussion down at a particular point ("OK, we've got to move on now").
 - ***When the Whole Group is Silent*** -- When people feel hesitant about speaking up, or when it is hot or people are tired, you may have difficulty getting discussion started. If you ask a question and no one answers it, wait -- and count to five very slowly to yourself without betraying any anxiety or irritation. If no one answers, smile and rephrase the question. Wait again. People may need time to think. If discussion continues to be slow, try using BUZZ GROUPS (participants discuss the question with their neighbor for 5 minutes). Then go around the room, asking several pairs what they came up with; the whole group will be surprised at the number of good ideas that emerge.

See the Peace Corps Nonformal Education Manual pp. 70-71 and Chapter 7 for more group facilitation hints.

SESSION 1***What is Nonformal Education?*****Rationale**

This first session introduces participants to each other and to NFE through a series of NFE activities. Participants' experience is drawn upon at every opportunity and participants are encouraged to express their own opinions and make their own interpretations of how NFE is practiced. At the same time, however, they are encouraged to form a supportive group -- to refrain from evaluating each other, to create group norms for working together and to make some group recommendations. The local cultural context may be emphasized through the use of local proverbs and through the active participation of host country nationals and Volunteers with experience working in the culture.

Objectives of Session

- To form a supportive group through NFE activities.
- To share personal experience and knowledge.
- To explore several ways that NFE can be carried out in Peace Corps assignments.

Activity Sequence

1. Welcome and Trainer Introduction	10 minutes
2. Participants' Introductory Activity	30 minutes
3. Goals of Workshop	10 minutes
BREAK	15 minutes
4. What is NFE?	60 minutes
5. Interests/Skills Inventory	30 minutes
6. Norm Setting	10 minutes
7. Analysis and Evaluation of Session	15 minutes
Total Time Required	180 minutes

**Peace Corps NFE Manual Reference**

Chapter 1 - *What is Nonformal Education?*
Chapter 2 - *NFE in Action*

Materials Needed

- Flip chart paper
- Markers
- Masking tape
- Flip charts:
 - Goals of NFE Workshop*
 - Definition of NFE*
- Handouts:
 - What is NFE?* - One per participant
 - Interests/Skills Inventory* - One per participant
 - NFE in the Developing World* - One set per participant
- For PST/IST:
 - Proverbs on large strips of paper
- For IST:
 - Map of country
 - String cut into 1/2 meter lengths
 - Name tags for participants
 - Thumbtacks or push pins

Trainer Preparation

1. Read Peace Corps NFE Manual, Chapters 1 and 2.
2. Read through the session with your co-trainers and decide together on the options you want to use.
3. Assemble materials.
4. PST (or IST) - Write halves of proverbs on large strips of flip chart paper. (Cut 5" x 28" strips and write in large letters with markers). Write half as many complete proverbs as there are participants, i.e., each participant will get one half of a proverb. If there are an odd number of participants, you can participate yourself.

Sample proverbs are:

He who cannot dance will say	The drum is bad (Ashanti people)
Restless feet may walk	Into a snake pit (Ethiopia)
Cross the river in a crowd	And the crocodile won't eat you (Madagascar)
Knowledge is like a garden	If it cannot be cultivated it cannot be harvested (Guinea)
Those who are absent	Are always wrong (Congo)

No matter how full the river	It still wants to grow (Congo)
Two eyes see	Better than one (Mauritania)
He who talks incessantly	Talks nonsense (Ivory Coast)
One camel does not make fun	Of the other camel's hump (Guinea)
The person who is being carried	Does not realize how far the town is (Nigeria)
You can't have the sunrise	Before the day time (Haiti)
If every day the bucket goes to the well	The bottom will drop out (Belize)
When elephants fight	It is the grass that suffers (Mozambique)
A bird in hand	Is worth two in the bush (U.S.)
A stitch in time	Saves nine (U.S.)
There's more than one way	To skin a cat (U.S.)
Proverbs are the daughters	Of experience (Burundi)



OPTION

Have HCNs help you find appropriate local proverbs and prepare as above.

FOR IST: Post map of host country in training room. If none is available, draw an outline of the country on a sheet of flip chart paper. Add major cities and towns and all villages where participants are stationed.

5. Prepare flip chart of *Goals of NFE Workshop*. (See Activity 3)

GOALS OF NFE WORKSHOP

To gain an understanding of NFE and its application to all areas of development.

To develop skills in and knowledge of NFE methods and techniques.

To adapt these techniques to your own work in the host country context.

6. Prepare flip chart of *Definition of NFE*

DEFINITION OF NFE

Nonformal Education (NFE) is out-of-school learning that is planned and agreed upon by both facilitator and participants.

- Participants are active; they solve problems, work with their hands, think creatively.
- The learning is practical, flexible, and based on the real needs of the participants.
- The purpose of NFE is to improve the life of the individual or community, rather than to teach isolated skills or knowledge.
- NFE emphasizes trust and respect while encouraging questioning and reflection

In addition, NFE is different in emphasis from both formal education and traditional learning systems in several ways:

NFE helps people generate creative, new solutions to real life problems.

NFE is carried out in an atmosphere of mutual respect and equality between teacher and learner.

NFE comes from the people, rather than being taken to them.

7. Redesign *Interests/Skills Inventory*, if desired. Type and photocopy one for each participant.
8. Photocopy handouts.
9. If possible, have participants read Chapters 1 and 2 of the Peace Corps NFE Manual before the workshop begins.

Activity 1: Introductions, Welcome

Activity Time 10 minutes

Purpose To welcome participants to the workshop.



Step-by-Step

1. Introduce yourself and say a few words about your background. For example, you might mention your experience as a trainer, your work in NFE, or your knowledge of the local context as a member of the host culture or as a Volunteer.
2. Say a few words of welcome to participants. If counterparts or other HCNs are present, make special mention of how their experience and active participation will be valuable to Volunteers. Mention something about your training style and your expectations for the workshop.

For example: You might say that you encourage questions and discussion; that NFE is an evolving field, so some disagreement about what it is and how to do it is expected; that you will try to be flexible and accommodate participants' needs by doing daily evaluations and incorporating the results into the sessions that follow.

Activity 2: Participants' Introductory Activity

Activity Time About 30 minutes, depending on the size of the group

Purpose To have participants get to know each other through an NFE activity.

Proverbs - FOR PST/IST (30 minutes)

Step-by-Step

1. Let the group know that you have written some proverbs from various parts of the world (or local proverbs) on pieces of paper and cut them in half so that the first part of the proverb is on one strip and the second is on another strip.
2. Explain that you will give everyone a strip and that they can move around the room until they find the person with the other half of their proverb. When they think they have found their partner they can introduce themselves (if they don't know each other already) and talk for a few minutes about what the proverb means and how it applies to the workshop. You might say:

You will be working together intensively for the next week or so exploring NFE ideas and methods. See if you can decide together what your proverb has to say that might apply to this situation.



OPTION

Instead of asking participants to discuss how the proverbs relate to the workshop they might discuss instead one of the following:

- How the proverb applies to nonformal education
- How it applies to their Peace Corps service
- How it applies to community development

3. Ask if there are any questions about the activity.
4. Give each participant half of a proverb written on a large strip of flip chart paper.
5. Ask participants to begin the activity.
6. Keep time (about 15 minutes).
7. After the time is up, ask everyone to sit next to their partner.
8. Ask each pair to one by one get up, post their proverb on the wall somewhere in the training room, and to tell the group what they have decided their proverb means and how it might apply to the workshop. Each pair has about two minutes to present their proverb.



FOR IST - Map Exercise (About 30 minutes depending on the size of the group.)



NOTE: This activity is useful if IST participants do not know each other and are unfamiliar with the activities that the others are working on in their Peace Corps assignments.

If IST participants all know each other and are familiar with each other's activities you might want to do the *Proverbs* activity instead of this exercise.

Step-by-Step for IST

1. Mention to the group that the purpose of this activity is to get to know each other and to begin to learn about the activities everyone is involved in. Let them know that sharing of experience is very important in this workshop and that most activities that they do will be tied directly to the assignments of some or all of the group members and their knowledge of the local culture.
2. Pass out a blank name tag, two thumbtacks and a piece of string to each participant. Have markers available.
3. Say that in this activity everyone will attach their name tag to the map, putting the thumbtack in the town or village where they are stationed and connecting it with the string to their name tag which they will pin to the wall at the border of the map. While doing this they can introduce themselves to the group and briefly describe the work they are doing (if possible, with an emphasis on NFE activities). Each participant has about 2 minutes to speak about their work.



4. Keep time (30 minutes).



NOTE: If your group has more than 12-15 participants, you'll need to plan more time for this activity.

5. At the end, thank the participants and tell them that as the workshop continues they will have further chance to share both insights and difficulties they may be having in their work with others and to discover how NFE might be useful in the particular activities they are involved in.

Activity 3: Workshop Goals

Activity Time 10 minutes

Purpose To understand the goals of the workshop.

Step-by-Step

1. Post the flip chart with goals of the workshop.
2. Introduce the goals, emphasizing the practical nature of the workshop, and that the skills and knowledge participants gain should be directly applicable to their work.
3. Inform participants that the overview of the workshop sessions will be postponed to Session 3 in order to incorporate the results of a questionnaire you will give them later in this session. Let them know that the results of this *Interests/Skills Inventory* will help you tailor the workshop to their particular needs and interests, and will give them the opportunity to share the NFE skills they may already have with others.

BREAK

15 minutes

Activity 4: What Is NFE?

Activity Time 60 minutes

Purpose To understand the definition of NFE and see how it applies to an example of a successful Peace Corps assignment.

Julie's Assignment - FOR PST

Step-by-Step

1. Explain the purpose of the activity to the group (see above).
2. Post the definition of NFE that you have written on flip chart paper. Take a few minutes to read and discuss it with participants.

At this point you might also want to take about 10 minutes to mention some of the complexities of NFE:

NFE is defined differently by different practitioners -- some say that NFE is any out of school learning, others stress that participants need to design their own learning activities, and still others emphasize its political nature.

NFE is not absolutely distinct from formal education in its methods; participants exercise varying degrees of control over the process, from designing all of their own learning and using the facilitator as a resource person to attending a workshop like this one where the content is mostly planned in advance.

Some say that we could see NFE not as an method of education that has well-defined characteristics, but as a continuum -- from low to high facilitator control -- and that how it is practiced depends on local conditions.

Let the group know that Peace Corps stresses the definition given in this activity, but that participants are encouraged to read the materials on the resource table and to reflect on these and on their own experience to modify this definition for themselves as time goes on.

Mention that you will also provide handouts at the end of the session that they can read on their own time, which attempt to summarize how NFE is practiced differently in the developing world by three major practitioners: Paulo Freire of Brazil, Lyra Srinivasan of India and W.P. Napitupulu of Indonesia.

3. Now introduce a short case study of a Volunteer who felt at the end of her service that she had used NFE successfully in her work. Ask participants to form small groups of four or five and take 20 minutes to discuss in what ways the Volunteer's activities fit the Peace Corps definition of NFE. Ask each group to appoint someone to write down their observations to share later with the large group.
4. Have participants count off or suggest another way of dividing into groups.
5. Pass out *What is NFE?* handouts.
6. Direct groups to corners of the training room. (Separate rooms are not recommended for brief discussions because of the time it takes to get settled).
7. Keep time (20 minutes).
8. When time is up, call participants back together in a large group.
9. Take about 15 minutes to have groups volunteer ways that Julie's service fit the definition of NFE. Be sure they give concrete examples of what Julie or the group did or did not do to illustrate their points.

For example: Julie's group helped solve each other's problems in small business by sharing their knowledge of advertising and reduction of costs of production rather than relying on outside "expert" advice.

10. To sum up, ask the group what about Julie's service strikes them as particularly interesting or different from (or similar to) the kind of group work or education they are used to. Encourage them to draw on their previous experience to suggest similarities or differences.





OPTION

Instead of (or in addition to) using Julie's case, you might invite a Volunteer or HCN in the area to talk to the group about what she/he is doing in NFE. After the presentation participants should work first in small groups and then as a large group to discuss in what ways the project fits the definition as above. See first NOTE below to avoid nitpicking and hurt feelings.

FOR IST - Participants' Experience (45-60 minutes)

Step-by-Step for IST

1. Follow steps 1 and 2 as for PST.
2. After the definition of NFE is posted and discussed, let participants know that they now will have the opportunity to share in more detail what they are doing in their assignments by mentioning how some of their activities fit the posted definition.

You might approach this by having several Volunteers talk about their activities in detail and how they fit or do not fit the definition. Alternatively, you might read each point in the definition and ask for examples from the experience of the participants. You might also ask participants to say "My job (or activity) might be closer to NFE if..."



NOTE:

Take care not to let the group make evaluative comments about participants' projects ("That doesn't really fit the definition because..."). If you sense that an example does not fit the definition, you might ask the person who gave the example (not others) to say how it might fit the definition better if..., or to explain in more detail how they feel it illustrates the points in the definition.

Activity 5: Interests/Skills Inventory

Activity Time 30 minutes

Purpose To determine participants' needs and interests in the sessions, options and activities presented in this module and to discover the NFE - related skills that they may already have to share with the group.

Step-by-Step

1. Explain the purpose of the activity. Remind the group that you will use the results of this activity to tailor the rest of the sessions a little more carefully to their needs, and that you will present the results and discuss them with the group in Session 3.



NOTE: Presenting the results in Session 2 would give the facilitator too little time to process the Interests/Skills Inventories if you are doing your sessions back-to-back.

2. Pass out an *Interests/Skills Inventory* to each participant. Ask them to take about 10 minutes to fill them out individually.
3. After participants have finished but before you collect the inventories, ask them to form small groups of 4 or 5 participants to share their needs and interests with each other as well as talking about the skills they may already have and how they used them in the past. (For example, someone may have had experience doing group-building activities in a college dorm, or planning and organizational skills from running a small business.) Suggest that someone from each group write down their group's special talents. They can take about 15 minutes for this.
4. For the last 5 minutes have each group report on its skills to the large group.
5. Collect *Interests/Skills Inventories*.

Activity 6: Norm-Setting

Activity Time 10 minutes

Purpose To have participants agree on expectations for their own behavior as a group.

Step-by-Step

1. Suggest to the group that since they have had a chance to work together for a few hours, they probably have a good idea of how they want to work together for the remainder of the time. For example, they may have discovered that giving everyone a chance to speak without interruptions is important to them. These and other important

- group "rules" are called "norms." Suggest to the group that it would be a good idea to decide on norms together at this point.
2. If the group has difficulty thinking of norms, you might give several examples of norms that make sense in your context.
 3. Ask the group to brainstorm a list of suggested norms. List on flip chart paper. Be sure to add a norm or two of your own if they are important to you.
 4. Ask for clarification of any of the suggested norms that are vague or unclear.
 5. Have the group decide on which of the listed norms they want to keep and the ones they want to discard. Cross out the ones they agree are unnecessary.
 6. List the group norms on flip chart paper (while participants are busy with the next exercise) and post prominently in the training room for the remainder of the workshop.

Activity 7: Analysis and Evaluation of Session

Activity Time 15 minutes

Purpose To analyze how the session was designed to be an NFE activity and to evaluate its effectiveness.

Step-by-Step

1. Let the group know the purpose of the activity (above).
2. Remind them of the activities they have just participated in (using the Activity Sequence on the first page of this session).
3. Referring to the posted definition of NFE, ask the group to comment on how the session incorporated many (but probably not all) of the points.



OPTION

As the group gives examples, write them on flip chart paper along with the NFE principles they demonstrate. This will give the group a participant-generated review of the session. Post on the wall for participants to refer to in Step 4.

4. Ask participants to write down at least one specific suggestion that would help make future sessions more closely approximate the definition of NFE. They could do this by completing the following sentence:

To practice NFE more effectively in this workshop, in future sessions we should . . .

5. Collect the suggestions, thank the participants, and tell them you will try to incorporate some of them into future sessions.
-



For Next Time

Give participants handouts (*NFE in the Developing World*) for reading on their own time and discussion among themselves.

Suggest that participants read Chapters 1 and 2 of the Peace Corps NFE Manual (if they have not done so previously) and Chapter 3 for the next session.

■ *End of Session 1.*

Time Saver #1

1. Welcome	15 minutes
2. Participants' Introductory Activity	30 minutes
3. Goals of Workshop	10 minutes
BREAK	15 minutes
4. What is NFE?	60 minutes
5. Interests/Skills Inventory (pencil and paper only)	10 minutes
6. Norm Setting	10 minutes
Time Required	150 minutes

Time Saver #2

1. Welcome	15 minutes
2. Short Icebreaker	10 minutes
3. Goals of Workshop	10 minutes
4. What is NFE?	60 minutes
5. Interest/Skills Inventory (pencil and paper only)	10 minutes
6. Norm Setting	10 minutes
Time Required	115 minutes

Time Saver #3

(To use when this workshop is part of other training activities after the group is already well established.)

1. Short Icebreaker	10 minutes
2. Goals of Workshop	10 minutes
3. What is NFE?	60 minutes
4. Interests/Skills Inventory (pencil and paper only)	10 minutes
5. Analysis and Evaluation of Session	15 minutes
Time Required	105 minutes

RELATED REFERENCES (See Appendix III)

Srinivasan, L. *Tools for Community Participation*
 Vella, J. *Learning To Teach*

✓ What is NFE? - Julie's Assignment

At the end of her service, this Volunteer felt she had done some useful and satisfying NFE work. How do you see Julie's Peace Corps service as fitting into the posted definition of NFE?

Julie's assignment was to work with women's groups at village community centers to help them develop small business skills. For a long time it seemed to Julie that the women were uninterested in doing anything at all. Finally they approached her with a request -- that she start up some cooking classes for teenagers who had left school but had not yet gotten married.

Julie felt uniquely unqualified to do this, as her cooking, by her own account, was a disaster. The women laughed when Julie told them this, and began inviting her to their houses at dinner time to show her how it was done. Soon Julie was a learner alongside a few of the local teenagers, a role that she enjoyed thoroughly, though she felt it wasn't getting her any closer to finding something useful to do with her small business skills.

After four months of frustration, Julie hit upon the idea of getting women together who already owned businesses and helping them upgrade their skills in marketing and management.

Her first group consisted of only two women, one who made soap and the other who tie-dyed cloth using indigo that she made from local plants. As the three of them became friends, they discovered that both of the small businesses had the same problem: lack of access to a market. However, the soap maker had thought of some clever advertising, and the tie-dyer had a way of reducing her production costs to almost zero. In their conversations they gave each other a few new ideas and came up with a plan to get free transportation to a larger town together on market day.

From this first experience, Julie discovered that when groups of local women in small business got together, they already had most of the expertise they needed among them to improve their sales and management. Slowly, her group grew by word of mouth, and then began to expand to other villages through family connections of the most active members. In group meetings, Julie stayed in the background, facilitating discussion and sharing among members, arranging for field trips that the women decided on themselves and occasionally offering advice on specific business methods.

Near the end of her service, Julie was still trying to figure out ways to get women involved who had never been in business before. Finally she called a meeting of the most active members of the group and asked them to help her understand why other women seemed so reluctant to take the first step.

As they sat together telling stories, Julie began to understand more clearly how hard it had been for these successful women to make changes in their lives in order to make their ventures work. Though the women never said so directly, Julie could hear what they were saying: that the women who remained in a more traditional role were simply not ready to take the risk. Julie returned home with new respect for the women she had gone into Peace Corps to serve -- both the ones who had the courage to try something new and those who had chosen to follow centuries of tradition.

✓ Interests/Skills Inventory

I. Needs and Interests

In order to tailor the NFE workshop more closely to your *needs and interests* please indicate your interest level in the following areas (1=low 5=high). Although we will probably not be able to accommodate all your individual needs we will try to emphasize those areas you as a group feel are the most important.

1 = low 5 = high

1	2	3	4	5
---	---	---	---	---

Adult Learning

- understanding the principles of Adult Learning
- understanding teaching and learning styles in your host culture
- applying the principles of Adult Learning in your host country context

Experiential Learning Cycle (ELC)

- understanding the ELC and why it's important in NFE
- using the ELC to plan experiential activities
- leading discussions (processing) of experiential activities
- writing processing questions for group discussions

Needs Assessment

- understanding what a needs assessment is
- choosing appropriate needs assessment techniques
- practicing needs assessment techniques useful in host country
- practicing needs assessment techniques with people of limited literacy

Group Facilitation in NFE

- facilitating group discussions
- designing role plays¹
- performing role plays
- designing problem dramas²
- performing problem dramas
- writing critical incidents³
- facilitating discussion of critical incidents
- story telling (as appropriate in your host culture)

¹Role Play:

A short drama, often *ad libbed*, that presents a typical situation for discussion.

²Problem Drama:

A role play where characters present the audience with a dilemma and ask for help solving it.

³Critical Incident:

A short written description of a confusing or emotionally charged situation -- left unresolved for participant discussion.

✓ Interests/Skills Inventory - continued

1 = low 5 = high

1 2 3 4 5

Making NFE Materials

- flannelboards and figures
- flexiflans¹
- hectograph (non-mechanical duplicator)
- roll-up (portable) blackboard
- puppets
- community bulletin board
- community newspaper

Using NFE Materials

- involving local people in production of NFE materials
- using NFE materials to teach specific concepts or skills
- using flannelboard figures and flexiflans to promote discussion
- understanding when to "teach" and when to "promote discussion" with NFE materials

Games in NFE

- understanding the purpose of games in NFE
- designing/adapting games for use in your host culture
- adapting local games for NFE activities
- designing new NFE games

Planning with Groups of Local People

- helping people set goals and objectives
- using planning tools² with community groups
- using planning tools with groups of limited literacy

Evaluation

- understanding some basic principles of evaluation
- familiarity with a variety of evaluation techniques
- interviewing in your host country context
- preparing appropriate questionnaires for your host country context
- designing a formative evaluation³
- designing a summative evaluation⁴
- designing an impact evaluation⁵
- analyzing evaluation results
- using evaluation results to modify your approach
- designing an evaluation for your specific work situation

¹Flexiflans:

²Planning Tools:

³Formative Evaluation:

⁴Summative Evaluation:

⁵Impact Evaluation:

Moveable figures useful for promoting discussion.

Ways of setting activities in a time frame and determining roles and responsibilities.

Evaluation done during a project in order to assess progress and make adjustments.

Evaluation done at the end of a project in order to assess it.

Evaluation done to discover the long-term effects of a project on a community.

NAME: _____

✓ Interests/Skills Inventory

II. Skills and/or Experience

Please indicate your *skills and/or experience* in the following NFE areas. We hope you will share some of them with others during the workshop -- either by helping to demonstrate a technique, or facilitating part of a session, or acting as a resource person for other participants. Check all those that apply to you.

I. Making NFE materials

- Carpentry
- Drawing
- Puppets
- Designing or adapting games to local context
- Creative use of local materials and "found" objects
- Visual Aids
- Community newsletter using a simple duplicator
- Community bulletin board
- Other _____

II. Developing and/or Using NFE techniques

- Critical Incidents
- Role Plays
- Problem Dramas
- Puppet shows
- Story telling
- Other acting/theater experience
- Case Studies¹
- Interviewing individuals or small groups
- Facilitating games

III. Facilitating Groups

- Facilitating group discussions
- Processing an activity using the experiential learning cycle
- Leading brainstorming sessions
- Solving group disputes or dissatisfactions
- Designing warm-ups and icebreakers
- Leading songs
- Playing a musical instrument (which instrument? _____)
- Designing evaluations
- Facilitating evaluations of sessions
- Helping groups set goals and objectives
- Helping groups plan and schedule complex activities
- Other _____

¹Case Study: A written description of a typical situation with questions for discussion.

✓ NFE in the Developing World

Who is Paulo Freire?

During the 1970s, Paulo Freire's name became well-known in education circles around the world. International and national development agencies sent representatives to workshops on "Freire's Method." Many who have read his book, *Pedagogy of the Oppressed*, find his style tedious and involuted while at the same time proclaiming his ideas to be exciting and long overdue. Those who have met Freire personally find him to be a serious, mild-mannered, and powerful individual.

Freire was born in the Northeast of Brazil; a region known for its widespread poverty. In 1932, at age eleven, he made a vow to dedicate his life to the struggle against hunger, so that other children would not have to know the agony he was then experiencing. Although he was from a middle-class family, the worldwide depression of the '30s cast his lot with the poor of Recife. By 1959, Freire had completed a doctoral dissertation at the University of Recife on his philosophy of education. Seventy days after the right-wing military coup of 1964, he was expelled from Brazil.

Freire's expulsion was partly the result of a successful literacy campaign that had been mounted in Recife and the surrounding regions. Known as *concientizacao*, Freire's literacy method proved to do more than teach people to read and write. For the first time, hope for a new future and belief in its possibility had become part of the curriculum for the poor.

From Brazil, Freire went to Chile where he worked five years with UNESCO and the Chilean Land Reform Institute. In 1969 he was at Harvard as a consultant, and then went to Geneva with the Office of Education of the World Council of Churches. In the 1980s, after political changes in Brazil, he was welcomed home and appointed Minister of Education.

[Adapted from *Concientizacao and Simulation Games*, by William Smith, Amherst, MA: Center for International Education]

What is Freire's method of practicing NFE?

Freire's process developed out of his work with rural peasants in Brazil, as a means by which the "oppressed" could begin to confront their "oppressors" through developing social awareness and taking action. To begin the process, an educator spends time with the people, to analyze their situation and identify important themes such as "unemployment," "slums," or "water." Next, the educator "encodes" these themes in a visual form, usually a picture, which is presented to a group of people (called a "culture circle") to "decode." In this stage, the educator asks a number of questions, generally in this sequence:

What is the problem?
 Who are the people?
 What are they thinking? Feeling? Wanting?
 How should things be in this situation?
 Why are things this way?
 Who or what is to blame?
 What can we do about it?

When participants take action, the action itself becomes the next "code" for them to analyze. So, the process continues in a cyclical fashion. (If literacy is also a goal, participants

✓ NFE in the Developing World - *continued*

learn words and sentences they derive from their discussion of the picture.) (See *Helping Health Workers Learn*, pp. 26-21 and 26-27 for examples of how this process works in the field.)

Thus, in Freire's process, actual life experiences become the teacher, and the culture circle serves as a support and analysis group for people to work toward more just structures themselves. Freire highlights the critical role of the facilitator in this process in a beautifully written memo "To The Coordinator of the Culture Circle":

In order to be able to be a good coordinator for a "culture circle" you need, above all, to have faith in man, to believe in his possibility to create, to change things. You need to love. You must be convinced that the fundamental effort of education is the liberation of man, and never his domestication. You must be convinced that this liberation takes place to the extent that man reflects upon himself in relationship to the world in which, and with which, he lives...A culture circle is a live and creative dialogue, in which everyone knows some things and does not know others, in which all seek, together, to know more. This is why you, as the coordinator of a culture circle, must be humble, so that you can grow with the group, instead of losing your humility and claiming to direct the group, once it is animated.

[P. Freire, *Pedagogy of the Oppressed*, 1972. From *Nonformal Education as an Empowering Process* by Suzanne Kindervatter, Amherst, MA: Center for International Education, 1979]

Who is Lyra Srinivasan?

Lyra Srinivasan was born in Goa, India and is a graduate of Bombay University, where she received degrees in English Literature and Secondary Education Teaching. She went on to receive both a master's degree in curriculum development and a doctorate in adult education from Harvard university.

She has over twenty years of experience in participatory training for development and community education within the United Nations system, and as a independent consultant. She has conducted training workshops for trainers, program planners, curriculum designers, supervisors and field staff in a number of countries including Costa Rica, Ecuador, Ethiopia, Ghana, India, Indonesia, Iran, Mexico, the Philippines, Saudi Arabia, Turkey and the United States.

From 1984-1988 Ms. Srinivasan served as Training Director of Prowess/UNDP. "Prowess" stands for "Promotion of the Role of Women in Water and Environmental Sanitation Services." It focuses on women, in the context of their communities, because they are the main collectors and users of water and guardians of household hygiene and family health. In the past, even field projects with a community participation focus have often neglected to involve women in decision-making, for lack of knowledge about their role or difficulties in reaching them.

The Prowess program was created in 1983 to demonstrate how women can be involved, the benefits this will bring to women and their communities, and how this experience can be replicated. Experience so far in around twenty country projects in Africa, the Arab States, and Latin America shows that early and wide participation by women and their communities pays off in better maintenance, higher cost recoveries, improved hygienic practices and other socio-economic gains for the community as a whole.

[From *Perspectives on Nonformal Adult Learning* by Lyra Srinivasan NY: World Education, 1977 And *Tools for Community Participation* by Lyra Srinivasan. NY: Prowess/UNDP, 1990]

✓ **NFE in the Developing World - *continued***

What is Srinivasan's way of practicing NFE?

Lyra Srinivasan is the initiator of the SARAR approach, which she describes as having five characteristics:

Self-Esteem: The self-esteem of groups and individuals is acknowledged and enhanced by recognizing that they have the creative and analytic capacity to identify and solve their own problems.

Associative Strengths: The methodology recognizes that when people form groups, they become stronger and develop the capacity to act together.

Resourcefulness: Each individual is a potential resource to the community. The method seeks to develop the resourcefulness and creativity of groups and individuals in seeking solutions to problems.

Action Planning: Planning for action to solve problems is central to the method. Change can be achieved only if groups plan and carry out appropriate actions.

Responsibility: The responsibility for follow-through is taken over by the group. Actions that are planned must be carried out. Only through such responsible participation do results become meaningful.

Srinivasan believes that participatory training for water and sanitation projects cannot take place in isolation, for training programs exist within a project context that involves many other people -- Ministry staff, social workers, engineers and other scientists, and representatives of donor agencies -- who affect the project outcomes. All these people must become familiar with the goals of participatory training if the project is to succeed and be sustained. In addition to training many types of professionals, training should also involve people who have different levels of authority and responsibility, such as trainers, extension agents and village volunteers.

Much of participatory training involves radically changing the traditional relationship between those who have the prestigious role of teacher or specialist with all the answers, and those who, being largely unschooled, perhaps illiterate, are assigned the passive role of recipients of instruction.

Some technical specialists and project staff in positions of control may not take too kindly to local people proposing alternative solutions or expressing reservations concerning their plan of action. As one project director put it, "I don't like being questioned. When I am questioned it lessens my authority."

But in the learner-centered approach, trainers acknowledge and respect the fact that learners, too, have expertise and talents of their own which must be given scope for expression. Only then can they truly function as partners in development.

Participatory training is two-way training, a partnership between the trainer and trainees, by which people discover their own strengths, develop problem-solving skills and together play a more effective role in managing their environment.

✓ NFE in the Developing World - *continued*

Training involves field visits to try out the new participatory techniques that participants have been learning. In Nepal, one of these visits was described this way:

We were the first to arrive at the meeting place. About 30 women gathered within the half hour. The village volunteer and an agency trainer welcomed the women and briefly described the purpose of the visits. The volunteer then put in the middle of the circle of women the picture of the baby with diarrhoea, a problem the villagers had selected as a priority on our previous visit. She then passed out pictures of the causes of diarrhoea and asked the women if they could identify any factors in the pictures that caused the disease.

Slowly women began to exchange pictures and to discuss links between the pictures and the disease. One or two older women in the group were knowledgeable and gave the other women good information. The following exchange was typical: One woman looked at a picture of a woman washing in a stream where animals were immersing themselves in the water. She said, "This water is dirty and using it causes sickness." Another woman took the picture from her hand and said, "Why is this water dirty? It looks clean to me." The first woman then explained that the animals were dirty, defecated in the water, had diseases and parasites, etc. The second woman nodded and said, "Oh, I see, that is dirty water."

Next, the volunteer gave the group the set of pictures of prevention strategies. She asked them if they could match causes and preventions. Again women began to decode the pictures and try different matches. During the lively discussion, the trainers kept quiet. When matching had been completed the women selected one of their group members to explain their choices. She moved back and forth describing causes and preventative measures, sometimes receiving help from her companions. Everyone enjoyed the exercise and participated actively.

[Adapted from *Tools For Community Participation* by Lyra Srinivasan, New York: Prowess/UNDP, 1990]

Who is W.P. Napitupulu?

Washington P. Napitupulu is the Director General of Nonformal Education, Youth and Sports; Ministry of Education and Culture in the Republic of Indonesia. He has written books on education (in particular on literacy in Indonesia) and psychology, and many articles on the development of youth resources and rural education.

Dr. Napitupulu is also the author of "Paket A," a series of 100 booklets that are roughly equivalent to the country's primary school curriculum. They are all written in the national language, Bahasa Indonesia, and are designed to be the standard text used by a mass audience of hundreds of thousands of unschooled adults and primary school dropouts of all ages.

✓ NFE in the Developing World - *continued***What was the NFE method used in developing "Paket A"?**

Because of the great diversity of language, experience, circumstances and habitat of the Indonesian participants in the nation-wide basic education program, Dr. Napitupulu and other high level officials felt there was a strong need for a standard, core curriculum developed around common needs. They felt that a standard, multi-unit curriculum and text should be written in the national language and should teach Indonesian principles of citizenship and morality along with more standard literacy and numeracy topics. It was felt that a stable curriculum would help give this unwieldy project a sense of common purpose. Dr. Napitupulu says:

Paket A is a collection of minimum learning materials covering all spheres of life, which should be mastered by every illiterate and primary school drop-out in order that they become well-informed, responsible and productive Indonesian citizens. Packet A will assist the learners to become a complete Indonesian with Pancasila morals (the five cardinal values that guide the behavior of all Indonesians)...

As the impetus for a common purpose could only come from the national level, the list of topics and broad outlines for the booklets were determined by fairly high ranking officials. The participation of these officials is both a blessing and a problem for the Paket A Programs. It is a benefit because without their participation it is unlikely that the series would have even been designed, tested, revised and mass-produced. Their participation is a problem because their prestige and rank makes it difficult to revise the program even when its field performance demonstrates the need for revision.

Paket A was developed for a general audience of learners around problems and interest areas which national level officials felt were common. The first 10 booklets in the Paket A series serve as a graduated literacy and numeracy primer rounded out with some bits on health, family planning, agriculture and other topics. Dr. Napitupulu says,

It has often been argued that learning processes must suit learning needs. No one objects to this general statement. One does feel uneasy, however, on going further to say that the learning materials must suit the specific local needs of the illiterates. Are the needs of the learners confined only to the specific community in which they live? Are their needs really so specific that they do not resemble those of other human communities? One might go even further by saying, are they quite a different breed of human beings than those in other communities? Very heated discussion can arise over this point: local versus national, particular versus general or universal; but reality repeatedly tells us that it is not a question of either - or, but a continuum. Therefore, in developing a curriculum, especially the contents of learning materials, there must be a balance between the areas of specific local needs and areas of national core content derived from national goals and common problems.

✓ NFE in the Developing World - *continued*

Who are the teachers in the nation-wide literacy program?

Dr. Napitupulu says:

Nonformal education programs in Indonesia are directed towards creating a new atmosphere which makes it possible for every educated person to be called upon as a volunteer to help fellow human beings with less or no education, both in the new illiteracy eradication program as well as in other nonformal educational programs. We now propose that each educated person helps ten persons, and each one in turn helps ten more, and so on.

There are more than 200 learning centers in Indonesia that train the monitors and tutors of learning groups.

In order to cover the first twenty booklets in Paket A, the learner works with the tutor to master 1500 basic Indonesian words commonly used in daily activities. After mastering these 1500 words, a learner can communicate in Bahasa Indonesia and can study A-21 through A-100 by himself or herself. In 1990, more than 150 million books of Paket A were being studied by learning groups.

Why is literacy a priority in Indonesia?

Dr. Napitupulu quotes the Minister of Education and Culture of Indonesia, Fuad Hassan, as saying:

While science and technology now have successfully opened new vistas and solved some mysteries of life, there are still groups of people who are not able to appreciate the progress of modern life simply because of their illiteracy. Modern life deals increasingly with environments through alphabets and numbers: various guides, signs, symbols and other messages are expressed in the form of writing, as are sources of knowledge and information circulating in society. In short, an illiterate will certainly feel aware of his under-development and therefore his inability to share in the benefits and progress of modern life.

[Adapted from *Literacy in Indonesia: A key to modern life* by Washington P. Napitupulu. UNESCO International Bureau of Education, 1990 And *Indonesia: Implementation of a large-scale NFE project*. Amherst, MA: Center for International Education, 1982]

SESSION 2***Adult Learning*****Rationale**

Participants are all involved with adult learning, whether or not they ever facilitate a training session. By living and working with adults every day they are influencing people's behavior, their ways of thinking about themselves, their knowledge of the outside world and their aspirations for the future. To do this more effectively they need to know how adults learn, both in their own society and in their host country. Participants learn about adult learning by adult learning methods, that is, by discussing and reflecting on a case study that hints at different ways adults might teach and learn. In this way, participants are encouraged to come to their own conclusions and take responsibility for their own learning.

Objectives of Session

- To compare teaching and learning in the host culture to the Volunteers' experience.
- To explore ways that the Experiential Learning Cycle is used in NFE activities.
- To examine effective ways that adults learn.

Activity Sequence	
1. Warm-up	10 minutes
2. Role Plays	40 minutes
3. Individual Learning Styles	20 minutes
4. Experiential Learning Cycle	30 minutes
BREAK	
	15 minutes
5. Case Study: <i>Adult Learning</i>	40 minutes
6. Eight Non-Tenets of Adult Learning	15 minutes
7. Evaluation of Session	10 minutes
Total Time Required	180 minutes



Peace Corps NFE Manual Reference

Chapter 3 - *How Adults Learn*

Materials Needed

- Flip chart paper
- Markers
- Scissors
- Flip chart stand or blackboard and chalk
- Masking tape
- Flip charts:
 - Learning To Sail*
 - Experiential Learning Cycle*
 - Eight Non-Tenets of Adult Learning*
- Handouts:
 - How to Prepare Role Plays on Teaching and Learning in the Host Country* - One per HCN involved in role plays
 - Processing Questions for Role Plays* - One per participant
 - Adult Learning Case Study* - One per participant

Trainer Preparation

1. Read Peace Corps NFE Manual, Chapter 3.
 2. Read through the session with your co-trainers and decide together on the options that you want to use.
 3. Assemble all materials.
 4. Work with HCNs to prepare role plays for Activity 2. (See *How to Prepare Role Plays on Teaching and Learning in the Host Country*, page 38)
 5. Make a large drawing of a common object on flip chart paper. Cover with a second sheet of flip chart paper. (See Warm-up Activity 1, *Frames*)
 6. Prepare *Learning To Sail* on flip chart paper. (See page 30)
 7. Prepare *Experiential Learning Cycle* (See page 31) on flip chart paper.
 8. Prepare *Eight Non-Tenets of Adult Learning* on flip chart paper. (See page 35)
 9. Prepare *Eight Non-Tenets of Adult Learning* handouts if desired - One per participant. (See page 34, Activity 6)
 10. Prepare a sign-up sheet for participants to lead warm-ups and evaluations for the remainder of the workshop. (See "For Next Time" at end of session)
-

Activity 1: Warm-up, *Frames*

Activity Time 10 minutes

Purpose To have participants reflect briefly on the need for a larger view than the one they presently have.

Step-by-Step

1. Post your prepared flip chart with a large drawing of a common object covered entirely by a second sheet of flip chart paper (See Trainer Preparation, 5).
2. Let the group know you are going to cut a hole in the flip chart paper so they can see what is underneath. Cut a small, rectangular hole in the top (blank sheet) so that a bit of the drawing shows through. Ask participants to guess what it is. Don't tell them if they are right or wrong. Quickly write their guesses on the board or another sheet of flip chart paper.
3. Now enlarge the rectangle a little and ask them to guess again. Add or scratch off guesses as they change their ideas of what it is.
4. Continue to enlarge the rectangle a few more times, continuing to solicit guesses from participants until the view is large enough for everyone to see what the object is.
5. Process the activity a little, bringing out the following points:
 - That we all have individual frames through which we view the world.
 - These frames are useful, but they can be limiting.
 - Suggestions from participants on how to enlarge and change each person's viewpoint so that more of a situation or problem can be seen and understood.

Activity 2: Role Plays - *Teaching and Learning in the Host Culture*

Activity Time 40 minutes

Purpose To understand how adults in the host culture learned and were taught as children, and to compare those to Volunteers' own experience.

Step-by-Step

1. Lead into this activity by mentioning to the group that as NFE facilitators we need to enlarge our view of teaching and learning. It is not enough to know how to practice NFE, we also need to understand the backgrounds of the people we are working with: what kind of learning they have done in the past, what kind of teaching techniques and

relationships they are used to, and how these may differ from the Volunteers' own experience.

2. Let the group know that the HCNs (language instructors, cultural coordinators, etc.) will present two role plays, one illustrating teaching and learning in a traditional community setting and the other illustrating teaching and learning as it occurs in host country schools. (See *How to Prepare Role Plays on Teaching and Learning in the Host Country* to orient the HCNs beforehand.)
3. HCNs present role plays, about 10 minutes each.
4. Ask participants to take a few minutes to jot down everything that they observed in the role plays about the ways people teach and learn in the host culture.
5. Take 20 minutes to process the role plays by asking the large group the following questions.



NOTE: Because these particular questions will be given to participants later to demonstrate how they follow the Experiential Learning Cycle, you need to use them to process this activity. If you change your processing questions substantially, remember to change the handout *Processing Questions for Role Plays* as well.

- a) What interesting things did you notice about the ways people teach and learn in the host culture? (Go around the group asking for things they wrote down in 4, above). List on flip chart paper.



NOTE: It is important to know that in the host culture, contemporary learning in certain situations both in and out of school may be similar to what Volunteers have experienced in the U.S. In the processing, try to bring out more traditional types of teaching and learning to help Volunteers understand the cultural differences better.

- b) How are these different from the way you are accustomed to teaching and learning in your own culture?
- c) How are they similar?
- d) How do you feel about these ways of teaching and learning?
- e) Given the differences in teaching and learning between the two cultures, what things do you need to keep in mind when working with adults in this culture?
- f) How might you need to change your own behavior to work better with HCNs in this culture?



NOTE: If possible, involve some or all of the HCNs who have presented role plays in the processing. Ask their opinions, especially about Volunteers' answers to the last two questions.

FOR IST: If Volunteers have been in the host culture for more than a few months, have participants stage the role plays themselves. If counterparts are present, it is amusing and instructive to have everyone portray scenes from both the host culture and "typical" American culture.

Step-by-Step for IST

Activity Time 40 - 50 minutes

1. Divide the group into two. For added fun, have both HCNs and Volunteers in both groups. One group will play an American scene, the other, a host culture scene.
2. Ask participants to decide on the scenes they want to portray in order to make a point about teaching and learning in the two cultures.

Examples: A high school classroom in the U.S. vs. one in the host culture. Learning to swim at the neighborhood pool vs. learning to plant crops in the host culture.

3. Ask the two groups to meet in separate rooms for 15 minutes to discuss the things they want to portray and to practice their role plays.
4. Present role plays (5 - 10 minutes each).
5. Process the role plays in the large group for 15 minutes, going through the same questions as in Step 5 on page 28. (You will use these same processing questions to make a point about the Experiential Learning Cycle in Activity 3).

Activity 3: Individual Learning Styles

Activity Time 20 minutes

Purpose To dramatize the important differences that exist in the ways people learn, even within the same culture.

Step-by-Step

1. Read the following instructions to the group:

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

2. Post flip chart: *Learning To Sail*

Learning to Sail

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

3. Ask participants to think about the resources they (as individuals) would choose in order to learn best. They may choose any number of resources. They can write them down if they like. Ask them to put them in the order they would use them.
4. Going around the group, ask people to tell which resources they would use and how they would use them. Process this a little by asking people to notice how many different ways of approaching the problem there are within the group. What conclusions can they draw from this activity? What implications might this have for facilitating NFE activities?

Activity 4: The Experiential Learning Cycle

Activity Time 30 minutes

Purpose To understand the Experiential Learning Cycle in relation to participants' own experience.

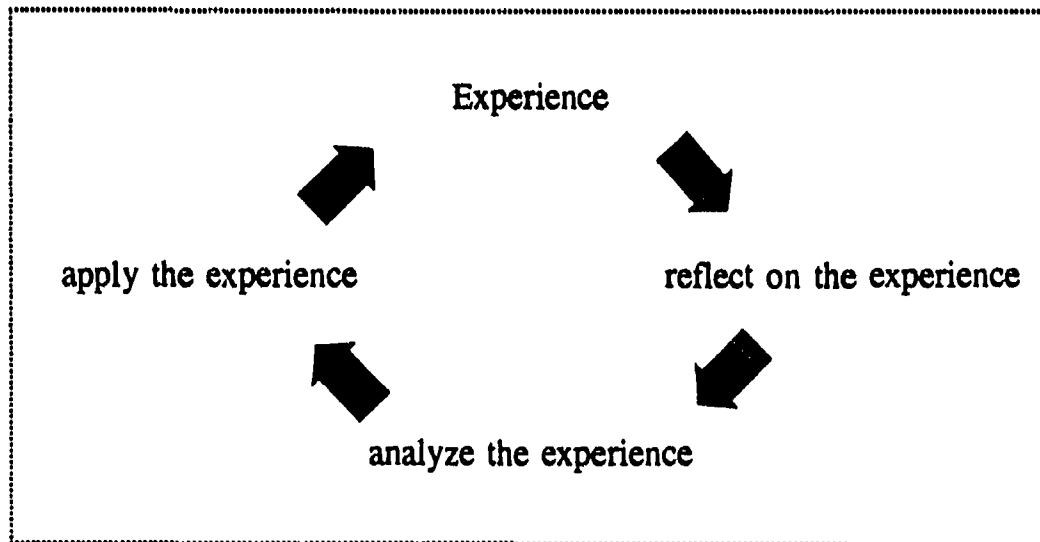
Step-by-Step

1. Sum up the previous activity and lead into the present one by saying something like this:

As we have seen in the previous activities, people have the inclination to teach and learn in different ways. However, people who have studied adult learning have noticed that when we learn from experience, we all go through similar stages.

(Put up flip chart on Experiential Learning Cycle and draw arrows as you explain this.)

First we have the experience, then we reflect on the experience, either alone or by discussing it in a group, then we analyze the experience, and finally we apply what we have learned from the experience to future action.



2. Tell the group a story of a time when you learned something from experience, or ask them to help you with the example below:

Did any of you learn to cook as an adult? First you might have tried out a recipe (experience). Then you tasted it and decided if it was good or not, or if it was too salty or burned, or whatever (reflection on the experience). Then you thought about what you did to make it come out that way, such as setting the oven too high, or forgetting about it when it was on the stove, or spilling the salt into it (analyzing the experience). Then you planned how to do it differently next time (applying what you have learned), and then you tried it again (experience).

3. Ask the group for a few examples of learning from their own experience as adults that they think would illustrate the Experiential Learning Cycle. (For example, if they just arrived in country, you might ask them how they learned something on their own such as taking a taxi, or buying something in the market.) As they tell how they learned something, point to the appropriate stages of the cycle.

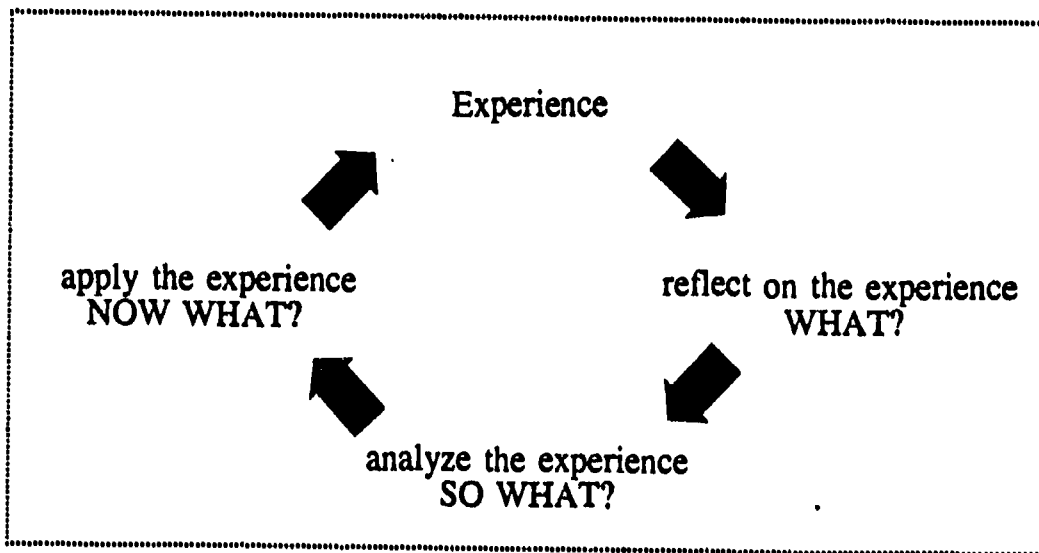
4. Tell the group:

In practicing NFE we try to facilitate learning from experience by helping the group go through all the stages of the cycle. It's important we don't just present the experience and let it go at that, but to help the group reflect on it, analyze it and discover how it might relate to their work or their life.

Experiential learning is especially important in NFE because it stresses the components of reflection, analysis and planning.

Developing these skills is crucial in helping people take control of their own lives, becoming "active transformers of their world."

We help the group reflect, analyze and plan by processing, that is, asking questions of the group after they have had an experience that will take them through the entire cycle. In other words, after providing an experience such as the role plays we just saw, or the warm-up we did at the beginning of the session, we ask the group: WHAT? SO WHAT?, and NOW WHAT? (Write these words on the flip chart paper as you say them.)



5. Post the completed flip chart diagram in a prominent place in the training room.



NOTE: To stress the importance of the Experiential Learning Cycle, leave the flip chart posted in the training room for the remainder of the workshop. As participants carry out various activities, you may want to refer to the chart to ask them where they are in the cycle. We will occasionally note these opportunities throughout the remainder of the workshop.

6. Suggest to the group that if they take a look at the questions you used to process the role plays they will see how they relate to the Experiential Learning Cycle. Explain that these questions take participants around the entire WHAT? SO WHAT? NOW WHAT? cycle.
7. Give each participant the handout *Processing Questions for Role Plays*. Give the group a few minutes to read them carefully.
8. Ask the group which questions are WHAT? questions, which are SO WHAT? questions and which are NOW WHAT? questions.



NOTE: These categories are not rigid. There is bound to be some variation in response from participants, especially in the WHAT? and SO WHAT? categories. The main point is to let them see that some of the questions fall into each category, thus touching on all the parts of the cycle. (Reference: Peace Corps NFE Manual, page 32.)

9. Ask participants to think of some other questions in each of the categories that they could use to process the role plays. Have them work for a few minutes with a partner on this if no one can think of any. Then go around the circle asking for ideas.

Examples of Processing Questions:

- How did you feel while playing the roles? (WHAT?)
- Is your own preferred way of learning similar to the way people in the host culture are accustomed to learning? (SO WHAT?)
- Is it better to adapt your presentations to the ways people in the host culture learn or to try to introduce some new ways of learning? (NOW WHAT?)



NOTE: Understanding and writing good processing questions is difficult! Don't let the group get discouraged if they don't understand how to do it immediately. Tell participants that they will have other opportunities later in the workshop to write their own processing questions.

Activity 5: Case Study - Adult Learning

Activity Time 40 minutes

Purpose To reflect on ways that adults teach and learn from each other.



Step-by-Step

1. Remind the group that so far in the workshop they have been focusing on teaching and learning: both what people from this culture are familiar with and what NFE theory stresses. Now they need to bring these together by exploring how they can effectively facilitate learning within a different cultural context.
2. Let the group know that they will have 20 minutes to read and discuss a case study about adult learning.
3. Ask participants form groups of 4 or 5, either by counting off or by any other method they choose. Each group should appoint a note-taker to record the group's main points.
4. Hand out an *Adult Learning Case Study* to each participant.
5. Have groups adjourn to separate rooms or corners of the large training room to start their discussions.
6. Keep time.
7. After 20 minutes, re-assemble participants in the large group. Ask participants to sit with members of their own small group.



8. Take about 20 minutes to process the small group discussions. Ask members from each group the same questions they discussed in their small groups, bringing out the following points:

- How they think the local people perceived the three Volunteers, and why they think so.
- Which approach they think is most likely to be effective, either in the context of the case study or in the local cultural context.
- What other approach(es) they might suggest to these Volunteers (either in the context of the case study or in the local culture) that fit the definition of NFE.
- What conclusions they have come to about adult learning from their discussions



NOTE:

Assure the group that their conclusions can be tentative ones, based on the limited information the case study provides. The idea is to get them thinking about different ways they might use to get across new ideas in their host communities.

Activity 6: Eight Non-Tenets of Adult Learning

Activity Time 15 minutes

Purpose To introduce some principles of adult learning that should be reflected on, added to, and modified by participants as they gain experience working with adults in the local culture. (Reference: Peace Corps NFE Manual, page 22.)

Step-by-Step

1. Mention to the group that people who have studied how adults learn have made some important points about the kind of learning environment and the kind of facilitation necessary for effective adult learning. (Post flip chart of *Eight Non-Tenets of Adult Learning*. You may also give each participant a handout of the eight non-tenets at this point.)

8 Non-Tenets of Adult Learning

- 1) Adults expect to be treated with respect and recognition.
- 2) Adults want practical solutions to real-life problems.
- 3) Adults can reflect on and analyze their own experiences.
- 4) Different adults have different learning styles.
- 5) Adults can be motivated by the possibility of fulfilling their personal needs and aspirations.
- 6) Adults need the support of their peers in their learning.
- 7) Adults need to communicate their feelings in culturally appropriate ways.
- 8) Adults are capable of making their own decisions and taking charge of their own development.

2. Let the group know that these points are called "non-tenets" because they are not to be memorized or swallowed whole without questioning or reflection.

Say that you are presenting them here to give the group something to think about, and that you expect that as their service progresses and as they gain experience working with adults in the host culture they will add to or modify some of these points.

3. Read the eight non-tenets aloud or have the group read them silently.
4. Ask the group to think of one concrete action they could take to put each of the points into practice when working with adults in the local culture.

For example: How could they treat adults with respect and recognition? Perhaps by taking the time to go through traditional greeting ceremonies, or by asking people's advice and opinions about the work they (the Volunteers) are doing, or by choosing to spend their free time with local people rather than socializing with other Volunteers, etc.



OPTION

Instead of working with the large group on all the Non-Tenets, work through one example with the large group. Then divide the group into seven, assign each mini-group one of the remaining "non-tenets" and have them brainstorm for a few minutes to come up with three or four things they could do to put these principles into practice in the local culture. Each mini-group then reports back to the large group.

- FOR IST:** Ask the group to think of incidents or examples in their work that illustrate the eight non-tenets. Ask them to think of additional things they could do to put the non-tenets into practice. If there is time, ask them if from their experience working in the host culture they would add some tenets and/or modify some of these principles of adult learning.

Activity 7: Evaluation of Session

Activity Time 10 minutes

Purpose To evaluate the effectiveness of the session.

Step-by-Step

1. Ask participants to take a sheet of paper and write down one concrete way that this session put one of the eight non-tenets into practice. You might say:

Look over the Non-Tenets again. Choose one that we took into consideration in designing or carrying out this session. Write what the non-tenet is and exactly how we succeeded in using it in this session.

Example: In this session we had the support of our peers in our learning -- we worked in small groups and usually felt comfortable giving our own opinions in them.

They should also write down one way that future sessions could be improved, again using a "non-tenet" and a concrete suggestion of how to do this. ("Look over the Non-Tenets again. Find one we did not do so well in this session. Write what the non-tenet is and a concrete suggestion for what to do to improve this in later sessions. Although you may have valid and important complaints, please don't just gripe -- give a constructive suggestion for improvement.")

Example: In future sessions we need to be able to express our feelings more openly. Maybe we could have a suggestion box, or we could do some group-building exercises to improve the climate.



OPTION

Choose and carry out a different evaluation technique from Appendix II.



For Next Time

Ask participants to read Chapter 4 of the *Peace Corps NFE Manual*.

Participants can now start leading warm-ups and evaluations, either alone or in pairs. Pass around a sign-up sheet for each of the remaining sessions. Suggest that they use the warm-up activities in the text or in Appendix I and evaluations from Appendix II.

Or, encourage them to think of their own warm-ups and evaluations to fit the time available.

■ *End of Session 2*

Time Saver #1

1. Role Plays	40 minutes
2. Individual Learning Styles	20 minutes
3. Experiential Learning Cycle	30 minutes
BREAK	15 minutes
4. Case Study	40 minutes
5. Quick Evaluation (Appendix)	5 minutes
Total Time	150 minutes

Time Saver #2

1. Warm-up	10 minutes
2. Role Plays	40 minutes
3. Individual Learning Styles	20 minutes
4. Experiential Learning Cycle	30 minutes
5. Eight Non-Tenets	15 minutes
6. Evaluation of Session	10 minutes
Total Time	125 minutes

Time Saver #3

1. Warm-up	10 minutes
2. Role Plays	40 minutes
3. Experiential Learning Cycle	30 minutes
4. Eight Non-Tenets	15 minutes
5. Quick Evaluation (Appendix)	5 minutes
Total Time	100 minutes

RELATED REFERENCES (See Appendix III)

Srinivasan, L.	<i>Tools for Community Participation</i>
Vella, J.	<i>Learning To Teach</i>
Werner, D.	<i>Helping Health Workers Learn, Chapter 1</i>

✓ How to Prepare Role Plays on Teaching and Learning in the Host Culture

For HCNs

You can help Volunteers understand how people in your culture teach and learn by presenting two role plays, one about learning in formal school and the other about learning in the traditional way in your society. The role plays should last about 10 minutes each.

In-School Learning Volunteers' experience in school was perhaps more undisciplined and active than yours was. Discuss the differences with the workshop facilitator in order to decide what to emphasize about your culture in your role play. You might want to show a typical high school lesson, or even an elementary school classroom. Use humor where appropriate!

Traditional Learning In all cultures, children learn from their parents, siblings, extended family and community members. Usually these ways of learning are different in some ways from formal school.

Think about how you learned things as a child, especially if you were brought up in a traditional fashion (Examples: how to fish, how to tend animals or plant crops, carry water, cook, or care for children; how you learned religious rituals, or family or clan history, or other traditional knowledge).

Volunteers also learned some of these things as children, but in different ways. They were more likely to learn from television or children's books, or by asking questions, or by having things explained to them verbally when they were very young.

Choose one or two learning situations to show in your role plays and talk with the facilitator about how to exaggerate the ways that traditional learning in your culture differs from the Volunteers' experience. This way, Volunteers will understand and appreciate the ways you do things in your culture (or the old ways that are now dying out) and will be more likely to respect them in their work with Peace Corps.

✓ **Processing Questions for Role Plays**

1. What interesting things did you notice about the ways people teach and learn in the host culture?
2. How are these styles different from the way you are accustomed to teaching and learning in your own culture?
3. How are they similar?
4. How do you feel about these ways of teaching and learning?
5. Given the differences in teaching and learning between the two cultures, what things do you need to keep in mind when working with adults in this culture?
6. How might you need to change your own behavior to work better with HCNs in this culture?

✓ Case Study – *Adult Learning*

In Session 1 you met Julie, who had done some successful NFE work with small businesswomen and was now nearing the end of her Peace Corps service. But Julie's life as a Volunteer hadn't always been so successful. Here's how it was a few months after she arrived.

"That does, it, we're going home," said Julie to her husband as she shut the door of their bamboo house with as much of a bang as she could. Steve knew she didn't mean it. Both of them had said this off and on to each other for the four months they had been stationed in the village.

"What happened today?" asked Steve gently, though he knew the answer.

"Nothing, that's what happened," said Julie. "We're getting nowhere."

"Didn't the women's group show up?" asked Steve.

"Oh they were at the community center," said Julie. "They just didn't want to do anything. I don't know how they want me to help them find ways to earn money, or if they want me to help them at all. Every time I suggest an idea they sort of bat it around for awhile, and then it falls flat."

"So what did you do?" asked Steve.

"We talked. We sat around. We watched people walk by."

"What did you talk about?"

"Oh, marriages, babies. It's incredible how much women's lives here revolve around babies. I don't know where they get the energy. I'm not saying I don't like spending time with the group. You know me, I like babies and marriages. And I know they care about us, too. Remember when they brought us all that food when our garden dried up?"

"Yeah," said Steve.

"And when they showed us how to use a digging stick when we were breaking our backs with the hoe and bush knife you bought in town?"

"I remember," said Steve.

"Nice people," sighed Julie. "But I wish I knew what I was doing here. Anyway, how was your day?"

"Not much better than yours," said Steve. "I was out in the bush cutting trees for the community center. As usual, nobody showed up to help. Then after awhile a guy came down and started watching. He just sat there for a couple of hours. He didn't seem to want to talk much, so I kept on cutting. After awhile he came over and was looking at the chain saw. I told him the only reason I was using it was because I couldn't swing a bush knife the way they do around here. No muscles. We laughed about that. Then he wanted to know how the saw worked, so I gave him some of the safety gear I'd brought along and showed him how to use the saw. He was pretty good at it, too. I wish more of the men around here would ask to learn to use it. Then who knows, maybe they'd decide to invest in a saw for the village so they could cut and sell a little timber from their ancestral lands. That way they'd improve their economic base so they wouldn't feel they had to sell off all their resources to the logging companies."

"You know," said Julie. "I keep wondering if we're doing something wrong. I mean, look at Kay, she's busy at the clinic, really working hard."

✓ **Case Study: Adult Learning - continued**

"Yeah," said Steve. "At least she's got something to do. Every day there are mothers bringing in their kids for vaccinations."

"And she's really teaching," said Julie. "She's set up a class in the waiting room to explain what foods they ought to be giving their kids. You know, she was telling me the number one problem here is really malnutrition because of the taboos on fish in the coastal villages. The people think that malaria is their biggest health hazard, but actually, it's protein deficiency."

"Does she feel she's making headway?" asked Steve.

"Well, it's slow," said Julie. "She told me she uses the broken record technique. She explains the food groups over and over, very slowly, sometimes in story fashion, the way people do here. She's got this great flannel board with cutouts of all the good local foods..."

"And does she find that families are changing their habits?"

"Always the skeptic!" said Julie.

"No, I'm really interested," said Steve.

"Well, she says they're sort of slow learners," said Julie. "After all, they have very little education to begin with. They've never been introduced to nutritional concepts or even basic hygiene. Kay says she's got a lot to do to educate them. Of course I'm not sure I like the way that sounds ... "educate them..." I guess I'd feel uncomfortable working the way she does."

"At least she'll be busy for her two years here," said Steve. "But what'll we have to show for our Peace Corps service?"

• • •

Questions for Discussion:

(Please appoint someone in your group to record your answers to share with the large group.)

1. How do you think the local people perceive the three Volunteers in the case study? Why?
2. Which approach to working with the community is likely to be the most effective? Why?
3. What other approach(es) might you suggest to these Volunteers?

TRAINER'S NOTES

SESSION 3*Helping People Identify Their Needs***Rationale**

To understand how to help local people determine their own needs for development, Volunteers need to become aware of the complex web of people and institutions that affect the choices that individuals make. As well as considering the larger issues, many Volunteers also need practice using needs assessment techniques that work with people with limited education. Regardless of their assignment, Volunteers will benefit from learning "community-based" techniques in order to work with more understanding in predominantly oral societies.

Objectives of Session

- To negotiate the content of the rest of the workshop based on the results of the Interests/Skills Inventory.
- To reflect on the outside influences that affect people's determination of their own needs.
- To practice needs assessment techniques that can be used with people of limited education.

Activity Sequence	
1. Warm-up	10 minutes
2. Negotiation of Content of Remainder of Workshop	30 minutes
3. Case Study (or Role Play): <i>Who Determines Needs In Development?</i>	75 minutes
BREAK	10 minutes
4. Needs Assessment Techniques: <i>Each One Teach One</i>	60 minutes
5. Evaluation of Session	10 minutes
Total Time Required	195 minutes



NOTE: This session is 15 minutes longer than usual.



Peace Corps NFE Manual Reference

Chapter 4 - *Helping People Identify their Needs*

Materials Needed

- Flip chart paper
- Markers
- Masking tape
- Oranges or other edible fruit with multiple seeds -- One for each pair of participants (for *Warm-up* activity)
- Results of Interests/Skills Inventory (See Trainer Preparation, 2)
- Flip Chart:
 - Schedule of Remainder of Workshop*
- Handouts:
 - Case Study: Who Determines Needs in Development?* - One per participant
 - NFE Manuals (pages 65-68 and pages 80-81) OR handouts of *Needs Assessment Techniques - Problem Tree, Balloon Exercise, Before and After Pictures*
- Description of Local Needs Assessment technique - Enough for a quarter of your group (See Trainer Preparation, 5)

Trainer Preparation



NOTE: This session requires extensive preparation. It will be best to do at least Step 5 before the workshop begins.

1. Read Peace Corps NFE Manual, Chapter 4.
2. With your co-trainer, read through the collected Interests/Skills inventories (from Session 1, Activity 5). Compile results of participants' interests by noting down the numbers of responses in each category on a blank Interests/Skills Inventory. Circle the most popular categories. Note the least popular ones as well. Discuss the results with your co-trainer and decide how you will be able to alter the rest of the workshop based on the responses.

Now compile results of participants' skills by noting names and other comments of participants on a blank form. Discuss how you might use the participants' indicated skills in the rest of the sessions.

Prepare a flip chart with all the possible session titles on it to use in negotiating the remaining sessions with the participants.

3. Read through the session with your co-trainers and decide on the options you want to use.
4. If you choose to present the case study in Activity 3 as a role play (see OPTION, page 48), find two other staff or participants to present it with you.
5. Visit a local development organization that uses a participatory approach and find out what needs assessment technique(s) they use with people of limited education. Collect any materials they might have or write down a summary of their methods. For use in Activity 4. (See page 62 at the end of the session for an example from the Solomon Islands.)
6. Meet briefly with participants who signed up to do the evaluation for the session if they need help choosing or getting materials for their activities.
7. Assemble materials.

Activity 1: Warm-up - How Many Trees Are In An Orange?

Activity Time 10 minutes

Purpose To demonstrate that often it is useful to immerse yourself in a problem before you can see all of its dimensions.

Step-by-Step

1. Draw a quick picture of an orange tree (or other local fruit tree -- the fruit must be edible and have multiple seeds) on the board. Tell the group that it is relatively easy for anyone to determine the number of oranges on a tree (through observation and careful counting). But some tasks require immersion into them before the answer can be obtained.
2. Give one orange (or other fruit) to every other participant. Ask them to work in pairs for a few minutes to determine how many potential trees there are within each orange.



NOTE: Let them find the solution for themselves: to dissect (or eat) the orange and count the number of seeds inside.

3. Connect the activity to the session topic by asking the group "How is doing a needs assessment like finding out how many trees are in an orange?" ("You need to really get into it to find the answer, to really understand the situation of the local people." "You can't just observe and count things, you need to immerse yourself in the environment," etc.)

Activity 2: Negotiation of Content of Remainder of Workshop

Activity Time 30 minutes

Purpose To demonstrate how to use the results of a needs assessment and to "practice what we preach" by modifying the workshop according to participants' interests, needs and skills.

Step-by-Step

1. In order to give the participants a little background on needs assessments, you might open the session with a "mini needs assessment." Take 10 or 15 minutes to promote a discussion of needs assessments, asking some of the following questions. Use examples given by participants wherever appropriate to ask further questions or demonstrate points you would like to make.
 - How many people know what a needs assessment is?
 - Who would like to give a definition?
 - How many have ever done one?
 - What kinds of tools did you use?
 - What is the purpose of a good needs assessment?

- What can happen if a needs assessment is done poorly? Or not done at all? Can anyone think of an example of a situation where no needs assessment was done (or a poor one was done)? (*Example: a water pump put in by technical people in a place that is extremely inconvenient for people to go.*)
2. Let the group know that you will now try to model how the results of a needs assessment can be used according to the results of the Interests/Skills Inventory they filled out in Session 1.

Post the flip chart of the possible remaining sessions. Let the group know that you will now show them how you have modified the content of the rest of the workshop.

3. Report the general results of the compiled answers to participants' interests, asking participants if the way you have structured the content of the workshop meets their needs reasonably well. Ask for their specific suggestions for changes, if any.
4. Ask participants for help in interpreting some of the results if you are not sure about them.

For example: There seems to be only moderate interest in critical incidents. Is that because you already know how to use them?

5. Briefly report the results of the skills inventory and ask those who indicated skills in various areas if they would be willing to act as resource people, or help facilitate parts of sessions. Ask them to meet with you after the session to plan this.

Activity 3: Case Study - *Who Determines Needs in Development?*

Activity Time 75 minutes

Purpose To reflect on the outside influences that affect people's determination of their own needs.

Step-by-Step

1. Lead into the activity by saying something like this:

Now that you have participated in a practical example of a needs assessment, you might want to take a look at some of the larger issues around who determines needs in development. You will be looking at a case study about someone in a developing country whose idea of what he needs gets very complicated when you consider all the players involved.

2. Let the group know that the case study has three parts, and that each part has questions for discussion. Tell them you will hand out the first part of the case study and read it aloud. Participants will then pull their chairs together in small groups of four or five and discuss the questions that follow it for 15 minutes. Then you will read the next part, and groups will discuss that part, and so on. After the last small group discussion the large group will process the case study together.

3. Ask if there are any questions about the activity.
4. Pass out Part 1 and Questions for Discussion. Read Part 1 aloud (or have a participant do so). Have the groups begin their discussions. Keep time (15 minutes).
5. After 15 minutes, hand out Part 2 and Questions for Discussion. Read aloud as before. Have groups discuss the questions for 15 minutes.
6. After another 15 minutes are up, hand out Part 3 and Questions for Discussion. Read aloud and have groups discuss the questions.
7. Take 20 minutes to process the case study in a large group, bringing out the following:
 - Participants' ideas of the people and institutions that played a role in determining Victor's needs.
 - Participants' ideas of who ultimately determined Victor's needs.
 - Other examples of how needs are determined by a complex chain of people and institutions -- either in participants' experience in the host country or at home (you might mention Americans' "need" for VCRs, compact disk players, computers, fancy kitchen appliances and other paraphernalia).
 - Participants' ideas, in the light of the discussion, of how as Peace Corps Volunteers they can best help people determine their needs. If response to this question is slow or hesitant, use BUZZ GROUPS to bring out ideas (discuss with your neighbor for 5 minutes) or call for a quick brainstorm where any possible response is OK. List on flip chart paper and post for further reflection.



NOTE: There are many interesting issues in this case study. Encourage discussion, but do not expect that all the questions will be resolved or that participants will agree, even on very basic points. Tell the group that you hope they will continue to reflect on these issues as they start (or continue) their Peace Corps service.



OPTION - Facilitation Practice

To give Volunteers practice facilitating large group discussions you may want to proceed this way:

1. Place all the chairs in a circle.
2. Hand out Section 1 and questions to all participants.
3. Read a few lines of the first section. Have the person sitting next to you read the next few lines (or paragraph) and so on. The person to read the last part of the section facilitates the discussion with the large group for 15 minutes.
4. Continue with all three sections. Then continue processing the discussion as in 7 on page 47.



NOTE:

If you have any concerns about the reading (and/or English) level of any of the participants, you might let people volunteer to read and facilitate each segment. Alternatively, you might choose several people who indicated facilitation skills as their strong point on the Interests/Skills Inventory and ask them to facilitate this activity.



OPTION - Role Play

This story (based on a real incident) was written to be used as either a case study or as a series of role plays. You, your co-trainer and other Peace Corps staff and/or HCNs involved in the training may decide to present it dramatically, using the same processing questions at the same points in the story.

Tip: As you prepare for the role play don't try to memorize lines; get the gist of the story by reading it aloud to your group of performers, then having someone retell the story without the text, then finally by acting out the parts. The last section can be read as a letter by a voice "off-stage" while John sits listening to it.



NOTE:

Be sure that a culturally sensitive person plays the part of Victor; this character needs to show dignity and strength and be given particular respect by the other characters and by the audience.

BREAK

10 minutes

Activity 4: Needs Assessment Techniques - *Each One Teach One*

Activity Time 60 minutes

Purpose To practice participatory needs assessment techniques used successfully with people who have limited education.

Step-by-Step

1. Let participants know that they will split into small groups to study needs assessment techniques that are commonly used with people who have limited education. Each group will work on a different technique. After 30 minutes of working together, each participant will find a partner from another group to teach their technique to.
2. Refer the group to the Peace Corps NFE Manual, pages 65-68 and page 80-81, where they will find three techniques: *Problem Tree*, *Balloon Exercise*, and *Before and After Pictures*. (Or, give them the handout, *Needs Assessment Techniques* on page 57.) Show them the fourth technique -- a local example (See Trainer Preparation, 5) and briefly explain where you found it. Ask participants to form four groups, each working on one technique.



NOTE: The fourth needs assessment technique should be one used locally by a Non-Governmental Organization in your host country. (See page 62 for an example from the Solomon Islands.)

Although you may have to do some hunting around to find a local needs assessment technique, your extra effort will add relevance to your program and help participants begin to form important links with other NFE practitioners.

If you cannot find an acceptable local technique, use the example from the Solomon Islands or a technique from one of the reference books in the bibliography. Or use three techniques and have participants form three small groups.



NOTE: The *Women's Involvement Wheel* (page 62) from the Solomon Islands is used by a local Non-Governmental Organization in the following way. Solomon Islanders who speak the local languages work with groups of women in remote villages to help them understand their status (which is traditionally very low) in a visual way.

For each category in the wheel, individual women are asked to rate their own involvement on a scale of one to

ten, one being low and ten high. The women then color in the appropriate section of each part of the wheel. The results are posted on the outside wall of the community center so that everyone can see the pattern and begin thinking about the possible need for change.

3. Suggest to participants that they first read the description of the technique on the handouts (or in the NFE Manual) and then decide on how to present it to a group with limited education.

 **NOTE:**

If the technique requires that they choose a specific problem (as in *Problem Tree or Balloon Exercise*) they should choose something obvious in the local context such as "Children are malnourished." "Clean water is not available." "The dispensary lacks malaria medication." If the technique requires that they draw pictures of the local scene (*Before and After Pictures*) have them first identify five or six obvious problems, as above, and draw them in the "Before" picture.

Ask them to practice the technique on each other, with the rest of their small group acting as the audience. Suggest that they keep the following things in mind:

- Many people are more comfortable with *concrete examples that relate directly to their own experience*. For example, instead of asking, "Why does this problem occur?" ask "Why did this happen to you (or your neighbor)?" Instead of asking, "What is the effect of poor sanitation?" ask "What happens when people don't clean up their garbage?"
- Some people may also have difficulty with words that refer to concepts. Instead of asking for a cause, ask "Why?" Instead of asking for an effect, ask "What happens when...?"

Reference: *Helping Health Workers Learn*, pp. 26-4, 26-6 and 26-7.

4. Make flip chart paper and markers available to groups. Ask them to go to their breakout rooms and begin.

5. Keep time (30 minutes).

6. Circulate and give suggestions while work is in progress and during the practice presentations. Watch for these common mistakes:

- Not using enough concrete examples.
- Using abstract concepts and vocabulary (e.g. "cause," "reason").
- Not leaving enough room on the flip chart diagram (for *Problem Tree*) to write responses of the group clearly.
- Talking too much, not asking for enough input from the group.

Exercise and Problem Tree) is a difficult exercise for local people who have never seen this before, even when the presenter uses concrete examples and simple vocabulary.

- Using an inappropriate tone of voice. Ask an HCN with experience working in the community to model an appropriate story-telling tone and vocabulary if Volunteers have not had much contact with local people yet.

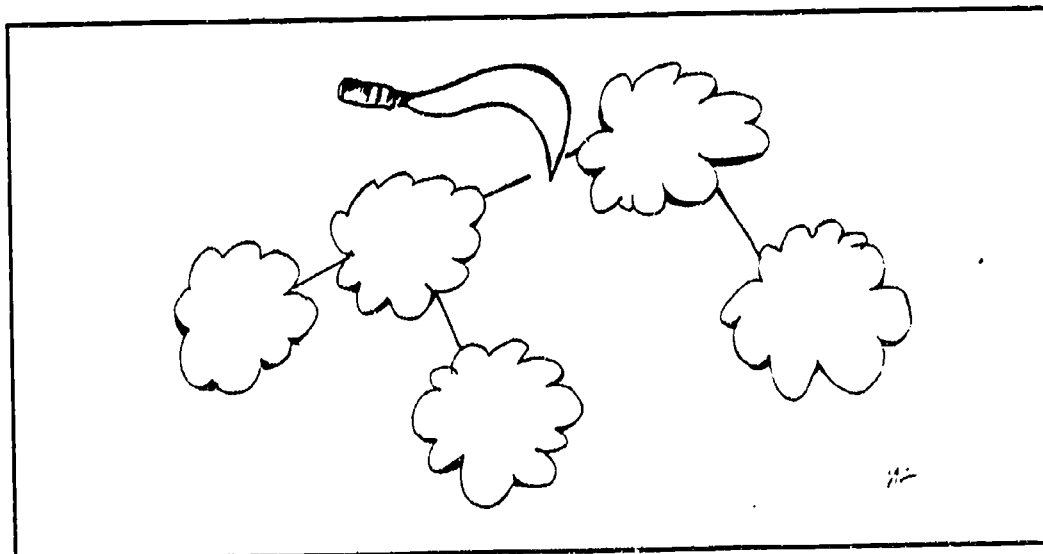
7. After 30 minutes are up, call the groups back together. Ask everyone to choose a partner from another group to present their technique to. (*Each One Teach One Technique*)
8. Suggest to the group that the partners might play the part of a local person during the presentation and then give constructive suggestions afterwards. ("Tell your partner three things you liked about their presentation and one area for improvement.") Each participant has 10 minutes to present their technique and five minutes to hear and respond to their partner's suggestions. Then partners switch roles.
9. Have pairs go to various corners of the training room and the break-out rooms to do their presentations.
10. Keep time (30 minutes).



Let pairs know when the first 15 minutes are up, and that they should now let their partners start their presentations.

FOR IST: Have groups work together to discuss what works and what doesn't work in the host country and to adapt the techniques to the host country culture and/or to their specific work situations.

For example: A community development Volunteer in the South Pacific adapted the balloon exercise by replacing the balloons (which weren't common where he worked) with a creeping weed known to every villager. The weed grows by sending out runners (analogous to the strings attaching the balloons). Offshoots could be chopped off with a bush knife, representing a temporary solution to the problem. However, to get rid of the whole problem it must be attacked at the source -- just as the plant must be dug out by its roots where it began.





OPTION

You (or the group) may choose to focus on only two needs assessment techniques that are particularly applicable to your local situation. Each participant chooses someone from the other group to present to.



NOTE:

If you would like to reinforce the Experiential Learning Cycle at this point, you could refer to the wall chart (from Session 2) and ask participants how the activity they just did followed the cycle. (Experience = learning and teaching the needs assessment technique. WHAT? and SO WHAT? = giving and listening to feedback. NOW WHAT? = adapting and applying the technique to their assignments (IST).)



OPTION

You may choose to add an extra evening session to bring in people from a local NGO to demonstrate a particular needs assessment technique that they use in local communities. Suggest that they actually carry out the technique with the workshop participants (or demonstrate it on each other) rather than telling them about it.

Activity 5: Evaluation of Session

Activity Time 10 minutes

Purpose To have participants plan and carry out an evaluation of the session.

Step-by-Step

Ask participants who signed up to evaluate the session to carry it out. Use the results to tailor your next sessions to participants' needs.

■ *End of Session 3.*



For Next Time

Participants should review Peace Corps NFE Manual Chapter 3, pp. 29-32 and read Chapter 7.

Time Saver #1

1. Negotiation	30 minutes
2. Case Study	75 minutes
Break	10 minutes
3. Needs Assessment Techniques	60 minutes
Total Time	175 minutes

Time Saver #2

1. Warm-up	10 minutes
2. Negotiation	30 minutes
3. Needs Assessment Techniques	60 minutes
4. Evaluation of Session	10 minutes
Total Time	110 minutes

Time Saver #3

Abbreviate the entire session by conducting only Activity #3 Case Study: *Who Determines Needs In Development?* as a single evening session. Plan to add 15 or 20 minutes of Negotiation (without the background on needs assessments) to the beginning of either Session 2 or Session 4. This Time Saver is recommended only if Volunteers are not likely to be involved in doing needs assessments in their work.

Total Time **75 minutes**

RELATED REFERENCES (See Appendix III)

Kindervatter, S.	<i>Women Working Together</i>
Srinivasen, L.	<i>Tools for Community Participation</i>

✓ **Case Study - Who Determines Needs in Development?**

Part One

"I've come for cold water, John."

"Sure, come right in, Victor, help yourself."

Victor opened John's little fridge and poured some water into a tin cup. He stood there drinking slowly, admiring the Peace Corps refrigerator. "Warm water's no good," said Victor.

"Do you want to sell me your fridge when you go back to the States? How much do you want for it?"

"Victor, I can't sell it to you," said John. Victor's yearly salary would hardly cover a refrigerator. Anyway, nobody in this village had electricity, and the kerosine to power the thing was rationed.

"John, I've been thinking."

"Yeah?"

Victor was silent a long time. "I'm gonna get me an iron house."

"An iron house?"

"Yeah. Brand new."

"Who's selling iron houses, Victor?"

"A man from the States came to my cousin's village. He showed us a video."

"A video? Out here?"

"Yeah," said Victor. "This whole house is made of iron. Not just the roof, John. Sides too."

"Victor, I can't believe you'd want an iron house in this heat. These bamboo houses are so much cooler." John ran his hand over the sturdy center post and across the tightly woven leaf thatch of the ceiling. "It's beautiful construction, Victor. It's clean, cool, cheap to build. Keeps the rain out fine."

"Bamboo houses are no good," said Victor.

The two men sat in silence a little while longer.

"How much are you going to pay for this iron house?" asked John.

"Fifteen dollars a month until it's all paid up. The man is gonna give me a low cost loan," said Victor.

John was silent. Where was Victor going to find fifteen dollars a month? He could barely feed his family. "What is this outfit, anyway?" John muttered under his breath.

"What did you say, John?"

"Never mind. I suppose it's none of my business," said John. "Let's play cards."

Questions for Discussion

Who is involved in determining Victor's needs so far?

What are their points of view?

Whose determination of Victor's needs is most accurate?

Why do you think so?

✓ **Who Determines Needs in Development? - Part Two**

John had decided to stay out of it. But when he saw the truck with the gleaming silver letters saying "EVERYONE DESERVES A PERMANENT HOME" parked beside the market in his village, he pulled up his moto and went looking for the person in charge.

"Excuse me, are you the one selling iron houses?" asked John.

"Yes indeed, I'm Bernie Castleman from Steel-Bilt International. Would you like to see our brochure?"

"I'd be very interested," said John grimly.

"All steel construction," said Bernie, handing John a fistful of colorful leaflets. "This baby'll last seventy-five years. The simple A-frame design means we can ship 'em almost totally prefabricated. We can even lift 'em in by helicopter."

"How do you propose to ventilate these things?" asked John.

"Windows," said Bernie. "You have your choice of plate glass or steel shutters."

"It'll be an oven," said John.

The salesman looked at John and smiled. "Where are you from?" he asked.

"This is my village," said John.

"I meant in the States," laughed the salesman. "You're Peace Corps, right?"

"Yep," said John.

"Then you'll understand the need for our product here," said Bernie, suddenly serious. "Let me tell you something. I used to work for a Swiss watch company. I sold their top of the line item -- twenty thousand dollars apiece. I got tired of it. I told myself, Bernie, you've got to do something for humanity. When I heard about Steel-Bilt, I knew I'd found my true vocation."

John studied a brochure in silence.

"It's true they're a bit warm in this climate," said Bernie. But their durability makes up for that. We've put these A-frames up all over the States to house the homeless. We sell them abroad not only for homes, but for primary schools and medical clinics. We've lifted them into remote areas during a famine to store relief supplies. We've sold them as instant medical laboratories. They've kept grain from spoiling on the docks during work slow-downs. And all this for less than a tenth of the price of a home in the U.S."

"But a guy in this village doesn't have anywhere near a tenth of the price of a home in the U.S." said John.

"That's why we provide financing," said Bernie. "It's a better deal than any bank would give a poor man in this country. This is his one real chance to move up in the world. These people want Western goods. They want a decent life for their families. We're here to help them accomplish that. Did you know we are a non-profit organization?"

John sighed.

"In fact, our founder is a former Peace Corps Volunteer," said Bernie.

"Then you must understand the potential damage you're doing in this village," said John.

"There's no housing shortage here. My friend can get bamboo for next to nothing, and all his relatives will pitch in to build him a perfectly good house that meets his needs and doesn't put him into debt for life."

"And blows down in the next rainstorm," said Bernie.

"Sure, but he can build it right up again," said John.

"Well let me ask you this," said Bernie. "Is your friend satisfied with his fine bamboo house? Have you ever considered what he wants?"

Questions for Discussion

What other individuals and organizations might now be involved in determining Victor's needs? What do you think their motives are?

✓ **Who Determines Needs in Development? - Part Three**

"What are you doing, John?" asked Victor.

"I'm writing a letter."

"To your family?"

"No," said John. "I'm writing to ... a friend of mine. A former Peace Corps Volunteer."

"What are you telling him?" asked Victor.

"I'm telling him about my friend Victor," smiled John.

"You tell him about my new iron house that I got last week," said Victor.

"Yeah," said John. "I'm telling him, all right."

Dear John,

Thank you for writing me your concerns about Steel-Bilt's "Housing For All" program. As a former Peace Corps Volunteer, I appreciate and share your concerns about the people in your village. However, perhaps I have a different perspective on the problem. Let me take this opportunity to share a few facts with you.

According to statistics collected by Aid for Universal Development, forty-seven percent of the world's population is without permanent shelter. The implications of this are staggering in terms of health and safety hazards. As A.U.D. points out, bamboo structures harbor insects and provide easy entrance to rats. The floors rot easily and cause household accidents. Furthermore, untended cooking fires can consume a bamboo house in minutes. Natural materials may be cheap, but studies show that houses made from tropical fibers do not meet basic standards for the quality of life that every human being deserves.

As for your concerns about the financial aspects of Steel-Bilt housing, I can assure you that Steel-Bilt does not intend to worsen a poor villager's economic situation by putting him into irrevocable debt. That would be in neither his best interest nor ours. I am enclosing an article from the University in your home state which documents the fact that people who take on the responsibility of regular payments for a life need that they themselves have determined are able to pay back their debt ninety-five percent of the time.

Yours Sincerely
Andrew Chapman
President, Steel-Bilt International

Questions for Discussion

What other players have entered the game of determining Victor's needs?

What are their interests and/or points of view?

Who do you think ultimately determined Victor's needs?

✓ Needs Assessment Techniques

Problem Tree (from NFE Manual, pp. 65-67)

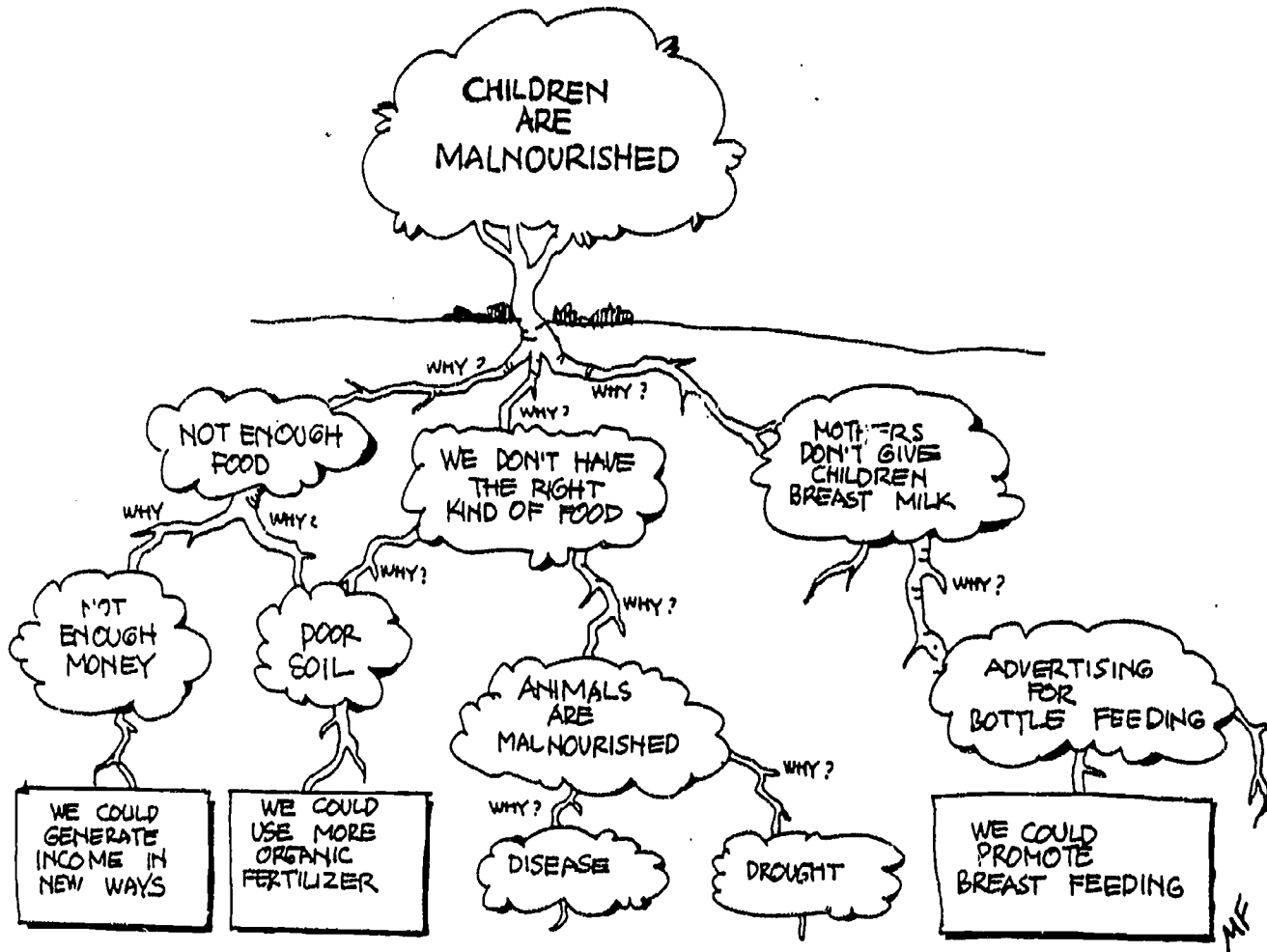
PROBLEM TREE

Suppose you are working with a group of mothers who are agreed that a major health problem for their children is malnutrition. Start by writing the problem at the top of the blackboard or sheet of paper: "Children Are Malnourished." (If members of the group are not literate, you can decide on a symbol together that stands for malnutrition -- a stick figure with a sad face, for example). Tell the group that a problem is like a tree and that the causes of the problem are like roots reaching into the ground.

Next, ask the group why they think that children don't have enough to eat. After some discussion, the women may decide that there is simply not enough food in the village, or that the right kinds of food are not available, or that mothers don't give their children breast milk long enough. Write these responses (or use appropriate symbols) as roots branching off the original problem "tree."

Now, take each of the causes in turn and ask the group why they think it is happening. The group may decide that there is not enough food in the village because people don't have enough money to buy it, or because the soil in the fields is poor. Write these responses as other roots branching off the first reasons as in the diagram. Be sure to give participants sufficient time to discuss these problems, using your diagram only to remind them of what they have discovered rather than as an end in itself.

✓ Needs Assessment Techniques - Problem Tree



Finally, when the group has discovered the complexity of the problem (and, not incidentally, how much they already know about it), ask them to suggest possible solutions and write them -- symbolically or in words, at the bottom of the problem tree. Be sure to stress that these solutions are only possibilities for action, not necessarily final decisions; this will encourage more creativity and less disagreement about what is feasible.

✓ *Needs Assessment Techniques - continued*

Balloon Exercise (from NFE Manual, pp.67-68)

THE BALLOON EXERCISE

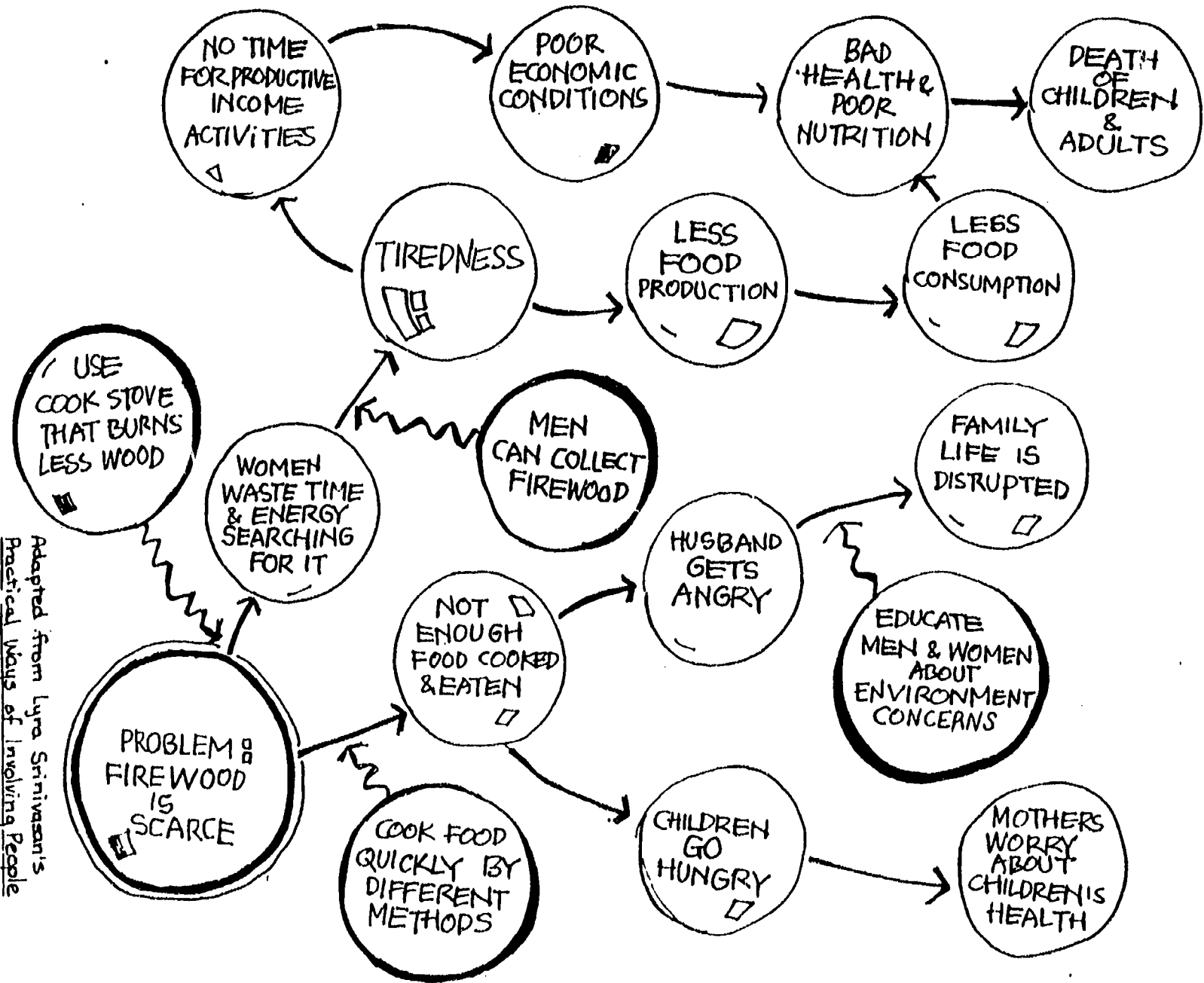
This exercise also starts with the group identifying a problem, this time it should be written in the left hand corner of the paper or board. Then, instead of asking the causes of the problem, participants should reflect on one or more consequences resulting from it. For each of the consequences they should draw a balloon and link it to the first. They continue looking for consequences of each of the consequences they have written, and link these with a chain of balloons. Finally, they should reflect on where the chain of negative consequences can be broken, and indicate these as in the diagram on the next page.

This exercise can be done by the large group together with the facilitator writing down what participants say, or it can be done in small groups of three or four participants, with each group coming up with their own analysis of the problem and their own proposed solutions. After they have spent some time on this exercise, the small groups can reconvene and share their balloon chains with each other.

Now that many solutions to the problem have been proposed by the group, the facilitator can list them all so the group can decide on the feasibility of each one and propose a course of action.

For non-literate groups, you might use balloons cut out of paper beforehand and masking tape to stick them on the wall as the consequences of the problem are discovered by the group. Ask participants to draw a symbol that stands for each consequence on the balloons as they are mounted on the wall. A group artist will likely emerge, amid much laughter. As the diagram on the wall gets more complex, be sure the participants remember the symbols they have chosen so that they can "read" the diagram after it is finished and find appropriate places to break the chain of negative effects.

Needs Assessment Techniques - Balloon Exercise



Adapted from Lynn Srinivasan's Practical Ways of Involving People

✓ *Needs Assessment Techniques - continued*

Before and After Pictures (from NFE manual, pp.80-81)

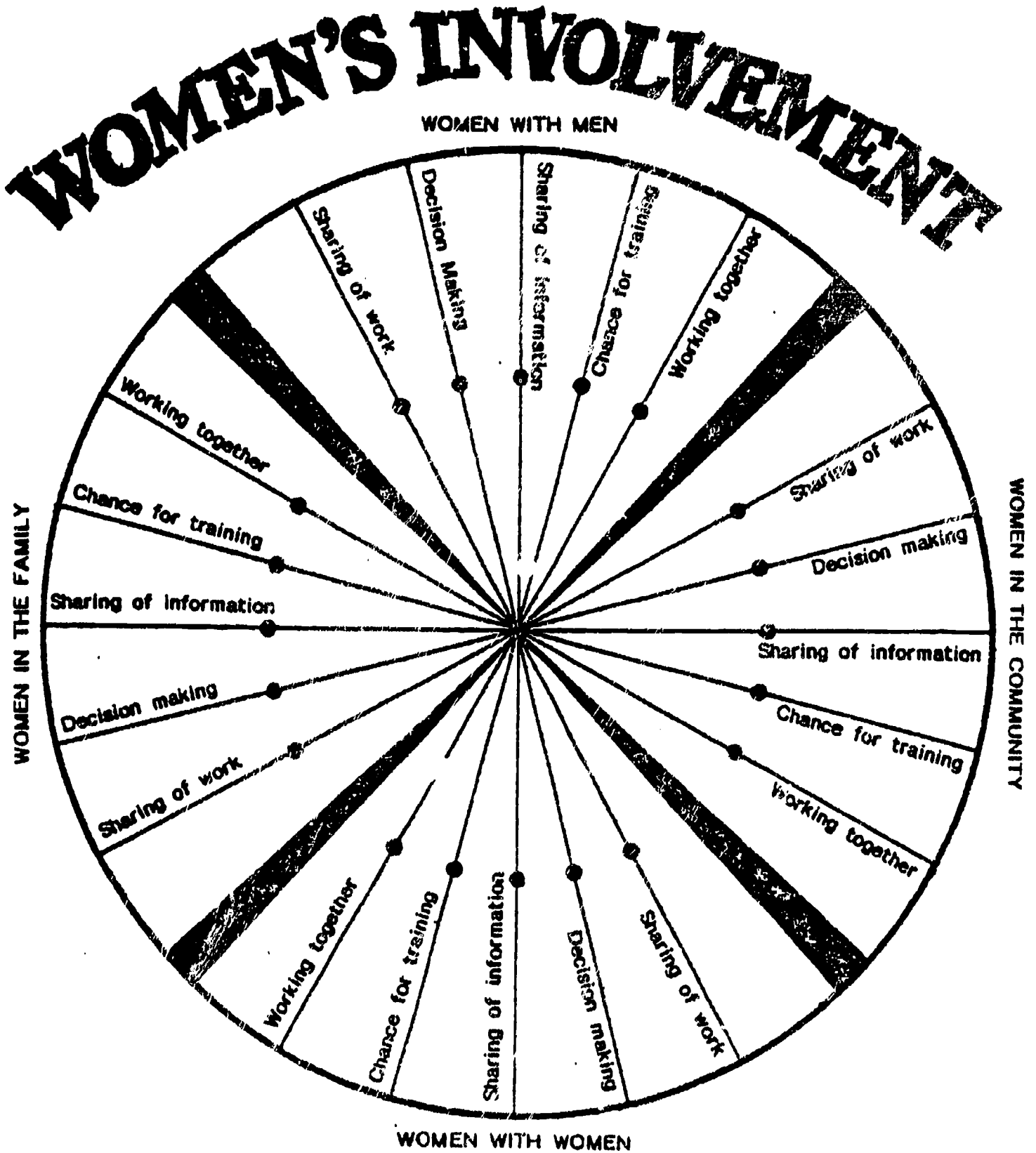
Before and After Pictures

The facilitator invites group members to draw a picture of whatever situation they find themselves in at present, and a picture of the situation as they would like to see it in the future. After the pictures are drawn, group members should list the steps that they think are necessary to get to the desired future state.

If the group is larger than three or four participants, the activity can be done in small groups. After each small group presents their drawing to the large group and explains it, the large group can decide which future scenario is most realistic and attractive to the group as a whole. Then together they can decide on the steps necessary to reach their goal.

This process requires much discussion, clarification and reality-testing by group members as they go along. It is a simple but powerful tool that can be used both in helping groups clarify their goals and by the Volunteer in meeting personal goals. Try it out on yourself when you're feeling confused or stymied by your work in the field.

Women's Involvement Wheel: Needs Assessment from the Solomon Islands



SESSION 4

Facilitation Skills -- Part 1

Rationale

Participants in an NFE workshop need to practice facilitation skills as they relate to their work in the host country context. This session gives everyone practice planning and carrying out an activity and writing processing questions that take an audience through the experiential learning cycle.

Objectives of Session

- To practice facilitation techniques.
- To write processing questions that follow the experiential learning cycle.
- To give and receive feedback on processing questions.

Activity Sequence	
1. Warm-up	20 minutes
2. Role Plays (or Story-Telling)	50 minutes
BREAK	15 minutes
3. Writing Processing Questions	
Preparation	30 minutes
Feedback	30 minutes
Processing	25 minutes
4. Evaluation of Session	10 minutes
Total Time Required	180 minutes



Peace Corps NFE Manual Reference

Chapter 7 - *Some NFE Techniques for Working With Groups*
 Chapter 3 - *How Adults Learn*, pp. 29-32

Materials Needed

- Flip chart paper
- Markers
- Handouts:
 - Role Play/1* - Enough for half the group
 - Role Play/2* - Enough for half the group
 - Guidelines for Role Plays* - One handout per participant
- Stones, sticks or other found objects for Warm-up (See Activity 1)

Trainer Preparation

1. Read Peace Corps NFE Manual references.
2. Read through the session with your co-trainers and decide together on the options you want to use.
3. Assemble materials and prepare handouts.
4. Draw or build a figure for the warm-up and collect enough materials for each pair to work with (See Activity 1).
5. Be sure the participants who signed up to do the warm-up and evaluation have the materials they need and are ready.

Activity 1: Warm-up

Activity Time 20 minutes

Purpose To draw out good teaching techniques from the group.

Step-by-Step

1. Ask everyone in the group to pair up with the person next to them. One agrees to be the teacher, the other, the learner. Give the group the following instructions:

Learners should blindfold themselves or agree to keep their eyes shut for the activity.

The object of the game is for the teachers to tell their partners how to arrange several objects in a certain pattern (or build a simple structure) that the trainer will specify.

Learners must do this without being able to see what they are doing. Teachers may not touch learners, but must give instructions verbally.

The first pair to succeed in building the correct structure wins the game.

2. Give each pair the materials they will need to make the arrangement (e.g. 6-8 stones of the same size, or several sticks or other found objects). Each pair must have the same materials.



NOTE: If you want to have participants build a small structure you can provide clay (or flour and water "playdough") and toothpicks.

3. Ask if there are any questions about the activity.
4. Ask the learners to blindfold themselves or close their eyes.
5. Put on a table at the front (or on the floor, if the pairs are in a semicircle) an arrangement of stones or sticks, etc., that you have prepared beforehand, or draw the arrangement on the board. Create an arrangement or structure that is not too complicated, but that is also not easy to describe verbally (i.e. not a geometric figure, etc.).
6. Ask the pairs to begin.
7. After some (or all) of the pairs have succeeded in making the arrangement or structure, process the activity a little by asking the learner of the winning pair (and others) how their teachers gave instructions to them. Participants might answer that their teachers gave very clear instructions or used humor to make them feel relaxed under pressure, etc. Ask about **WHAT** the teachers said, **HOW** they said it, and **HOW THE LEARNERS FELT** about it. Write the responses on the board or on flip chart paper if you like. Ask what conclusions the group can draw about good teaching or facilitating from this experience.



NOTE: Even if no one succeeds in arranging their materials correctly, you can still process the experience in the same way, asking learners how their teachers tried to get across the instructions to them. Find out from the learners who felt good about their teaching experience why they felt that way, even if they didn't succeed.



NOTE: If you want to reenforce the experiential learning cycle here, refer to the wall chart and ask participants what they did in each stage of the cycle (experience = the game, **WHAT** = questions about what the teachers said, how the learners felt, etc., **SO WHAT?** = questions about what conclusions they can draw, what they learned that they didn't know before, etc. **NOW WHAT?** = questions such as "How can you apply these insights to NFE facilitation in your own work?")

Activity 2: Role Plays

Activity Time 50 minutes

Purpose To plan and present role plays.

Step-by-Step

1. Lead in from the warm-up by telling the group that the next two sessions will focus on facilitation skills, and that in facilitating it is important to use some of the techniques they have just discovered that they already know and use. However, there is a difference between telling someone how to do something (as they have just tried) and facilitating experiential learning. In NFE facilitation, it is important to design activities that take participants through all stages of the experiential learning cycle (refer to wall chart, if necessary). This is often done by asking questions that will help participants to reflect on an activity after they have experienced it. In this session the group will first design an activity (role plays or story telling) and then develop questions to reflect on the activity.
2. Let the group know they will have about 30 minutes to design their role plays, either around a situation that you will give in a handout or (for an IST) around a similar situation from their own experience in the local community. Each role play should take about 5-10 minutes to present.
3. Divide the group in two. Give one group the *Role Play/1* handout; the other, *Role Play/2*. Give each participant the handout: *Guidelines for Role Plays*.

FOR IST: You might give groups the "Role Plays" handouts as examples and have each group create a similar role play around the work situation of one of the participants.



4. Have each group work on their role plays in separate rooms. Keep time (30 minutes).
5. Re-assemble as a large group. Have each group present their role play while the other group acts as the audience (total time: 10-20 minutes).



NOTE: While groups are presenting their roles plays, write down a few processing questions that would be appropriate to use for discussion if the audience were members of the local community. Use these as examples of good processing questions in Activity 3 if you need to.

FOR IST: If participants have already presented role plays in Session 2 (Activity 2, OPTION), they may want to practice another presentation technique such as storytelling, if it is appropriate in the local culture.

Story Telling (50-60 minutes)

Step-by-Step for IST

1. Divide participants into 3 or 4 small groups according to sector.
2. Ask the groups to create stories appropriate to one of the Volunteer's work situations that make a point about a particular problem or to get across a particular concept. Give them some examples such as the ones used in the role plays (you may give them the role play handouts and have them adapt them, if you like). Each story should take about 5 minutes to tell. Groups have 30 minutes to decide on appropriate situations and create their stories.
3. Ask the groups to tell (not read) their stories while others act them out to the large group, preferably in the local language. (Story telling time: 20-30 minutes)



NOTE: Story telling is an art that is highly developed in oral cultures but nearly lost in Western "print cultures." Volunteers will need practice telling stories if they want to use them effectively in their work. If possible and appropriate, find an HCN who is a good story-teller and have him or her model good story telling technique for the group before they create their stories. If any Volunteers with acting experience are present, have them notice and comment on dramatic techniques used by the HCN (tone of voice, uses of pauses and silence, dramatic gestures, etc.)

4. Now, continue with Activity 3. Participants should write processing questions for their own group's story.

Reference: *Helping Health Workers Learn*, Chapter 13, especially 13-9.

BREAK

15 minutes

Activity 3: Writing Processing Questions

Activity Time 85 minutes

Purpose To practice writing questions for group discussion and reflection that follow the experiential learning cycle.



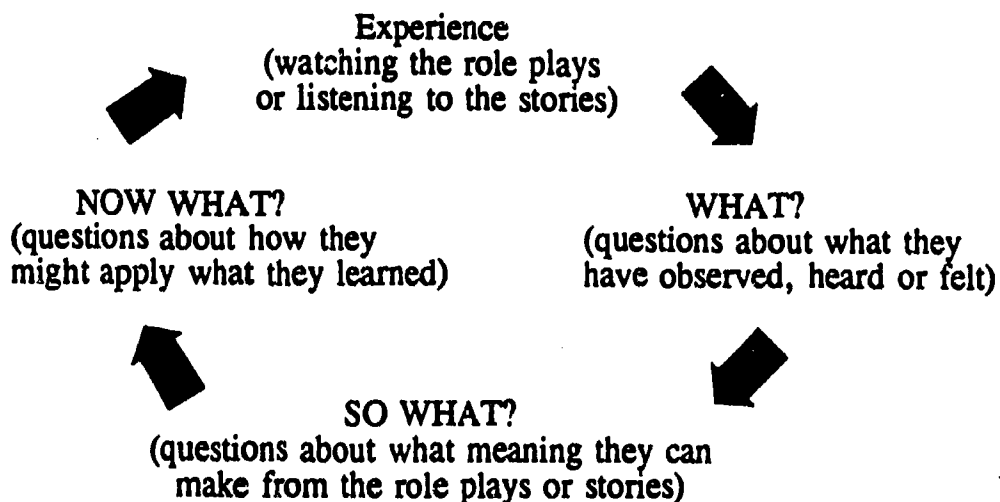
NOTE: This activity is divided into three parts:

Preparation	30 minutes
Feedback	30 minutes
Processing	25 minutes

Step-by-Step

Preparation (30 minutes)

1. Ask participants to sit with the same group they did their role plays (or stories) with.
2. Let the group know that they should now write processing questions for the role plays they have just presented as if they were involving a local community audience.
3. Referring to the wall chart of the Experiential Learning Cycle, review it from the point of view of the audience. Remind the group that the purpose of the processing questions is to take the learners through the entire cycle, touching on the **WHAT?** **SO WHAT?** and **NOW WHAT?** of experiential learning. (See Session 2, Activity 4).



4. Divide the blackboard into three sections and write "WHAT?" "SO WHAT?" and "NOW WHAT?" on each section (or use three pieces of flip chart paper).

Ask participants to think of an example of a question for each of the categories that relates to one of the role plays (or stories).



NOTE: Use the processing questions you write as you watched the role plays. (See NOTE, page 66.)

Write participants' responses on the board or on flip chart paper and post.

5. Ask participants to work in pairs with a member of the group they did the role plays with to write a series of processing questions for the role plays they put on. Remind participants (and if necessary, write on flip chart paper and post):

"WHAT?" is descriptive.

"SO WHAT?" is analytical. It asks "Why is that important?" or "What does that mean to me?"

"NOW WHAT?" plans for the future.

Reference: Peace Corps Manual Chapter 3, page 32.

6. Give each pair a piece of flip chart paper and a marker. Ask them to take 15 minutes to write as many processing questions as they can think of for the role play they presented that would help their particular audience reflect on it. Their questions should cover all parts of the Experiential Learning Cycle. Have them label each question WHAT? SO WHAT? or NOW WHAT? Let them know that after they do this they will get feedback on their questions from other group members.



NOTE: You might want to say that part of the difficulty in writing good processing questions is that the facilitator never knows how the audience will respond and what direction the discussion will take. For this reason, it is important to first plan what points you hope to bring out in the discussion and then construct questions around them.



6. Keep time (15 minutes).

Feedback on Processing Questions (30 minutes)



NOTE: See Peace Corps NFE Manual page 40 for some guidelines on giving and receiving feedback. You might provide this page as a handout to the group and lead a brief discussion of effective feedback if you feel they might benefit from this.

1. Ask each pair to form a small group with another pair. Say that first they will spend 10 minutes working with their own partners to write 5 priorities for feedback they would like the other pair to help them with.

Example: Are the questions interesting to you?
Is #3 really a SO WHAT? question?
Is #1 too vague?

Then the pairs will exchange papers and spend 20 minutes reviewing each other's processing questions and giving and receiving feedback.



2. **Keep time. (30 minutes)** After 10 minutes, ask the groups to exchange papers and begin their feedback. After 7 or 8 minutes, ask the groups to change roles and give feedback on the other pair's questions.



NOTE: Participants who finish the feedback too soon may not know how to respond to each other's questions well. Suggest to them that another way of finding out if their processing questions are good ones is to ask them of the other pair and see if their answers bring out reflection and analysis of the role plays they have just seen.

Processing (25 minutes)

1. Ask everyone to take 5 minutes to post their flip charts with their processing questions on them. If they have put their names on them, suggest that they remove them for the large group processing.
2. As participants post their questions, write the following on the board or flip chart paper and post:
 - Which questions are particularly clear and understandable? How are they different from others that are less clear?
 - Which questions would provoke especially interesting responses? Why?
 - Which sequence of questions flows especially smoothly from one to the next? Why?
 - Which sequences of questions lead participants through all phases of the experiential learning cycle? If some do not, how could they be improved?
 - Which questions are particularly appropriate for the audience they are addressing? Why?
3. Let the group know they will have 10 minutes to "browse" through everyone's processing questions. As they "browse" they should think about the questions, above.
4. For the next 10 minutes, lead a large group discussion using the questions above. Pull out participants' insights from this discussion and write them as a list on flip chart paper, headed: *Guidelines for Writing Good Processing Questions.*

Examples: Clear questions are concise

It's best to use specific language

To write a sequence of questions that flows, keep both the previous question and the upcoming question in mind.



Activity 4: Evaluation of Session

Activity Time 10 minutes

Purpose To have participants evaluate the session.

Step-by-Step

Ask participants who signed up to do the evaluation to carry it out.



For Next Time

Ask three Volunteers from the workshop to work with you to present a demonstration for the next session. You might choose those who mentioned acting experience as one of their skills on the Interests/Skills inventory. Explain the details to them outside of the session, so that their preparations will be a surprise to other participants.

The three Volunteers will present a five minute problem drama about Peace Corps experience to the rest of the group. The purpose of this will be to demonstrate how a problem drama illustrates a common problem in the experience of the audience, and how the audience can be led to reflect on that problem by the actors.

Ask the Volunteers to read the handout *Demonstration Problem Dramas about Peace Corps Experience* (See Session 5 - Handout, page 88). Ask them to choose one of the examples that they would like to act out, or to work with you to create a different scenario based on the experience of their group.

Suggest that the Volunteers practice the presentation of the drama and the processing questions until you all are satisfied. Ask the Volunteers to be prepared to present their drama at the opening of the next session (Session 5).

■ **End of Session 4.**

Time Saver

It is strongly suggested that you do not cut short Sessions 4 or 5, as they form the core of the skill-building activities that Volunteers need to practice NFE in the field.

RELATED REFERENCES (See Appendix III)

Vella, J. *Learning to Teach*
Werner, D. *Helping Health Workers Learn*

✓ Role Play/1

You have 30 minutes to prepare a 5 - 10 minute role play. Here is a suggestion.

John, the Volunteer concerned about Steel-Bilt houses, is working in water and sanitation, and spends most of his time helping people construct latrines. The only trouble is, the new latrines have been getting very little use, as people are continuing to go to the fields behind the village as before. John and a group of concerned community people have decided to put together a role play to show in an amusing way how using the latrines might improve people's lives.

The group has had several ideas: one is to show how disease is spread by flies (with John acting as the fly); another is to have local characters approach a latrine with curiosity and speculate about what it might be and (when they finally discover it is a latrine) talk about the possible advantages and disadvantages of using it. However, the group hasn't yet decided how to use appropriate language and humor for this subject without offending people.

Help John and his group by either taking one of their suggestions and elaborating on it, or by creating your own situation appropriate to the local culture.

✓ Role Play/2

You have 30 minutes to prepare a 5-10 minute role play. Here is a suggestion.

Steve, the Volunteer who was trying to get people to try his chain saw, is an agricultural extension worker. When he isn't out cutting trees, he works with farmer's groups, promoting safer use of insecticides and fertilizers. Steve and a group of local agricultural extension agents have been worried about the way local people have been over-using the chemicals. Part of the problem, they have discovered, is that the directions are printed on the cans in English, which few of the farmers speak or read. Steve and his group have decided to put together a role play about safe use of the products and take it to the meeting of a local farm cooperative.

Steve and his group have had several ideas about how to make the role play both entertaining and informative. One is to somehow show crops dying instead of thriving from overuse of fertilizer; another is to show someone who uses his wife's cooking pots for measuring insecticide, with disastrous results. But the group hasn't decided how they will incorporate the correct measuring and mixing instructions into the role play in a way that people will remember.

Help Steve and his group by either taking one of their suggestions and elaborating on it, or by creating your own situation appropriate to the local culture.

✓ Guidelines for Role Plays

1. Decide on the problem or situation. Choose one that seems relevant, practical and credible in your cultural context.
2. Clearly define the objective of the role play, that is, the main point that you want to get across to the audience.
3. Decide on the characters in the role play. Give them characteristics that define them clearly: age, sex, status, reputation, personality, strengths and weaknesses, family ties -- whatever is appropriate in your cultural context. Give the characters appropriate names.
4. Keep the role play flexible. Players should be able to improvise somewhat to make the role play come alive.
5. Use few real props. Have players mime wherever possible (for example, opening doors, measuring fertilizer, etc.) This will help the players (and the audience) concentrate on the action.
6. Do the role play in the language the potential audience will understand best. If a number of language groups might be present or if players don't know the language well, keep the dialogue extremely simple.
7. Allow role players enough time to think about their roles and decide how to play them.
8. Practice your role play in front of a few members of your group. Ask them for feedback and incorporate their comments into the final version.

SESSION 5

Facilitation Skills - Part 2

Rationale

This session is meant to build on the knowledge and skills of group facilitation that participants have learned in previous sessions. In Session 2, participants were introduced to the Experiential Learning Cycle and acted as an audience to role plays put on by staff. In Session 3, participants had their first try at facilitation, working on Needs Assessment techniques. In Session 4, participants created and staged their own role plays and wrote processing questions following the Experiential Learning Cycle. Now, in Session 5, they have a chance to create either *Problem Dramas* or *Critical Incidents*, decide on their own questions for processing, carry out the processing with an audience, and engage in critique of these activities.

Objectives of Session

- To plan and facilitate an entire NFE activity.
- To give and receive feedback on the activity.

Activity Sequence

1. Warm-up	15 minutes
2. Problem Dramas and/or Critical Incidents	
Demonstration	30 minutes
Preparation	25 minutes
Presentation	60 minutes
 BREAK (You can divide the presentation in two 30 minute parts, with the BREAK in between)	15 minutes
Feedback	25 minutes
3. Evaluation	10 minutes
Total Time Required	180 minutes



Peace Corps NFE Manual Reference

Chapter 7 - *Some NFE Techniques for Working with Groups*

Materials Needed

- Flip chart paper
- Markers
- Flip Chart: *Fears* (for Warm-up)
- Flip charts for OPTIONS
- Handouts:
 - Learning Cross-Cultural Group Facilitation* - One per participant
 - Hints for Facilitating a Group Discussion* - One per participant
- Handouts for OPTIONS:
 - Demonstration Critical Incident* - One per participant
 - Critical Incident Situations* - One per participant

Trainer Preparation



NOTE: This session will take considerable preparation time, especially if you choose to write new problem dramas and *Critical Incidents* more common to Volunteers in your area than the examples given.

1. Review Peace Corps NFE Manual Chapter 7.
2. Read through the session with your co-trainers and decide together on the options you want to use.



NOTE: There are three major options presented in this session:

1. Doing only *Problem Dramas* (See Activity 2, page 78).
 2. Doing only *Critical Incidents* (See Optional Activity 2, page 82).
 3. Dividing the group in half and doing both *Problem Dramas* and *Critical Incidents* (See OPTION, page 86).
3. If you have chosen to do *Problem Dramas*, work with three Volunteers to present the demonstration Problem Drama about Peace Corps experience. Work with them to prepare one of the suggested situations (See page 88, *Demonstration Problem Dramas*) or brainstorm a situation that is both commonly known and important to Peace Corps experience in your area. Work with Volunteers on the questions they will present to the audience. Ask them not to discuss their preparations with the rest of the group. Surprise will add interest and realism to their presentation.
 - 3a. For a PST, choose four sectors that your workshop participants are involved in. Write descriptions of four problems that are common to community members in those sectors. (See examples on page 89, *Problem Dramas* -- Suggestions for a PST.)
 - 3b. For an IST, participants can choose and describe problems that relate to their own work.
4. If you have chosen to do *Critical Incidents*, read through the sample demonstration incident and questions for discussion (See page 90) or write your own incident, based on a situation that is both commonly known and critical in Peace Corps experience in your area. Photocopy enough handouts for each participant.

- 4a. For a PST, choose four sectors that your workshop participants are involved in. Use the examples given or write descriptions of four critical situations that are common to community members in those sectors in your local context. (See examples on page 91)
- 4b. For an IST, participants can work with the examples on page 91 or choose incidents that relate to their own work.
5. For OPTION (page 80) invite HCNs to be part of the audience for participant presentations. Find extra chairs and enough refreshments for the Break.
6. Make the flip chart for the Warm-up (*Fears*). See Activity 1.
7. Assemble materials
8. Be sure the participants who signed up to do the warm-up, and evaluation have the materials they need and are ready.
9. Be sure the Volunteers for the Problem Drama are ready to take on their roles immediately after the warm-up.

Activity 1: Warm-up - *Fears*

Activity Time 15 minutes

Purpose To recognize that the fear of speaking before a group is normal, and to help participants overcome these feelings.

Step-by-Step

1. Ask the group, "If you were to do a poll of people on the street in the U.S. and asked them what their greatest fears were, what do you think they would say?" Write their responses on chart paper. Ask if the group can come to consensus on the one greatest fear.
2. Present the following list (from David Wallechinsky et. al., *The Book of Lists*, 1977).

The Ten Worst FEARS of People in the U.S.

1. Speaking before a group
2. Heights
3. Insects and bugs
4. Financial problems
5. Deep water
6. Sickness
7. Death
8. Flying
9. Loneliness
10. Dogs

3. Point out that if the list is valid, many people share a fear of speaking in public. Since the session today -- and much of NFE facilitation -- involves speaking before a group, perhaps the group could take a few minutes to brainstorm ways to help overcome anxiety about group facilitation ... especially in a foreign language.
4. Write the group's suggestions on flip chart paper and post.

Activity 2: Problem Drama

Total Time 140 minutes

Purpose To plan and facilitate an entire NFE technique.



NOTE:

This activity is divided into the following sections:

Demonstration	30 minutes
Preparation	25 minutes
Presentation	60 minutes
Feedback	25 minutes

You can take a 15 minute break halfway through the **Presentation**.

Step-by-Step

Demonstration (30 minutes)

1. Take about 5 minutes to let the group know that in this session they will build on the skills they have learned by planning and carrying out an entire NFE technique -- preparing and presenting an activity that involves people in discussions of local problems and then processing that activity, using their peers as an audience.

The technique they will work on is the Problem Drama, as it has been found useful in getting community members involved in reflecting on problems in their experience. It can be performed anywhere: on the street, in someone's house, in an adult education class, in a training program, at the start of a meeting, etc. Problem Dramas have been used successfully in NFE work in Latin America, Africa, Asia and the Pacific.

You might ask the group if anyone has seen problem dramas or used them in their work.

Refer participants to related references at the end of this session for further descriptions of how Problem Dramas are used in development.

2. Let the group know that first they will see a demonstration of a problem drama that relates to their own experience as Volunteers, and that afterwards they will create other situations to present that are relevant to their work with community members.
3. Ask the Volunteer presenters to carry out the demonstration of the Problem Drama, including processing (15 minutes).

4. Take 10 minutes to have the group analyze the components of the Problem Drama. Ask them questions which lead to the following points during the discussion:
- that there is one major character who experiences the problem
 - that there are two minor characters who give conflicting advice on how to solve the problem
 - that the problem is left undecided, leaving the audience free to suggest a conclusion
 - that the incident is believable and common to the experience of the audience
 - that the processing should aim at getting everyone involved in discussing and analyzing the problem and suggesting possible solutions.

Examples of questions to ask the group:

What are the characteristics of a Problem Drama?

Are there major and minor characters?

What are their roles?

How much of the analysis is done by the characters themselves?

How believable was the drama? Why?

What made the processing work well (or what could have made it work better?)

Write the points on the board as the participants mention them, as well as any other ideas or observations they have about how to create an effective problem drama.



OPTION

Prepare a flip chart in advance with the characteristics of a Problem Drama written on it. Read and briefly discuss it with participants.

Preparation (25 minutes)

1. Divide the participants into four groups according to the sectors you have chosen (See Trainer Preparation 3a). Give them the problem situations you have written that are common to community members in those sectors.
2. Let the groups know they have 25 minutes to prepare and practice a problem drama based on the situations. They should also think of questions for discussion and practice asking them to their own group members. Suggest that different group members can practice taking the roles so that everyone has a chance to play a part. Say that the problem drama itself should take about 5 minutes to present and the discussion about 10 minutes.

FOR IST: Divide into 4 groups by sector or area of interest. Ask participants to choose their own problem that is common in the experience of the community members who they interact with in their work.

3. Ask groups go to their break-out rooms or corners of the large training room to begin preparing their problem dramas.
4. Keep time (25 minutes).

Presentation (60 minutes)

1. Assemble everyone as a large group.
2. Remind the group that when acting as the audience they should play the part of local community members and respond as they think they would.



OPTION

You might invite HCNs who are not workshop participants to be present in the audience to help respond to the processing in a realistic way and to give their feedback in the critique. Invite drivers, secretaries, language instructors, cooks, cleaning staff, etc. If you do this, be sure to inform the groups beforehand so they can prepare their processing questions for the particular audience they will have, in the language most comfortable to that audience. Brief the invited guests beforehand on the purpose of the problem dramas and the role they will play as the audience. Let them know that their participation will help Volunteers and other workshop participants learn to be better community workers.



NOTE:

If you have invited extra guests, be sure to have enough chairs, refreshments and cups for everyone.

3. Have each of the four groups take 15 minutes to present and process their problem drama. Take a **BREAK** for 15 minutes after two problem dramas have been presented, and conclude with the other two after the break.

Feedback (25 minutes)

1. Ask participants to help you arrange all the chairs in a circle.
2. Discuss questions such as the following:
 - What made the problem dramas particularly effective? Ask participants to cite specific examples and say what made them effective. Write their responses on flip chart paper.
 - What were some of the problems involved in the planning or performance of the presentations and discussions? Ask those who presented in each

group to mention their own problems first. Then ask the audience to name problems they saw or sensed in the performance or discussions. Have the group try to find solutions to those problems on the spot. List them on flip chart paper.

Example:

Problem	Sometimes people spoke too fast.
Solution	Practice by speaking much slower than in ordinary conversation.

(If a problem has several possible solutions, list them all.)

- How do you think local people will react to presentations of problem dramas? Why? What can be done to change or improve the approach to involve people more? What risks might presenters be taking in presenting local problems? What issues, if any, should be avoided? (Here, the opinion of HCNs will be particularly valuable.) List responses on flip chart paper.
- How can Volunteers involve local people in creating and presenting dramas around problems that they themselves name? Have the group brainstorm a list of possibilities and write them on flip chart paper.

Examples:

Find outgoing people with acting talent and invite them to form a drama group.

Get high school students involved.

Suggest the idea to people who sometimes discuss problems freely with you.

Have a separate women's group that performs for each other (or for children,) but not in public.

Etc.

Optional Activity 2 - Critical Incidents

For an alternative activity you can use *Critical Incidents* instead of *Problem Dramas*. *Critical Incidents* are best used for a literate audience that is participating in a training program or class of some kind.

Critical Incidents are also more flexible than problem dramas in that they can present any kind of situation that you want participants to reflect on rather than posing a dilemma with various possible solutions.

Activity Time 140 minutes

Purpose To plan and facilitate an entire NFE technique.



NOTE: This activity is divided into the following sections:

Demonstration	30 minutes
Preparation	25 minutes
Presentation	60 minutes
Feedback	25 minutes

(You can take a 15 minute break halfway through the Presentation.)

Step-by-Step

Demonstration (30 minutes)

- 1 Let the group know that in this session they will build on the skills they have learned by planning and carrying out an entire NFE technique -- preparing and presenting an activity that involves people in discussions of local problems and then processing that activity, using their peers as an audience. The technique they will work on is *Critical Incidents*, which are used most often with a literate audience. In the developing world they have been used successfully in training programs for health, small business, agriculture and other projects, as well as in management training for government officials and in meetings of teachers and other professionals.

You might ask if anyone in the group has seen *Critical Incidents* used or used them in their work.

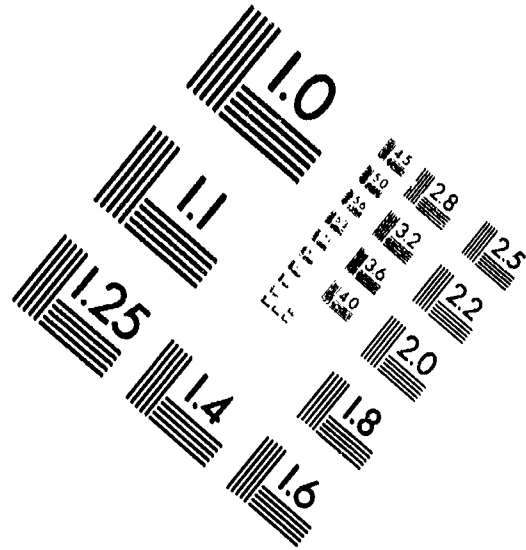
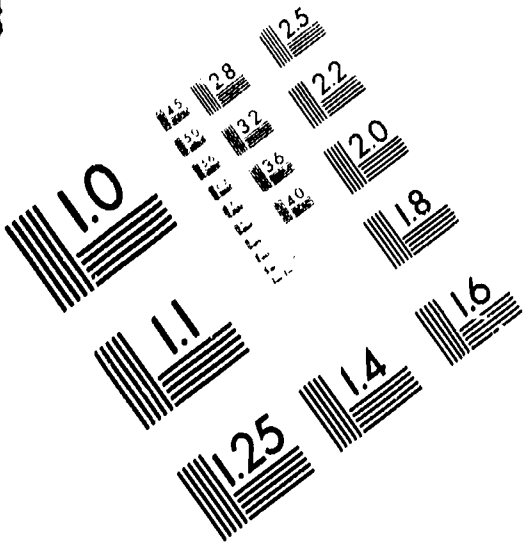
2. Let the group know that first they will read and discuss a *Critical Incident* that relates to their own experience as Volunteers, and that afterwards they will develop and facilitate discussion around *Critical Incidents* that are relevant to their work.
3. Hand out the *Demonstration Critical Incident* and questions for discussion that relate to Peace Corps experience.



AIM

Association for Information and Image Management

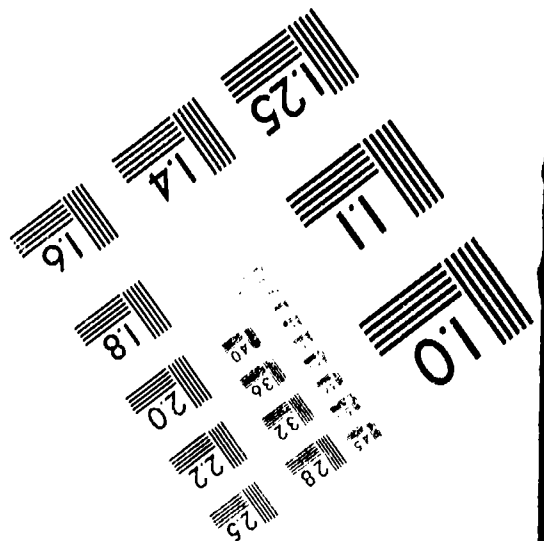
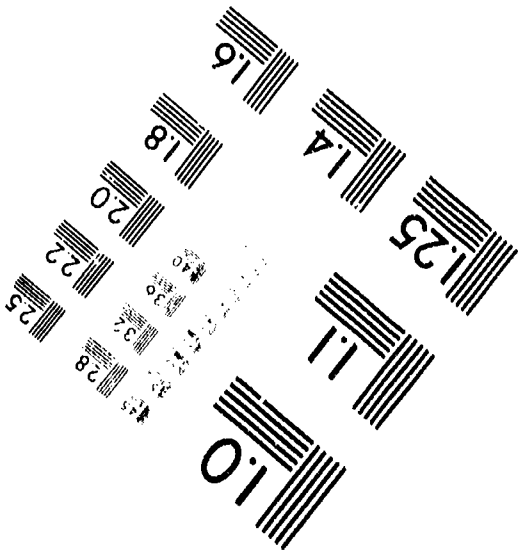
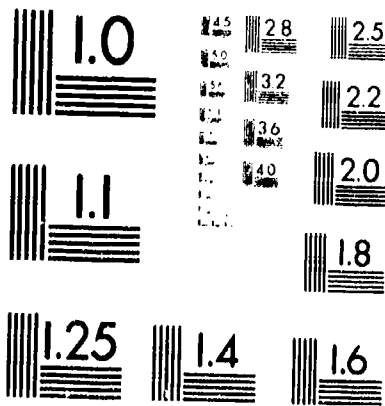
1100 Wayne Avenue, Suite 1100
Silver Spring, Maryland 20910
301/587-8202



Centimeter



Inches



MANUFACTURED TO AIM STANDARDS
BY APPLIED IMAGE, INC.

4. Say that participants have 15 minutes to read the incident and discuss the questions in threes. Have the participants stay in the training room for their discussions.
5. Call everyone back together as a large group. Briefly process the small group discussions (5 minutes) by asking groups to report the results of their discussions.
6. Take 10 minutes to analyze the *Demonstration Critical Incidents*. Ask participants questions that lead them to make the following observations:
 - that a brief situation is presented that leaves the characters confused, uncomfortable, angry or otherwise in "critical" condition.
 - that there is no one right answer or solution, so participants can give their own opinions freely about the incident.
 - that the incident is believable and common to the experience of the audience.
 - that the processing should aim to get everyone involved in discussing and analyzing the incident.
 - that the processing questions should go through the Experiential Learning Cycle, especially the SO WHAT? and NOW WHAT? categories.

Examples of questions to ask the group:

What are the characteristics of a critical incident?

What makes it "critical?"

Does the story suggest a "right answer?"

How believable was the critical incident? Why?

How did the processing questions take you through the Experiential Learning Cycle?

Write the points on the board as the participants mention them, as well as any other ideas or observations they have about how to create an effective Critical Incident.



OPTION

Prepare a flip chart in advance with the characteristics of an effective Critical Incident written on it. Read and briefly discuss them with the participants.

Preparation (25 minutes)

1. Divide the participants into four groups according to the sectors you have chosen (Trainer Preparation 4a). Give them the descriptions you have written of the critical situations that are common to community members in those sectors.

FOR IST: Divide into 4 groups by sector or area of interest. Have participants choose their own critical situation that is common in the experience of the community members who they interact with in their work. Give them the examples in the handout on page 91 to get them started.

2. Let the groups know that they have 25 minutes to prepare a critical incident, questions for discussion and large group processing. Mention that the rest of the group will act as an audience and will play the part of the group for whom the incident was written. The small group discussion should last about 10 minutes and the large group processing should take about 5 minutes.
3. Give each group two sheets of flip chart paper and a marker or two. Ask them to write the whole text of their incident and small group processing questions on flip chart paper. Have groups go to their break-out rooms or corners of the large training room to begin preparing their *Critical Incidents* and questions for discussion and processing.
4. Keep time (25 minutes).



NOTE:

A common mistake in writing *Critical Incidents* is doing the analysis within the story instead of leaving it up to the discussion group to do afterwards. For example, participants will write: "The group leader dominated the discussion" or "The old man preferred to go to the traditional healer."

Instead, they should show by **ACTIONS** or **DIALOGUE** how the characters behaved and let the participants draw conclusions about what that behavior meant. Tell participants to write the incident **as they imagine it happening**, or as they would tell it to their best friend over a glass of beer, rather than as they would write it up in a report.



NOTE:

If groups need more time to write their incidents, reduce a little of the time for the critique. Better still, let the session go a little overtime.

Presentation (60 minutes)

1. Assemble everyone as a large group.
2. Remind the group that when acting as the audience they should play the part of the group for which the incident was written (e.g. agricultural extension agents, or community health workers, etc.) and respond as they think they would.
3. Have each of the four groups take 15 minutes to present and process their *Critical Incident*. Take a **BREAK** for 15 minutes after two *Critical Incidents* have been presented, and conclude with the other two after the break.

Feedback (25 minutes)

1. Ask participants to help you arrange all the chairs in a circle. Be sure all the *Critical Incidents* and processing questions are posted where the group can see them.
2. Discuss questions such as the following:
 - What made the *Critical Incidents* particularly effective? Ask participants to refer to the flip charts around the room and cite specific examples. Write their responses on flip chart paper.
 - What were some of the problems with the *Critical Incidents* and processing questions? Ask each group to name their own problems first. Then ask the audience to name problems. Have the group try to find solutions to those problems on the spot. List them on flip chart paper.

Example:

Problem	The questions didn't really relate to the incident.
Solutions	Make the questions more specific. Ask how the characters felt in order to understand their point of view. Etc.

- How do you think community members might react to *Critical Incidents*? In what kinds of situations would they be appropriate? What issues, if any, might create embarrassment if they were the subject of *Critical Incidents*? Here, the opinion of HCN participants will be particularly valuable, especially in a PST. List responses on flip chart paper.
- How can Volunteers involve community members in writing and facilitating *Critical Incidents*?

Ask the group to brainstorm a list of possibilities and write them on flip chart paper.

Examples:

Try one out on a group of HCN friends and ask for their feedback and their suggestions for use.
Try working on one together with high school students who show up at your house wanting to practice their English.
Get invited to a training program and do one there. Get people's reactions.



OPTION

If you are working with a co-trainer and want to do both *Problem Dramas* and *Critical Incidents* in the same session, divide the group in half. As much as possible, allow participants to choose a group that will work on the skill they want to practice.

Now divide each of these groups in half, so that two groups will work on *Problem Dramas* and two will work on *Critical Incidents*. The timing is the same for both types of skill practice. You will need two separate rooms for the initial demonstrations. Have your co-trainer take complete charge of facilitating one half of the group.

After the small groups prepare their presentations, assemble everyone in one large group. Present *Problem Dramas* before the break and *Critical Incidents* after (or vice versa). Do the feedback first on one type of presentation, then on the other.

Choosing this option lets everyone see both techniques and adds interest to the final presentations. However, it relies on the ability of the co-trainer to work independently, and on the availability of two reasonably comfortable rooms for the initial demonstrations.

• • •

SUGGESTION: Everything else being equal, choose the option that lets your workshop participants practice the techniques they are most likely to be able to use in their work. If most participants work with community members with limited education, have everyone practice *Problem Dramas*. If most will be involved with high school graduates at professional meetings, have them work on *Critical Incidents*. If you want everyone to practice both techniques, consider adding a session (or removing one of the later sessions that seems less useful to you).

Activity 3: Evaluation

Activity Time 10 minutes

Purpose To have participants evaluate the session.

Step-by-Step

Ask participants who signed up to evaluate the session to carry it out. Suggest that they include the HCNs in the evaluation if they were part of the audience. Be sure to explain that they are not evaluating the Volunteers' performance, but the usefulness of the session as a teaching and learning opportunity for the participants.



For Next Time

Suggest that participants look over Chapter 8 of the Peace Corps NFE Manual.

Also, give each participant the handouts *Learning Cross-Cultural Group Facilitation* and *Hints for Facilitating a Group Discussion* to read on their own time.

■ *End of Session 5.*

Time Saver

It is strongly suggested that you do not cut short Sessions 4 or 5, as they form the core of the skill-building activities that Volunteers need to practice NFE in the field.

RELATED REFERENCES (See Appendix III)

Srinivasen, L.
Werner, D.

*Tools for Community Participation
Helping Health Workers Learn*

✓ Demonstration Problem Dramas about Peace Corps Experience

Choose one of the examples below that is common to Peace Corps experience in your area or write your own problem situation. There should be one main character who is confronted with a dilemma, and usually two minor characters who give the Volunteer contradictory advice about what to do.

Examples:

1. Main character is a Volunteer who is supposed to teach community people about nutritious foods using prepared charts. Although the foods illustrated are available in country they are much too expensive for most of the local people. Her supervisor is uninterested in her objections, and does not want her to deviate from the planned lessons and activities.

One of the Volunteer's HCN friends says to just go along with the program. The point in this culture is to not make waves.

But a Peace Corps friend challenges her to start practicing "real NFE" -- regardless of what her supervisor wants.

2. The day after a Volunteer arrives at post, a beggar woman comes to the door with a dying baby in her arms. The Volunteer wants to take the woman and baby to the hospital, but the woman refuses to go, saying she is afraid the child will die there.

A friend of the Volunteer tells her she is obliged to do what is best for the baby, whatever it takes.

Another says that it's not her place as a Volunteer to intervene in this way.

To the Trainer:

Ask three Volunteers from the NFE workshop to practice the problem drama the night before you do Session 5. Their presentation should take about 5 minutes. They should not memorize lines, but ad lib, adding details to make the dilemma as realistic as possible. Just as the drama ends, the main character should step toward the audience and ask them, "What do you think I should do?" S/he should then facilitate a discussion of about 10 minutes with the audience, encouraging as many of the group as possible to reflect on the situation and give their opinions. Ideally, the processing should take the audience through the Experiential Learning Cycle with questions like these:

What should I do?

Why do you think so?

(Minor characters can take up the processing here)

Why does this situation arise in the first place?

What can we do about it?

✓ Problem Dramas - Suggestions for a PST

The problem dramas presented by the workshop participants should focus on problems affecting the local people they will be working with.

Examples:

HEALTH

A woman with 9 children doesn't want to get pregnant again. Her husband is angry and refuses to let her see the health worker for birth control advice. Her friend tells her she has dealt with the same problem at home by getting birth control injections without her husband's knowledge.

AGRICULTURE

A farmer's plot of land is becoming less and less fertile. He is worried that next year the yield will not be enough to feed his family. An extension worker urges him to try a new fertilizer. But a neighbor says the chemicals are too expensive, and what if they don't work?

SMALL BUSINESS

A woman member of a cooperative wants to try get a loan to start producing and selling soap. Her family objects that starting a business will take too much time and energy, and getting the loan in the city will mean leaving her responsibilities at home for several days. Her friends in the cooperative tell her that she has the right to help her family in the way she chooses.

Write other problem situations according to the experience of Volunteers in the sectors your PST participants will be involved in.

✓ Demonstration Critical Incident about Peace Corps Experience

Use the example below if it is common to Peace Corps experience in your area -- or write your own Critical Incident from the Volunteers' point of view.

Example:

John had only been at his site three days before a beggar woman knocked at his door; she was in terrible shape, very thin, with torn, dirty clothes. She was leading a boy by the hand -- he must have been around nine -- he was totally blind and his body was covered with scars from some terrible disease. But the worst was the baby -- he had a dirty bandage on his arm, and you could see the gangrene spreading out from under it. The woman only wanted food, but John could see that the baby was dying. Since the hospital was only a half mile away, he urged her to go there; he even offered to go with her. But the woman shook her head and said firmly that she would never do that. The child would die there, she said. She knew many people who had.

John was sure that no infant could survive such a case of gangrene. He pounded on his neighbor's door and told him the situation, but the neighbor said not to worry about such a woman; if it was God's will the child would live, and anyway, poor people in this country are stronger than people from the West who have grown soft with easy living.

Questions for large group discussion (15 minutes):

1. Why do you think the mother felt the way she did?
2. What beliefs or values are reflected in the neighbor's response? How do you feel about them?
3. If you were in John's place, what would you do? Why?

✓ Critical Incident Situations: Suggestions for Critical Situations by Sector

Participants should write the incidents from the point of view of their audience to help them reflect on why a situation happens and what they can do about it. For example, they should write the HEALTH situation from the point of view of health workers who have experienced similar problems, the AGRICULTURE incident from the point of view of young people who try to change established traditions, etc.

HEALTH

Health workers are told they must attend a series of workshops to upgrade their skills, but no transportation or per diem is provided. They must pay out of their own pockets so they arrive at the training resentful and in no mood for learning.

AGRICULTURE

A student who has successfully completed a training program at an agricultural college returns home to the village, but finds that no one is interested in the new techniques he has learned. They say he is too young and inexperienced to be telling people to change their ways.

SMALL BUSINESS

A cooperative has been formed to buy a milling machine to make flour, a job traditionally done by women. However, it is the men who get the training and access to the machine, and who now pocket the money the women used to get. The women are upset, but don't know what to do about it.

LITERACY

Unemployed youth have been recruited to teach literacy skills in the evening. They teach the way they were used to learning in formal school, but participants quickly lose interest and begin to drop out of the program. The young teachers say the reason is that the participants are lazy and unintelligent.

✓ Learning Cross-Cultural Group Facilitation

Facilitating a group in a culture different from your own is tricky, as how people behave may have entirely different meanings than you expect. In the U.S., if some group members are silent, people may assume they are shy, or that they don't have any ideas on the subject, or that they feel intimidated by other group members (including the facilitator). But in some cultures, the highest status individuals may be the quietest, showing their wisdom and respect for others by their ability to reflect and hold back the first ideas that come to mind.

Setting an agenda, giving feedback, dealing with disruptions, keeping the group on task and gaining consensus all are culturally-based behaviors. Expecting groups in your host country to act like Americans can be frustrating and counterproductive. Use your cross-cultural skills and your ability to observe and ask discrete questions to understand group behavior in your host country before trying to facilitate groups in your work as a Volunteer. Look for some of the following:

- What formalities are observed? Who opens and closes the meeting, and how?
- Where do people of different status sit?
- How are topics introduced? By going straight to the point? By careful indirection?
- Which topics are introduced first? (In some cultures, the most important ones are saved for last.)
- What irrelevant topics are introduced? Are they really irrelevant?
- How do people get permission -- or find an opening -- to speak?
- How long does it typically take the group to decide on something? What is the process for coming to a decision? (Look for differences here between the "All in favor say aye" approach and a lengthy discussion process where everyone has a chance to air their views but is expected to come to complete consensus in the end.)
- How do people express their dissatisfaction with another group member? (By quiet ostracism? By pointing out the behavior directly?)
- What kinds of decisions are made outside the meeting? Where and how are they made? By whom?

✓ Hints for Facilitating a Group Discussion

Being sensitive to cultural norms does not mean you need to give up being American. These typically (but far from exclusively) American techniques will often charm a cross-cultural audience.

- Be positive. Smile.
- Communicate your enthusiasm for the meeting, the topic and the people involved.
- Get to the point and stick to it.
- Write legibly and quickly.
- Speak loud enough for everyone to hear easily and articulate your words, especially if you -- or the participants -- are struggling with a second language.
- Encourage discussion between group members instead of between members and yourself. You can do this by redirecting questions ("What do you think about that, Mr. Gomez?") or by nodding and expressing interest rather than giving your own opinion.
- Let participants know when you have learned something new from them.
- Come prepared. Bring paper and markers or roll-up blackboards and chalk.
- Practice the techniques you will use beforehand so you don't get too nervous or lose your train of thought.
- Keep the meeting from degenerating into lengthy argument or discussion that is off the topic. It takes some practice to balance facilitator control with group participation. Use your tone of voice, your energy or "presence" and your interested silence to keep the group focused.

TRAINER'S NOTES

SESSION 6***NFE Materials Development*****Rationale**

Volunteers are often placed in areas where basic materials and supplies are lacking. These participants and their counterparts will welcome the opportunity to make boards and demonstration figures for presenting NFE activities that can be taken to their sites and a simple, non-mechanical copier that can be carried in a back-pack. Participants also need to practice using the materials, both to solve the technical problems in making and manipulating them, and to better understand how to involve and entertain the audience.

Objectives of Session

- To make NFE presentation materials from local resources.
- To practice giving presentations using the materials.

Activity Sequence

1. Warm-up	20 minutes
2. Making NFE Materials for a Presentation (includes informal break)	90 minutes
3. Presentations	60 minutes
4. Evaluation of Session	10 minutes
Total Time Required	180 minutes



Peace Corps NFE Manual Reference

Chapter 8 - *Developing NFE Materials from Local Resources*

Materials Needed

- **Flannel Board:**
 - Cardboard sheets - One meter square
 - Flannel or rough cloth - A little larger than the cardboard
 - Stapler, tacks and hammer or glue
- **Flannel Board Figures:**
 - Old magazines and/or photos
 - Old file folders or other light cardboard
 - Glue
 - Scissors
 - Colored markers
 - Wood sandpaper
- **Flexiflans:**
 - Old file folders or other light cardboard
 - Paper fasteners (dressmaker's snaps, or grommets, or 1/2 inch brass paper fasteners or thumbtacks)
 - Wood sandpaper (roughest grade)
 - Old magazines and/or photos of people
 - Glue
 - Scissors
 - Hammer
 - Colored markers
- **Maxiflans:**
 - Large pieces of light cardboard (sides of cartons)
 - Heavy scissors or Exacto knife
 - Wood sandpaper
 - Glue
 - Colored markers
- **Hectograph (Gelatin Duplicator):**
 - For each duplicator:*
 - 1 box gelatin
 - 1 pint glycerine
 - A pinch of sugar
 - (Or see other recipes in Directions)
 - Sponge
 - Carbon paper or ditto masters
 - Hard-surfaced white typing paper
 - Flat pan 9"x2"x2" or larger
 - Pot for heating gelatin
 - Spoon for stirring
 - Heating element
- **Roll-up Blackboard (for demonstration purposes and trainer's use)**
 - Black vinyl, about 1 meter square
 - Small nails or carpet tacks
 - Wooden stick, 1 meter length
 - Heavy twine
 - Hammer

Other Materials Needed for the Session

- Chalk
- Wet rag for cleaning roll-up blackboard
- Local "junk" for warm-up (See Trainer Preparation 9)
- Handouts:
 Situations for Presentations Using Locally Made Materials - One per participant
- Flip chart paper
- Markers
- Tape

Trainer Preparation

1. Look through Peace Corps NFE Manual Chapter 8.
2. Read through the session with your co-trainers and decide together on the options you want to use.
3. Browse through the Related References, if available, especially *Helping Health Workers Learn*. Have these references on hand for participants to look at during the session.
4. Assemble materials
5. Find a way to heat a large pot of gelatin mixture (for the copier) at the workshop site (see **Directions for Making and Using the NFE Materials in this Session**).
6. Work with your co-trainer to make one demonstration model of each of the materials your participants will make (see **Directions**). This will help you make sure that the local resources you are using work well, and will help you identify and solve any problems with the materials before the session begins.



NOTE: This step is especially important for the copier, which requires special ink and glue. You will also need a working copier for one of the groups to use to do their presentation, as the gelatin copier they make may take several hours to set.

7. Arrange three tables so that groups can gather around them to make materials. Arrange materials for Activity 2 on tables: Group 1 will make flannelboards and flannelboard figures, Group 2 will make flexiflans and maxiflans, and Group 3 will make one or more hectographs and materials for a community display (for a bulletin board, handouts, etc.).
8. Gather a boxful of local "junk" to use in the warm-up. ("Junk" in your local context could be anything from empty soda cans, cellophane wrappers, plastic bottles, bottle tops, old magazines, etc. to "natural junk" such as palm fronds, coconut shells, brightly colored flowers and berries, sticks, vines and grasses, nuts, seeds, sea shells, stones, etc.)
9. Be sure the participants who signed up to do the warm-up and evaluation have the materials they need and are ready.

Directions for Making and Using the NFE Materials in this Session



NOTE: Some of the following materials and/or directions are slightly different from those in the NFE manual. Use whichever version suits your context and uses materials that are locally available.

Roll-up Blackboard



NOTE: We suggest that you make one (or several) of these to use as your blackboard in this and upcoming sessions to demonstrate to participants how effective and workable locally made materials can be. Although participants will not make these blackboards during this session, you may want to consider doing an extra evening session to give them a chance to make these and other materials they have indicated on the Interests/Skills Inventory.

Description and Use

The roll-up blackboard is simply a large piece of black vinyl cloth attached to a stick and hung up with a piece of twine. It is portable and light-weight, and can be used anywhere you would use a chalkboard: in meetings, in adult education classes, in school rooms or in workshops. In working with small groups, you can use several roll-ups instead of flip chart paper. You can write on the vinyl with ordinary chalk and erase it with a damp cloth. You can prepare the written material before you need it, roll up the blackboard inside out and carry it to your meeting or class. Or, you can write on it at the time you need it by hanging it against a flat surface such as a wall or the outside of a building.



NOTE: To construct a permanent, outdoor flat surface from locally available materials, see *Helping Health Workers Learn*, p. 11-17

Materials Needed (for one board)

- 1 square meter black vinyl (the cloth-backed kind you would use at home to cover a chair or a car seat. This is often found in local markets or hardware stores abroad)
- Wooden stick or pole - 1 meter length
- Small nails or carpet tacks
- Hammer
- Heavy twine

Directions

1. Tack a square meter (more or less) of black vinyl to the wooden stick.
2. To hang up the blackboard, tie a piece of heavy twine to both ends of the stick.



OPTION

Try using large sheets of heavy, light-colored plastic as another type of lightweight "board." Experiment with water-based markers to be sure the writing can be completely erased with a damp cloth. The sheets can be folded up and transported to the presentation site (where they can be used like flip chart paper, one per small group), or they can be attached to light sticks, top and bottom, and rolled up like the blackboard, above.

Flannel Boards

Description and Use

The flannel board is a piece of rough-surfaced material attached to a piece of cardboard to hold it flat. It serves as a background for drawings, pictures, symbols, captions and flexiflans. The display materials are backed with sandpaper or other rough surfaced material. They adhere to the background with slight pressure and can easily be removed or rearranged on the flannel board.

One problem with flannel boards is that the display materials easily fall off or are disturbed by the wind. To avoid this, make the display materials from light cardboard (rather than paper) and attach the roughest grade of wood sandpaper to their backs. When presenting the material, rest the flannel board on a chair or against a tree and tilt it back slightly so that the pictures stay in place.

Materials Needed (for one board)

- 1 large sheet of cardboard
- 1 larger piece of flannel or rough cloth
- Tape, staples, tacks or glue to attach cloth to cardboard backing



NOTE:

Volunteers have also successfully used copra sacks or burlap stretched between thin bamboo poles, and rough, locally made blankets as flannel boards. Health workers in Mexico have found that masonite (fiberboard) works well without being covered with cloth.

Directions

1. Tack, staple, tape or glue the rough cloth to the cardboard.
2. To use the flannel board, set it up on a chair, tilted slightly backwards.



OPTION

If your area is very windy, try making a magnet board out of an old metal sign or cut-up lard tin. Attach pictures to the board by gluing small magnets to their backs. These can be made by magnetizing metal nuts with an old induction coil from an automobile. Ask a local mechanic to help you.

Reference: *Helping Health Workers Learn*, p. 11-19.

Hectograph (Gelatin Duplicator)

Description and Use

The hectograph is one of the cheapest and easiest non-mechanical devices for making 30 to 50 copies of drawings or written materials. It is basically a firm but flexible gelatin pad that can be stored and reused many times, and carried in a backpack on field trips to make training materials as you need them.

Carbon paper or a special ink is used to make a master copy of the item to be reproduced. When this master copy is placed face-down on the gelatin surface, the ink transfers to it. Copies can be made by placing single sheets of a fairly hard-surfaced paper on the gelatin one at a time for a few minutes.

The ink will sink down into the gelatin after 24 hours, leaving the surface ready for a new master copy. Store your duplicator in a plastic bag, away from dust. You may need to dampen the surface with warm water each time you use it to smooth out any wrinkles in the gelatin.

Materials Needed (for one duplicator)

Formula 1:

- 1 box gelatin
- 1 pint of glycerine
- a pinch of sugar (or see alternate formulas below)
- 1 flat pan slightly larger than the paper to be used
- 1 pot
- 1 spoon
- 1 heating element
- 1 ditto master (pre-inked) or old-fashioned carbon paper (the messy kind that gets ink all over your fingers)
- hard-surfaced or glazed paper
- sponge



OPTION

If ditto masters or carbon paper are not available, try making your own ink by mixing 22 cc alcohol, 14 cc water and 2 grams Indigo blue. Other colors can be made by using dyes such as saffron (yellow-orange) and green of methyl instead of Indigo blue.

Formula 2: 1 part fish or animal glue (broken and soaked for 2 hours)
2 parts water
4 parts glycerin

Formula 3: glue (12 grams)
gelatin (2 grams)
water (7 1/2 grams)
sugar (2 grams)

Formula 4: gelatin (10 grams)
sugar (40 grams)
glycerin (120 grams)
barium sulfate (8 grams)

Directions

1. Choose a formula from above. If a glue-based formula is used, let the glue sit broken in the water for 2 hours and then heat the mixture (in a can or pot) over or in a pot of boiling water until the glue is dissolved.
2. Add other ingredients and heat for 15 minutes (7 minutes for Formula 1), and skim any scum off the surface, stirring occasionally.
3. Pour this mixture into a flat shallow pan (straining it through a loosely woven cloth will eliminate any dirt particles) and allow it to sit for a few hours. (24 hours for Formula 1)
4. Once the transfer pad is ready, write your message, newsheet or drawing with ink (see formula above) onto a sheet of good quality paper (if the paper and pad are working right, you can sometimes use a ball point pen for this part).
5. Use a slightly damp sponge or rag to dampen the entire surface of the transfer pad.
6. Place the paper, ink side down, on the transfer pad. Smooth it down and leave for 4 to 6 minutes.
7. Carefully remove the paper master and the ink will have transferred to the pad. Smooth a clean sheet of paper over the image and allow 5 to 10 seconds for the transfer (allow more time for transfer as additional copies are made).

8. When finished, wipe the surface with a damp cloth/sponge and cover with paper. The remaining ink will transfer or be absorbed by the gelatin and the pad can be reused the next day.



NOTE: The gelatin compound can be recooked and recast to destroy old images or blemishes on the pad.

Flexiflans and Maxiflans

Description and Use

Flexiflans are figures for the flannelboard with moveable joints. They are made from light cardboard with metal clasps at their neck, elbows, hips and knees to make them more lifelike and to encourage the audience to get involved by posing them in different positions and moving them around on the flannel board at appropriate points in the story or presentation. They can also be given to a small group to handle as they discuss, for example, an issue of local needs.

Flexiflans are especially effective to stimulate discussion among people who are not used to being asked their opinions. Prepare a variety of flexis representing local people, and ask small groups to choose the ones they like in order to share something about their community.

Materials Needed

- Very lightweight cardboard (file cards are ideal) or heavy paper
- Paper fasteners (dressmaker's snaps, grommets or thumbtacks)
- Glue
- Scissors
- Hammer
- Colored markers
- Wood sandpaper (roughest grade)
- Old magazines or photos



NOTE - Making Sandpaper:

If sandpaper is not available, home-made sandpaper can be easily produced. Spread a thin layer of glue on cardboard, then sprinkle on a light covering of sand. Allow to dry and shake off excess sand.

Instead of sandpaper - You can also use wheat chaff (the barbed husks left over after wheat is made into grain) glued onto the backs of the flexi flans with flour and water paste.

See *Helping Health Workers Learn*, pp.11-18 and 11-19

Directions

1. Draw the arms, legs, body and head of the figure separately on light cardboard. Figures should be made facing opposite directions so that they can be made to "talk" together on the flannel board.
2. Cut out body parts. Attach them with metal clasps. The simplest kind of attachment is thumb tacks, pushed through the cardboard and lightly hammered down on the back side. You can also use dressmaker's snaps or two-pronged brass paper fasteners. Parts should be free to move.
3. Color the figure as desired with markers, or glue on faces and culturally appropriate "clothes" cut from old magazines. To add a touch of realism, use photos of key local people in the situation or drama that the group wants to present.
4. Attach a sandpaper strip to the back with glue.
5. Try out your flexi on a flannel board and make technical improvements, if necessary.



NOTE: In Indonesia, local people made flexiflans from photos pasted on light cardboard of well-known characters in their village. They used the flexis to talk about problems and plan an effective course of action.

**OPTION**

In an optional evening session, interested participants can make their own personal stash of flexiflans to take to their sites and use them to involve local people in creating stories and making presentations of their own.

Encourage them to make people of different ages and from different socio-economic backgrounds, as well as animals and other props such as local houses, trees, work tools, etc.

6. Participants can also experiment with making large size maxiflans. These figures have been made up to two feet high (from the torso up) and can be displayed against a large blanket draped over a blackboard.

Maxiflans have been used successfully when presenting *Problem Dramas* (See Session 5, Activity 2). Three characters are constructed, a main character who presents the problem, and two minor characters who give conflicting advice. Names may be assigned to characters and placed on cards below the figures as they are introduced.

See: *Tools for Community Participation*, pages 83-87 for models of beautiful flexiflans and more suggestions for their use.

Flannel Board Figures

Description and Use

Non-moveable flannel board figures such as people, animals, houses, trees, charts, captions or symbols can be used instead of flexiflans or to accompany them. Cut-outs should be large so that the audience can see them clearly. Simple, brightly colored displays are more visually effective than complicated, detailed pictures. Lettering for labels or titles should be bold. Figures should be in proportion to each other, larger in the foreground, smaller in the background.

Materials Needed

- Old magazines and/or photos
- Light cardboard
- Glue
- Scissors
- Colored markers
- Wood sandpaper (roughest grade)

Directions

1. Glue photos or magazine pictures to light cardboard or draw your own designs. Cut out.
2. Glue sandpaper strips to the back of the figures.

Activity 1: Warm-up - *Local "Junk" Contest*

Activity Time 20 minutes

Purpose To stimulate participants' imagination in using local materials for NFE activities.



NOTE:

Starting with this activity and for the rest of the sessions you could use the roll-up blackboard(s) you have made (See directions page 98) as a practical demonstration of how home-made materials are usable and sensible in your context.

Step-by-Step

1. Display the local "junk" you have collected (See Trainer Preparation 8) so that all participants can see and handle it. (If appropriate in your context, you might spread it out on a blanket on the floor as in an outdoor market)
2. Explain that since this session focuses on making NFE materials, the group could start by seeing how creative and original they can be in thinking of uses for common things in the environment for NFE activities.

3. Ask the group for one or two examples of how some of these materials could be used in NFE or work-related activities. (They don't have to actually use them, just think of possible uses.) Examples: berries could be used for dye or paint; bottle caps could be strung together in many long strands to make a curtain for a puppet show, a stick could be frayed to make a paintbrush, coconut shells might act as props for a role play (hats? a noisemaker?), etc.
4. Ask participants to form groups of 4 or 5. Give each group a piece of flip chart paper and a marker.
5. Say that groups will have 10 minutes to look at the articles displayed and think of all the possible ways they could be used in NFE activities. A recorder for each group should write down their ideas on flip chart paper. The group that thinks of the most ideas (or perhaps the most original ideas) wins the contest.
6. Keep time (10 minutes).
7. When time is up, ask groups to post their flip charts and give everyone a few minutes to walk around and look at the ideas that have emerged. Have the entire group vote on a "winner."



OPTION

If you want to emphasize cooperation over competition, you might have groups share ideas informally as they think of them, the object being to try as a large group to come up with the maximum number of ideas.

Activity 2: Making NFE Materials for a Presentation

Activity Time 90 minutes (includes informal break)

Purpose To make NFE materials and practice using them.



NOTE: You have already set up tables and materials for this activity (See Trainer Preparation 7).

Step-by-Step

1. Let the group know that the purpose of this activity is to make NFE materials and use them to make presentations similar to those they may actually do in their work.
2. Suggest that they divide into three working groups; Group 1 will make flannelboards and flannelboard figures, Group 2 will make flexiflans and maxiflans, and Group 3 will make hectographs and materials for a community display.
3. Say that each group will be given a handout with sample work situations for which these NFE materials could be used. Emphasize that it is important for them to practice using the materials to stimulate discussion rather than simply make them. To give them a chance to do this, the groups will have 90 minutes to both make the materials and to prepare a presentation using the materials they have made. This presentation will later be made involving the large group. Since the time for the break is included in the 90 minutes, participants should take their break whenever they need to during the activity.



NOTE: The group making hectographs may need to use the demonstration model you have made earlier for their presentation, as the gelatin may take a few hours to set completely.

FOR IST: Groups should create their presentations around the real work situation of one of their members. If you like, you can use the PST handouts as examples of situations (page 111), and then ask each group to think of a similar situation that one of the members might actually be involved in.



NOTE: If participants express an interest in making more materials than is possible in this session, consider adding an informal evening session for participants to make materials to take to their sites.

4. Explain these materials and their uses briefly (See Directions for Making and Using the NFE Materials in this Session) and show demonstration models if you have made them.
5. Ask the group to divide themselves more-or-less equally according to the materials they would like to make, and go to the appropriate tables.

6. Give each participant the handout *Situations for Presentations Using Locally Made Materials*. Let the groups know they can choose any of the situations or develop their own instead. They should plan to make a 15 minute presentation to the large group with the materials they have made at the end of their 90 minute work period.



NOTE: The group making the hectographs can create materials for a community display (newsletter, fliers, cartoons to stimulate discussion, posters, etc.) and explain strategies for getting local people involved in planning, making and using the materials.



7. Keep time (about 90 minutes total, including break). Work with groups to help them develop meaningful presentations. Refer groups to whatever books you have on hand to give them ideas for presentations and adaptations of materials (See Related References at end of this Session.) Encourage groups to make adaptations of the materials to fit the local context.

Example: One group redesigned the flannel board to be more easily transportable by sewing a large hem on both top and bottom of the cloth and inserting removable bamboo poles. The cloth "board" could then be folded and carried in a backpack and the poles could be replaced at each site where the Volunteer was doing a presentation.

Activity 3: Presentations and Processing

Activity Time 60 minutes

Purpose To present an NFE activity using the materials they have made.

Step-by-Step

1. Assemble everyone in the large group. Have each group make their 15 minute presentations to the audience. (Time: 45 minutes)



NOTE: Participants should try to involve the audience in their presentations, but because of time limitations, the emphasis here will be on making and using the materials to tell a story or to get across a concept, rather than on getting the audience to reflect and analyze fully. To carry this exercise further, see the **OPTIONS** at the end of the activity.

2. Take 15 minutes to process the experience by asking questions of the large group such as the following:

What materials and techniques made the presentations effective? Have participants cite specific examples and say what made them effective. Write their responses on flip chart paper.

What were some of the technical problems involved in making or using the materials? List on flip chart paper. How might those problems be solved?

What were some of the problems involved in the presentation of the stories or concepts? Ask those who presented to mention a few problems they saw or sensed in the performance. Then have the group add their observations. List on flip chart paper. Have the group try to give constructive suggestions for change.

Add your own observations about both the positive aspects and your suggestions for improving the presentations at the end.



OPTION

Invite a Volunteer or an HCN with experience making such presentations in the community to come and watch the group's presentations and talk to them about their own experiences doing these kinds of activities. They might focus on which materials were particularly effective in the local context, how they overcame difficulties in developing and using materials, and how they involved the local community in helping to make materials and present the activities.



OPTION

If you have about 45 minutes more time available, it is recommended that you expand Activities 2 and 3 to include planning and practicing getting the audience involved in critical reflection on the story or concept presented. Use flannelboard and figures and flexi-/maxiflans for this option. Puppet shows also can be used here (See NFE Manual Chapter 8 for puppet making directions).

Step-by-Step for OPTION (Time: 195 minutes)

1. Participants divide into four small groups and choose a story or concept they would like to present, using the handout for this exercise (*Situations for Presentations Using Locally Made Materials*) or situations from their own experience. (30 minutes).
2. Participants make the figures to illustrate their presentation, as above (45 minutes).
3. Participants write processing questions and rehearse how they will involve their audience in critical reflection (30 minutes).
4. Participants make their presentations to small groups who act as the audience (15 minutes per group, i.e. 60 minutes).
5. Presenters and audience critique the activity as above. (30 minutes)



OPTION

To do INSTEAD OF Session 6: (Time: 2 three-hour sessions)

The above option can be expanded to be used as a "field test" of participants' ability to practice their NFE skills. Participants decide what to present in consultation with HCNs and/or cultural coordinators, make their materials, decide how to involve the audience in the discussion, practice on each other and critique their presentations. Then they "take their show on the road," presenting their flannelboard or flexiflan stories to members of the local community. You will need to arrange beforehand to have a space available for them in the market, or someone's yard, or on the veranda of a friendly shopkeeper. If you choose this option, keep the following things in mind:

- Investigate places to hold the "show" before your workshop begins. Get the necessary permission from owners and/or local authorities. Create interest by letting local people know that their participation will help Peace Corps Volunteers work more effectively in the community.
- You might consider finding two different sites for the different presentations, according to the audience you expect. For example, a schoolyard during a recreation period will attract children, a village well might catch women's attention, and a stall in the weekly market will probably involve men as well. Plan the logistics of these presentations by having your co-trainer go with one group, while you go with the other.
- Find out what topics or problems are likely to interest people but are not politically charged or embarrassing. For example, a flexiflan presentation about dental hygiene for children is not likely to offend anybody, especially if the presenters stress the value of inexpensive materials already used in the culture (such as sticks to clean the teeth). See *Helping Health Workers Learn* (pp. 27-37 - 27-39) for more ideas about a similar presentation.
- Help participants succeed in their demonstrations by providing a good variety of local materials for them to work with, and by giving participants adequate time for construction and to practice their presentations in the local language. Allow a full session for planning the presentation and developing the figures. In addition, you might allow a free evening just before the "road show" for participants to practice on their own.
- After participants stage their presentations, bring everyone back into the training room for critique. Arrange chairs in a circle. Critique the presentations as follows:
 1. Presenters say what they liked about their own presentations or thought they did well.
 2. Presenters mention problems they had with their own presentations (with materials, dialogue, appropriateness of subject, reaction and involvement of audience) and how they might avoid these problems next time.
 3. Individual observers add the positive things they saw and may suggest one "area for improvement."
 4. Facilitator and co-trainer add their own observations, both about the positive qualities and suggestions for improvement.

Activity 4: Evaluation of Session

Activity Time 10 minutes

Purpose To have participants plan and carry out an evaluation of the session.

Step-by-Step

Have participants who signed up to evaluate the session carry it out.

For Next Time

Participants can look over whatever reference materials you have on games and simulations.

■ *End of Session 6.*

Time Saver #1

1. Making NFE Materials for a Presentation	90 minutes
2. Presentations	60 minutes
Total Time	150 minutes

Time Saver #2

1. Making Boards and Copiers	40 minutes
2. Making Flexiflans, Flannel Board, Figures and Puppets	40 minutes
3. Evaluation of Session	10 minutes
Total Time	90 minutes

Time Saver #3

Choose other NFE materials that are applicable to your context from Chapter 8 of the NFE manual or other references. Or use the results of the Interests/Skills Inventory to plan a session based on the needs of participants.

Time required: Variable

The purpose of this time saver is only to make materials, not to design them for presentations. It can be done earlier in the training program (such as after Session 2). The resulting materials, especially the boards and copiers, can be used in remaining sessions.

RELATED REFERENCES (See Appendix III)

Werner, D. *Helping Health Workers Learn*: Chapter 11 - Flannel Boards, Posters; Chapter 12 - Photos and Drawings; Chapter 13 - Comic Strips, Photonovellas, Slides; Chapter 16 - Silkscreen Copier, News Sheets; Chapter 27 - Theater Props and Costumes

✓ Situations for Presentations Using Locally Made Materials

1. Julie learns that women in the next town might be interested in starting a small business development group. As far as Julie knows, the new group really has no idea of what they would like to make and sell. Her goals are to stimulate people's interest, give them confidence, and involve them in determining what people in the area would buy. Help Julie get discussion started by using the materials you make to design a 15 minute group activity.
2. Steve is working with farmers who have shown some interest in using organic compost to fertilize their vegetable plots instead of the expensive chemical fertilizer that is available in the local shops. However, several in the group are skeptical, saying that making and applying the compost is too much work, and besides, using chemicals is the modern way. Steve hopes to help the group make an informed decision about how best to use their limited resources to improve their plots. Help him prepare a 15 minute group activity to stimulate discussion with the materials you have made.
3. John, who is working in latrine construction, has been informed by the local health officials that cholera cases have been mounting in the area and that they fear an epidemic. It is vital that they know how many people are using the latrines that have been built recently in the area, and if they are not using them, to discover the reasons why. Help John get people talking about the latrine situation by using the materials you have made to prepare a 15 minute group activity.

Things to keep in mind:

- Use the materials to get people involved, not to "teach."
- Review the experiential learning cycle and plan how you can use it to involve your audience in the presentation.

TRAINER'S NOTES

SESSION 7***Games in NFE*****Rationale**

Games are appropriate NFE tools when they are used not just for fun, but to encourage people to take charge of their own learning and development. In this session, Volunteers adapt a game to their particular cultural context through a process of discussion with local people. They then look at other games that have been used successfully in development and create their own guidelines for adapting other games to development work.

Objectives of Session

- To adapt a game to the local cultural context.
- To create guidelines for adapting games to NFE activities.

Activity Sequence

1. Warm-up	15 minutes
2. Adapting a Game to the Local Context <i>Snakes and Ladders</i>	100 minutes
BREAK	15 minutes
3. Other Games Used In Development	15 minutes
4. Creating Guidelines for Adapting Games	25 minutes
5. Evaluation	10 minutes
Total Time Required	180 minutes

**Peace Corps NFE Manual Reference**

none

Materials Needed

- Flip chart paper
- Handouts:
 - Snakes and Ladders* grids -- One set per small group plus one set per participant (to take to site)
 - Rules for Snakes and Ladders* - One per participant
- 24" x 24" cardboard (optional) -- 1 per small group
- Colored markers
- Glue and/or tape
- Scissors (one per small group)

Trainer Preparation

1. Read through the session with your co-trainer and decide together on roles and responsibilities and the options you want to use.
2. Collect any reference materials you have on games in development (see References at the end of the session). Have them on hand for participants to look at during the break and to borrow after the session.
3. Assemble materials, photocopy handouts.
4. Make sure you have some HCNs willing to participate in the *Snakes and Ladders* game adaptation exercise (Activity 1). If you have no counterparts participating in the training, invite language instructors and cross-cultural coordinators to work with the Volunteers.
5. Be sure the participants who signed up to do the warm-up and evaluation have the materials they need and are ready.

Activity 1: Warm-up - Pictionary

Activity Time 15 minutes

Purpose To demonstrate a game that can be used in NFE activities.

Step-by-Step

1. Ask the group how many know how to play the game *Pictionary*. Ask if someone will explain the idea of the game to those who don't know it. For this warm-up, you can use the following short version of the game:

Participants divide into two teams. Each team meets to decide on something that a member of the other team will draw for their own team members to guess -- (Example: Peace Corps Training, language class, etc.) Each team writes their request on a slip of paper. Each team chooses someone to draw for them. Team 1 gives their slip of paper to the member of team 2 who has been chosen to draw. This person has 2 minutes to draw on flip chart paper (no letters or numbers allowed) while his/her team guesses.

Then team 2 gives their request to a member of team 1, who draws it while the rest of team 1 guesses. The team that guesses right in the shortest amount of time (or that guesses right at all) wins.

2. Suggest that the group divide into teams and play the game.
3. Ask the group, and especially any HCNs present, if people in the local culture might enjoy playing this game as a warm-up for a meeting or a training session. What problems might come up in playing it with different kinds of groups? (e.g. Ministry officials might consider it childish; a non-competitive society might not see the point of one team winning and the other losing, etc.) How might the game be adapted for such groups in this culture?

Activity 2: Adapting a Game to the Local Context - *Snakes and Ladders*

Activity Time 100 minutes

Purpose To adapt a simple game to different NFE sectors in the local cultural context.



NOTE: This activity is divided into 4 parts:

Explanation of Activity	20 minutes
Adapting Messages to Local Context	25 minutes
Game Construction	30 minutes
Processing	25 minutes

Step-by-Step

Explanation of Activity (20 minutes)

1. Explain that games such as the warm-up (above) are fun and can be used for various purposes (breaking the ice, energizing a group, etc.) but that other games may have a purpose more directly linked to development. In this activity, participants will work with a game that can be used in various sectors and adapted in different ways to fit the local context.

Explain that the group will work with a simple game that they probably already know: *Snakes and Ladders*. This game has been adapted by UNICEF to the local situation in several African countries in order to teach health messages. It can also be used to teach or reenforce learning in other sectors such as forestry, animal traction, small business, etc.

2. Suggest that participants divide into groups according to sector or area of interest. Each group will be given four handouts that when put together and glued to a piece of cardboard, make a game board. The game board consists of a grid of 100 numbered squares, with 8 snakes and 9 ladders already drawn on them. (Show participants the handouts and demonstrate how they go together.)

3. Say that in order for them to understand how they will adapt their game board, you will first review how to play the game. Let them know that the rules of the game also are on a handout that you will give them to take to their sites.

How to Play Snakes and Ladders:

Players find a stone or other marker to be their piece. All pieces start at square one. Pieces advance along a grid of numbered squares by the throw of dice. If they land at the base of a ladder drawn on the board, they go directly to the square at the top of the ladder. If they land at the head of a snake, the snake swallows them and they make a quick descent to its tail, which rests on a lower square. Positive advice is written at the bottoms and tops of the ladders, while warnings are written at the heads and tails of the snakes.

For example: In an adaptation of the game to the Liberian cultural context, a message at the head of the snake says: "Drinking from creeks and rivers ..." and at the tail it says: "... gives you a running stomach" (the local term for diarrhea). Each snake has a different warning that starts at its head and ends at its tail.

The ladders also have messages at their bottoms and tops. For example, in the Liberian game, a message at the bottom of a ladder says "A breast-fed baby ..." and the message at the top says, "... stays fat and strong." Each ladder has similar positive advice.

In order to make the game more attractive -- as well as accessible to illiterate groups - - pictures are drawn on the game board along with the messages.



OPTION

Prepare a flip chart in advance with the above examples drawn on it. See *Helping Health Workers Learn*, pp. 11-26 - 11-28.

4. Ask participants if they have any questions about the game.
5. Say that you will now explain how the game can be adapted to different sectors by using different kinds of positive advice and warnings. Write the words "POSITIVE ADVICE" and "WARNING" on two sides of the blackboard. Have participants think of a few examples of positive advice and warnings for different sectors (forestry, water and sanitation, small enterprise, etc.). Write them on the board.

Some examples for small business:

<i>Positive Advice</i>	Clever advertising sells a new product.
<i>Warning</i>	Not enough stock loses sales.

Have participants think of some social messages as well. For example: Working cooperatively brings everybody profit.

6. Explain to participants that in order to be sure to respect the local culture and also to involve the community in creating the games, it is important for them to talk with people first about the messages, language and pictures they want to appear on the game board. Let them know they will have a chance to practice this by working with the

HCNs who have been invited to participate or who are already participants in the workshop.

Say that participants can now work in groups by sector or area of interest to plan different adaptations of *Snakes and Ladders*. First, they will have 25 minutes to discuss the positive advice and warnings that make sense in the local context with the HCNs in their group. Next, they will have 30 minutes to write the messages and draw the pictures on the game board.

7. Show participants the four handouts that go together to make up the game board. Say that after their discussions, each group will get the four handouts, a piece of cardboard, some markers, some glue and a pair of scissors to put their game board together. Let them know that they each will also be given four more handouts that they can take to their sites to try adapting the game with people in their local community.

Adapting Messages to the Local Context (25 minutes)

1. Divide the group into small groups by sector or area of interest. Be sure there are some HCNs in each group (See Trainer Preparation 4). Remind the groups that they will have 25 minutes to discuss what would be appropriate in the local context. They should think of 9 messages with positive advice and 8 warnings (corresponding to the 9 ladders and the 8 snakes on the completed game board). They should include some social messages as well as informational ones. Suggest that they discuss each message thoroughly to make sure it is socially acceptable and relevant.



NOTE: Be sure the groups understand that each small group will focus on their own area of interest or sector (A group of Health Volunteers will think of health messages, Forestry Volunteers will focus on forestry, etc.). Messages will be more focused and relevant if each group thinks of a specific audience for their game (e.g. 10 year old boys, illiterate women farmers, etc.)

2. Ask if there are any questions about the activity.
3. Suggest that small groups can now go to their break-out rooms or corners of the large training room. Keep time (25 minutes). Circulate to make sure everyone understands the directions and to give suggestions if participants seem stuck.

Game Construction (30 minutes)

1. Give each group the four handouts, markers, glue, scissors and a piece of cardboard. Also, give each participant the four extra handouts to take back to their sites as well as a copy of *Rules for Snakes and Ladders*. Remind participants that they have 30 minutes to construct their game.



2. Keep time (30 minutes).

Processing (25 minutes)

1. Re-assemble everyone as a large group. Take 25 minutes to process the activity.
 2. Suggest that everyone walk around to look at the different games that were made and read the messages carefully.
 3. Ask each group to comment on the process of discussion they went through to decide on the messages by asking them questions such as the following:
 - What was the specific audience you had in mind for your game?
 - Was it hard to think of messages?
 - Why or why not?
 - Was there any disagreement about the content or the wording of the messages? (Ask for specific examples and have participants tell how the disagreement was resolved.)
 - Did everyone participate actively in the discussion? Why or why not? How did HCNs participate in the discussion? As advisors? As proposers of messages? In other ways?
 - Imagine having this discussion with local people who may be less educated than the people in this workshop. How might the discussion be different?
 - How might you change the format of the discussion to involve local people? *Examples:* Get to know people first, work with them on these issues in other ways, get to know local customs and beliefs, reflect carefully on what messages might be an imposition of your own ideas and which are held by at least some of the local people, etc.
 4. Ask each group to comment on the process of constructing the game. You might ask, *Did you have any technical problems making the game? If so, how were they resolved?* Etc.
-

Activity 3: Other Games Used in Development

Activity Time 15 minutes

Purpose To introduce participants to several other games used in NFE.

Step-by-Step

1. To give participants an idea of how other games are used in development work, explain that the following two games have been designed by development workers and used around the world.



NOTE: If you would like to give participants hands-on practice using these games, see **OPTION** for this activity

These examples have been chosen to show some of the different purposes games can have. These purposes are:

To help people learn new skills such as literacy and numeracy
To encourage discussion and analysis of local problems

Learning New Skills - Letter Dice

"Letter Dice" are simple wooden cubes (larger than ordinary dice -- about 1 1/2 inches on each side) that have a letter of the alphabet written on each face with a marker. Players take turns tossing the eleven dice and trying to make as many words as possible with the letters that land face up.

Although in the U.S. such games are used competitively (e.g., players compete with each other individually or in teams to make the most words), in rural Ecuador where they were introduced, local people tended to help each other, calling out words as they saw them, helping with the spelling, etc.

Ask participants if they can think of both positive and negative consequences of using a cooperative strategy in a learning game. (Examples: *Positive* - People won't feel stupid if they are less skilled than others. *Negative* - People might not learn as much if others jump in with the answer before they have a chance to think about it.)

Letter dice have been used in Ecuador in various contexts:

- In an urban reform school (to decrease discipline problems in classrooms - boys were so interested they learned eagerly)
- In primary school literacy classes
- In adult literacy classes
- In second language classes

Ask participants if they can think of specific situations in the local culture where they could use the letter dice idea. (Examples: Playing with local children, tutoring individual adults in literacy or second language.)



NOTE:

In Ecuador, letter dice were made by local carpenters for about 30 cents (U.S.) per set. If wood is scarce in your area, ask participants if they can think of other local materials (including urban scrap) that could be used instead.

Reference: *Letter Dice*, Center for International Education Tech Note #6.

Discussion and Analysis of Local Problems - Jigsaw Puzzle

Simple, home-made jigsaw puzzles have been used to stimulate discussion among groups of local people about how problems in the community are linked together. For example, a 15-piece puzzle described in "Helping Health Workers Learn" shows in both words and pictures the inter-related causes of diarrhea in one area: both environmental causes (loose pigs, flies, lack of latrines, dirty hands), and social causes (poverty, malnutrition, poor land distribution and lack of education). When people work in groups to put the puzzle together, exciting discussions have emerged about how one cause relates to another, and what people might do to intervene.

Ask participants if they would add or change any of the above causes of diarrhea for their local area. *Examples:* uncovered sweets in the market, lack of a clean water source, an emphasis on theoretical rather than practical science education, favoritism by government officials in developing the areas around their own natal villages, etc.

Reference: *Helping Health Workers Learn*, p. 11-25



OPTION

Instead of a presentation and discussion of these games, you might take an extra hour to give participants a chance to see the games, play them and discuss possible adaptations to the local context. One way of doing this is to have participants in one of your training programs make the games and have future groups use these games for discussion and analysis. Or, solicit other field-tested games from workshop participants and Volunteers currently in country.

BREAK

15 minutes

Activity 3: Creating Guidelines for Adapting Games

Activity Time 25 minutes

Purpose To create guidelines for adapting games to the local context

Step-by-Step

1. Tell participants that most games created by U.S. development workers (including PCVs) are adapted from ones we are familiar with in our own culture.
2. Take 10 minutes to ask the group what problems they think might result from importing game ideas from our own culture. To get everyone thinking about this, use BUZZ GROUPS (everyone works with their neighbor for five minutes to think of possible problems). Ask each pair to report quickly about the problems they thought of. List on flip chart paper.

Examples:

- Importing game ideas might require special materials not available or expensive to produce (game boards, game pieces)
 - Might introduce ideas with an unknown effect on people (competition in a group-oriented society)
 - Might offend local customs or religion (games of chance)
3. Take 10 minutes to ask the group how they might introduce games in a way that avoids some of these problems. Use BUZZ groups. List on flip chart paper labeled "GUIDELINES FOR ADAPTING GAMES."

Examples:

- Find out what local games are played in this context and adapt them
- Use cheap, local materials
- Involve local people in producing the game and making the rules



NOTE:

Perhaps Volunteers should not be too concerned with importing foreign ideas, since games have been crossing cultural boundaries since ancient times. Dice have been found in prehistoric graves in Egypt, the Orient, North and South America. The origin of all games seems to have been the African divining arrow (that was thrown to foretell someone's future), a remnant of which is found today in the children's game of Pick-up Sticks.

4. Ask if anyone knows any local games that can be adapted for NFE. Ask someone to explain the rules and have the group brainstorm how that game might be adapted to NFE.
5. Ask participants to think of other games from the U.S. context that might be adapted to NFE.



NOTE:

You might consider having a contest to design games for NFE in your local cultural context. The Center for International Education (University of Massachusetts/Amherst) experienced a remarkably sudden increase in creative NFE game ideas (found in References) by offering its graduate students (in the 1970s) \$25 for a germ idea, \$50 for a semi-finished product and \$75 for a usable technique. Perhaps you can think of other motivators for Volunteers and HCNs in your training programs to come up with games that really work in your local context.

Activity 4: Evaluation of Session

Activity Time 10 minutes

Purpose To evaluate the session.

 **Step-by-Step**

Let participants who signed up to do the evaluation carry it out.

■ *End of Session #7.*

Time Saver #1

1. Adapting A Game to the Local Context: <i>Snakes and Ladders</i>	100 minutes
BREAK	15 minutes
2. Guidelines for Adapting Games	25 minutes
3. Evaluation of Session	10 minutes
Time Required	150 minutes

Time Saver #2

Let participants play and discuss games already adapted to your local cultural context by NGOs, other Volunteers in the field, or previous Peace Corps training groups.

Time: Variable

Time Saver #3

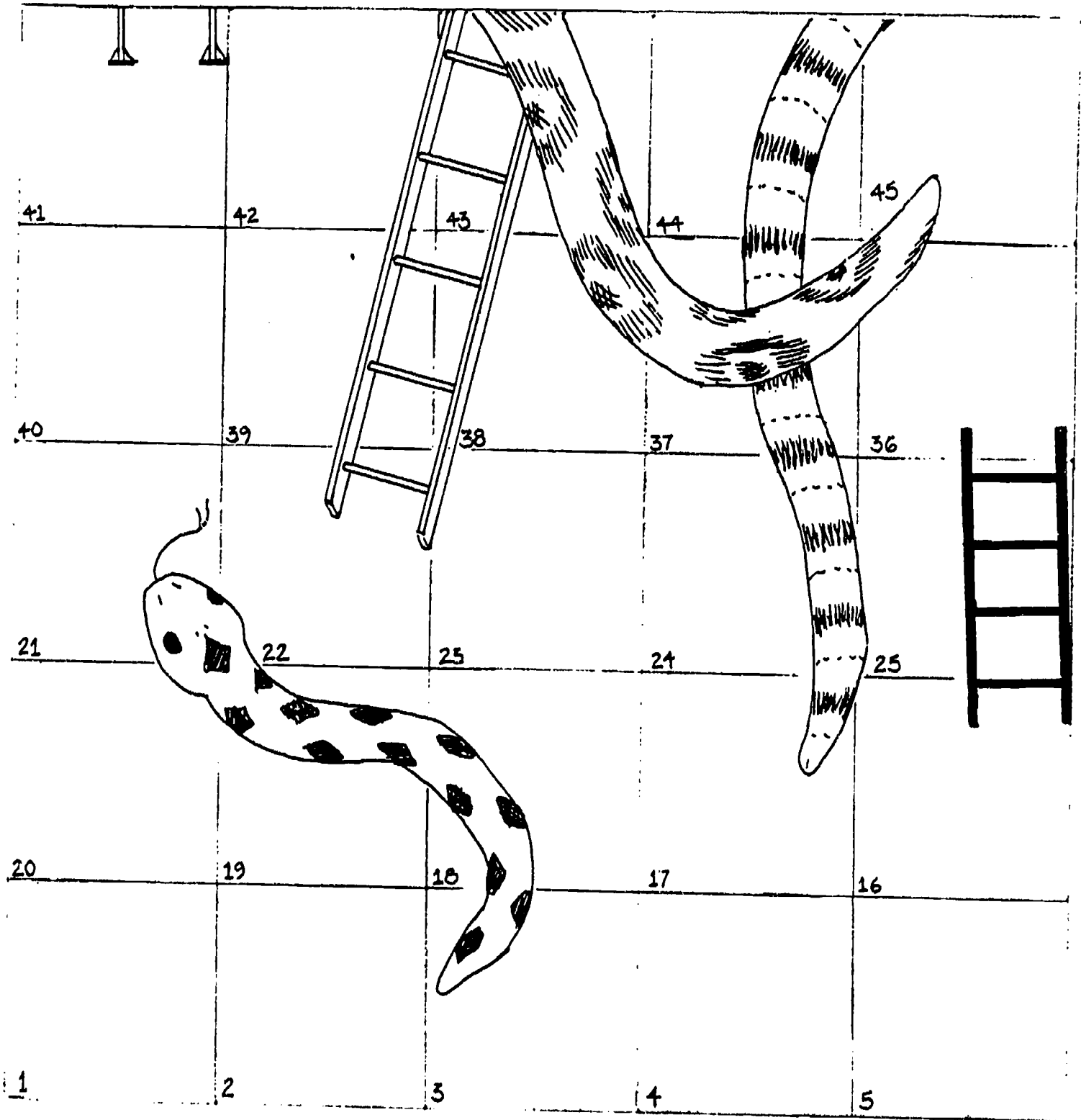
Adapting a Game to the Local Context:
Snakes and Ladders 100 minutes

(Do this as an evening activity)

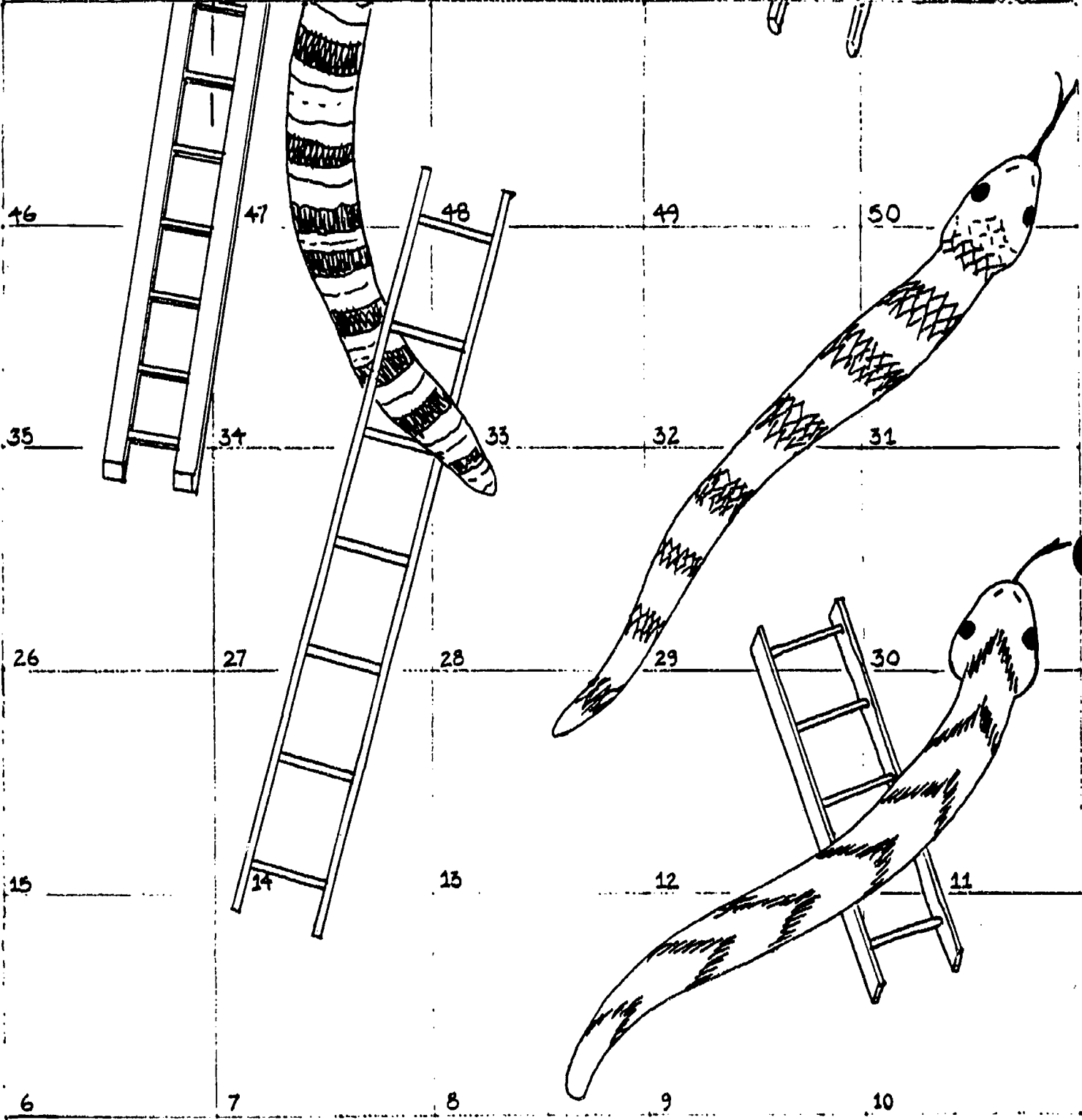
RELATED REFERENCES: (See Appendix III)

- CIE Technical Note Series *Concientizacao and Simulation Games*, Technical Note #2. *Hacienda*, Technical Note #3. *Market Rummy (Rummy de Mercado)*, Technical Note #4. *Letter Dice*, Technical Note #6. *Number Bingo*, Technical Note #7. *Game of Childhood Diseases*, Technical Note #23. *Road To Birth Game*, Technical Note #24.
- Hoxeng, J. *Let Jorge Do It: An Approach to Rural Nonformal Education*
- Srinivasen, L. *Tools for Community Action and Participation*, pp. 127-129 (SAAR - Sanitation Health Game)
- Werner, D. *Helping Health Workers Learn* - Chapter 11 (pp. 11-26 - 11-28, Snakes and Ladders; 11-20 - 11-25, Flash Card Games and Puzzles)

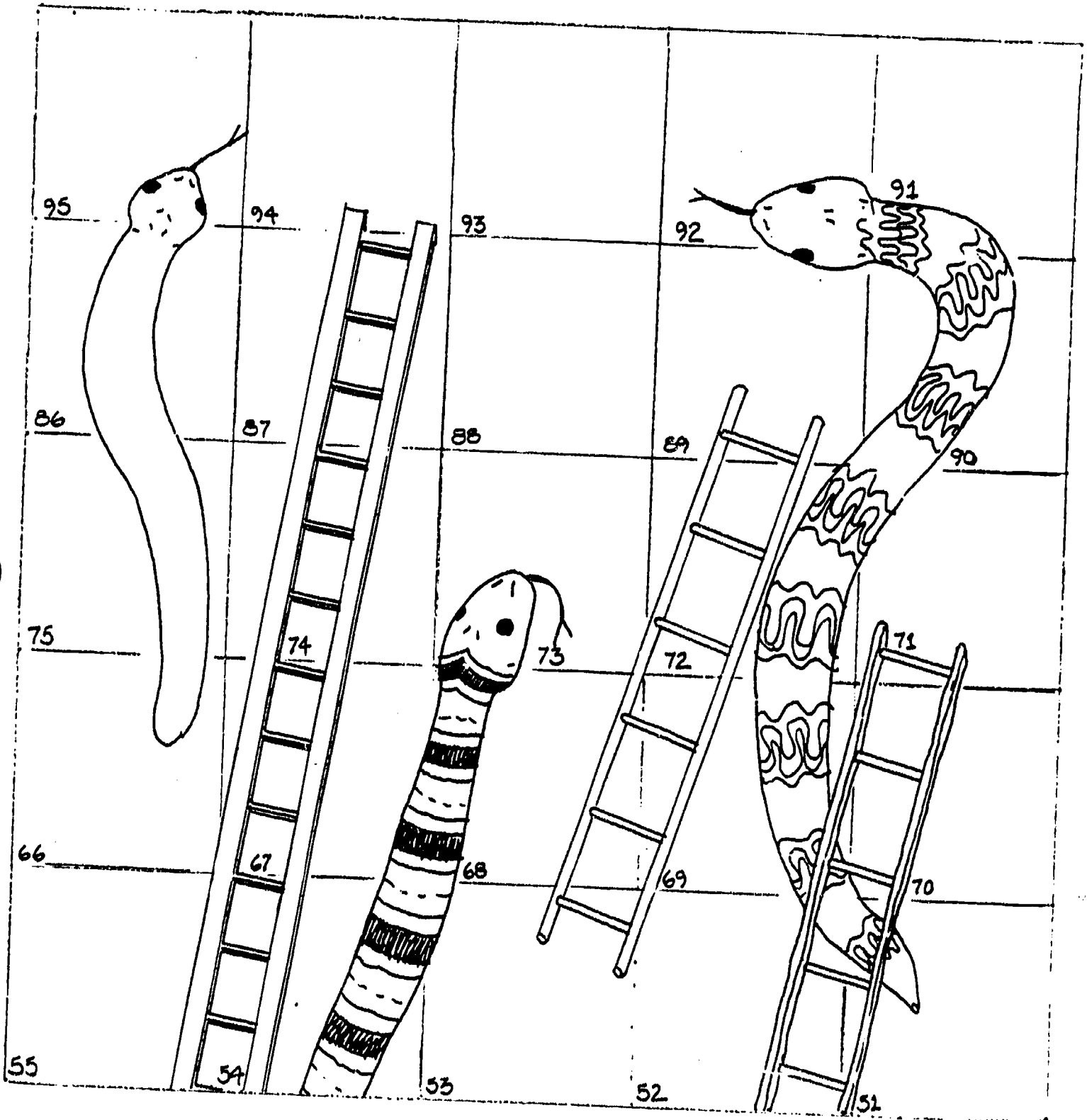
✓ Snakes and Ladders Grids



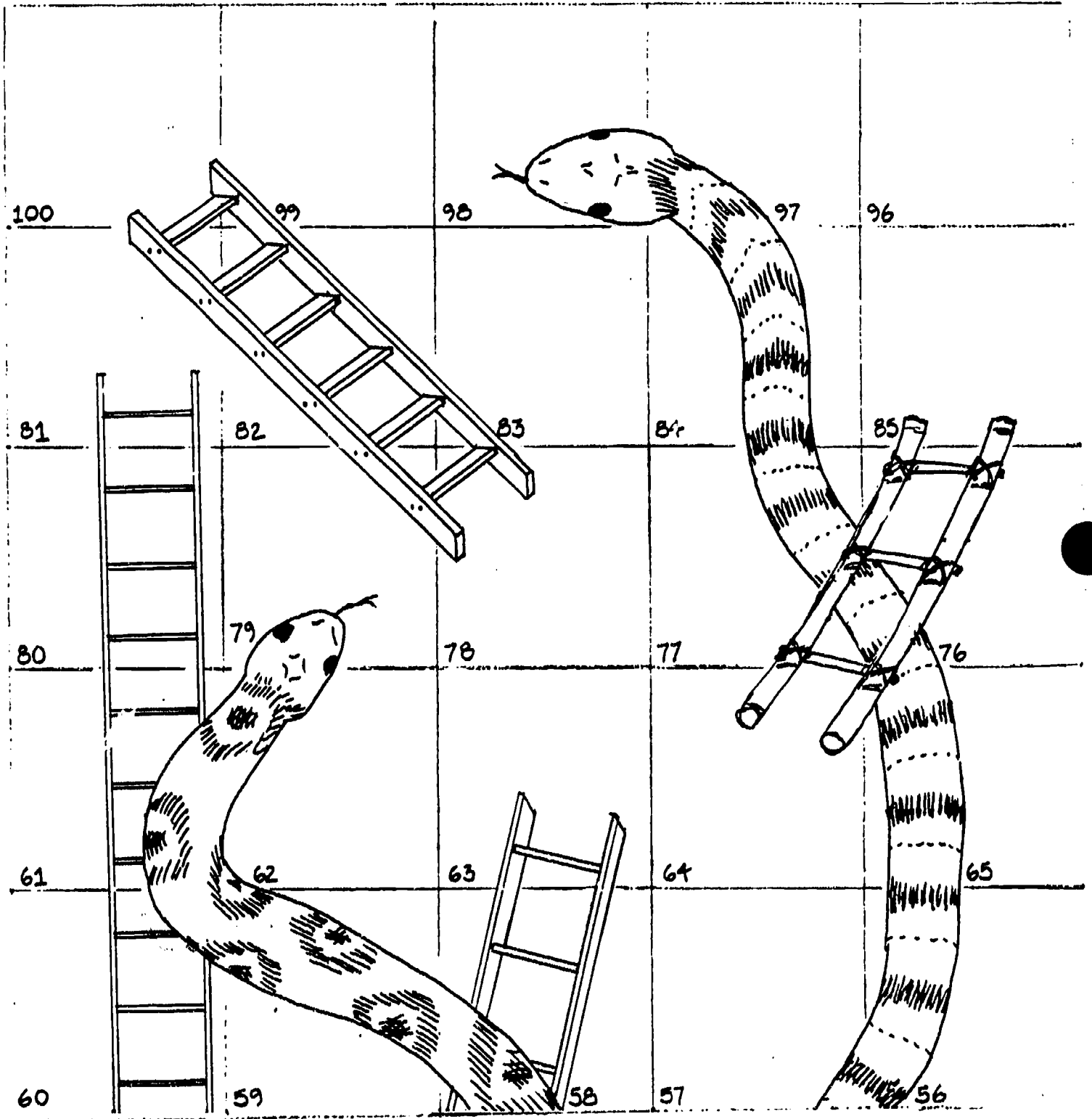
✓ Snakes and Ladders Grids - continued



✓ Snakes and Ladders Grids - continued



✓ Snakes and Ladders Grids - continued



✓ Rules for *Snakes and Ladders*

Players find a stone or other marker to be their piece. All pieces start at square one. Pieces advance along a grid of numbered squares by the throw of dice. If they land at the base of a ladder drawn on the board, they go directly to the square at the top of the ladder. If they land at the head of a snake, the snake swallows them and they make a quick descent to its tail, which rests on a lower square. Positive advice is written at the bottoms and tops of the ladders, while warnings are written at the heads and tails of the snakes.

For example:

In an adaptation of the game to the Liberian cultural context, a message at the head of the snake says: "Drinking from creeks and rivers ..." and at the tail it says: "... gives you a running stomach" (the local term for diarrhea). Each snake has a different warning that starts at its head and ends at its tail.

The ladders also have messages at their bottoms and tops. For example, in the Liberian game, a message at the bottom of a ladder says "A breast-fed baby ..." and the message at the top says, "... stays fat and strong." Each ladder has similar positive advice.

In order to make the game more attractive -- as well as accessible to illiterate groups -- pictures are drawn on the game board along with the messages.

SESSION 8

Planning

Rationale

Though Volunteers may have had a good deal of experience setting their own goals and planning how to meet them, they need to understand how to involve local people -- some of whom may have limited literacy skills and no formal planning experience -- in the goal setting and planning process. Striking a balance between being too directive (planning for people) and not being directive enough (doing nothing but feeling useless and frustrated) may be one of the most difficult challenges Volunteers face in their assignments. This session gives participants practice in planning procedures that have proven effective in involving local people in setting and meeting their own goals for community development -- thus helping Volunteers avoid both extremes.

Objectives of Session

- To explore how to help a group set their own goals from needs they have identified.
- To practice setting clear goals, objectives and tasks.
- To demonstrate how to involve people in planning NFE activities.

Activity Sequence

1. Warm-up and Processing	35 minutes
2. Goals and Objectives	35 minutes
3. Planning Tools	
Group Work	60 minutes
Presentations (includes BREAK)	40 minutes
4. Evaluation	10 minutes
Total Time Required	180 minutes



Peace Corps NFE Manual Reference

Chapter 5 - Planning

Materials Needed

- 3 waste baskets (or other baskets, all about the same size and shape)
- A stack of waste paper (old newspaper, magazines, etc.)
- Flip chart paper
- Markers
- Flannel Board (from Session 6) or a blanket and pins
- Sandpaper
- Scissors
- Heavy paper or light cardboard
- Glue
- Stapler
- Masking Tape
- Handouts:

Your Goal - One per group (See Trainer Preparation 3)

Problem Tree - One per participant OR flip chart of problem tree

Planning Tools - One set per participant

Case Study: Waste-Water Gardens - One per participant

Trainer Preparation

1. Read Peace Corps NFE Manual, Chapter 5.
2. Read through the session with your co-trainers and decide together on the options that you want to use.
3. Make one copy of *Your Goal* handout. Cut into three strips, with a different goal on each strip.
4. Assemble all materials.
5. Be sure that participants who signed up to do the warm-up and evaluation have the materials they need and are ready.

Activity 1: Warm-up

Activity Time 35 minutes

Purpose To explore how having different goals determines how groups use resources -- materials, time and people.

Step-by-Step

1. Explain to the group that ideally, planning with people starts with determining goals together. However, in their work they may come into a project whose goals have already been determined. In this warm-up, participants will divide into three groups and play games that look similar, but have different goals. As each group plays the game the other groups watch to see how the different goals influence the decisions groups make about how to play the game.

2. Explain that all groups will toss wads of waste paper into a basket from distances of 2 feet, 7 feet and 12 feet.



NOTE: You can use other "found objects" instead of paper if you like. Nuts, shells, small stones or bottle-caps are some possibilities. Try them out yourself first from the various distances to make sure the game will be easy -- but not too easy -- to play. Change the distances if necessary to fit with your particular materials.

3. Say that you will give each group a handout with their particular goal written on it. All groups will have 5 minutes to strategize. During the strategy session groups should decide how to most effectively meet the goal they have been given. While they are strategizing, you will set out the basket and paper and mark distances on the floor or ground. Then one at a time, each group will have 2 minutes to play the game.
4. Ask participants to form three small groups. Give each group one strip from the handout *Your Goal*. Remind groups they have 5 minutes to decide on their game playing strategy.
5. While groups are planning how to meet their goals, set out the basket and stack of waste paper (or other objects) and mark off distances of 2, 7 and 12 feet with chalk or another marker. (For measuring -- your foot is about a foot long.)



NOTE: You may notice from the *Your Goal* handout that at least one version of the game is ridiculously easy, especially when 2 feet is one of the distances that can be chosen. This has been done on purpose. While a group may react strongly against goals they consider pointless, this reaction can be exploited effectively in the processing (e.g. "Do you see any connection between your reactions and the reactions that local people might have to projects whose "rules" they cannot control?"). We suggest you use your own discretion and creativity in deciding how to set up and process this game.

6. Call groups together and ask Group 1 to play while other groups watch.
7. Keep time (2 minutes). Repeat with Groups 2 and 3.
8. Take about 15 minutes to process the games, bringing out the following points:
 - What each group's goals were.
 - What each group's strategy was to meet their goals.
 - How each group used their resources -- materials, time and people -- differently to meet their goals.
 - How each group felt about the goals they were given. (Were they reasonable? Pointless? Etc.)
 - Why each group planned the way they did. (Why Group 1 didn't use resources in the same way as Group 3, for example).



- How this game might be similar to an NFE project participants could be involved in (e.g. sometimes goals are already set by the Ministry, or Volunteers come into a project that is already going, or sometimes the goal seems pointless, etc.)



NOTE:

You may refer to the wall chart of the Experiential Learning Cycle as you ask these questions to remind participants of the **WHAT? SO WHAT? and NOW WHAT?** of processing an NFE activity.

Or, you might point out how the whole warm-up follows the ELC: the game is an experience, the processing aids reflection on the experience, and the application of that reflection to real life (for example, spending more time helping people set meaningful goal's) is the action that can grow out of the reflection. You might ask participants to notice how the other activities follow the ELC as the session progresses.

9. Sum up the discussion. You might say:

It is important to have clear goals that people see as satisfying and realistic in order for the group to plan well and use resources effectively. The goals of a project determine how people will work together and use the resources they have.

Activity 2: Goals and Objectives

Activity Time 35 minutes

Purpose To explore how to help a group set their own goals from needs they have identified.

Step-by-Step

1. Lead into this activity from the previous one by saying something like this:

Handing out goals for the game was a top-down goal setting process. But in NFE, goals should ideally be determined by the people who will benefit from the project and come from needs identified by them. Once the needs are identified by a group, you can help them turn some of those needs into clear, realistic goals.

2. Remind the group of the *Problem Tree* needs assessment tool they may have tried out in Session 3. Give the *Problem Tree* hand-out to each participant or refer to the flip chart you have prepared in advance.



NOTE: Instead of using the *Problem Tree* in the NFE Manual you may use a *Problem Tree* made by participants in Session 3 or one of your own design that uses realistic problems, causes and possible solutions from your particular cultural context.

3. Ask participants to recall that in a problem tree exercise, the group starts with a problem they have identified ("Children are malnourished") and then explores some of the deeper reasons why the problem exists in their community ("Not enough food" etc.). Through discussion, the group may uncover the roots of the problem and begin to suggest things they can do about it ("We could generate income in new ways," etc.). It is at this point that they are beginning to set goals.
4. Mention that many kinds of groups have difficulty setting clear, realistic, understandable goals -- multinational corporations and universities probably have as much difficulty as an unschooled group without much experience in planning. Because setting goals is not easy, it is necessary to understand how to work with a group to move from a general discussion of ideas to specific goals that will help solve the identified problems.
5. Referring again to the *Problem Tree*, suggest that one of the difficulties is in helping people to sort out which problems are feasible to solve. Ask the group for suggestions of questions they might ask a group to help them decide on a problem to work on:

Examples:

Which of these causes of the problem can we do something about?
 What do we have enough money to do?
 What do we have enough time/energy/skill, etc. to do?
 What problems might we have in carrying out our plan? etc.

List the group's responses on flip chart paper.

6. Suggest that an aid to discussion of feasibility of a solution is *Force Field Analysis* (NFE Manual page 83). Ask the group if anyone has used this technique to help people think through the feasibility of a goal. If someone has, you might ask them to model the technique briefly with the group (5 - 10 minutes). Have the facilitator start with one of the possible solutions suggested on their *Problem Tree* handout (or your flip chart), e.g. "We could use more organic fertilizer," etc. The facilitator should ask the group for the opposing forces, or the problems they think local people might encounter promoting the use of organic fertilizer (e.g. people will say "it's not our tradition," "most animal waste is already used for fuel," etc.) as well as the driving forces that would enable them to adopt the technique (e.g. "it's cheaper than chemicals" "it's safer to handle," etc.). If the driving forces seem to outweigh the opposing ones at the end of the discussion, the goal may be feasible.



NOTE: See also the *Cart and Rocks Exercise* (NFE Manual, page 85) for a more concrete version of *Force Field Analysis* for groups of limited literacy.

7. Suggest that *Force Field Analysis* and the *Problem Tree* are aids to promoting discussion about solutions to problems that people have identified. The next step is to help people state these solutions as clear goals.

8. Remind the group that as they read in the Peace Corps Nonformal Education Manual (Chapter 5, pp.77 -78), **GOALS ARE GENERAL STATEMENTS OF WHAT THE GROUP IS TRYING TO ACCOMPLISH OVERALL.** For example, referring to the discussion of the problem tree, above, a goal might be to introduce the use of organic fertilizer to women vegetable farmers in a certain region. Ask the group for other possible goal statements from the problem tree example. Write these on flip chart paper.



NOTE: You may need to help the group make their goal statements more clear and specific. Examples of unclear goals might be: To involve people in using organic fertilizer (what people? where?) To improve child health (too broad -- better to focus on a specific aspect of health in a particular locality)

9. Remind the group that **OBJECTIVES ARE THE ANTICIPATED RESULTS, WHICH, TAKEN TOGETHER, ACHIEVE THE PROJECT GOALS.** Objectives are more specific than goals, and usually contain results that can be measured within specific time periods. Ask the group for examples of some objectives for the goal in Step 8, above. You may want to remind the group that objectives need to state WHO will do WHAT, WHEN, and that they represent RESULTS (i.e. changes). (Examples of objectives: To develop over the next two planting seasons, a community awareness of the benefits of organic fertilizer. To involve the women farmers' cooperative in the development of an experimental plot during the next planting season.)



OPTION

If participants need more practice making their objectives clear and specific, you might give them some examples of unclear objectives and have them work as a group to clarify them, stating WHO will do WHAT, WHEN. (Examples of unclear objectives: "To use more organic fertilizer." "To start an experimental garden plot.")

Or, you might want to ask the group to come up with their own examples of objectives that are unclear or not specific enough and then work together to clarify them.

10. Mention that tasks are even more specific than goals. **TASKS ARE THE STEP-BY-STEP ACTIVITIES THAT WILL ACHIEVE THE OBJECTIVES.** Elicit suggestions from the group for possible tasks to meet a specific objective in 9, above. You might use buzz groups to involve everyone briefly in thinking about this (pairs brainstorm for 2 or 3 minutes). (Example: a women farmer's cooperative wanting to start an experimental plot might plan such tasks such as getting permission to use land, composting the organic fertilizer, gathering tools and seeds, setting a cooperative schedule for watering and weeding, etc.)



OPTION

Some Volunteers (especially in an IST) may feel frustrated that the people they work with seem negative, apathetic or unrealistic in setting goals and taking responsibility for community improvement. If so, you might want to take some extra time to explore the reasons that local people might feel this way. (Some possible reasons: discouragement with previous projects that have promised but not delivered; personal illness; being overwhelmed by family responsibilities; etc.)

In fact, this exercise makes an interesting way to model the use of the *Problem Tree*. You or a Volunteer might want to lead a short evening session (1 hour) to try this. Start with the group's statement of the problem as they see it: ("People here don't want to try anything new," etc.) Explore the possible reasons for this, taking plenty of time for discussion. Draw the problem tree as suggestions are given for causes of the problem (and causes of the causes) to try to reach the roots of the problem. Cultural sensitivity will be very important here to help some Volunteers empathize rather than moralize.

Complete the session by suggesting some ways (and having Volunteers suggest others) to decrease local people's resistance to setting goals and planning activities that solve problems in their communities. One of these ways might be to make the process more concrete and connected to people's daily activities. For example, a facilitator can point out to local people that they commonly set goals and carry out plans such as giving a successful feast, arranging a marriage for a daughter or son, saving enough money to send a child to school, getting all the harvest gathered before the rains, etc.

Refer to Navamaga (see Appendix III): "Making a Cup of Tea" for an exercise that has been used to make the entire planning process concrete and applicable to women's lives in rural Sri Lanka. You may refer also to *Before and After Pictures* and *Story with a Gap* on pages 80 and 81 of the NFE Manual as tools to help people plan for community improvement.

Activity 3: Planning Tools

Activity Time 100 minutes

Purpose To demonstrate how to involve people in using planning tools for NFE activities.

Step-by-Step

1. Let the group know that they will now be introduced to several planning tools they can use to help a group plan a project they want to carry out. Remind them that the focus here is on helping local people use these tools to carry out their own goals and objectives, rather than planning for people. While planning by outsiders may be quick

and relatively easy, the trick is to get people involved in directing their own projects and carrying out the improvement of their own communities.

2. Explain that you will pass out a case study of an NFE project where people have already developed goals and objectives together. The group's task will be to think of some activities that will help meet these goals and objectives. Then, using the planning tools, they will demonstrate how these activities can be broken down into tasks and carried out in an organized way. The demonstration should show both how to use the planning tool and how to get local people involved in using it. Say that you will supply them with materials for their demonstrations. Suggest that participants divide into three groups and that each group work with a different planning tool.
3. Pass out the case study: *Waste-Water Gardening* to each participant. Give the group a few minutes to read it. Ask the group to brainstorm ideas for activities John's group might come up with to meet their goals and objectives. These activities should be able to be carried out over a three month period. Write their ideas on the board or on flip chart paper.

Examples: poster campaign, community bulletin board, newsletter, school or community meetings, demonstration garden plots, school gardens, etc.). Be sure to let the brainstorming go on until the board or flip chart paper is covered with possibilities (10 - 15 minutes).

4. Ask each small group to choose one or more of the activities they have brainstormed and break them down into tasks. (For example, preparing a display on the community bulletin board might require borrowing a camera, finding a donation of film, getting permission for using space at the market, involving families in taking pictures of existing gardens, etc.)
5. Pass out handouts: *Planning Tools*, containing *Easy Pert Chart*, *Gantt Chart* and *Pocket Chart*. Each participant should have all the handouts (for future reference). Ask participants to divide into three groups, each group choosing a different planning tool to read, understand and demonstrate to the large group using local materials. Remind participants that their main emphasis should be to show how local people can be involved in the planning process.



NOTE: To add an extra challenge, suggest that some groups consider how they would work with groups with mixed literacy skills.

Mention to participants that they will have about 40 minutes to work in their small groups and that each group will have 10 minutes to present. Participants should take their break during their work period as needed.

6. Make materials available to groups to make charts or displays for their demonstrations (e.g. flip chart paper, markers, a flannel board from Session 6 or a blanket and pins, sandpaper (to make figures for the flannel board), scissors, heavy paper or light cardboard, stapler, glue, masking tape).



7. Keep time (40 minutes). Circulate to make sure everyone understands the directions and to give suggestions, if necessary.

8. When all groups are ready to present, call participants together. Ask each group in turn to present their planning tool and their suggestions for how to involve local people in the planning.



OPTION

You may want to invite HCNs and/or experienced grassroots workers from local NGOs to comment on participants' presentations and offer further suggestions on how to involve people in planning.

Activity 4: Evaluation

Activity Time 10 minutes

Purpose To have participants plan and carry out an evaluation of the session.

Step-by-Step

Have participants who signed up to evaluate the session to carry it out.



For Next Time

Participants should read Peace Corps NFE Manual, Chapter 6: Evaluation.

■ *End of Session 8.*

Time Saver #1

1. OPTION for Activity 2	60 minutes
2. Planning tools	100 minutes
3. Evaluation	5 minutes
Total Time	165 minutes

Time Saver #2

1. Warm-up (generic)	10 minutes
2. Goals and Objectives	30 minutes
3. Planning Tools	100 minutes
4. Evaluation	10 minutes
Total Time	150 minutes

Time Saver #3

1. Warm-up (generic)	10 minutes
2. Planning Tools	100 minutes
3. Evaluation	10 minutes
Total Time	120 minutes

RELATED REFERENCES (See Appendix III)

Seslar Svendsen, D. & Wijetilleke, S.

Navamaga

✓ *Your Goal*

GROUP 1

This game is played by tossing wads of waste paper into the basket from distances of 2 feet, 7 feet and/or 12 feet. Your group's goal is to have each participant succeed at tossing at least one wad of paper into the basket. The trainer will mark the distances from your basket. You may decide as a group who will play and where they will stand.

When the trainer says to begin, you will have 5 minutes to strategize. You will then try to meet your goal while the other groups watch. You will have 2 minutes to try to meet your goal.

There are no other rules or explanations to this game. You might want to observe your own reactions and group process for later processing of this warm-up.

GROUP 2

This game is played by tossing wads of waste paper into the basket from distances of 2 feet, 7 feet and/or 12 feet. Your group's goal is get as many points as you can in 2 minutes. A toss that hits the basket -

- from 2 feet is worth 5 points
- from 7 feet is worth 50 points
- from 12 feet is worth 100 points

The trainer will mark the distances from your basket. Any number of your group can play. You may decide as a group who will play and where they will stand.

When the trainer says to begin, you will have 5 minutes to strategize. You will then watch Group 1 try to meet their goal. Then it will be your group's turn. You will have 2 minutes to try to achieve your goal while the other groups watch.

There are no other rules or explanations to this game. You might want to observe your own reactions and group process for later processing of this warm-up.

GROUP 3

This game is played by tossing wads of waste paper into the basket from distances of 2 feet, 7 feet and/or 12 feet. Your group's goal is to get as many wads of paper in the basket as possible in 2 minutes. Any number of your group can play. You may decide as a group who will play and where they will stand.

When the trainer says to begin, you will have 5 minutes to strategize. You will then watch Groups 1 and 2 try to meet their goals. Then it will be your group's turn. You will have 2 minutes to try to achieve your goal while the other groups watch.

There are no other rules or explanations to this game. You might want to observe your own reactions and group process for later processing of this warm-up.

✓ Case Study: *Waste-Water Gardening*

As part of his work in Water and Sanitation, John has moved to an area of the country that has been threatened for some years by drought. Although the earth around most people's houses is bare and cracked, he notices that a few families have flourishing vegetable gardens. In talking to these people, John learns that everyone used to have gardens, as the soil is really quite fertile. Now, however, most people are discouraged by the drought, and it is all they can do to carry enough water for their daily needs.

John discovers that the reason some families manage to have healthy gardens under such conditions is that they are making imaginative use of waste water from dish washing, laundry and bathing. As they talk, these families decide they want to spread the word about more efficient water use and to try to inspire the community to return their gardens to their former state. John agrees to help by bringing in resources -- a pamphlet on how to make a photo mural and some information on waste-water garden projects in other parts of the country.

During the first meeting of the families and their interested neighbors, they decided that they would be able to give some time to the project for about three months, and that they hoped to try to double the number of gardens in their community by the end of that time.

• • •

Goal: To involve the community in planting and maintaining home vegetable gardens.

Objectives:

- To develop community awareness of recycling of waste water for vegetable gardens over the next three months.
- To double the number of home vegetable gardens over the next three months.

✓ Planning Tools

Easy PERT Chart (from NFE Manual, pp.85-88)

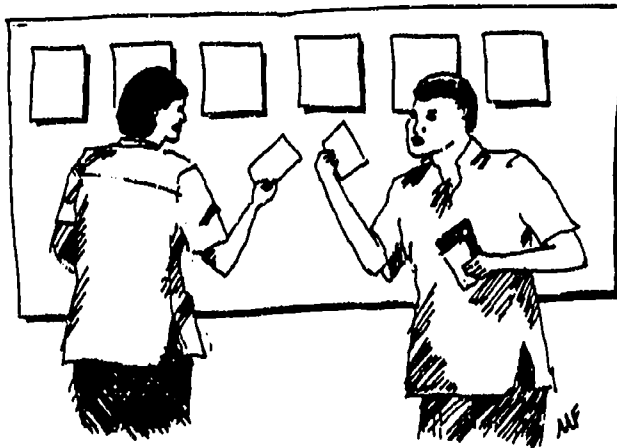
EASY PERT CHART

A PERT (Program Evaluation and Review Technique) chart is a tool developed by systems analysts to plan projects consisting of independent tasks which must be completed in a certain order and in a certain time frame. It tells when the project will be started and completed, by whom and for whom, in what sequence and with what effects.

A simplified version of the PERT chart is presented here, adapted to NFE planning by its flexible format that groups can work on together and adjust as the situation changes.

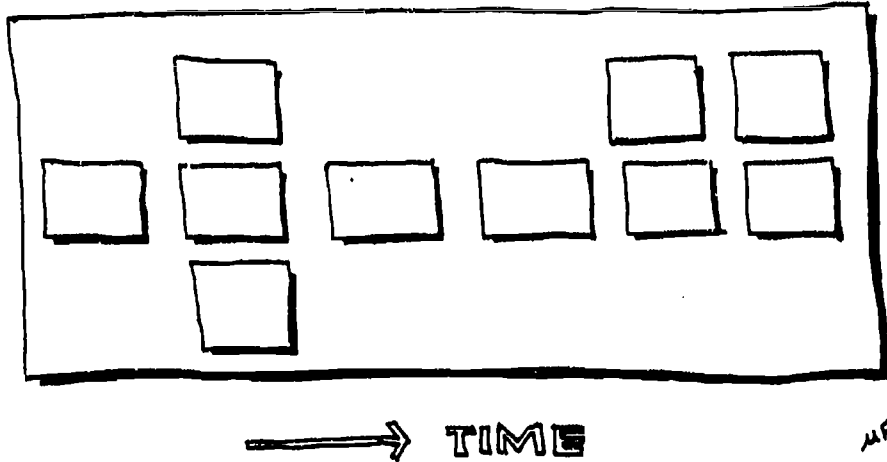
You will see the similarity between the EASY PERT chart and the STORY WITH A GAP exercise (page 81), a more concrete planning tool for village groups.

Start by brainstorming with your group a list of all the activities that need to be done to reach their goals. Write the activities on separate slips of paper or file cards so the group can arrange them in a logical sequence. Post these cards on the wall with masking tape so everyone can see them, add to them, and move them around at will.

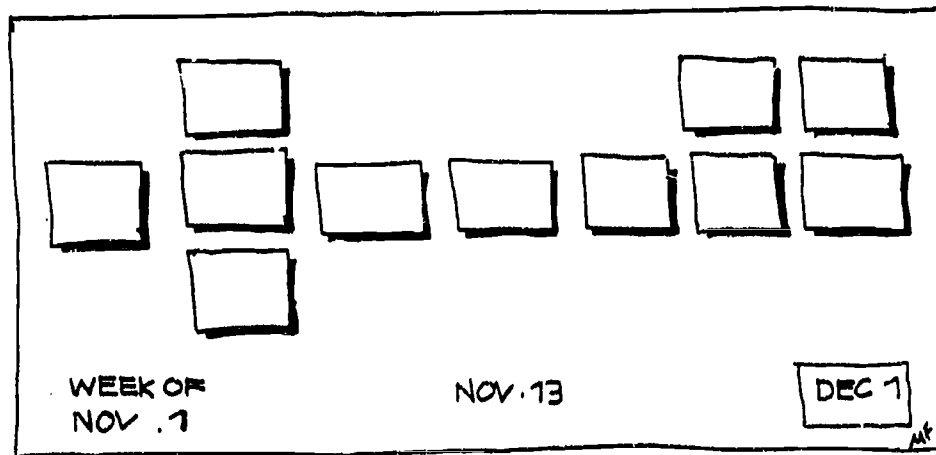


✓ Easy PERT Chart/Planning Tools - *continued*

As the group decides on the sequence of the cards they will find that some of the activities can be done simultaneously. These cards should be placed on the same vertical axis.



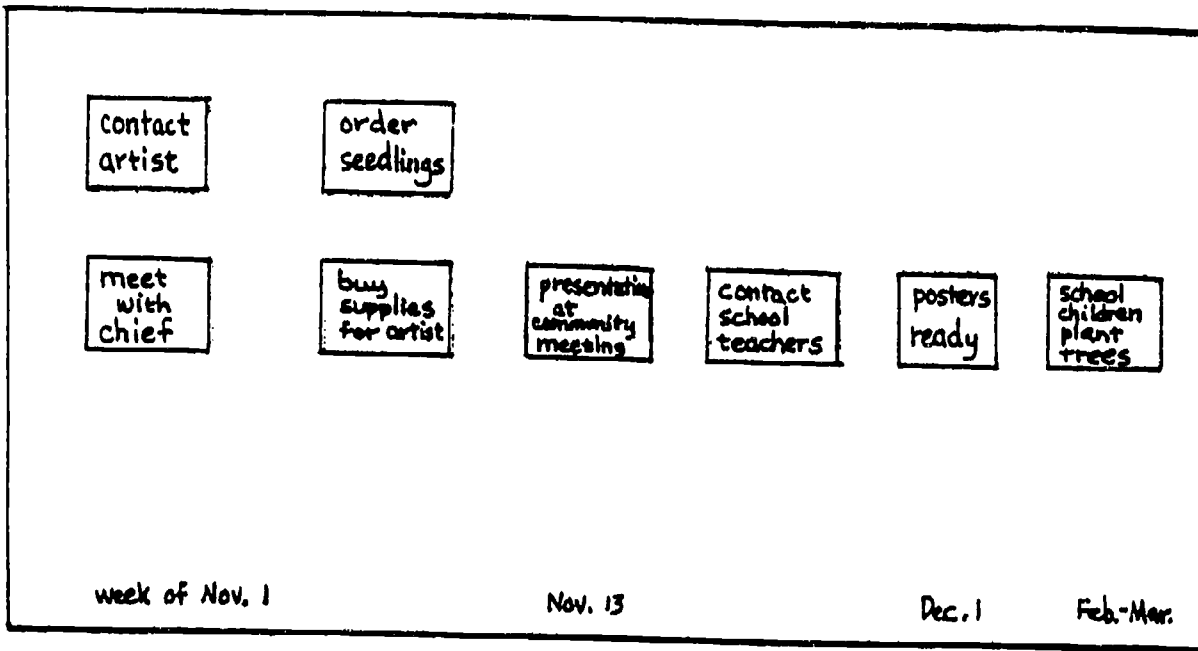
If the group has a deadline for the final activity, this date should be posted at the end of the line.



The group then can work backwards, establishing dates for the completion of the other activities.

✓ Easy PERT Chart/Planning Tools - *continued*

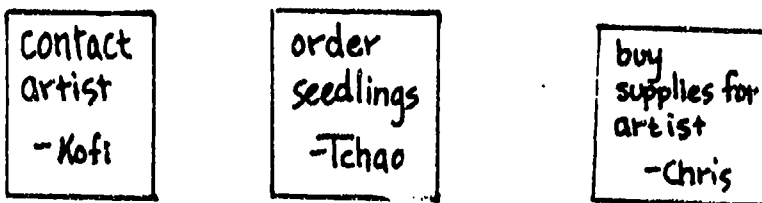
For example, Chris's group of agricultural extension agents might plan to accomplish their tasks this way:



Since some of the tasks in any project are more crucial to its success than others, these should be singled out by the group and marked in a special way, in color, or with appropriate symbols of urgency!! In the tree-planting project, ordering the trees on time is crucial to the success of the project, so it needs to be given special attention. Alternative ways of getting the seedlings to the village on time should also be discussed in case the original plan falls through.

The more thoroughly these details are talked through with the whole group, the more information will be shared, and the more each group member will feel responsible for the success of the project.

Next, the group should decide who will be responsible for the various activities. As decisions are made, names can be written on the cards along with the activities.

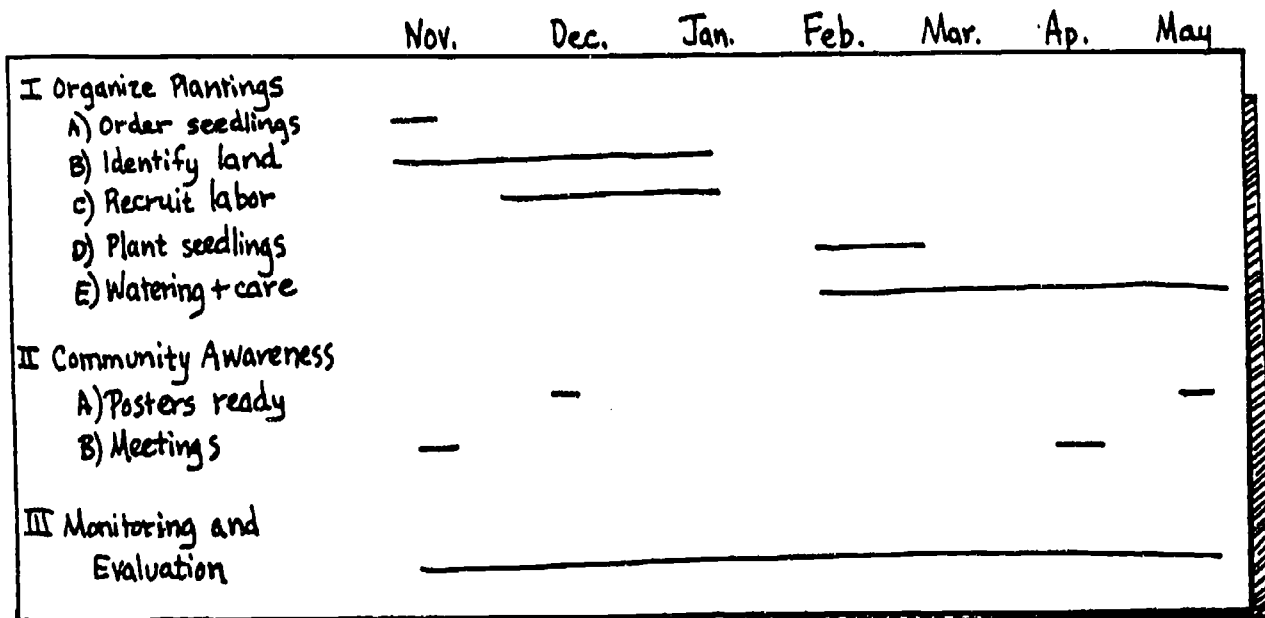


✓ Planning Tools - continued

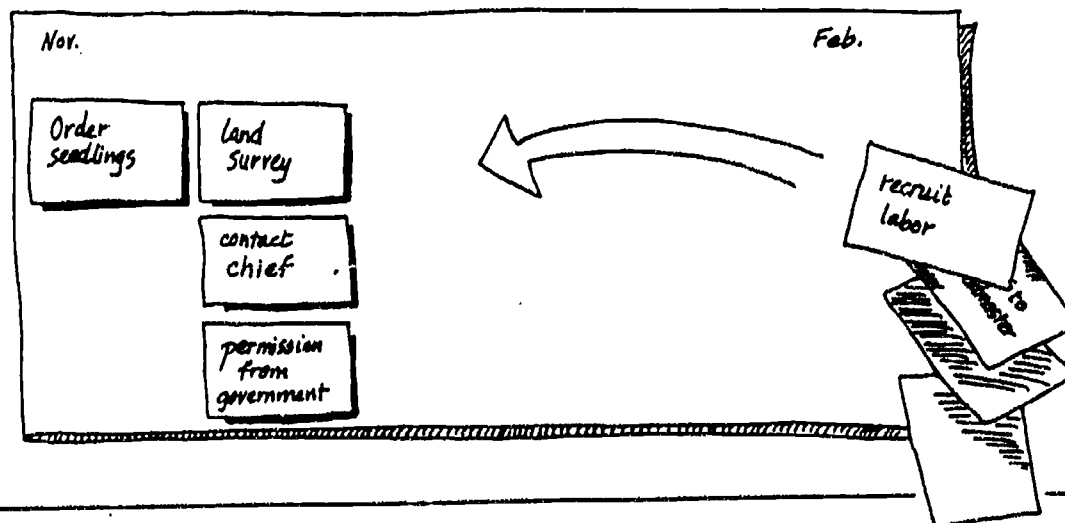
Gantt Chart (from NFE Manual, pp. 88-89)

GANTT CHART

Another useful tool for longer and more complex projects is the GANTT chart or time line which maps the objectives on a calendar. This process helps the group visualize the project as a whole.



Then, each of the tasks on the Gantt chart (such as preparing the land for planting) can be broken down into its component parts (identify possible appropriate land, engage support of land owners/users, create strategies to protect land and new seedlings from goats, etc.). These parts can be written on cards as in the previous activity and arranged in their logical sequence.

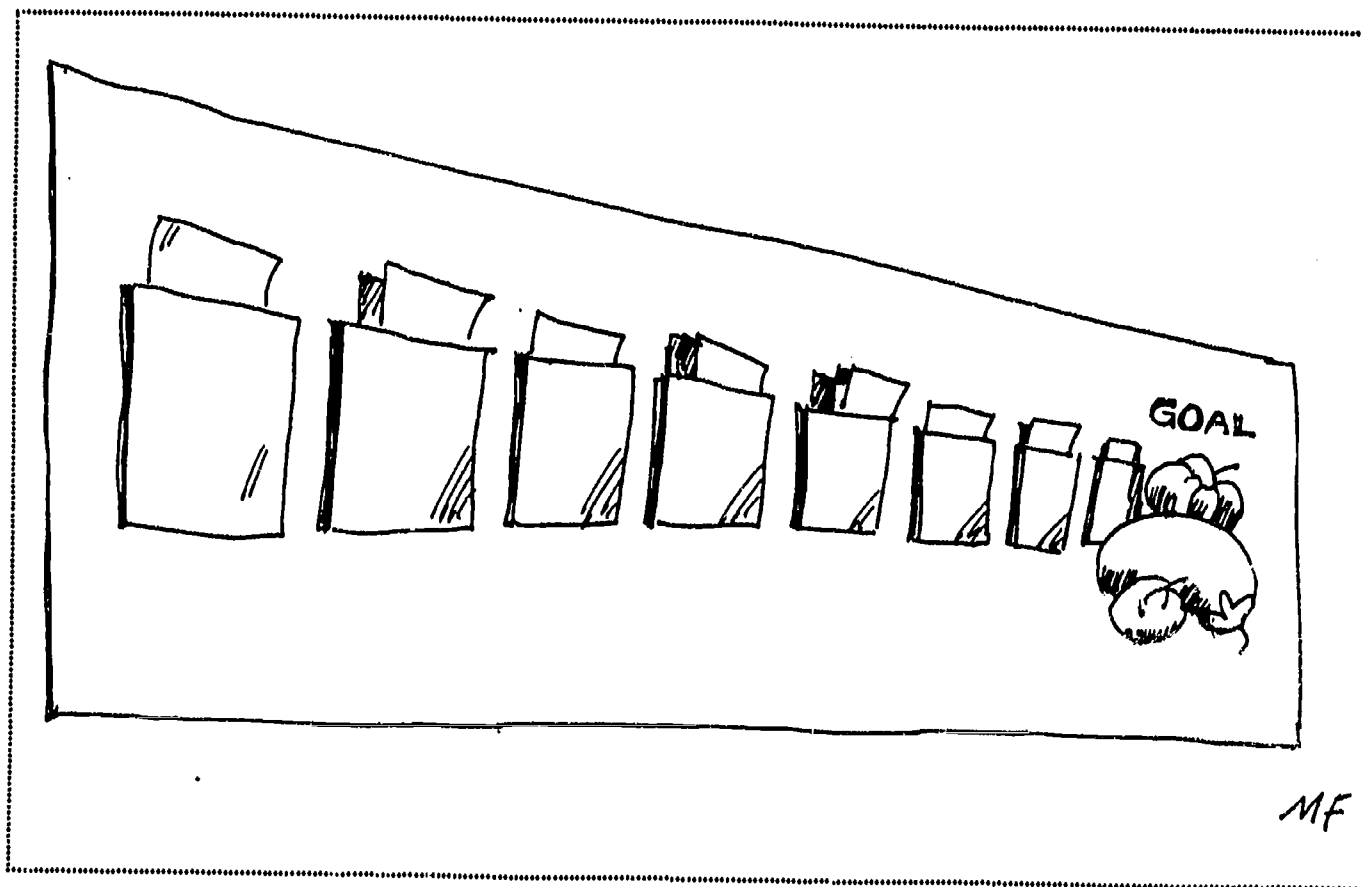


✓ **Planning Tools - continued**

Pocket Chart

The Pocket Chart helps groups with limited literacy skills and little formal planning experience to set tasks in a sequence. It provides a particularly easy way of moving the tasks around and adding new ones as the planning proceeds.

Use a long sheet of heavy paper (or two sheets of flip chart paper, attached together) for the backing. Cut 10 or 12 squares of paper about half the height of the backing, and glue or staple them in a single line along the bottom edge of the backing, leaving their tops open to form pockets. Cut about 20 paper rectangles that are taller and a little narrower than the pockets. Ask the group to draw a picture on one of the rectangles showing the goal or objective they want to reach. Suggest that they post it at the end of the line of pockets. As the group decides on tasks, suggest that they draw each task on one of the rectangles. Tasks may then be placed in the pockets and rearranged to form the sequence in which they need to be done. Tasks that can be done simultaneously can be placed in the same pocket. To designate individuals responsible for each task, the group may decide on a symbol for each member and mark them on the rectangles.



SESSION 9

Evaluation

Rationale

Evaluation for NFE involves participation of local people in planning, designing and carrying out the analysis of their own projects. To help them do this, Volunteers need to know how to sort out the complex questions involved in evaluation and to think about how to apply techniques they may be familiar with to specific evaluation situations. They also need experience designing and carrying out an evaluation themselves. In this session they will design evaluations for the NFE workshop or for their own NFE activities.

Objectives of Session

- To explore ways of involving local people in evaluating their own activities.
- To choose appropriate evaluation techniques for specific situations.
- To design an evaluation for an NFE activity.

Activity Sequence		
1.	Warm-up	10 minutes
2.	Who Wants To Know What For What Purpose?	10 minutes
3.	Evaluation Techniques	45 minutes
	BREAK	15 minutes
4.	Evaluation Design	
	Design	45 minutes
	Critique	30 minutes
	Modifications	15 minutes
5.	Evaluation of Session	10 minutes
	Total Time Required	180 minutes



Peace Corps NFE Manual Reference

Chapter 6 - Evaluation

Materials Needed

- Flip chart paper
- Markers
- Hand-outs:
 - Case Study from Session 8, *Waste Water Gardens* - One per participant
 - Evaluation Problems* - One per participant
 - Types of Evaluations* - One per participant

Trainer Preparation

1. Read Peace Corps NFE Manual, Chapter 6.
2. Read through the session with your co-trainers and decide together on the options that you want to use.
3. Write new case study and evaluation problems if necessary. See Activity 3, OPTION, page 150.
4. Assemble all materials.
5. Be sure that the participants who signed up to do the warm-up and evaluation have the materials they need and are ready.

Activity 1: Warm-up

Activity Time 10 minutes

Purpose To explore different ideas about evaluation.

Step-by-Step

1. Ask the group:

What words, or phrases, or mental pictures come to your mind when you think of the word "evaluation?"

Write responses on flip chart paper (Examples: "a test," "a doctor's office," "letting the facilitator know that the session was too long," etc.). Try to elicit examples of both evaluation by authorities and evaluation of the authorities.

2. Ask the group which of the words, phrases or descriptions they would say are "top-down" evaluation (e.g., evaluation by those who hold more power of those who hold less power). (Examples: teachers grading students' performance, or project sponsors evaluating the level of health in a community after a vaccination campaign).

Ask the group which are examples of evaluation where decision-making power is balanced more equally. (Examples: participants and facilitator evaluating a session

together, or a neighborhood association evaluating a project sponsored by an outside agency.)

**NOTE:**

It may be useful to stress that "top-down" and "participatory evaluation" are two ends of a continuum, and that participants' examples may fall at many points in between. Even within participatory evaluation there may be many levels of participation, ranging from the beneficiaries of a project being asked to give their opinions of it to greater levels of involvement such as deciding on evaluation criteria, carrying out the evaluation, interpreting the results, etc.

It may also be important to bring out that evaluation by project sponsors is not necessarily an abuse of power (when it is done respectfully and fairly), and evaluation by participants is not necessarily constructive (when it is done simply to vent feelings of frustration rather than to work together to change the situation).

3. Let the group know that in NFE, we are concerned mainly with evaluation in which there is a high level of involvement of the project beneficiaries. You might want to refer participants to the definition of NFE from Session 1 and ask them why they think this is so. (Note especially the last part of the definition: "NFE comes from the people, rather than being taken to them.")

Activity 2: *Who Wants to Know What for What Purpose? (WWP)*

Activity Time 10 minutes

Purpose To introduce the group to the central question to consider in designing any evaluation.

Step-by-Step

1. Let the group know that in this session, they will think of some evaluation strategies and then apply them in designing their own evaluation. But in order to design any evaluation, it is useful to ask the question: "Who wants to know what for what purpose?" Write this question on the board or on flip chart paper.
2. Ask participants to recall one of the daily session evaluations. Ask the group to answer the question for that evaluation. Repeat with another example with a different "what?" (For example, one evaluation may have been designed to elicit participants' feelings about a session; another may have asked for specific suggestions for improvement; another may have asked participants to say what they were confused about, etc.)

3. Ask for other examples of evaluations, both "top-down" and with participation, in the participants' experience (language exam, self-evaluation of progress toward goals, etc.). Ask the group to say who wants to know what for what purpose for each of the examples.



NOTE:

Participants may come up with some examples of evaluations with multiple purposes (For example, an evaluation of an NFE project funded by a development agency may need to serve the pragmatic purpose of renewing the grant and at the same time, help the project planners discover how to improve the things that went wrong). This is an ideal time to stress the importance of asking the "WWP" question when designing an evaluation in order to avoid conflicting purposes. Suggest to the group that they may have to design two separate evaluations to serve the two purposes as best they can.

Activity 3: Evaluation Techniques

Activity Time

45 minutes

Purpose

To apply evaluation techniques appropriately to NFE activities.



Step-by-Step

1. Let the group know that after they decide on the WWP, they will then need to choose evaluation techniques appropriate to the situation they are evaluating. Ask the group to brainstorm as many evaluation techniques as they can think of. (Examples: questionnaire, interview, etc.) Encourage them to break down larger categories (e.g., questionnaire) into specific types (e.g., open-ended questions, yes/no questions, scale of 1 to 5, etc.). Write the group's responses on flip chart paper and post. This activity should take 15 - 20 minutes.



OPTION

Have participants form small groups to brainstorm all the evaluation techniques they can think of. Ask small groups to report out after about 10 minutes. Write their responses on flip chart paper and post.



NOTE:

You may want to use the evaluation techniques on pp. 108-109 in the Peace Corps NFE Manual as a guide to see that a variety of techniques are brought out. You might suggest other techniques from this list if participants have missed them.

2. Let the group know that they will now use the techniques they have generated to apply to some specific examples where evaluation might be necessary. Refer the group to the case study *Waste-Water Gardens* they used in Session 8. If they do not have the case studies with them, you might read the case aloud or have a participant do so.
3. Say that you will give participants a handout that tells a little more about what happened in the waste-water gardens project and present some situations within the project that call for different evaluation techniques. Pass out the handout *Evaluation Problems*, and give the group a few minutes to read them.
4. Divide participants into three groups. Each group should choose one of the situations. They should then take about 15 minutes to think of at least five evaluation techniques they could use to get at the same information. Refer them to the list of techniques they generated, above. Suggest that they guess what might come up in an evaluation in order to design appropriate techniques. For example, in Problem 1, they might wonder if the photos of successful gardens have provoked old rivalries in the community. Or, perhaps the bulletin board is not centrally located. Or, there might be too much written material and too few photos. Encourage the group to use what they know about their own local cultural context to guess at reasons for the problems in the project.



NOTE:

You may want to stress to PST participants how necessary it might be in your cultural context to use indirect techniques to get people to answer candidly. You might do this by asking the group, for Problem 1, what answers they might get if they simply asked people, "Why aren't you looking at the bulletin board?" ("People might tell you what they think you want to hear." "People might be embarrassed," etc.)

5. Ask small groups to briefly report to the large group some of the evaluation techniques they chose to get at the information. Sum up the activity by saying something like this: "By now, you have looked at: Who evaluates? What to evaluate? Why evaluate? When to evaluate? How to evaluate? All of these questions are important to address when designing an evaluation."



OPTION

Instead of (or in addition to) having groups report the techniques they chose, you might ask them to report on one or two issues that came up in their discussions (For example, how to find out the opinions of women, the ethics of designing an evaluation to get funding, etc.).

You might want to use the results of this discussion to find out if participants feel they need to spend more time (e.g., an evening session) on evaluation techniques and problems. If so, ask for two or three volunteers to help you design an extra session. As part of this session you might invite a Volunteer and/or HCN to talk about their experience with evaluation and to share their techniques with the group.



OPTION

If you are doing Session 9 earlier in the workshop (e.g., before Session 8), you may want to use a different example of an NFE project, preferably one from your own cultural context. Write the case study, using *Waste-Water Gardens* as a guide as to length, amount and kinds of information, etc. Then write three or four evaluation problems that might arise at different points in the project. Use the handout *Evaluation Problems* as a guide. In writing case studies it is useful to try to answer the questions for participants yourself to see if your examples are clear, thought-provoking, and relevant to your cultural context.


BREAK

15 minutes

Activity 4: Evaluation Design

Activity Time 90 minutes

Purpose To design evaluations of the NFE workshop.



Step-by-Step

1. Let the group know that in this activity they will design two evaluations for the NFE Workshop. One will be a summative evaluation that they will administer in Session 10. The other will be an impact evaluation that can be administered some time in the future. Ask the group if they know the meaning of the terms: formative, summative and impact evaluations. Have someone explain them to the group. You may give them the handout *Types of Evaluations* to keep for future reference.
2. Ask participants to divide into two groups, one to design a summative evaluation that can be administered in 20 minutes and one to design the impact evaluation. Let them know they will have 45 minutes to design the evaluations. Then, each group will have 15 minutes to present their design to the other for a critique. Finally, both groups will take 10 minutes to make modifications to their evaluation designs.
3. Suggest that both groups start their evaluation design by asking "Who wants to know what for what purpose?" and to decide on a "who," a "what" and a purpose for their evaluation.

They might then refer to the evaluation techniques they generated in Activity 3 to get some ideas for how to design their evaluations. They should also consider the question of who will administer the evaluation and how the results will be interpreted and

reported to the trainer. If, for example, they need to print and photocopy a sheet of questions they should take responsibility for this, if possible.



NOTE: You might convey to participants some things you as a trainer would really like to know and ask them to try to include these elements in their evaluation design.



NOTE: In the next session there are 50 minutes set aside for the summative evaluation: 20 minutes to administer the evaluation, and 30 minutes to interpret the results as a large group and report them -- in some fashion -- to the trainer. If the group wants to use techniques that do not fit into this time frame (interviews, for example), try to give them the opportunity to do so.



OPTION

If the groups are large, they may decide to divide the tasks so that everyone has something to do. Or, they may decide to split their group in half and each design a separate evaluation. As part of the critique, they may try to incorporate the best features of each evaluation in a final version. They may decide to work on this after the session.



4. Keep time (45 minutes).
5. When the time is up, have each group present their design to the other. After (or during) each presentation, one of the group members should facilitate a discussion with the other group, asking for their suggestions and getting their final agreement on the design of the evaluation. Each presentation and group discussion should take about 15 minutes.
6. Let the groups know they have 10 minutes to redesign their evaluations if necessary. Remind them that the group that designed the summative evaluation for the Workshop will administer it during the next session. Offer the help they may need to type out a final copy and duplicate it, if necessary.



NOTE: If there is substantial disagreement on either of the evaluation designs, participants may need to work after the session to negotiate a final version that everyone can agree on.

FOR IST: Instead of (or in addition to) designing evaluations for the NFE Workshop, IST participants can work in small groups to design an evaluation for a project of one of the group members.

Or, all groups can work on one evaluation problem presented to the large group by one of the members. As a large group, participants decide on the WWP, then each small group works separately on an evaluation design. The participant who presented the problem is used as a resource person to give additional information to the small groups as needed. After a work period, all groups present their evaluation designs. The discussion that follows can focus on the differences and similarities of the evaluation designs, their feasibility, the possible uses of the information and how the design can be made more participatory.

Or, participants can work individually to design evaluations for their specific projects. After the work period, participants can pair up to share their designs and ask for suggestions and other feedback.



NOTE:

If you want to reenforce the Experiential Learning Cycle at this point, you might ask the group to recall the parts of this activity (design, critique, redesign) to see how they follow the "what?" "so what?" and "now what?" steps of the ELC.

Activity 5: Evaluation of Session

Activity Time 10 minutes

Purpose To have participants plan and carry out an evaluation of the session.

 **Step-by-Step**

Have participants who signed up to evaluate the session to carry it out.

For Next Time

Ask for volunteers to form a committee to plan a simple reception for the HCNs who acted as resource people for the end of the workshop (see Session 10).

■ **End of Session 9.**

Time Saver #1

1. Who wants to know What for What Purpose?	10 minutes
2. Evaluation Techniques	45 minutes
3. Evaluation Design	90 minutes
Total Time	145 minutes

Time Saver #2

1. Warm up	10 minutes
2. Who wants to know What for What Purpose?	10 minutes
3. Evaluation Design (Participants choose techniques from NFE Manual, pp. 108-109)	90 minutes
Total Time	110 minutes

Time Saver #3

1. Warm-up	10 minutes
2. Who wants to know What for What Purpose?	10 minutes
3. Evaluation Techniques	60 minutes
(Take extra time for discussion of small group work. Trainer designs and administers evaluation of NFE Workshop)	
4. Evaluation of Session	10 minutes
Total Time	90 minutes

✓ **Evaluation Problems for Case Study:**
Waste-Water Gardens

1. John's group has made a bulletin board with photos of flourishing gardens and their proud owners. However, it is noticed that local people are not looking at the board as much as the group had expected. The group wonders why and what they can do about it. How could they find out what (if anything) is going wrong?
2. The three-month garden project is over, and the group has noticed that only a few new gardens have appeared in their community. Though they are discouraged, someone points out that more people are talking about starting a garden next season. The group wonders, "Even though we didn't succeed in getting many people to plant gardens, is there something else positive that we have accomplished? Or were there problems that we didn't think of when designing our project? How can we find out?"
3. It is now a year later, at the end of the next planting season. The group has discovered that a problem with the project was the lack of garden tools. Many people who had learned how to use waste water simply did not have the tools necessary to hoe the dry, hard-packed earth. The group is now thinking of writing a small project proposal to solicit funds to make garden tools available at very low cost to the community. But in order to get these funds they need to demonstrate to the agency that the project so far has had some significant impact on the community. The group feels sure that the project has changed people's attitudes and increased their knowledge, even though there are not many new gardens. What evaluation techniques can they use to demonstrate this to the funding agency?

✓ Types of Evaluations

A *FORMATIVE* evaluation is carried out while the project is going on. Its purpose is to let the group change course, decide on new activities, correct misunderstandings and work more effectively with the community.

A *SUMMATIVE* evaluation is done at the end of a project. Its purpose is to discover what went well or badly and if goals and objectives were met. It may be used to decide whether or not to repeat the project, or it may be used in a formative sense, to discover how to improve it for next time.

An *IMPACT* evaluation is usually done six months or more after a project is over. Its purpose is to discover the long term effects of a project on the lives of the people in the community. It looks not only at goals and objectives, but at the subtle, underlying changes that a project may bring to a community, and the impact of these changes over time.

TRAINER'S NOTES

SESSION 10

Looking Back/Looking Ahead

Rationale

This session gives participants a chance to look at what they have learned and where they are going from here. Participants are now equipped with knowledge of NFE techniques as well as some of the skills necessary to begin to practice NFE in their communities. At this point it will be important for participants to review what they have learned, to re-think their idea of what NFE is all about based on their experience in the workshop, and to plan how they might continue their knowledge and skills development to practice NFE more effectively. In addition, they will have a chance to carry out the evaluation of the workshop that they designed in Session 9, to interpret the results and relay them to the trainer. Finally, a participant-planned reception with HCNs who have helped with the program should bring the workshop to a congenial and satisfying end.

Objectives of Session

- To review and re-think what NFE means based on the experience in the workshop.
- For participants to plan ways to continue developing their NFE skills at their sites.
- To carry out the evaluation of the NFE Workshop.

Activity Sequence

Looking Back . . .

- | | |
|-------------------------------------|------------|
| 1. Participatory Review of Workshop | 10 minutes |
| 2. What Does NFE Mean To You? | 20 minutes |

Looking Ahead . . .

- | | |
|------------------------------|---------------|
| 3. Where Do We Go From Here? | 60-70 minutes |
|------------------------------|---------------|

BREAK	15 minutes
-------	------------

Workshop Wrap-up

- | | |
|---|-----------------------|
| 4. Evaluation of Workshop | 20 minutes |
| 5. Interpretation and Feedback to Trainer | 30 minutes |
| 6. Reception with HCNs | 30 minutes (flexible) |
| 7. Closing (Optional) | 15 minutes |



Peace Corps NFE Manual Reference

none

Materials Needed

- Flip chart paper
- Markers
- Handouts:
 - *Next Steps* - One per participant
 - *Interests/Skills Self-Evaluation* - One per participant
- Evaluation designed by participants or facilitator (if applicable)
- Local snack food and music for reception with HCNs.

Trainer Preparation

1. Read through the session with your co-trainers and decide together on the options that you want to use.
2. Assemble all materials.
3. Check to see that participants are prepared to evaluate the workshop as they planned in Session 9.
4. Give participant committee the support they need to plan the reception for HCNs.

Activity 1: Participatory Review of Workshop

Activity Time 10 minutes

Purpose To recall what was learned over the course of the workshop.

Step-by-Step

1. Ask participants to reflect back over the NFE workshop and recall what happened each day; what worked, what didn't, where they learned the most, etc. Remind the group of the initial goals (referring to the posted Workshop Goals from Session 1) and the session titles. Ask the group what stood out most in their mind from each session.

Activity 2: *What does NFE Mean to You?*

Activity Time 20 minutes

Purpose To re-think the question, "What is NFE?" based on the experience gained in the workshop.

Step-by-Step

1. Remind participants that in Session 1 they looked at a definition of NFE and discussed how some Peace Corps activities might fit into it. However, since NFE is practiced differently by different individuals and is an evolving field, each person's idea of it may be a little different. Since NFE (in Peace Corps' view) is based on reflection, analysis and learning from experience, it is expected that each participant will now have a somewhat different idea of what NFE is than when the NFE Workshop began.
2. Ask the group to think of some words, phrases and images coming from their experience in the Workshop that capture what NFE means to them now. List on flip chart paper. As you list them, encourage others in the group to add their ideas by asking, "Do you agree with this way of putting it?" "Would you say it another way?" "Is there anything you would like to add?"



OPTION

You might ask participants to answer the question by each writing down a word, phrase or one-sentence definition of NFE on a slip of paper. Collect the slips and read them aloud. Write them on flip chart paper and have participants add other ideas as they think of them.

Another way of processing this activity is to ask participants to categorize the responses as you read them aloud. For example, responses like "openness" and "everyone's opinions are heard" might fall under a heading called "Communication," while "practice," "games" and "small group discussion" might be called "Active Learning." Post each participant's response (attach to wall with masking tape) under the category headings the group decides are appropriate. As you read each response aloud, ask the participant who suggested it to clarify or expand it if necessary so the group can decide under which heading it should go. Summarize the group's idea of NFE by reading the headings. This way of processing may add another 20 minutes to the activity.

Activity 3: Where Do We Go From Here?

Activity Time 60 minutes

Purpose For participants to plan how to continue developing their NFE skills at their sites.

Step-by-Step

1. Tell participants that in this activity, they will consider how to prepare themselves to carry out their assignments in their communities, both by gathering information and by additional skills development.
2. Suggest that participants think about the information they would like to know about their communities at the end of three months in order to carry out their assignments more effectively. They can do this as a large group by thinking of categories of information and ways of gathering it.



NOTE: Both PST and IST groups can benefit from this activity. While IST groups may already know a good deal about their communities, their experience in the workshop should make them aware of many things they need to know more about.

3. Ask the group to brainstorm broad categories of information that they might find useful. (*Examples:* how local people work together in groups; gender differences in participation and work distribution; identification of local leaders; identification of NFE organizations active in the area; etc.) Write responses on flip chart paper.



OPTION

You might start off with large group brainstorming and then ask participants to continue the process in small groups of 3 or 4. Suggest that they look at the pictures in the NFE Manual to give them ideas of what things they might need to know. (*Example:* For the pictures on pages 20-21, participants might decide they should know about traditional NFE techniques used in the area (p.20) and how, when and where local women work together in groups (p.21)).



NOTE: Since most of the pictures are of women, you may want to ask participants to consider, as they are generating their categories, how men's experience and activities might be different.

4. Now ask the group to brainstorm different ways they might gather this information. (*Examples:* Observation checklist, personal journal, "cultural guide" in the community, interviews, informal time with local people, etc.) They can do this either as a large group or in small groups as in the option, above.



NOTE: At this time, just generating a list of techniques is enough. Participants will decide individually which techniques to use to gather the information in the next part of the activity.

5. Hand out the form *Next Steps* to each participant. Suggest that each participant choose from the lists generated in 3 and 4, above, to fill in their form. Let them know this form is for their personal use, not to be handed in or commented on at all by the trainer. Suggest that they choose five things they would like to learn about their communities and to break down those things into at least three components. (*Example:* If someone decides to learn about how groups behave in the local context, s/he might list the following: How Groups Behave: 1) where groups congregate 2) how decisions are made in the group 3) gender differences in group behavior, etc.)

For each of the components, participants should choose one or more techniques that they might use to gather this information. Encourage participants to add things not on the two lists, above. Suggest that participants save the second sheet to fill in later; as they begin to gather information new needs may occur to them.

6. Let participants know they will have about 15 minutes to work on their form. If they like, they can choose a partner to share information with and ask for feedback on the choices they have made.



7. Keep time (15 minutes).

8. After participants have filled out their forms, let them know that the second part of the activity will involve a private self-evaluation of the NFE skills they have learned in this workshop. Say that you will hand out a form similar to the *Interests/Skills Inventory* that they filled out at the beginning of the workshop. Participants should fill out the form individually, noting their level of comfort with each of the techniques they learned. For those areas in which they still feel unprepared, they might note how they could practice them or learn more about them, if they are applicable to their work.

9. Pass out an *Interests/Skills Self-Evaluation* to each participant and ask the group to take about 10 minutes to fill them out.

BREAK

15 minutes

Activity 4: Evaluation of Workshop

Activity Time 20 minutes (or as planned by participants)

Purpose For participants to carry out the NFE Workshop Evaluation they designed in Session 9.

Let the group know they can now carry out the evaluation of the workshop they designed in Session 9. (They will probably want you and your co-trainers to leave the training room.)

Activity 5: Interpretation and Feedback to Trainer

Activity Time 30 minutes

Purpose For participants to interpret the information they gathered and explain the results to the trainer.

Let participants take this time to collect and process their data by themselves. If they choose, they may report it to you now, or wait until after the session is finished.

Activity 6: Reception with HCNs

Activity Time 30 minutes (flexible)

Purpose To express appreciation for the support and participation of HCNs in the NFE Workshop.

You may want to help the participant committee to set up the food, music, etc. for a brief reception. When everyone arrives, you might say a few words of thanks and mention ways that HCNs have been important in the success of the workshop.

Activity 7: Closing (Optional)

Activity Time 15 minutes

Purpose To bring formal closure to the workshop.

Step-by-Step

1. Explain that you (or a participant) will lead the group in a closing activity.
2. Say a few words about the things that you found particularly important in the workshop, for example, the collaborative spirit of participants, the flexibility of the group in trying new things, the willingness of participants to express their opinions, etc.
3. Explain that you will post three flip charts on the wall and that participants should write their comments and impressions on them. Post three flip charts, one saying "I SAW ...", the second saying "I FELT ...", and the third saying "I LEARNED." Give participants markers and encourage them to write and read each other's comments and impressions of the workshop while saying informal goodbyes.



OPTION

Ask participants to sit around a table or on the floor, if appropriate. Make sure everyone has a sheet of paper and something to write with. Explain that each participant will write their name on the top of the sheet and place it on the table or floor in front of them. Everyone then gets up and walks around informally, each writing a positive, encouraging comment on everyone else's sheet about something they noticed about their participation in the workshop (*Example:* "I really liked your humorous comments, especially when we were all so tired." "Your cheerfulness made me feel great." "I really admired the way you came and participated every day, even though you were sick," etc.) Each participant then has a sheet of sincere compliments to take with them to their site, to boost their spirits when times get tough.

✓ **Next Steps**

Things I might need to learn about my community in order to practice NFE effectively:

1.

2.

3.

4.

5.

Ways to find out about these things:

✓ Next Steps - *continued*

Things I might need to learn about my community in order to practice NFE effectively:

Ways to find out about these things:

6.

7.

8.

9.

10.



✓ Interests/Skills Self-Evaluation

This self-evaluation is for you alone. It will help you determine the NFE skill areas you feel comfortable in right now and those you think you'll need to work on at your site. Please indicate your level of comfort using each skill or activity (on a scale from 1-5, 1 being very comfortable, 5 being very uncomfortable).

For each area that you feel you need to know more about to practice NFE effectively in your community, write yourself some suggestions about how you could learn more about it or get the practice you need. (*Examples:* form support group with other Volunteers to share ideas and practice; look through training library for more written materials; identify someone in the community to learn from; etc.)

1 = very comfortable 5 = very uncomfortable

1 2 3 4 5

Adult Learning

- understanding the principles of Adult Learning
- understanding teaching and learning styles in your host culture
- applying the principles of Adult Learning in your host country context

Experiential Learning Cycle (ELC)

- understanding the ELC and why it's important in NFE
- using the ELC to plan experiential activities
- leading discussions (processing) of experiential activities
- writing processing questions

Needs Assessment

- understanding what needs assessment is
- choosing appropriate needs assessment techniques
- practicing needs assessment techniques useful in host country
- practicing needs assessment techniques with people of limited literacy

Group Facilitation in NFE

- facilitating group discussions
- designing role plays
- performing role plays
- designing problem dramas
- performing problem dramas
- writing critical incidents
- facilitating discussion of critical incidents
- story telling (as appropriate in your host culture)

✓ **Interests/Skills Self-Evaluation - continued**

1 = very comfortable 5 = very uncomfortable

1	2	3	4	5
---	---	---	---	---

Making NFE Materials

- flannelboards and figures
- flexiflans
- hectograph (non-mechanical duplicator)
- roll-up (portable) blackboard
- puppets
- community bulletin board
- community newspaper

Using NFE Materials

- involving local people in production of NFE materials
- using NFE materials to teach specific concepts or skills
- using flannelboard figures and flexiflans to promote discussion
- understanding when to "teach" and when to "promote discussion" with NFE materials

Games in NFE

- understanding the purpose of games in NFE
- designing/adapting games for use in your host culture
- adapting local games for NFE activities
- designing new NFE games

Planning with Groups of Local People

- helping people set goals and objectives
- using planning tools with community groups
- using planning tools with groups of limited literacy

Evaluation

- understanding some basic principles of evaluation
- familiarity with a variety of evaluation techniques
- interviewing in your host country context
- preparing appropriate questionnaires for your host country context
- designing a formative evaluation
- designing a summative evaluation
- designing an impact evaluation
- analyzing evaluation results
- using evaluation results to modify your approach
- designing an evaluation for your specific work situation

TRAINER'S NOTES

APPENDIX I

Warm-Ups

Floating Cotton

Time 10-15 minutes

Directions: Form small groups of five or six participants. Give each group a small piece of cotton, the fluffy kind that comes in a roll or in balls in most first aid kits. Pull it a little to stretch it out thin.

Explain that the groups will compete to see how long they can keep their piece of cotton in the air without touching it. Demonstrate by taking a piece of cotton and holding it above your head, dropping it and blowing on it to keep it afloat.

Explain that the groups will have one minute to discuss and decide their strategies, including changing the shape of their cotton, and that they will have a one minute trial period followed by another minute's discussion before the real competition begins.

If two or more small groups are unable to keep their cotton afloat for more than a few seconds and so are quickly eliminated, you may wish to give all groups another chance after the first round.

Processing: Processing of this might include reflections on how each group worked together, made decisions, used resources and knowledge gained in the trial run. If you've already introduced the Experiential Learning Cycle, you could point out how this activity follows the cycle.

Cultural Considerations: There is a risk in any game that HCN participants may think it is more suitable for children than for a "learning" situation. However, well-planned processing that brings out a few minutes of serious reflection may convince them otherwise.

Pass the Orange

Time 10 minutes

Directions: Have participants help you arrange enough chairs for everyone into two long rows facing each other. These rows represent two teams competing against each other.

Ask participants to sit down and extend their feet straight out in front of them. Chairs should be far enough apart so they won't touch the feet of the person in the opposite row. Place an orange, or other round fruit (or ball) in the hollow formed above the ankles of the first two persons in each row.

Tell the group that the object is for them to pass their orange to the legs of the next person in the row, and so on down the row, without letting the orange drop and without touching it with their hands. If the orange drops, it is returned to the first person to begin again. The orange must be passed all the way down the row and back up again to the first person to complete the game.

Processing: Processing might focus on the value of mutual support and encouragement within a group or team and the effects of competition between teams.

Cultural Considerations: In some cultures you might want to have men and women do this game separately.

I Have a Letter

Time 10 minutes

Directions: Have participants help you arrange chairs in a circle facing the center. The number of chairs should equal the number of players (participants and facilitator) minus one.

The facilitator stands in the center of the circle and explains that she/he is delivering mail and that when she/he calls out a description, (for example, "I have a letter for everyone wearing glasses!") everyone who fits that description must change chairs. If someone is unable to find a new chair, that person becomes the new delivery person.

To start the game, the facilitator calls out, for example, "I have a letter for everyone wearing green!" In the confusion of people rushing to change places, the facilitator sits in one of the chairs vacated by participants. Since there is always one less chair than number of participants, whoever is left after the switching of places must go to the center to deliver another letter.

Processing: None. This is just for fun. Use it when participants seem to need a lift.

Cultural Considerations: Similar versions of this game are played in a wide range of cultures and countries. In Thailand, the group calls to the facilitator, "Which way does the wind blow?" and the facilitator answers, "The wind blows toward everyone wearing glasses!"

Lifeboats

Time 10 minutes

Directions: Clear the center of the room of chairs and tables. Tell the group to imagine that they are on a sinking ship with a limited number of lifeboats of various sizes. The captain (the facilitator) must decide how many people can be placed in the lifeboats and will call out directions on how lifeboat groups should be formed. Those who are left out of lifeboat groups - sink. The captain begins by calling out, for example, "Groups of four!" and everyone must link hands in groups of four. If there are 22 people in the group, two will be eliminated. By varying the even-odd combinations, the numbers will be gradually reduced.

Processing: Ask the group to think of how this game can be used in numeracy (e.g. basic mathematics) classes. (One way it has been used has the captain calling out simple mathematical formulas, eg. "Groups of five minus two!") Ask them how it might work (or not) in the host culture. See also "Cultural Considerations, below).

Cultural Considerations: People with no experience of ocean going vessels or (especially) with lifeboats may need a brief explanation of the concept (e.g. that the lifeboats are small, that not

everyone can fit in them, and that the captain has absolute say over how many can go in a lifeboat. Processing with such groups might revolve around cultural differences in such circumstances.

The Pillow

Time 10 minutes

Directions: Form groups of six to eight participants. Each group must have a facilitator who has been prepared for this activity. The small groups each stand in a circle and are given a pillow which is placed in the center. They are told that the facilitator for their group will go around their circle, whispering the name of a different fruit in each person's ear. When the name of that fruit is called out by the lead facilitator, the person assigned that name must move quickly to the pillow, sit on it, jump up and return to their place before the name of another fruit is called.

What the group does not know, however, is that the facilitators will actually whisper the name of the same fruit to everyone. When that name is called, everyone in each group will try to sit on the pillow at the same time. This activity can be conducted only once, since it involves a joking deception on the part of facilitators.

Processing: Processing might examine both the role of humor in group interactions and how it is defined in different cultures. This activity also lends itself to a discussion of trust within the group and what norms the group wants to establish in terms of mutual trust, openness and honesty.

The Standing/Sitting Circle

Time 10 minutes

Directions: Everyone stands in a circle, close enough that shoulders touch. All turn so that their left shoulder is toward the center of the circle and take a step to the left so that each person is almost touching the person behind and in front. As the facilitator directs and on the count of three, everyone sits at the same time, each person resting on the knees of the person behind her/him.

It may take a couple of tries, but the seated circle should be stable enough that all can raise their hands in the air above their heads while seated.

Processing: Ask the group what was necessary to achieve the goal (cooperation, coordination, trust, willingness to take a bit of a risk, good humor, etc.). Briefly discuss how these qualities are necessary for group unity in any activity.

Cultural Considerations: As with other contact game warm-ups, this is not appropriate for all groups or may need adaptation, for example, forming two groups, one of women, one of men.

Affirmations

Time 10 minutes

Directions: This activity is most appropriate when participants have gotten to know each other, at a point when mutual support seems needed or at the conclusion of a program or workshop.

The group stands or sits in a circle. A soft ball is used to identify the speaker. One person, holding the ball, begins by addressing the person on their right with a positive comment, such as, "I really enjoy your sense of humor" or "I like the way you listen to everyone". The speaker then lightly tosses the ball to someone else in the group who addresses his or her neighbor with a positive comment. The ball is tossed back and forth until everyone in the group has had the opportunity to speak.

Processing: Processing can touch on the need for positive feedback and group support. Ask how the game might work in your host culture, and in what situations.

A Cappella

Time 5-10 minutes

Directions: This activity is best begun early in a workshop or program and can be repeated regularly.

Ask the whole group to suggest a simple greeting or slogan to begin the meeting or session ("Welcome," "Good Morning," "Cooperation," etc.). Then divide participants by voice groups (soprano, alto, tenor, bass), or ask a musical participant to do this. Have the group harmonize around word or phrase: "Good Mor----ning." Encourage creative variations such as call and response, faster and slower repetitions, etc. This "musical moment" can precede other warm-up activities.

Processing: Have the group suggest how other musical activities appropriate in the host culture could be used in training sessions, classes or group meetings.

APPENDIX II

Evaluations

"How-to" Evaluation

Time 15 minutes

Directions: Draw a vertical line to divide in half the space on a chalkboard or flip chart. At the top on the left side, write "Accomplishments" or "Things we liked." At the top of the right side, write "Difficulties" or "Problems to be solved."

Ask the group to brainstorm items for both categories, beginning with the "Accomplishments" side and, when that list has been completed, move to the other side to list difficulties or problems. Every item suggested should be noted on the chalkboard or flip chart under the appropriate category.

The facilitator can remain with the group and record the items, or can leave the session, asking a participant to be the recorder, if the group would be more comfortable in listing negative items without the facilitator present.

Results should be discussed with the group, so that confusing items are clarified and the group is involved in suggesting solutions to problems that have been identified.

Cultural Considerations: In a mixed group of HCNs and Volunteers, think of strategies to let HCN opinions be heard, especially in cultures where direct expression of opinion is considered impolite. Some possibilities are: carrying out the evaluation in the language of the HCNs, allowing for written as well as verbal comments (and a box to put them in), letting the group know you will be available for individual, private talks after the session to hear any special needs or concerns.

Four Faces

Time 10 minutes

Directions: Prepare and hang on a wall four large envelopes, drawing one of the following on each envelope: (1) a smiling face, (2) a worried face, (3) a frowning face and (4) a brightly alert face - with a light bulb or question mark above its head.

Explain to participants that No. 1 represents someone who likes what has happened in the session and feels they are learning and sharing something worthwhile, No. 2 represents someone who feels lost and is confused or anxious about what is happening, No. 3 represents someone who is frustrated, bored or angry about what is happening in the session, and No. 4 represents someone who has suggestions or ideas to offer.

Give each participant 10 small pieces of paper and ask them to write evaluative comments on these papers. They should write only one comment on each piece and use as many of the 10 as they need to express their thoughts and feelings about the session. The facilitator may suggest categories to consider, e.g. materials, facilitation, activities, logistics, etc.

When they finish writing, they should put each of their comments in the envelope that expresses the general sense of that comment, No. 1 - satisfaction, No.2 - confusion, No.3 - dissatisfaction and frustration, No. 4 - suggestions. The facilitator can collect and consolidate the comments for discussion with the group, or, if time allows, can open the envelopes in front of the group and read the comments aloud.

Cultural Considerations: When working with groups with limited literacy, use envelopes 1, 2 and 3. Participants are given only one slip of paper and are asked to put it in the envelope that corresponds to their overall feeling about the session or about the particular activity that you want to assess (e.g. a demonstration, a game, a group discussion). A simple counting of slips in each envelope will give a rough assessment of participant reactions. Ask the group for ideas or suggestions on how to improve the activity for another group of participants.

For privacy, be sure to post the envelopes behind a screen or on the wall in another room and have participants "vote" individually.

Symbols

Time 20-30 minutes

Directions: Participants are asked to think about the session and to take a walk around the training area to identify something that symbolizes their thoughts and reactions. These thoughts might be general or they might relate to a particular activity. The group reconvenes and each participant is asked to identify their symbol and explain briefly how it relates to the session - for example, what they have learned, how they are interacting, difficulties they are having, etc.

This activity can also be done with in small groups with songs, proverbs, analogies, etc. Each small group presents briefly to the large group.

Cultural Considerations: Volunteers may find this activity difficult or strange, as some Americans may be less accustomed to using metaphor than participants from the host culture.

Color Coding

Time 5 minutes

Directions: A box or envelope is placed near the entrance to the training area. Near it are stacks of three different colors of paper. Explain that one color represents complete satisfaction and approval, the second color represents moderate satisfaction and the third color represents dissatisfaction.

At the beginning of each session or activity to be evaluated, participants take or are given three pieces of paper, one of each color. At the end of the session or activity, each participant places that color paper in the envelope which best expresses her/his general feelings about the session. The trainer may use the information to begin informal discussion with individuals or groups after the session or simply to be aware of how participants are feeling.

Cultural Considerations: This evaluation can be introduced as an example of how groups of limited literacy might privately evaluate an activity. Although the content of the feedback is limited, the important thing is to convey to the group that their honest opinion is valued.

Session Forms

Time 10 minutes

Directions: Before the workshop, prepare and photocopy quantities of a standard form and use it to assess each activity or session. It might include space for participants to write in the title of the session, date and time, and name of trainer or facilitator. This information is followed either by a space for comments, a checklist or series of standardized questions which participants can use in their assessment. Forms are completed at the conclusion of each session and left in a box or envelope in the training area.

Assessment Scales

Time 15 minutes

Directions: The facilitator asks the group to identify five or six criteria they want to use to assess the session or activity (for example: "Free and open discussion was encouraged"). These are written on a flip chart or chalkboard. The facilitator then writes the numbers 1 to 5 below each criterion, explaining that No. 1 represents the most negative assessment (e.g. discussion was not encouraged at all) and No. 5 represents the most positive assessment (e.g. discussion was completely free and open). Numbers 2, 3, and 4 represent progressively more positive assessments (e.g. discussion was partly open).

Either of the following procedures can then be used:

- (a) Participants copy the criteria and scales onto their own papers and make individual assessments by circling the number on the scale that represents their own feelings about that item. Individual assessment forms are collected, consolidated and the results discussed with the group.
 - (b) The facilitator leaves the room, asking a participant to act as reporter. The reporter stands at the flip chart and asks the participants to assess each item by asking, "How many people rate this item as No. 1 on the scale?" continuing with No. 2, No. 3, etc. until all items have been assessed. The reporter counts the hands raised in response to each question and marks the number of responses on the corresponding scale. The chalkboard or flip chart then becomes a record of the individual responses of all participants in assessing each item.
-

Goals-based Evaluation

Time 10 minutes

Directions: Write the objectives of the session on flip chart paper (see training design). Ask participants to answer questions (either orally or in writing) such as the following: In your opinion, were the objectives of the session achieved? How well were they done? Were they done within the time allowed? How could they have been done better?

Unexpected Results

Time 15-20 minutes

Directions: Ask participants to get together in groups of three to discuss what unexpected things might have happened in the session. They might also discuss: Why did it happen? Was it bad or good? How can these things be avoided or enhanced in the future? Groups briefly report to large group. The trainer and co-trainers should also reflect on this and add their perspective.

Learning Styles Evaluation

Time 10 -20 minutes

Directions: Ask the group to quickly brainstorm a general list of ways adults learn (Examples: demonstration, practice, reading, repetition, etc.) Write on the board or on flip chart paper. Ask participants to look over the list for the ways they learn best and to answer the following questions: In this session, did you learn the material in the way(s) you learn best? To suit your preferred learning style, what kinds of activities should we do more of? Less of? Participants can answer in writing or in general discussion.

This evaluation can be used any time after the learning styles activity in Session 2.

Open-ended Evaluation

Time 10 minutes

Directions: Have each participant write their answers to these open-ended sentences on a piece of paper:

I liked...
I wish...
I'm still confused about...

Collect the pieces of paper and use the results to tailor the next session.

Photo Evaluations

Time As needed for picture-taking. Discussion 15-20 minutes.

Directions: A participant takes photos throughout the session; the resulting pictures are posted the next day (if feasible) and discussed by the group. The pictures can be used as prompts for discussion about such topics as: participant interest level, sufficiency of materials, group cohesion, active involvement of some participants more than others, etc. Perhaps the administration can be persuaded to pay for the film and developing.

Cultural (and Personal) Considerations: Be sure all participants agree beforehand that pictures will be taken. If they want copies, see if there is a way of getting them made before the end of the workshop.

Participant Observation

Time As needed for observation. Discussion about 10 minutes.

Directions: Several participants can practice observation techniques in the NFE manual (pp. 57-58) by spending about 10 or 15 minutes of the session (at different times) writing down in detail what they see while an activity is taking place. The results can be read to the group as a whole, with accompanying discussion, or they can be handed to the trainers at the end of the session without comment. This kind of objective reporting can be very helpful to a trainer, who is often too busy facilitating to notice all the important details.

Cultural Considerations: Involve HCN participants for whom English is a second language by suggesting that they jot down their observations in their first language and report them in their second.

Micro-Training

Time As needed for observation. Feedback to trainer, about 10 minutes.

Directions: The trainer identifies points in previous session evaluations that s/he would like to improve (Example: involving all participants in the large discussions, etc.) Several participants note down their observations and comments on this issue during the session, paying special attention to the details of who, what, when, etc. and using an objective, non-judgmental tone. Results are given to the trainer and discussed privately with him or her after the session. This method may be especially useful in reducing the distance between trainer and participants during Sessions 4 and 5 (Facilitation Skills), when participants are being critiqued themselves on their performance.

Cultural (and Personal) Considerations: Be sure to ask the trainer if s/he would be comfortable with this type of evaluation, and if s/he would like a particular participant to do it.

TRAINER'S NOTES

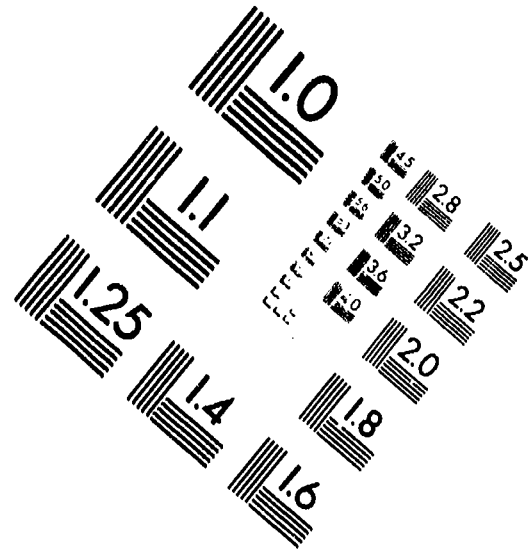
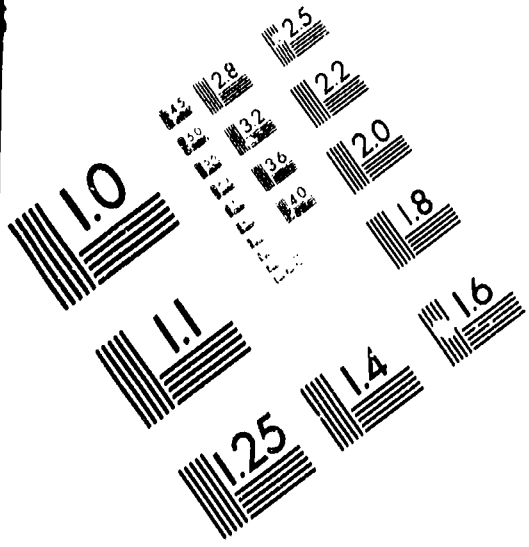


AIM

Association for Information and Image Management

1100 Wayne Avenue, Suite 1100
Silver Spring, Maryland 20910

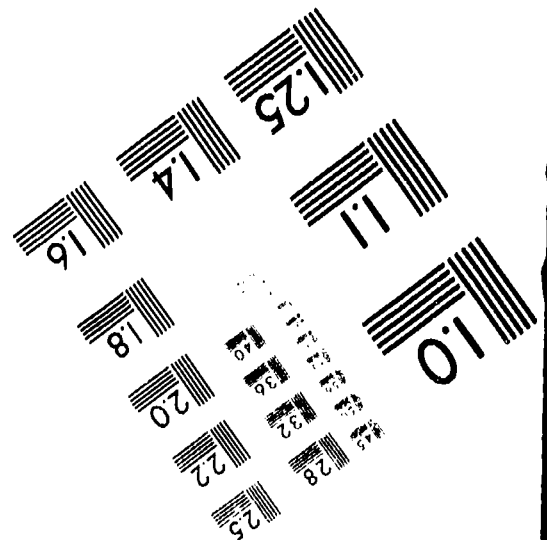
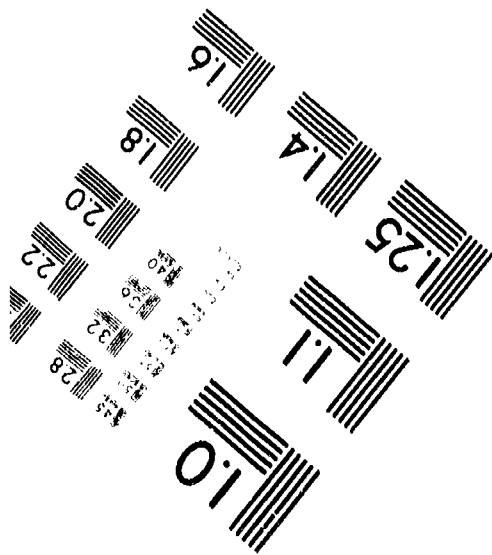
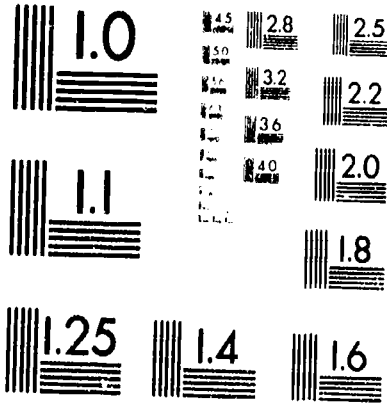
301/587-8202



Centimeter



Inches



MANUFACTURED TO AIM STANDARDS
BY APPLIED IMAGE, INC.

APPENDIX III

References

Center for International Education. CIE Technical Notes are available from CIE, 285 Hills South, University of Massachusetts, Amherst, MA 01003.

CIE Technical Note Series:

Concientizacao and Simulation Games, Technical Note #2

Hacienda, Technical Note #3

Market Rummy (Rummy de Mercado), Technical Note #4

Letter Dice, Technical Note #6

Number Bingo, Technical Note #7

Game of Childhood Diseases, Technical Note #23

Road To Birth Game, Technical Note #24

Hoxeng, James (1973) *Let Jorge Do It: An Approach to Rural Nonformal Education*. Center for International Education, Amherst, MA.

Kindervatter, Suzanne (1983) *Women Working Together for Personal, Economic and Community Development*. OEF International, 1815 H Street, N.W. Washington, D.C. ICE Publication #WD003.

Seslar Svendsen, Dian and Wijetilleke, Sujatha (1983) *Navamaga: Training Activities for Group Building, Health and Income Generation*. OEF International, 1817 H Street, N.W. Washington, D.C. ICE Publication #WD006.

Srinivasen, Lyra (1990) *Tools for Community Participation*. PROWESS/UNDP Technical Series. Distributed by PACT, Inc., 777 UN Plaza, New York, NY, 10017.

Vella, Jane (1989) *Learning To Teach*. Save the Children and OEF International. Available from OEF International, 1815 H Street, N.W. Washington, D.C.

Werner, David (1982) *Helping Health Workers Learn*. Palo Alto, CA: The Hesperian Foundation. ICE Publication #HE061.