NONFORMAL EDUCATION MANUAL





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NONFORMAL EDUCATION (NFE)



MANUAL

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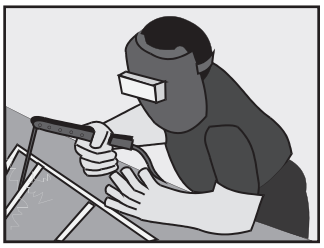
ACKNOWLEDGMENTS

The content of ***Nonformal Education*** is grounded in the theory and practice of some of the great educational thinkers of our time including Paolo Freire, Howard Gardner, David Kolb, Malcolm Knowles and Bernice McCarthy. This new manual includes information from the previous Peace Corps publications, ***The Nonformal Education Manual*** (ICE No. M0042) and ***The Nonformal Education Training Module*** (ICE No. T0064) as well as current research from the field of education. In addition to presenting the most current research and thinking in the field of education, the manual also includes field-tested ideas, activities and tips drawn from the experiences of Peace Corps Volunteers and staff around the world.

The Peace Corps recognizes and appreciates the work from the field, contractor, and education specialist and other headquarters staff that made this new publication possible. Gratitude is also expressed to the various writers and publishers who gave permission to reprint and adapt their materials.

INTRODUCTION









WHY A MANUAL ON NONFORMAL EDUCATION?

Whether or not you have heard the term nonformal education (NFE) prior to joining Peace Corps, as a Volunteer you will engage in NFE in some way throughout your service. In fact, teachers, extension agents, small business experts, health workers, agricultural specialists—indeed, most people who are involved in "development" in any way—are involved in the sharing of skills and knowledge or changing attitudes, and as such, are engaged in some degree of nonformal education. At the root of NFE is a participatory, grassroots approach to helping people to clarify and address their own needs. In many ways, NFE goes to the heart of what it means to be a Peace Corps Volunteer—a respect for local knowledge, a faith in the wisdom of the people, and a humble awareness of one's own strengths, gifts, and challenges.

This manual is intended to provide both practical skills for engaging in nonformal education and some underlying theory to help you define and develop your own approach to NFE. Based on two previously published Peace Corps resources, *Nonformal Education Manual* (ICE No. M0042) and *Nonformal Education Training Module* (ICE No. T0064), this resource represents a combination and elaboration of those manuals to bring together the best thinking from the past with the most current approaches in the field of NFE.

WHO IS THIS RESOURCE FOR?

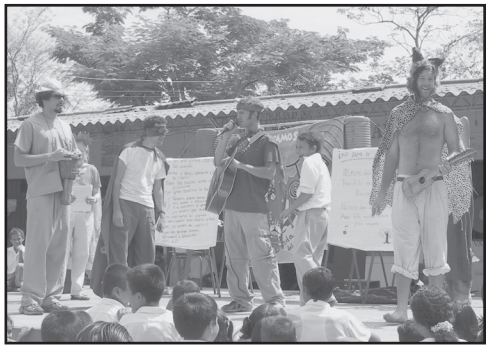
The most obvious audiences for this manual are education Volunteers and those agriculture, business development, environment, health, youth development, and other Volunteers who are called upon to facilitate learning activities in their work, whether for in-school or out-of-school youth, colleagues or other adults. This manual includes ideas for those Volunteers who require theory and practical skills to conduct training workshops and learning activities in their communities and schools. However, NFE is more than an approach to training and session design; and as such, the reach of this manual extends far beyond those leading NFE sessions. NFE provides a powerful philosophy and an effective approach for identifying and creating learning opportunities and facilitating change in a community; therefore, it is an important tool for any Volunteer.

In addition to Volunteers, many other groups will find this manual useful in their work:

- Host country national (HCN) counterparts, including teachers, health workers, agriculture extension agents, business advisors, community leaders, and anyone wishing to work on individual or community development, using respectful, participatory approaches.

- Peace Corps training staff who wish to train Volunteers in nonformal education techniques and approaches, or who want to enhance the NFE aspects of their own facilitation styles.

- Associate Peace Corps Directors (APCDs) who may wish to model NFE approaches for Volunteers and trainees in their projects.



ORGANIZATION OF EACH CHAPTER

Each chapter builds on the theories and activities of the others, so there is some benefit to reading the text from start to finish. But each chapter may also be read as a stand-alone module. Whether you choose to read the book from cover to cover or decide to skim through it for topics that are of particular interest to you, we hope that you will find theories, activities, techniques, suggestions, and lessons learned from other Volunteers, to guide you in developing your own unique approach to NFE.



PRE-READING STRATEGY

Assess your Knowledge, Skills, and Attitudes

Each chapter begins with a table that outlines the knowledge, skills, and attitudes that you should have to be effective in the capacity described in that chapter. Beneath each KSA, there is a space for you to evaluate your current knowledge, skills, and attitudes, along with an opportunity to create a learning plan to address any gaps in your KSAs.



READING

This section of each chapter provides important concepts and theories along with vignettes and "lessons learned" about the experiences of Volunteers and HCN counterparts.



IDEAS AND APPLICATIONS

Each chapter contains activities to help you practice NFE in training, in your community, or at work. Use the ideas in each of these sections to explore NFE approaches and to develop your own particular style. This section closes with a list of reflective questions to help you process the information.



KEY RESOURCES

A number of ICE publications, books, and online resources are listed at the end of each chapter to guide your further study of any of the concepts provided in the text. These resources can help you if you find that you still need to work on any of the KSAs after you have read the chapter.



CHAPTER 1

WHAT IS NONFORMAL EDUCATION?

IN THIS CHAPTER

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- NFE in Action: Peace Corps' Application of Nonformal Education 3
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PRE-READING STRATEGY

Assess your Knowledge, Skills, and Attitude

The chart below provides you with an overview of the content of this chapter, a chance to reflect on what you already know, and a place to identify those concepts, skills, and attitudes that you want to learn, enhance, or improve.

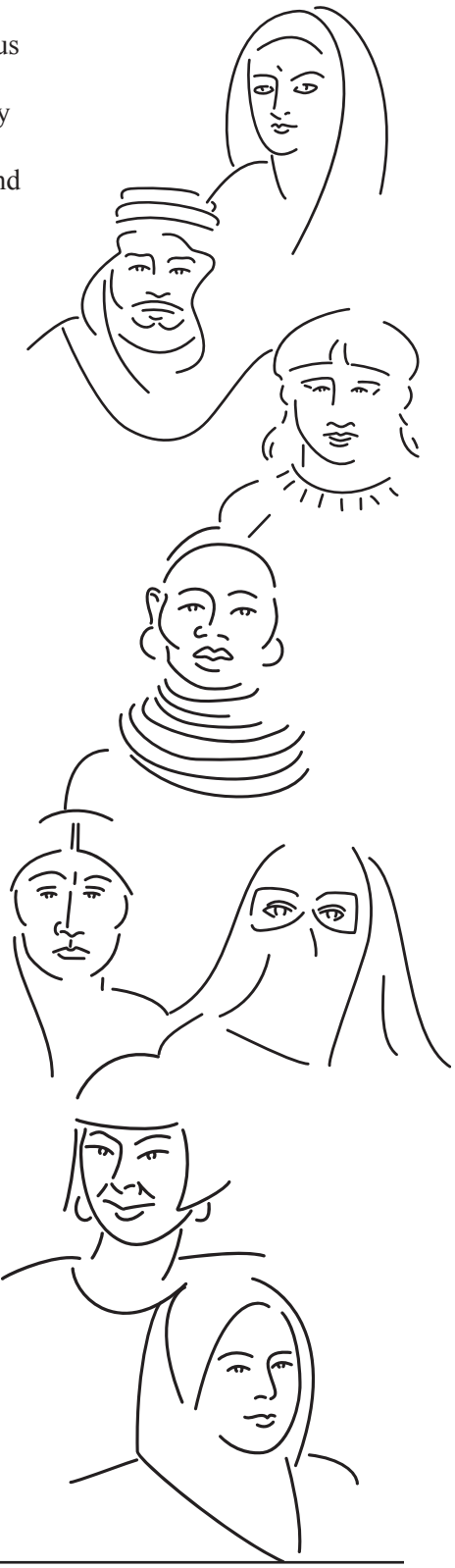
Before reading the chapter, spend a few minutes with this chart.

1. Review the knowledge, skills, and attitudes listed.
2. Note those you already feel confident about in the row entitled "Your strengths."
3. Note those you wish to study more in the "Your plans to learn more" row. Then use the materials and activities in the chapter to learn in ways that are stimulating and meaningful to you.

	KNOWLEDGE	SKILLS	ATTITUDES
Knowledge, skills, and attitudes useful to NFE	• Definitions of formal, nonformal, and informal education • Differences between and applications of formal, nonformal and informal education • Distinctions among teacher, trainer, and facilitator • Adult learning theories • Understanding of asset-based and problem-based approaches	• Effective communication • Listening and observation • Identifying cultural factors that impact teaching and learning	• Respect for the knowledge and skills of others • Self-confidence • Patience • Flexibility and adaptability in responding to participants' needs
Your strengths			
Your plans to learn more			

READING

NFE IN ACTION: PEACE CORPS' APPLICATION OF NONFORMAL EDUCATION



While the nonformal education approach may seem new to Volunteers who have spent their lives in the formal school system, various manifestations of NFE have been active for centuries in traditional societies. In West African villages and towns as well as in the early United States, young people are apprenticed to local blacksmiths, carpenters, seamstresses, and tailors to learn a trade through firsthand experience or on-the-job training.

In societies as diverse as Nepal, Ghana, and Guatemala, clan and village leaders respected for their age and hereditary status pass on information about agricultural practices; traditional birth attendants educate new mothers in caring for themselves and their babies; and religious leaders impart wisdom through parables, riddles, and the influence of their own personal virtue.

Through dance and song and oral narrative, through puppet theatre and play acting, through one-to-one teaching and group facilitation, people all over the world have used nonformal education methods to pass on traditional knowledge and ensure that each new generation learns the wisdom, harmony, and stability of the old.

The Peace Corps uses nonformal education methods to further its goal of development in people to people terms: helping people develop the capacity to improve their own lives. Although it may seem that development activities center around 'things' such as community gardens, wells, or a school computer lab, the real strength of the project is that the community has learned to identify what they would like to see changed, used their own strengths to do so, and learned new skills to achieve their goals. The flourishing garden is a wonderfully tangible product, but the sustainability of the project lies in the skills and abilities the community has gained through the process. The role of the Volunteer is to work with host country nationals to facilitate the process, and nonformal education methods can be used from the initial assessment stage to the final evaluation and realization of the process and product.

For more information on the role in the Volunteer in development, read the Peace Corps' publication ***Roles of the Volunteer in Development: Toolkits for Building Capacity***, Washington, DC: Peace Corps, 2002. [ICE No. T0005]

FORMAL, NONFORMAL, AND INFORMAL EDUCATION

FORMAL EDUCATION

For most Volunteers, it is simple enough to relate to the notion of formal education—one gets an image of a classroom and established curricula, teachers, and students with a clearly drawn hierarchy, tests, and milestones. Consider Diane's experience as a new education Volunteer. Although the faces, language, setting, and even her own role may be new to Diane, the situation is comfortingly familiar. After spending at least sixteen years in school systems herself, Diane was quite accustomed to classrooms, tests, and the traditional roles of teachers and students.

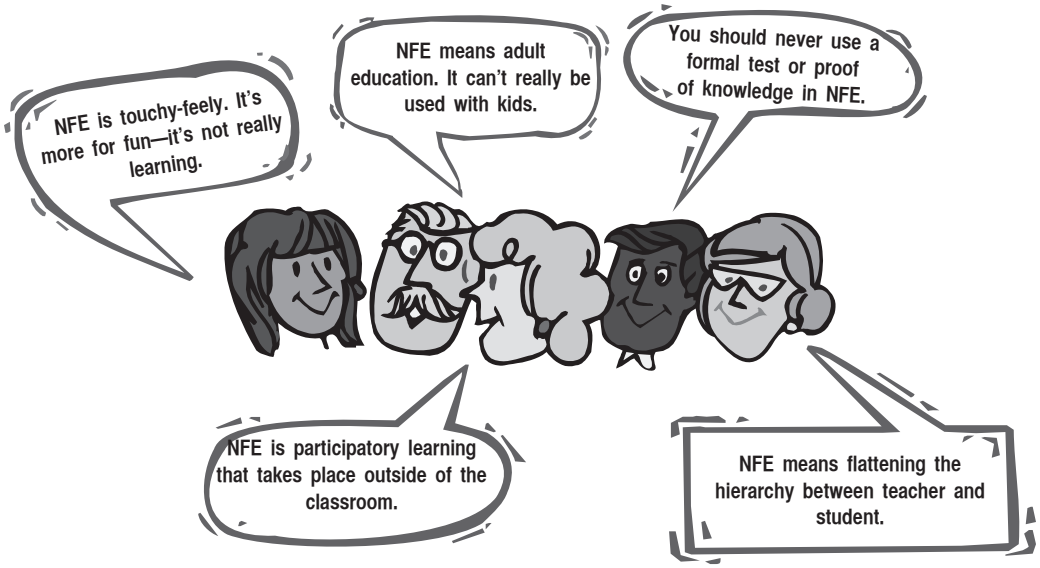
DIANE

Diane had never taught school before, but she tried to muster up her courage as she walked through her classroom door that first day on the job at her new post. She tried not to be nervous as she clutched her lesson plan and remembered how well her practice sessions had gone in training. Still, she felt a lot of pressure; after all, how well she taught these students would determine how well they would do on the national exam, and that would determine whether they got into university, and that might make the difference between a life of poverty and a life of hope. So she would have to make sure she covered all of the topics in the curriculum fully so that the students would be able to memorize them all and would do well on the exam. Maybe she would even help them learn some new test-taking skills. And hey, she thought, as she looked at the giggling, blushing group of students in front of her, just because we had so much to learn, didn't mean we couldn't have any fun! She swallowed her worries, smiled cheerfully and introduced herself…

At its best, formal education involves a government that recognizes the value of an educated citizenry and supports school systems with curricula designed to meet changing societal needs. Parents and communities are engaged to enhance the impact of motivated and talented teachers who empower enthusiastic youth to acquire the knowledge and skills they need to achieve their goals. When the above elements are not present, the formal education system can seem, at worst, like a warehouse to "store" youth as they grow or the one-way "banking education" Brazilian educator Paulo Freire described. His analogy likened formal education to teachers depositing knowledge into their students' heads, much like depositing money into a bank.



The reality is that most formal education falls somewhere in between Diane's example of a formal education approach and the next discussion of a nonformal education approach. Motivated and talented teachers work in every country, and over the past few decades, ministries of education involved in education reform have supported the evolution and application of more holistic, participatory approaches. Learning objectives, while still designed to meet testing requirements, are also intended to enhance students' capacity for critical thinking, creative problem-solving, and personal growth.



For Peace Corps Volunteers working in the education sector and for other Volunteers conducting health, environment or other lessons in the classroom, this evolution has meant that nonformal education approaches can provide valuable tools in motivating students and designing lesson plans. The goal of Volunteer work in formal education includes addressing curricula requirements using (or training teachers to use) learner-centered, participatory experiences and extracurricular activities that engage students in their own intellectual growth and achievement.

Characteristics of Formal Education

- ☑ Usually in a classroom setting, although not just school-based
- ☑ Content is usually predetermined by teacher or other person/group in authority (perhaps even the Volunteer)
- ☑ Pre-established hierarchy between teacher and student
- ☑ Often culminates in a formal test or proof of knowledge

NONFORMAL EDUCATION

While the characteristics of formal education seem self-evident, nonformal education is a bit more difficult to define. In fact, there are many different definitions of NFE, and a number of perspectives about the true meaning of the term.

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, while others say that nonformal

teaching methods can be incorporated into all learning. Let's take a look at the work of another Volunteer as we begin to develop our own definition of nonformal education.

As you read about Marisol's experience, reflect on the following:

- Who decided what the women needed to learn?
- Who took responsibility for the learning?
- What resources did each person bring to the experience?
- What kinds of learning activities did the group engage in?
- What was Marisol's role in the small business sessions?

MARISOL

Marisol's assignment was to work with women's groups at village community centers to help them develop small business skills. Since the women rarely had time to come to the community center, Marisol spent a lot of time going from house to house, visiting the women and chatting with them while they did their daily chores.

After four months of listening and observing the women, Marisol felt ready to bring some of them together—the ones who already owned businesses—to help them to upgrade their skills in marketing and management.

The 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 two women 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, Marisol discovered that the local women already had most of the expertise they needed between them to improve their sales and management. Slowly, the group grew by word of mouth, and then began to expand to other villages. In group meetings, Marisol stayed in the background, facilitating discussion and sharing among members, arranging for field trips that the women chose themselves and occasionally offering advice on specific business methods.

Think again about the questions posed earlier. Some of the features of nonformal education that you may have identified include:

- **Focuses on the learners' needs:** The women actively identified their own needs and proposed solutions.
- **Uses the learner as a resource:** All of the women, including Marisol, shared knowledge and skills. They were all respected and valued for their contributions.

- **Stresses relevant activities and practical outcomes:** The focus of the learning was the improvement of the women's own lives and that of their families and communities. This was true for Marisol as well, who learned how to make soap and tie-dyed cloth and gained fresh perspective on the lives of the women in her town.

In Marisol's case, the women learned from each other through unstructured discussions. But some nonformal education experiences include more structured activities and training. As you read Tana's Peace Corps' experience below, think about the following:



- How are Marisol's and Tana's experiences similar?
- How are their experiences different?
- What elements of nonformal education are present in Tana's experience?
- What learning activities did Tana use?

TANA

Tana came to a small village in Thailand with seven years of public health experience in the U.S. behind her. As part of her assignment, she was expected to teach prenatal care to the women in the community.

Tana contacted key village leaders and traditional birth attendants, prepared flipcharts and posters with carefully drawn diagrams, and set up meetings to talk about prenatal care to the village women. But to her surprise, only a handful of women turned up at the first meeting. Although she encouraged discussion and asked people for their opinions, nobody spoke up; in fact, most of the women sat with their heads lowered and would not make eye contact with Tana. Tana closed the meeting and went home embarrassed and angry and unsure about her next steps.

Since Tana was not yet fluent enough in the local language to discuss this with anyone in her village, she asked one of her Peace Corps trainers for advice. Endang was sympathetic but pragmatic when he said: "The women you met with weren't protesting learning about prenatal care; they were embarrassed at the way you talked about such a sensitive subject."

Endang reminded Tana of the traditional puppet show she and her training group had attended early in pre-service training. As she talked the problem over with Endang, she learned that puppet shows were the traditional forum for sensitive topics. Puppets could do and say things that flesh and blood people would never discuss openly. Even mixed audiences could discuss the actions of the puppets and learn valuable lessons from them while being entertained.

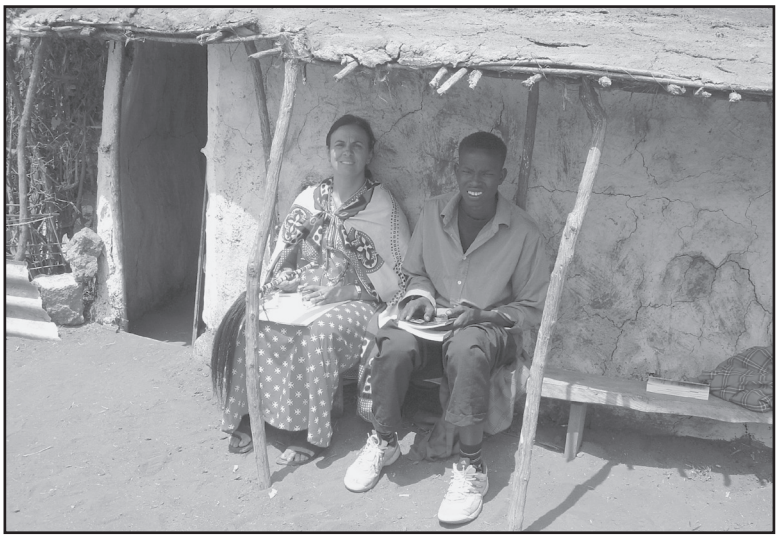
While Tana knew that to be fully effective she would need to further develop her language skills and gradually become closer friends with the people in the village, she felt that using traditional puppets could get the women talking. Tana returned to her village ready to try this new approach.

Tana's story seems a bit like formal education in some ways. The content has already been determined, and Tana seems to have more of a teacher/trainer role than Marisol. Nevertheless, Tana was engaging in nonformal education.

- How did Tana confront her initial difficulties in reaching the members of her community?
- Think about Tana's discussion with Endang. Why did she seem so open to his feedback and advice? What does this teach us about giving and receiving feedback?
- What do you think will be the overall outcome of the puppet show?
- If Tana does a content appropriate lesson (such as the effects of water pollution) using puppets with students in a high school classroom, would this still be an example of NFE?

As you can see from both of these stories, NFE is an ***approach*** to education. It 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 as in Marisol's story, to attending a learning activity where the content is mostly planned in advance, as in Tana's case. In some ways, we might imagine formal and nonformal education along a continuum—from high to low facilitator control, and from low to high learner participation.

In a nutshell, NFE is an approach to education that can be used with adults, youth, or children, within the classroom or outside of it. An integral part of NFE is that learners participate in the design, development, implementation, and evaluation of their own learning.



INFORMAL EDUCATION

If you imagine learning on a continuum, as suggested on page 9, informal education would be at the far end from formal education. We all learn informally every day; it's almost incidental. Learning informally can be as simple as learning a new fact or skill by listening to or observing a friend or colleague, or actively going to the library in search of specific information to suit your needs. Also referred to as "lifelong learning", informal education is usually initiated and the content determined by the individual learner to suit his or her needs as they arise.

Continuum

	Formal (F)	Nonformal (N)	Informal (I)
Teacher/ Student dynamic	F Pre-established hierarchy	N Equal partnership among facilitators and participants	I Learning may take place individually, or can be shared within a group
Environment	F Classroom environment	N Learning setting is more casual and impromptu	I Learning may occur in any environment
Content	F Determined by teacher or other authority	N Participants actively identify learning needs and methods, guided by a facilitator	I Determined completely by participants who assess own needs and identify solutions
Teaching/ Learning methods	F Lecture primary source of information delivery	N Primarily participatory techniques	I Completely participatory methods; participants assess and reflect on their own learning
Teaching/ Evaluation tools	F Formal test or "proof of learning"	N Formal tests are supplemented with students' application of learning within the community	I Learning is practical and related to real needs; applied in the lives of people within the community

BASIC CONCEPTS OF ADULT LEARNING THEORY

The Peace Corps' practice of nonformal education owes much to traditional learning practices, and has been further enhanced through the theory and practice of some of the great educational thinkers of our time. Some of these theorists will be discussed throughout this book, and you might explore others by reading texts suggested in the ***Key Resources*** section of each chapter. Some of the most influential thinkers in the field of nonformal education include:

- **Paulo Freire**

  Freire used "***problem-posing***" methods to raise awareness of social issues and to stimulate action by disadvantaged groups. Using a process of problem analysis, reflection, and action, his approach to

education was based on the belief that community members need to be encouraged to think critically about problems in their daily lives in order to make decisions and take action.

● Howard Gardner

Gardner's work on ***multiple intelligences*** has had an enormous impact on the field of education. Gardner posits at least seven intelligences (musical, spatial, linguistic, logical/mathematical, bodily/kinesthetic, interpersonal, intrapersonal), and asserts that successful learning experiences should engage as many of these intelligences as possible.

● Malcolm Knowles

Knowles popularized ***adult learning theory*** and offered ways to apply it in learning activities. Knowles believed that the needs of adults in education differed a great deal from the needs of children. He popularized the term ***andragogy***, "the art and science of helping adults learn" to draw a sharp distinction between adult learning and ***pedagogy***, the instruction of children. He suggested that because children had yet to assume responsible, independent roles in society, teachers and parents tend to make the decisions about what and how they should learn. But because adults have a wealth of life experience and have already assumed responsible roles, it is important to respect slightly different principles when engaging in adult education. (***See Adult Learning Principles inset***.)

● David Kolb

Kolb popularized an awareness of ***learning styles***, and created a model that suggests four different categories of learning—concrete experimentation, reflective observation, abstract conceptualization, and active experimentation. Kolb created a methodology for incorporating these four categories into every learning experience—the "experiential learning cycle." His work is described more fully in ***Chapter 3: Learning Activities: From Assessment to Evaluation.***

● Bernice McCarthy

McCarthy expanded on Kolb's work and the research on left and right brain processes to create her 4MAT System. McCarthy suggested four learning types: imaginative learners, analytic learners, common sense learners, and dynamic learners. Her 4MAT System is a thoughtful framework for approaching lesson design, and it is detailed in ***Chapter 3: Learning Activities: From Assessment to Evaluation.***

Adult Learning Principles

Adults:

- ☑ Expect to be treated with respect and recognition.
- ☑ Want practical solutions to real-life problems.
- ☑ Can reflect on and analyze individual experiences.
- ☑ Have different learning styles.
- ☑ Are motivated by the possibility of fulfilling personal needs and aspirations.
- ☑ Are capable of making their own decisions and taking charge of their own learning.



It is probably clear that there are a number of parallels between adult learning theory and our earlier definition of nonformal education. The link between NFE and adult learning theory is so strong, in fact, that many practitioners assert that NFE ***is*** adult education, and that it cannot be used with children and youth. But consider some of the principles of adult learning listed above. Do you think they also apply to children and youth?

WORKING WITH YOUTH

In many cases, Volunteers will find themselves working on a youth education project within a school or attached to an organization. In these cases, the curriculum is largely predetermined and specific goals must be met by teachers and students. Even though this is a formal education setting, there are many opportunities to use nonformal education methods to assess, inform, and evaluate student progress.

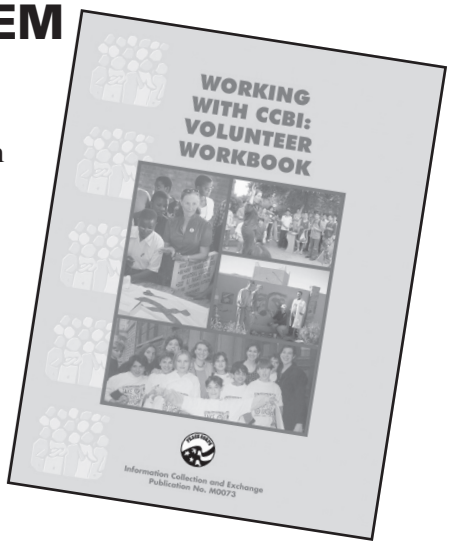
Increasingly, Volunteers may find themselves working with youth who are not attending school. Out-of-school youth differ from in-school youth in several ways. Differences include: more unstructured time, fewer adults providing support and encouragement in a learning environment, more vulnerability to physical and emotional abuse, and more exposure to daily pressures of meeting basic human needs.

Because these youths generally lack the structure other youths have, nonformal education projects can be most beneficial to these often vulnerable populations. Volunteers can act as agents of change by assisting youth to develop critical life skills: identifying their own needs, facilitating information-gathering sessions (this could be a more formal lesson given by the Volunteer, a planned group activity or club or a demonstration lesson) and helping them to evaluate their own progress.

For more information on working with youth, refer to the Peace Corps' publication ***Working with Youth: Approaches for Volunteers***, Washington, DC: Peace Corps, 2002. [ICE No. M0067]

NFE AND CCBI IN THE FORMAL EDUCATION SYSTEM

A teacher within the formal education system can easily incorporate nonformal education methods in varying degrees inside the school. Certainly teachers in the formal school system must be responsive to the realities of an established curriculum, protocol, and testing standards, but NFE can be creatively incorporated into any classroom. You can do a quick needs assessment to determine knowledge gaps, or an end of unit evaluation to see if the content was learned and to see if you need to reinforce any information with follow-up lessons. Encourage conversation or energize a sleepy student group with a quick icebreaker activity, or use several different teaching methods to deliver one lesson to reach students with different learning styles. You will learn more about all of these tools in later chapters.



Your familiarity with and ability to employ NFE methods will also help you facilitate Community Content-Based Instruction, or CCBI. CCBI is Peace Corps' adaptation of Content-Based Instruction, which is a way of incorporating culturally appropriate, real-life examples into an existing curriculum so that learning activities are more relevant to students' lives. Using CCBI, you might:

- **Identify the needs of your community with your students**. Perhaps students might conduct a participatory needs assessment and discover that HIV/AIDS is a major issue in the area. (See ***Chapter 2: Assessing the Situation and Defining your NFE Approach*** for more information on conducting participatory needs assessments.)

- **Incorporate the topic into syllabus requirements**. For example, students might be required to learn about probability; instead of using a textbook example to work through, their examples and practice might include working through some problems involving HIV infection rates.

- **Plan community action related to the topic.** For example, students might plan an HIV/AIDS awareness campaign, by making posters and hanging them in the community.

NFE methods can help to promote Community Content-Based Instruction within the formal educational system, because it:

- Involves students actively in identifying needs and finding solutions.
- Promotes learning that is practical, flexible, and based on real needs.
- Focuses on improving the life of the individual and/or community.
- Encourages students to assess, practice, and reflect on their learning.

In addition, CCBI remains within the parameters of the formal education system, as the assessment, content of sessions, and application arise out of syllabus requirements. CCBI is a creative and dynamic method for bridging the gap between the school and community needs.

For more information on CCBI, read *Community Content-Based Instruction Manual,* Washington, DC: Peace Corps, 2004. [ICE No. T0112]

ASSET-BASED AND PROBLEM-POSING APPROACHES

Nonformal education is a rich field, and Volunteers can draw upon a wealth of theories, philosophies and methods in practicing it at their sites—from participatory analysis to project planning and implementation, to evaluation. Two development approaches bear mentioning at the beginning, as you may need to decide early on which philosophy, or what combination of them, you wish to incorporate into your own work with communities. Both philosophies have their place and are most often used in different phases of working with communities.

ASSET- OR STRENGTH-BASED APPROACHES



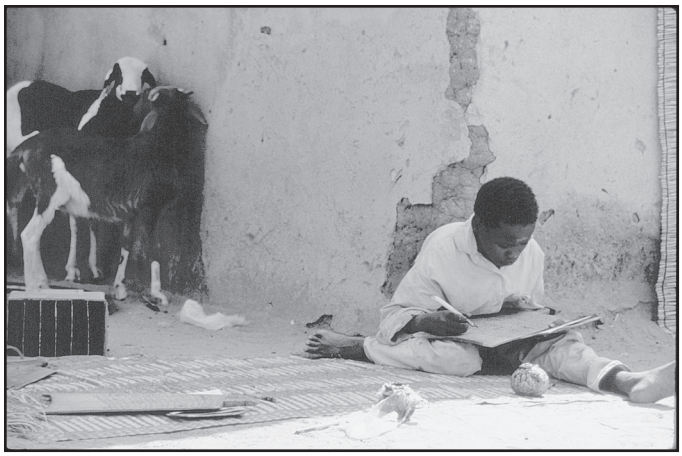
Asset-based approaches identify and emphasize the ***positive*** aspects of a community's resources and activities first. Asset-based approaches grew out of the observation that in some settings, problem- and need-focused approaches can overwhelm or depress groups to the point that they become immobilized or fatalistic about the possibility of positive change. Asset-based approaches seek to increase self-efficacy by starting with and building upon what individuals and groups already possess, do, and have accomplished. The emphasis is on identifying and enhancing existing assets, while promoting networking among groups and community members, and de-emphasizing blame for existing problems. As a result, community members feel more hopeful and motivated about their ability to address real needs.

Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets has many good activities. See "Key Resources" at the end of this chapter for more information.

A specific type of an asset- or strength-based approach called Appreciative Inquiry, is often used in organizations. Detailed information about Appreciative Inquiry can be found in ***The Thin Book of Appreciative Inquiry.*** See "Key Resources" at the end of this chapter for more information.

PROBLEM-POSING APPROACHES OR EDUCATION FOR CRITICAL CONSCIOUSNESS

Brazilian educator Paulo Freire used "problem-posing" methods to raise awareness of social problems and to stimulate action by marginalized or disadvantaged groups. Through a unique method of asking questions and working in groups, problem-posing education empowers people to take concrete steps toward improving the quality of their lives.



Problem- and asset-based approaches are not mutually exclusive of each other. While conducting an asset-based resource inventory, information regarding "problems" or "deficits" may surface. While conducting a problem analysis, people may focus on "opportunities" or "solutions." All of this information is important to know and use in designing nonformal education activities. In deciding when to use either or both of these approaches, one important consideration is this: how you begin the dialogue influences the energy level and empowerment of the participants. In other words, your first questions are crucial.

For more information, see the Peace Corps' produced publications: ***Roles of the Volunteer in Development***, Toolkit 1: Volunteer as Learner, [ICE No. T0005], and ***The New Project Design and Management Workshop Training Manual,*** [ICE No. T0107].

FACILITATION BASICS

Effectiveness in development work includes being able to communicate with host-country colleagues and community, establishing rapport and trust and listening to what people want and need to do for themselves to positively affect their well-being. To be able to facilitate discussions among groups of people is a critical skill. Facilitation is a skill that encourages the members of a group to express and discuss their own ideas. A facilitator models good leadership and stewardship but makes sure that the decision-making rights and responsibilities remain with the learners. Facilitators ask questions that elicit ideas, probe, and encourage everyone to participate and express views. They also paraphrase and summarize for clarity and understanding. Good facilitation demands attention to the ***process*** of the group, including encouraging quiet and reticent people, and controlling dominant or disruptive participants.

One important step in fostering effective learning is understanding the subtle similarities and differences in the roles of a teacher, a trainer, and a facilitator. Stop for a minute and reflect on the following words—teach, train, facilitate. What words and images come to mind for each of these?



As a Volunteer you are likely to have opportunities to teach, train, and facilitate learning experiences with your community partners at various times throughout your service. For example, you may find you are called on to teach English lessons, to train community members in assessment techniques, or to facilitate meetings and other community activities. Understanding when and how to serve in these different roles will help you be a more effective Volunteer. In our context of nonformal education, the roles of "facilitator," "trainer" and "teacher" are distinct, although they overlap in several key areas. We distinguish among the three as follows:

- **a teacher** follows set curriculum guidelines (usually dictated at the national level by government agencies) to ensure that all learners assimilate specific subject matter content at an established standard;

- **a trainer** addresses specific requests from individuals or groups for new knowledge and skills relevant to their goals and pursuits; and

- **a facilitator** guides a group through a process of expressing ideas, analyzing issues, making sound decisions, and building relationships.

Clearly, there is a great deal of overlap in these three roles. You may find that, depending on the learning context, the learners, and the learning objectives, you will switch from one role to another during the course of implementing a learning activity. Having a sense of these different roles will help you navigate them more effectively.



IDEAS AND APPLICATIONS

Now that you have read about different approaches to education, it may be helpful to apply what you have learned. Feel free to try one, several or all of these activities to practice what you've learned.

WHAT TYPE OF EDUCATION IS IT?

Think back on the discussion of the different approaches to education—formal, nonformal, and informal education, and adult learning compared to youth education. Now take a look at the chart below and the accompanying examples. Where would you place each of the examples on the chart? How did you decide where to place the examples? Is each example clearly one approach or another, or does it encompass aspects and characteristics from several of these approaches to education?

Adult			
Youth			
	Formal	**Nonformal**	**Informal**

A. A student brings a frog into a classroom and the children decide to build a terrarium.

B. A teacher sits with men in the shade and talks about HIV prevention.

C. A Volunteer works with a woman from his or her town to conduct women's literacy classes in the evening.

D. A health worker administers a post-test at the end of a workshop for traditional birth attendants.

E. A Volunteer shows women waiting at a clinic how to make more nutritious porridge.

F. In the classroom, children learn about how waste products can pollute their water. They then take a walk to the nearest well, stream, or other water source to get water samples for testing.

G. Students take an entrance exam for secondary school.

REFLECT ON YOUR OWN EXPERIENCES WITH NONFORMAL EDUCATION

Think back over the many learning experiences throughout your life. List a few examples of nonformal education that you participated in as a ***learner***. Identify a particularly memorable experience and analyze it, according to some of these prompts:

1. Where did it take place?

2. Who was involved, as teacher/facilitator/coach?

3. Who were the learners, in addition to you?

4. How did the learning take place? (demonstration, discovery, practice, etc.)

5. Why was the learning so memorable? (unexpected, something you really needed/wanted to learn, exciting, long-lasting influence, etc?)

Think through this process again, but this time think about an experience where ***you*** were a facilitator/teacher/coach. What was a particularly exciting or memorable learning experience you helped create for others?

1. Work through questions 1-4 above in relation to that experience.

2. What specific knowledge, skills, and attitudes made you effective?

3. Are you more comfortable in formal or informal teaching situations?

4. In what ways might you need to adapt your preferred style to meet other opportunities or requirements of your work?

PRACTICE NONFORMAL EDUCATION IN YOUR NEW CULTURE

As you begin to develop your own approach to nonformal education, it may be helpful to explore the various approaches to NFE in your new culture. Whether you are still in your training group or already at your new site, consider "shadowing" a health worker, agricultural extensionist, traditional birth attendant, or other community outreach worker for a day or two to observe his or her approach to NFE.

Some questions to explore include:

- What do you notice about the relationship between the educator and the people he or she serves? How do they relate to each other?

- What are the approaches to conversation? Is it direct or indirect? Are there differences in communication based on sex, age, status?

- Do men and women participate together or do they tend to move in separate groups?

- Where does the NFE work occur? Does the educator go to people one-on-one in their homes or is there a group-learning opportunity at a community gathering area?

- What specific methods and techniques does the educator use to engage the group?

- What materials are used? Are they available locally? Have they been created by the educator out of local materials? How?

- Picture yourself engaging in the NFE activity. What would you replicate? What would you do differently? Why?

- Does the educator have any recommendations for you as you begin this kind of work? Is there anything to avoid?



KEY RESOURCES

REFERENCES:

Freire, Paulo. ***Pedagogy of the Oppressed.*** New York: Seabury Press, 1970.

Freire's groundbreaking text suggests powerful possibilities for creating a liberating education. Freire describes the "problem-posing" method to engage participants in a cycle of problem analysis, reflection, and action, often through the use of "codes."

Gardner, Howard. ***Frames of Mind: The Theory of Multiple Intelligences.*** New York: Basic Books, 1993.

Since its original publication in 1983, ***Frames of Mind*** has served as the seminal text on multiple intelligences. Gardner explores at least seven intelligences—musical, spatial, linguistic, logical/mathematical, bodily/kinesthetic, interpersonal, and intrapersonal—and suggests ideas for creating a "multiple intelligence atmosphere" in a learning environment.

Knowles, Malcolm. ***The Adult Learner: A Neglected Species***. Houston, TX: Gulf Publishing Co., 1978.

Published originally in 1973, ***The Adult Learner: A Neglected Species*** is Knowles' seminal text on the particular needs and learning styles of the adult learner. In it, Knowles popularizes the term "andragogy" and suggests specific approaches for working effectively with adults.

Kolb, David A. ***Experiential Learning: Experience as the Source of Learning and Development***. New Jersey: Prentice Hall TPR, 1983.

This text provides the theoretical and practical underpinnings of Kolb's learning styles theory, and introduces the experiential learning cycle. The book also includes Kolb's Learning Styles Inventory (LSI).

McCarthy, Bernice. ***The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques.*** Barrington, IL: EXCEL, Inc., 1987. [ICE No. ED187]

McCarthy combines Kolb's theories with research on left- and right-mode processing preference to create her 4MAT system. This text provides a concise and clear description to McCarthy's four learning styles and suggests specific approaches for using the 4MAT system to create powerful session plans.

ADDITIONAL RESOURCES:

Annis Hammond, Sue. ***The Thin Book of Appreciative Inquiry.*** Plano, TX: Thin Book Publishing Co., 1998.

Gardner, Howard. ***Multiple Intelligences: The Theory in Practice.*** New York: Basic Books, 1993.

Published ten years after the release of Gardner's theory of multiple intelligences, this text explores the educational applications of MI theory. Using a number of case studies and examples from the field, educators present practical guidance for operationalizing MI theory in various learning situations.

Knowles, Malcolm, et al. ***The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development.*** Houston, TX: Gulf Professional Publishing, 1998.

This text provides a basic background on Knowles' adult learning theory, along with updated material on the latest advances in the field. The book includes information on learning contracts and a self-diagnostic tool to help assess your own skills as a trainer.

Kretzmann, John P. and John L. McKnight. ***Building Communities from the Inside Out A path Toward Finding and Mobilizing a Community's Assets.*** Evanston, IL: The Asset-Based Community Development Institute, 1993. [ICE No. CD051]

This text offers practical advice, useful tools, and a powerful guide to an asset-based approach to community development. The book suggests ways to map community assets and mobilize these strengths towards building healthier communities.

Recording and Using Indigenous Knowledge: A Manual. New York: The International Institute of Rural Reconstruction, 1996.

This comprehensive guide to working with local communities provides a basic look at assessing, recording, and working with indigenous populations. The text includes case studies, question guides and suggestions for working with groups. It is also available on the web at http://www.panasia.org.sg/iirr/ikmanual/.

Roles of the Volunteer in Development: Toolkits for Building Capacity. Washington, DC: Peace Corps, 2002. [ICE No. T0005]

RVID provides a comprehensive look at the place of the Volunteer in the development process. Detailing the Volunteer's roles as learner, change agent, co-trainer, co-facilitator, project co-planner, and mentor, RVID provides countless theories, case studies, activities, and approaches to help Volunteers and their communities get the most out of their two years of service.

Vella, Jane. ***Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults.*** San Francisco: Jossey-Bass, 2002.

In this updated edition of her landmark book, Vella revisits her twelve principles of adult education. Using a number of personal examples, Vella describes various approaches to using these principles for respectful teaching of adults all over the world.

Werner, David. ***Where There is No Doctor***. Palo Alto, CA: The Hesperian Foundation, 1977. [ICE No. HE023]

Translated into 80 languages, this text may be the most widely used medical reference in the world. And in addition to its merits as a health resource, Werner's text offers a powerful introduction to adult learning.

Werner, David and Bill Bower. ***Helping Health Workers Learn: A Book of Methods, Aids, and Ideas for Instructors at the Village Level***. Palo Alto, CA: The Hesperian Foundation, 1982. [ICE No. HE061]

Although the title suggests that this book is for health workers at the village level, the messages, methods, teaching techniques, and approaches can be adapted to any learning situation. Werner and Bower effectively describe Freirian participatory approaches to education and provide a wealth of examples and strategies for using these theories in learning situations.



CHAPTER 2

ASSESSING THE SITUATION AND DEFINING YOUR NFE APPROACH

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PRE-READING STRATEGY

Assess your Knowledge, Skills, and Attitudes

	KNOWLEDGE	SKILLS	ATTITUDES
Knowledge, Skills, and Attitudes needed to practice NFE	• Importance of assessment before beginning learning activities or projects • Several tools for assessment	• Community entry skills • Ability to conduct several participatory analysis tools	• Respect for local knowledge, beliefs and priorities • Trust in group process • Patience
Your strengths			
Your plans to learn more			

In any situation where learning activities might be introduced, there are many factors to consider:

- Who has identified the situation to be addressed? The participants? The officials of an organization? Outside experts? You, the Volunteer?
- Is the situation a desired change identified and voiced by the participants (e.g., villagers, health workers, students, farmers, youth group, etc.), a need to be addressed or a problem to be solved?
- Is it something the ***participants*** recognize as a need or a problem? Are participants interested in working on it? Do they see it as a priority?
- What has been done about the need or problem in the past – both successfully and unsuccessfully?
- What resources are available?

Exploring what participants want to change or need to change to make their lives better has often been called "conducting a needs assessment." However, the concept of "need" must be given perspective. At times, people want things that are not technically needed; there may be some thing, idea, or information they have heard about that they want or desire. In other situations, people may not see as "needs" or "problems" those things that outsiders identify as needs. That is, what the community views as a need might not be an issue to an outsider. Likewise, an outsider might identify a "need" but the community may be perfectly content with the status quo. So, as we explore needs and needs assessments, it is important to bear in mind that for learning activities to be effective, the learners must have some motivation to embrace the change. (Recall the principles of adult learning from chapter 1.)

In this chapter we'll explore some different ways of assessing the situations we find, both to educate ourselves and to discover with our learners what they want—and are motivated—to learn.



READING

NFE IN ACTION: ASSESSING THE SITUATION

KARLENE AND CHRISTINE

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

"What happened today?" asked Robert gently, although he already knew the answer.

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

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

"Oh, they were at the community center," said Karlene. "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 Robert.

"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?"

"I remember," said Robert.

"Nice people," sighed Karlene. "But I wish I knew what I was doing here...I keep wondering if I'm doing something wrong. I mean, look at Christine, she's busy at the clinic. She's

already teaching," said Karlene. "She set up a class in the waiting room to explain what foods women 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 Robert.

"Well, it's slow," said Karlene. "She told me she uses the broken record technique. She explains the food pyramid 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. At least she'll be busy for her two years here," said Karlene. "What will I have to show for our Peace Corps service?"

There is often a temptation among Volunteers and other development workers to "get to work" right away when coming into a new community or job. It seems easier to figure out what needs to be done and start doing it yourself, rather than spend days, weeks, even months getting to know people, learning about the community and using participatory techniques to discover desires and needs and plan a community-led project. But those projects in which community members have actively identified their own goals and proposed their own solutions are far more likely to lead to sustainable improvements in their lives. This ownership of the project and the process is crucial to the success of any development program, and engaging in participatory analysis is at the crux of what it means to be a practitioner of NFE.

Consider the two quite different experiences of Karlene and Christine:

- Even though Karlene is frustrated, what is she learning about the lives of the women that she is there to help?
- How might Karlene adapt her conversations with the group to help her clarify the possibilities for her work? What else might she do?
- How did Christine determine the content of her training?
- What health concerns do the villagers have?
- How might Christine reconcile her own perceptions with those of the people in her community to create a positive NFE experience?

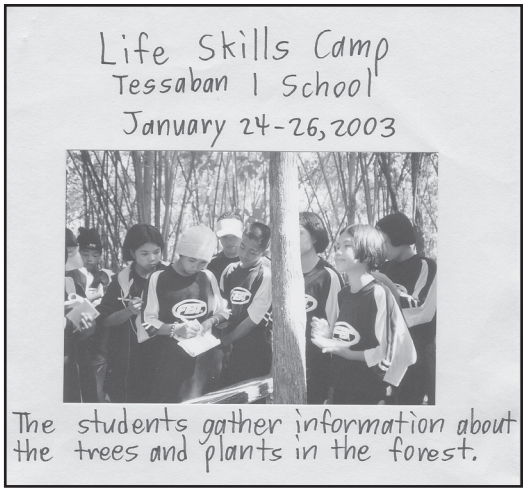


Think back to the asset-based and problem-based approaches in Chapter 1:

- How might Karlene have used an asset-based approach in her discussions with the women in her community group to develop a better understanding of their situation?
- How might Christine use the asset-based approach to help women see what resources they have that may to lead to healthier children?
- How might Christine have used problem-posing education to help the women in her community see the link between their children's health problems and the taboo on eating fish?
- How might Karlene have engaged the women at the community center in problem-posing education?

ASSESS THE SITUATION WITH YOUR COMMUNITY PARTNERS

There are a several key moments during your work when a focused assessment is very important:



- **On your own for community entry:** When you first enter a community, using techniques such as participant observation, informal discussions, and interviewing will help you build rapport and gain knowledge that will help you work with your community. This process can take two to six months. Although she didn't recognize it, Karlene was engaging in assessment to some extent, and just needed some guidance for ways to better structure her approach. She also needed to realize that she was not wasting her time; she was building a foundation to prepare herself to meet the needs of her women's group.

(See Peace Corps' publication ***Roles of the Volunteer in Development: Toolkits for Building Capacity***, "Toolkit 1: Role of the Volunteer as Learner," [ICE No. T0005] for more information and approaches to community entry.)

- **With a community group to raise awareness:** Some participatory tools such as daily activity schedules and seasonal calendars are particularly effective in raising awareness about the interrelatedness of social, health, labor, economic, and environmental aspects of life. These types of activities not only provide important information but also may offer new perspectives on daily life and often inspire action. For example, Christine might use a seasonal calendar activity to raise the women's awareness of the relationship among illness, nutrition, environment, and other factors.

- **With a community group for project planning:** Careful initial assessment of the situation is crucial when working with a community group to decide what issues will be addressed by a new project. Each member of the group should feel like a stakeholder, with the Volunteer acting as facilitator to be sure that all voices can be heard. A daily activity schedule might be helpful to determine the most convenient time for a representative group of people to meet.

- **Before a planned learning activity or training workshop:** It is important to assess the current knowledge, skills, and attitudes of participants before planning and conducting a learning activity or training workshop. Possible techniques include interviewing, group discussion, and even pre-testing. The data gathered are analyzed to inform the design of the educational event.

A NOTE ON "COMMUNITY"

"Community" in this manual refers to more than those people living in a geographic location. It can refer to any group of people gathered together, whether in schools, institutions, neighborhood groups or affinity groups. "Community" might refer to heterogeneous groups (women from all classes) as well as homogeneous groups (all teen mothers).

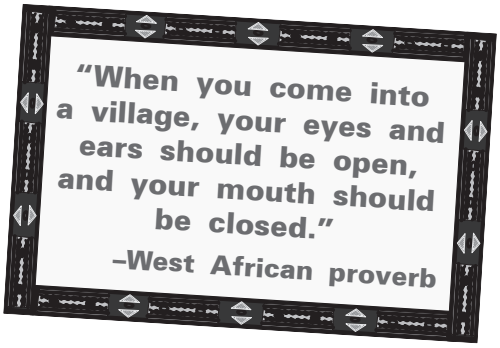
TOOLS FOR FACILITATING NEEDS ASSESSMENTS

There is a rich body of experience in conducting participatory needs assessments upon which Volunteers may draw in beginning their work. Some effective approaches to assessment can be found in the ***Key Resources*** section at the end of this chapter.

Peace Corps has brought together a number of tools in the development of participatory analysis for community action (PACA). PACA is a methodology designed to communicate information, identify needs, and lay the groundwork for community action to solve problems. The ***PACA Idea Book*** [ICE No. M0086] is a valuable resource for conducting needs assessments, as it describes a number of tools and provides advice regarding their use. These tools can be useful and applicable to nonformal education activities as well, and they are summarized for your use.

OBSERVATION

Observation is perhaps the one assessment tool that everyone uses. It is only natural when you come into a new situation to begin observing, comparing, analyzing, and trying to make sense of what you see. Observation is an important part of your entry into the community, and as Volunteers you will usually be engaging in ***participant observation***, or sharing in the lives and activities of the community, so that you can learn from experience and observation.



Because it is so important to understand the complexities of your new situation before helping people to take any kind of action, it is a good idea to begin to train yourself to observe and reflect with more precision. Here are some suggestions for getting the most out of your observations:

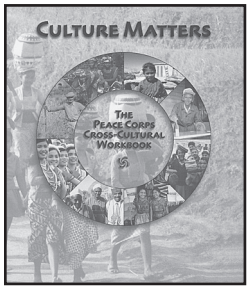
- **Keep a journal:** Write down your observations and impressions to capture, analyze, and compare them over time.

- **Sequential reporting:** Write down exactly what happens as it is happening. Try to be as objective as possible. Avoid interpreting events or making judgments. By forcing yourself to focus on details that you would normally ignore, questions might emerge that you can later follow up on through interviews and other types of observations.

- **Reporting of selective themes:** After doing a number of detailed sequential observations, try following a theme that interests you. Choose a theme or question and write short notes about it whenever you learn something about it. If you are looking at how much agricultural work women do, you might list every farm activity you see them engaged in and describe those activities. Try to be objective and describe what you see, rather than just capturing your impressions of what you see.

- **Detailed description of an event**: You may witness an interesting incident when it would be insensitive to pull out a pencil and paper. Train yourself to remember as many details as possible to write down later. For example, if you see a woman harnessing cattle in a culture where women do not ordinarily handle animals, mentally note everything about the scene: the time of day, the clothes she was wearing, her ease or discomfort working with the animals and so on. These details will help you question your counterpart more intelligently later about how to interpret what you saw.

- **Subjective observation:** Here you can dispense with the timing, counting, and recording of details and try to capture feelings, relationships, beauty, sadness, the setting, and atmosphere. The color of new rice seedlings at sunrise, the grief of a buffalo driver when his animal collapses and dies on the roadside—these moments cannot be broken down into details and statistics. Use care in your interpretations, though, and draw on the knowledge and skills you have gained in doing the previous observations so as not to jump to conclusions.



It is important to remember that our perceptions of any event, situation, or person are conditioned by a number of filters. Our own sex, age, personal background, cultural origin, class background, prejudices, beliefs, etc., will affect what we pay attention to, how we perceive what we have seen, and the decision we make about the situation. For example, because she was so determined to focus on nutrition, Christine did not see other community needs, interests, or assets. Karlene's desire to *do* something made it difficult for her to accept "watching and waiting" as valuable approaches.

Your time with Peace Corps has probably helped you to become more aware of the lenses through which we tend to view things, and it is especially important to revisit these issues when conducting observations. See *Culture Matters: The Peace Corps Cross-Cultural Workbook* [ICE No. T0087] for more insight about these "filters."

SHADOW DAYS

One of the most powerful ways to engage in participant observation is to "shadow" a host country national colleague or friend. "Shadowing" involves following the person around throughout the day and engaging (to the extent possible) in the same activities that he or she does. This is a particularly effective technique when attempting to get "on-the-job" training for your technical area. For example, you can learn a great deal about local agricultural techniques by shadowing a local farmer, and you can gain a wealth of information about women's health by shadowing a maternal and child health coordinator at a hospital. By using a combination of observation and shadowing, Christine might be able to assist women in determining their health needs in a non-threatening way, while also integrating into the community.

INFORMAL DISCUSSION

Talking with a great variety of people and asking friendly, culturally appropriate questions can yield useful information. Below are some things to consider when devising and asking questions:

- **Factual Questions**: People may feel intimidated or embarrassed by questions that require specific answers, especially if they do not know the answers. Examples include: "What is the population of this area?" or "How many children are malnourished in this community?" It may be best to leave such questions for interviews with officials in a position to know that information.

- **General Questions:** Try to keep your questions relevant to people's own experience. Instead of asking questions like: "What foods are usually given to children?" try asking: "What do you feed your child every day?"

- **Opinion Questions:** Some questions calling for an opinion may be politically sensitive. For example: "What do you think of the government's new plan for free primary school education?" Save these questions until you feel you know your audience well, and do not press people for answers if you find them being politely evasive. This may be their way of telling you that your questions are inappropriate.

- **Personal Questions:** Even if your work is in sexually transmitted infection (STI) prevention, be careful when asking personal questions. It is crucial to understand the appropriate time, context, and approach to asking personal questions, and it is probably best to rely on your counterpart for guidance in this area.



Key Informants

Finding key informants who will give you specific information may be important both to show respect to local authorities and to get a more complete view of the situation. For example, local health officials may have access to useful documentation that might take you months to collect on your own. Even children may be useful key informants about school-related matters, or as candid translators for their parents who may speak a local language you have not yet mastered.

BECOME A COMMUNITY MEMBER

Your experience may be more effective and enjoyable if you focus on making friends within the community, rather than merely approaching people for "informal discussion" as a needs assessment technique. By engaging in participant observation at football matches, churches and mosques, at community centers, by the water, and so on, you will make friends in the community and will be able to casually learn the answers to your questions from them. Sometimes the best "key informants" are close host country national friends who agree to share knowledge with you that is usually not provided to "outsiders."

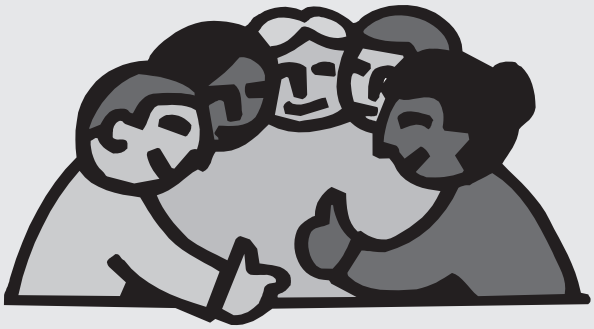
Remember, though, that each person's view is likely to be very different from that of the next. When discussing the problem of children's malnutrition, for example, one Volunteer found that while everyone she talked to agreed it was a problem, there was much disagreement about its cause.

- A doctor claimed it was caused by the ignorance of the people due to cultural biases against modern medicine.

- The traditional healer said it was the invasion of foreign culture that damaged children's health.

(continued on page 28)

(continued from page 27)



- Teachers felt that the high illiteracy rate prevented parents from reading about nutrition, gardening, and better health practices.
- The agricultural extension agent said it was the lack of inexpensive appropriate technology that could help people produce food year-round instead of just in the rainy season.
- An official from a local aid agency insisted that the children's malnutrition was caused by endemic intestinal parasites because there was no clean water supply in the village.

Although each of the people the Volunteer talked to understood that many factors contributed to the problem, each person's perspective was different depending on their professional interest and personal bias.

INTERVIEWS

Sometimes a formal interview is more appropriate than a casual discussion. The village chief, the leaders of women's groups, the local ministry officials and other professionals may be more amenable to an interview than to informal questioning. Interviews are sometimes useful with community members as well because they are more structured than ordinary conversation and therefore yield more comparable data. Be sure to ask permission of informants to quote them and inform them clearly of your purpose in interviewing them.

Before you conduct an interview, try to find out the culturally sensitive way to go about it. For example, in the culture in which you work:

- Should you avoid eye contact, or is it more polite to look directly at a person?
- How formally or informally should you dress when doing an interview?
- How much time should you spend on greetings and initial chit-chat before beginning the interview?
- Is it appropriate to approach an elder or chief directly, or should you go through intermediaries?
- What subjects or ways of asking questions are considered inappropriate?

Types of Interviews

You can set up your interview in a number of different ways.

Type of Interview	Advantages	Disadvantages	Sample Question
Informal Interviews • Questions emerge naturally from the context of the conversation • No predetermined wording	• Unstructured • Little preparation needed • Informants feel comfortable	• Can be inconsistent • Difficult to organize the data	***What do you think community members really want?***
Interview Guide Approach • A few general questions are decided in advance • Sequence and wording are determined during interview	• A bit more structured and consistent • Still allows for gathering unexpected information and opinions	• May limit the topics covered, as your questions will lead the conversation to some extent	***What health problems do many of your schoolchildren have?*** ***What do you think is the cause of these problems?***
Standardized Open-Ended Interview • Questions prepared in advance • Questions read to informant in natural tone of voice • Answers recorded	• Well-structured and thus allows for consistent data collection and analysis • Still allows for a variety of responses • Can be distributed as a written tool for literate audiences	• Requires more preparation • May feel more formal	***What vegetables does your family eat in the rainy season?***
Closed Quantitative Interview • Questions and a list of potential answers created in advance • Interviewer reads the questions and offers a few answers for respondent to choose from	• Highly structured • Easy to compile and analyze data afterwards • Useful if you need to gather specific information in a short period of time • Can be distributed as a written tool for literate audiences	• Requires more preparation • Does not allow much opportunity for additional, unexpected information and opinions	***In the rainy season, my family eats:*** ***__beans*** ***__dried vegetables*** ***__fish*** ***__meat***
Appreciative Inquiry Interview • Asset-based approach to interviewing • Appreciative Interview Protocol recommended (See ***Appendix A***)	• Seeks to uncover the roots of success • Taps into high points and peak experiences in the lives of the respondents • Generates hope and motivates respondents	• Requires more preparation • Some claim it can mask community problems	***Think about a high point or peak experience you've had in working with your community group. Tell me a story about that time. What happened? How were you involved? What were the key factors of success? How can we ensure more of these high points more of the time?***

What type of interview is best?

This depends both on the situation and on you. Below are some issues to consider when deciding which interview type is best:



- **Language ability:** If you are interviewing in a language you feel unsure of, you might want to use a closed quantitative interview, so that you may write down your questions in advance, check your grammar with an informant and gather information from a pre-written list. Alternatively, you may wish to work with an HCN counterpart in conducting all of the interviews, in which case you might be able to use a standard open-ended interview or appreciative interview. If your language ability is good, you might want to engage in an informal interview or interview guide approach.

- **Importance of compiling information for analysis:** You might want to use a more structured approach in order to compile your information more efficiently. For example, if you need to find out what fifty families eat in the rainy season, it would be relatively easy to look at, say, the answers to question six of your interview form and tabulate the results.

- **Desire for holistic picture:** If you want to find out what people feel about a situation, it may be more appropriate to let the interview questions arise naturally in the course of the conversation. Afterwards, when compiling the information, you will need to read the whole batch of interviews over and over again to let a global picture emerge. This can be time-consuming of course, but it will yield a rich, full picture of the range of opinions, perceptions, and styles of expression of your informants. When sharing this kind of information with others it is wise to explain that your own analysis of it will naturally be somewhat colored by your own perceptions and point of view. Or better yet, be sure to read, compile, and analyze the data with HCN counterparts or members of the community.



Now that you have the information, what do you do with it?

Use it for your own education: Interview information, like detailed observations, can help you understand your host country more fully. If you have used informal interviews or an interview guide approach, typing them up or recording the most interesting bits in a journal will help you focus on what people were trying to communicate to you. You can tabulate and record information from more structured types of interviews in the form of charts or graphs, or just as trends to remember for future conversations. For example: "I find it interesting that according to teachers in this town, the main health problem of their students is respiratory infection."

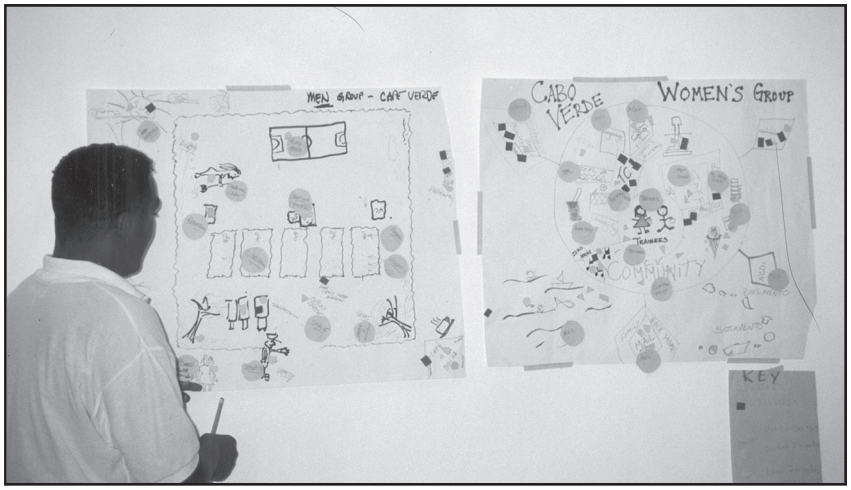
Share it with your co-workers: Ideally, you and your counterparts will gather information together, but if you conduct interviews on your own, you may find it useful to share this new information with others—that is, if it is new to everyone, rather than just to you. Try not to annoy HCNs by acting as an expert on their own society—even if you have found out information that is not common knowledge. People may be put off if you take on the role of expert without being asked.



However, if you are asked to give a presentation, or if you are questioned at a meeting about the information you have been gathering, present it as concisely and accurately as possible, using notes you have taken about the data you have compiled as well as graphs or charts when they seem appropriate.

Share it with the people you have interviewed: The relatively new field of participatory research stresses dialogue, empathetic sharing of experience, and involvement of the people in all phases of information gathering and utilization. Such an approach is consistent with NFE values, for it involves working ***with*** people rather than treating them as research "subjects." Try to share the results of your interviews with people at community meetings or other local forums in the oral style that the local people use themselves. You will need to observe awhile to understand the complexities of this style according to the custom in your area. Some cultures are much more indirect about making a point than Americans are, so try to avoid giving "the facts and nothing but the facts" as you may have been trained to do by your own society. It may be that your host country co-workers will be more effective than you in this role and should present the results of your information-gathering to the community.

COMMUNITY MAPPING



The community mapping technique is a highly participatory needs assessment tool in which participants draw or construct maps of their community on paper or on the ground. Subgroups are usually asked to draw separate community maps. For example, the men in the group may work on one map, the women another, the girls another, the boys another. Or adults might work on one map, and youth on another. This tool can visually show significant differences in how these subgroups view their community, how they locate different activities spatially, and how they attribute importance to different activity centers such as schools, markets, clinics and so forth. It can also identify how frequently people are at various locations, places they like and dislike and what they feel is needed or missing in the community. Once this activity is finished, it is often difficult to overlook the differences among the perceptions of men, women, girls, and boys in a community.

Now, think back to Tana's experience teaching prenatal care in Thailand from the first chapter.

- How might she have used community mapping to discover the perspectives of women and men around the topic of prenatal care?

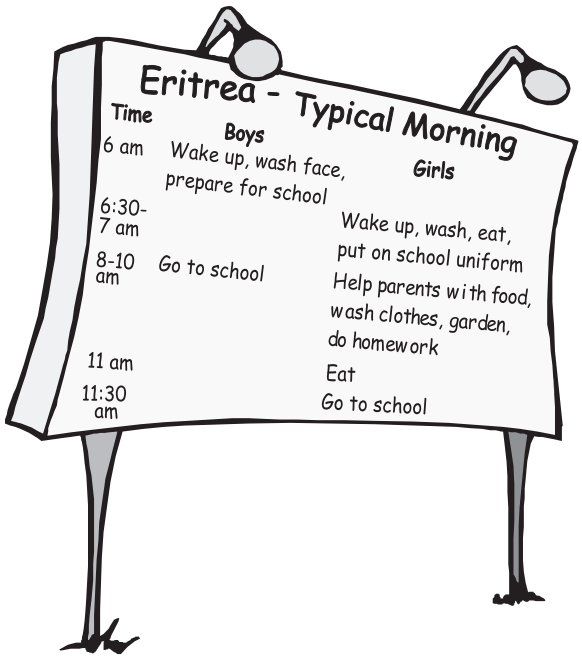
- How might she have used this technique to raise awareness about prenatal care services available?

DAILY ACTIVITY SCHEDULES

In this activity, participants (usually men, women, girls, and boys) create a timeline of their daily activities. This information provides valuable insights into both the labor constraints of each group as well as the areas where labor-saving might occur. At another level, this technique demonstrates the differing perceptions of the workload of each group. In this sense, this technique helps to raise awareness with regard to the contribution that different groups make to overall household welfare. Finally, the information developed can serve as baseline data to return to as a way to monitor the impact of project activities on people's time allocations.

- How might Karlene have used daily activity schedules with the women at the community center? What information might she and the women have discovered together during this process?

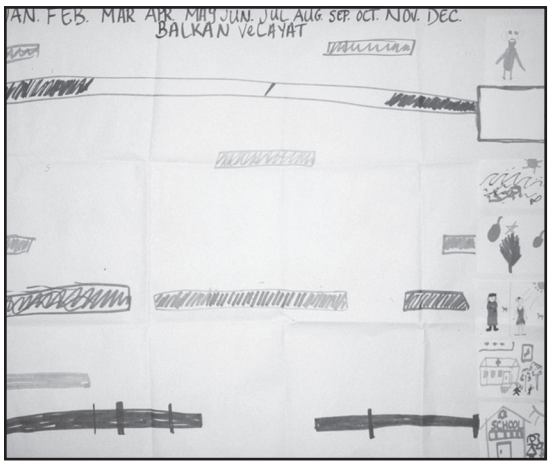
- How might you incorporate daily activity schedules in your own work?

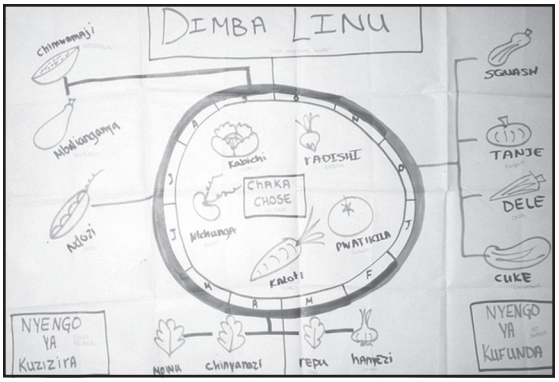


SEASONAL CALENDARS

This technique traces seasonal variations in household labor supply and demand, income flow and expenditure patterns. Many households experience a "hungry season" or periods of eco-nomic stress, and these variations may have differential impacts on different groups. Some times of the year are busier for one group or the other. This technique is designed to identify these seasonal variations in household well-being from the perspective of both men and women. An understanding of these seasonal variations is important to the development and implementa-tion of a community action plan.

- Might seasonal calendars have been helpful to Christine in raising awareness about protein deficiency?





ON-THE-SPOT ASSESSMENTS IN TRAINING SITUATIONS

You may find that you do not always have the luxury of conducting a thorough needs assessment. You may be asked to conduct a training or class on short notice, or you may find that the participants who get involved in a project or training are different from the people you originally interviewed. Whatever the reason, it is always wise to conduct an on-the-spot assessment. Such an assessment can help you to:

- Engage the participants in the task at hand.
- Clarify expectations and objectives of the project or training.
- Check that your assumptions and conclusions about local needs are still accurate.
- Adjust the agenda or objectives as needed.

See ***Appendix B*** for examples of on-the-spot assessments you can use in your own work.

For complete instructions on how to use all of the techniques mentioned above, refer to the ***PACA Idea Book***, Washington, DC: Peace Corps, 1996. [ICE No. M0086]



IDEAS AND APPLICATIONS

Now that you have read about assessing learners' needs, it may be helpful for you to apply what you have learned. In this section, you will find several ideas and activities to assist you in practicing what you have learned. Feel free to try one, several or all of these activities. You could also create your own!

VISIT A LOCAL DEVELOPMENT ORGANIZATION OR COMMUNITY GROUP

With so many needs assessment approaches and techniques to choose from, it can be difficult to decide which one might be the most effective or the most culturally appropriate for your own situation. A visit to a local development organization or community group may provide some answers and ideas. Find a local group that uses a participatory approach, and ask what techniques they use in their own assessments. Such groups can often provide guidance when designing your own approach, and may even provide you with some material for use in your work.

Some questions you might ask while on your visit include:

- What cultural norms and taboos should I be aware of when conducting needs assessments?

- What is the protocol for interviewing local leaders? Government representatives? Women? Youth?

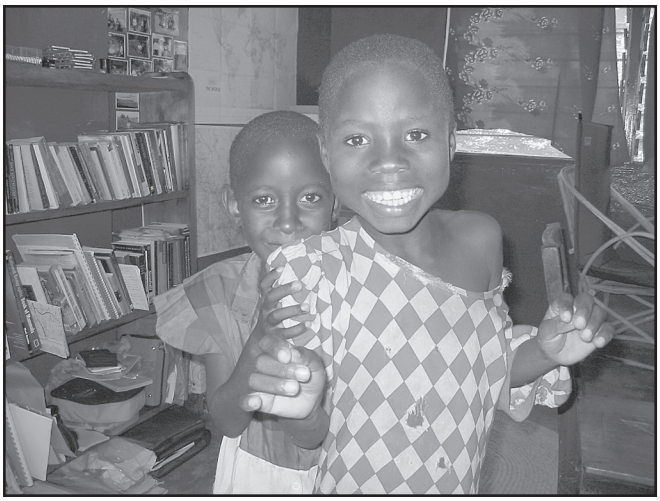
- What approaches to conducting needs assessments have you found most useful?

- What methods are used for people with limited literacy?

- Have you recently conducted a needs assessment in this community? Is it possible for me to read some of the results?

CONDUCT A PARTICIPATORY NEEDS ASSESSMENT

Whether you are at your pre-service training or already at your site, consider conducting a participatory needs assessment, such as community mapping, daily activity schedules or seasonal calendars. Gather a group of language trainers and guide them through a needs assessment to determine what skills they have and what skills they would like to develop. Or, if you work with a youth group, facilitate a participatory needs assessment to determine what skills they would like to learn.



CASE STUDY: WHO DETERMINES NEEDS IN DEVELOPMENT?

As you read this case study, consider the following questions:

- What needs assessment approaches were used?
- Do you think the results and conclusions are valid? Why? Why not?
- Would you consider either of these approaches to needs assessment effective? Why or why not?

FOOD FOR THOUGHT

A university professor in Washington, D.C. broke her small class of students into two small teams of four for a teambuilding activity. She gave each team 30 minutes to prepare a mock grant proposal to present to a major grant-making foundation to secure funding to realize that group's vision to provide support to AIDS orphans. After a few minutes of scratching heads at the huge task ahead and the small amount of time, the groups got to work.

Proposal One:

Group One's spokesperson outlined a very specific proposal in which the group would form a nonprofit organization based in Washington, D.C. The organization would establish a skeleton staff in Washington, D.C., consisting of an executive director, a program manager, a proposal writer, and a communications manager. This group would manage and oversee the construction of a home for youth in the target country of South Africa. The home would serve youth who had lost both parents due to HIV/AIDS and had no extended family to care for them. The home's capacity would be 50 youth.

The proposal described a vibrant, safe community for youth where they would receive the counseling and attention necessary to enable them to enter the workforce as healthy and adjusted members of the community. Therefore, the services the home would provide would include:

- education (academic instruction, vocational services and leadership development);
- health (preventative health, medical and mental health services); and
- room and board.

This group also proposed that the home establish a scholarship fund, so that youth who "graduate" from the home could pursue a university degree. The residents of the home would be involved in every aspect of the fundraising and management of the scholarship fund to impart important leadership skills and to help the youth form links within the community.

Proposal Two:

The spokesperson from the second group requested a different type of funding. The group proposed that before they requested a grant for a specific project, they would request a research grant so that they could go into the specified community and assess the needs within the community. Once in the community, a small research team would assess and interview various community members to gather information. Some preliminary questions they proposed asking:

- What organizations (e.g., nongovernmental organizations, faith-based groups, etc.) are currently providing services to AIDS orphans? What kinds of services are they providing? If they could provide other services, what would they be?

- Are there any schools, clinics, or hospitals that currently provide services for this target group?

- What does the AIDS orphan population "look" like? How many are there? Who are they? What is the age range of the children? Where do they currently live? Are they in school or out of school?

- What are the most pressing needs that the orphans have that an outside group should consider funding or providing through services?

- What are the attitudes of various members of the community toward the orphans?

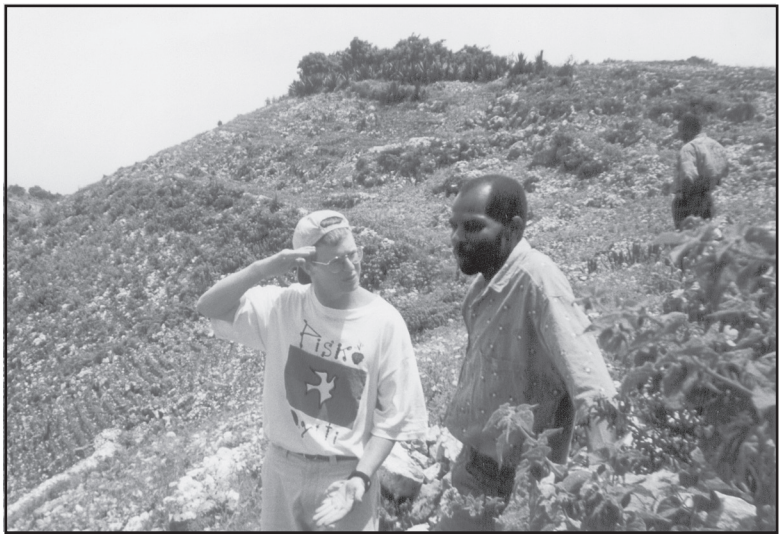
- What knowledge, skill, and belief systems currently exist about HIV/AIDS?

The group also suggested interviewing people who are currently serving as caretakers/guardians for orphans (grandparents, aunts, uncles, etc.). Once some baseline qualitative and quantitative information was captured, the group felt that they would be better positioned to create goals and objectives for a proposal, and to support their request for funds with realistic numbers. Additionally, the group explained that it could use the initial baseline information to more accurately measure progress.

Questions:

- Which of these proposals do you think would be most likely to get funded, and why?

- If you were going to provide feedback to each of the groups about their approach to needs analysis, what would you say? What are the positive points of each proposal?



REFLECT

- Why is it important to conduct needs assessments before planning an educational activity?

- How might you incorporate needs assessment tools into your work?

- Some communities have been assessed and analyzed by development organizations for years. There is already a great deal of data about these communities, and community members have often participated in a number of the tools and techniques mentioned in this chapter. Do you think it is still important to conduct a needs assessment in such a community? How would you go about it?

- Think back on the discussion of asset-based and problem-based approaches. What are the implications of designing and conducting needs assessments?



KEY RESOURCES

REFERENCES:

Culture Matters: The Peace Corps Cross-Cultural Workbook. Washington, DC: Peace Corps, 1997. [ICE No. T0087]

A powerful introduction to cross-cultural understanding, ***Culture Matters*** explores communication, locus of control, personal versus societal obligations, the concept of time, work culture, and many other issues to consider when living and working in a new cultural environment. A number of activities are provided to help the Volunteer to adjust to the new culture and workplace.

Learning Local Environmental Knowledge: A Volunteer's Guide to Community Entry. Washington, DC: Peace Corps, 2002. [ICE No. M0071]

Learning Local Environmental Knowledge is a guide to the first few months of service for Volunteers in all sectors. The text suggests strategies and opportunities for integrating into the community, focusing on the biophysical, economic, and social environments of the area. Combining assessment strategies with personal reflection, this useful guide is a must-read for the new Volunteer.

PACA: Participatory Analysis for Community Action. Washington, DC: Peace Corps, 1996. [ICE No. M0086]

Peace Corps' seminal text in assessment, the ***PACA Idea Book*** details a number of participatory approaches to assessment, including examples, diagrams, and suggestions for implementation.

Roles of the Volunteer in Development: Toolkits for Building Capacity. Washington, DC: Peace Corps, 2002. [ICE No. T0005]

This text provides a comprehensive look at the place of the Volunteer in the development process. Detailing the Volunteer's roles as learner, change agent, co-trainer, co-facilitator, project co-planner, and mentor, RVID provides countless theories, case studies, activities, and approaches to help Volunteers and their communities get the most of out their two years of service. The text includes a number of ideas for conducting assessments.

ADDITIONAL PRINT RESOURCES:

Archer, David, and Sara Cottingham. ***REFLECT Mother Manual: Regenerated Freirean Literacy through Empowering Community Techniques***. Somerset, United Kingdom: ACTIONAID, 1996.

Grounded in the approaches of Paulo Freire and merged with participatory rural appraisal, ths manual details culturally appropriate participatory approaches to assessment. The text also contains a number of activities to help explore power relations with groups.

Chambers, Robert. ***Rural Development: Putting the First Last***. University of Sussex, Brighton, United Kingdom: Institute of Development Studies, 1997.

Chambers provides an analysis of biases in development practices, including assessments such as surveys and questionnaires. The text suggests a new framework for working with communities, based on an understanding of rural people's knowledge and reversals in ways of learning, managing, and working with local populations.

De Negri, Berengere, et al. ***Empowering Communities: Participatory Techniques for Community-Based Programme Development. Volume 1(2): Trainer's Manual (Participant's Handbook).*** Washington, DC: Centre for African Family Studies/USAID, 1998.

This two-volume set details an 18-session training design for teaching PLA (the participatory learning and action approach), facilitation skills, and assessment. Various assessment strategies are detailed, including transect walks, mapping, time lines, card sorting, ranking and diagramming.

Community Content-Based Instruction Manual. Washington, DC: Peace Corps, 2002. [ICE No. T0112]

In addition to detailing an approach for working with students in the formal education system, the ***CCBI Manual*** suggests a number of participatory assessment techniques to use with student groups.

Idea Book Series: HIV/AIDS: Integrating Prevention and Care into your Sector. Washington, DC: Peace Corps, 2002. [ICE No. M0081]

This Idea Book offers some practical strategies for assessing and responding to the effects of HIV/AIDS on each of Peace Corps' project areas. The text offers specific questions to consider when assessing the impact of HIV/AIDS on each sector.

Kretzmann, John P. and John L. McKnight. ***Building Communities from the Inside Out: A path Toward Finding and Mobilizing a Community's Assets.*** Evanston, IL: The Asset-Based Community Development Institute, 1993. [ICE No. CD051]

This text offers practical advice, useful tools, and a powerful guide to an asset-based approach to community development. The book suggests ways to map community assets and mobilize these strengths towards building healthier communities.

Srinivasan, Lyra. ***Tools for Community Participation: A Manual for Training Trainers in Participatory Techniques***. Washington, DC: PROWWESS/UNDP, 1990.

In this classic text, Srinivasan describes her SARAR approach to practicing NFE: using the characteristics of self-esteem, associative strengths, resourcefulness, action planning, and responsibility. Srinivasan advocates a learner-centered approach and specific techniques that she used effectively in working with women around water and environmental sanitation.

Working with Youth: Approaches for Volunteers. Washington, DC: Peace Corps, 2002. [ICE No. M0067]

This informative guide to working with youth includes a comprehensive section on participatory assessment. Techniques include Venn diagrams, informal interviews, group interviews, community mapping and tips for compiling information. The text also includes a session on participatory planning.

WEB RESOURCES:

Common Ground Community Mapping Project
http://www3.telus.net/cground/index.html

A website devoted to community mapping projects. Explains the rationale behind doing community maps and shows several examples of mapping in action. There are also mapping resources – some are free and some are fairly inexpensive.

Georgia Institute of Technology (Multimedia in Manufacturing Education Lab)
http://mime1.marc.gatech.edu/MM_Tools/

This site offers easy-to-use project management tools. Exercises can help you and your counterpart assess a project and determine needs and goals (see the Needs Assessment Matrix) as well as project management and evaluation tools (try the anecdotal record form). Most of the tools have clear descriptions that could be easily adapted to field activities.

Orton Family Foundation
http://www.communitymap.org/

This website details several community mapping projects undertaken in U.S. schools. There are good resources for more information, and it offers a 'GIS and Education' section that may inspire ideas and be helpful to those with access to technology.

UNESCO
http://www.unesco.org/bangkok/education/ict/indicators/tools.htm

This site can be useful to those who are working to integrate ICT into curriculum or projects. There are assessment tools that can be used to help determine a workshop's content, or to determine levels of proficiency before and after workshops.





CHAPTER 3

LEARNING ACTIVITIES: FROM ASSESSMENT TO EVALUATION

IN THIS CHAPTER

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- NFE in Action: Recognizing Individual Learning Styles 44
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PRE-READING STRATEGY

Assess your Knowledge, Skills, and Attitudes

	KNOWLEDGE	SKILLS	ATTITUDES
Knowledge, Skills, and Attitudes needed to practice NFE	• Understanding of learning styles • Knowledge of learning theories • Understanding of group dynamics • Knowledge of principles of and options for learning activity design and evaluation • Basic knowledge of learning topic	• Ability to assess participant learning styles • Ability to select, develop and implement an appropriate evaluation (when and how) • Ability to design learning activities to address different learning styles • Ability to plan and pace activities appropriately • Ability to write behavioral objectives	• Trust in people and their capacities to learn from experience • Self-awareness of your own learning preference • Respect for other learning preferences • Flexibility • Belief that facilitators are also learners • Belief in the importance and value of planning • Willingness to learn from mistakes
Your strengths			
Your plans to learn more			

There will come a time when your assessment will indicate the need to engage in some type of teaching—whether it is a one-hour discussion or a weeklong training. Or, perhaps you are a teacher who holds classes every day or a health worker who is called upon to facilitate a few activities a week. In these situations, nonformal education provides a valuable approach to learning by offering models, philosophies, and techniques that:

- involve participants actively in identifying needs and finding solutions;
- promote learning that is practical, flexible, and based on real needs;
- focus on improving the life of the individual and/or community; and
- encourage participants to assess, practice, and reflect on their learning.

Fundamental to the NFE approach is the facilitator's belief that ***he or she is also a learner in the process, and that the participants or students have as much to offer as they have to gain***. Keeping this belief central in the creation of a learning activity can result in truly transformational learning experiences—participatory exercises, engaging approaches, and empowering interpersonal interactions. It is also helpful to have an understanding of learning styles, some knowledge about lesson design, and a "toolbox" of warm-ups, exercises, and methods to keep learning activities interactive and engaging. This chapter offers an introduction to all of these topics and suggests further reading in ***Key Resources*** at the end of the chapter.



READING

NFE IN ACTION: RECOGNIZING INDIVIDUAL LEARNING STYLES

TRACY

Tracy had always liked fiddling with mechanical things, so when the new refrigeration unit in the health clinic broke down, she volunteered to take it apart and see what was wrong. If the men working around the clinic in her village in Micronesia were amused, they kept it to themselves. They didn't know how to fix the unit, but they knew that the perishable medicines that were flown in so infrequently would spoil if it wasn't fixed somehow. The men glanced at Tracy and shook their heads as she slowly made sense of all the small, greasy refrigerator pieces by studying the diagrams in the refrigerator repair manual.

When the unit was working again, Tracy had its inner mechanisms completely figured out in her head. She could see each piece in relation to the others, like a three-dimensional jigsaw puzzle. It was beautiful, she thought, the way it all went together.

Tracy's supervisor was pleased. In fact, he said Tracy's skills could undoubtedly be put to use on some of the other islands where technical know-how was lacking. He arranged to send Tracy on a trip to teach refrigeration repair to clinic workers in every village where the new units had been installed.

At her first stop, Tracy asked the clinic administrator if she could borrow the refrigerator. If Paul, the maintenance person, could take the unit apart, she reasoned, he would understand how it all went together as clearly as she had.

Permission was granted, and Tracy sat down on the floor with Paul. She suggested that he take the unit apart, and put it back together again. Paul followed her instructions without saying much, but finally he said: "I'm never going to figure this out. Can you just show me what you did?"

For a moment, Tracy was confused. She thought she understood adult learning. Her plan seemed to be such an easy, hands-on way to solve a practical problem. Adults were interested in hands-on experience to solve practical problems, right?

LEARNING STYLES



Tracy's approach to teaching is quite common—it is not unusual to assume that everyone learns the same way that you do. But in reality, there are a number of different ways of learning, and different people learn in different ways. In the 1970s, educator David Kolb popularized this fact and created a model that suggests four different categories of learners. See if you can recognize your own style of learning in the following descriptions.

KOLB'S LEARNING STYLES

People who learn best by **concrete experience**, according to Kolb, make judgments based on feelings or intuition, rather than on theory, which they often dismiss as being "unrelated to real life" or "too abstract." They are people-oriented and often relate more easily to peers than to authority figures. They benefit most from feedback and discussion with other participants who prefer this same mode of learning.

- How might Tracy have adapted her teaching style to meet the needs of people who learn best by concrete experience?

Learners who are most comfortable with **reflective observation** are more tentative and prefer to listen, think, and stand back before making judgments or consolidating their learning. According to Kolb, they seem introverted in learning situations compared to their more active peers because they enjoy listening to lectures or to others' opinions while they take on the role of impartial, objective observers.

- How might Tracy have met the needs of a reflective observer? What specific learning activities might she have used?

Those who are comfortable with **abstract conceptualization** tend to be thought of as "logical" and "objective" by their friends and may seem dispassionate or withdrawn in a learning situation. Kolb suggests that they tend to be oriented more towards things and symbols and less toward their peers. They learn best from authority figures in an impersonal environment.

- What specific learning activities might appeal to those who learn through abstract conceptualization?

- How might the refrigeration repair lesson be adapted for these learners?

Active experimenters learn best when they tackle a project with their hands, often working in groups. Like those who learn best from concrete experience, they are extroverts, but instead of approaching each problem as a special case, they formulate hypotheses and actively test them out. Kolb suggests that they dislike lectures and other passive learning situations.

- What learning style do you think Tracy preferred? Paul?

- Can you identify your own learning style from Kolb's categories?

Kolb points out that individual learners are unlikely to find themselves accurately characterized by just one of these four learning modes. This is because everyone learns by a combination of methods, drawing

from all four of these categories. However, people can be characterized as dominantly one type of learner or another. Therefore, in any group, there are likely to be people who are comfortable with quite diverse methods of learning.

Although Tracy's dominant mode of learning may be active experimentation, she may not fit easily into any single category described by Kolb. Other theorists have grouped learners differently: right-brained (artistic) and left-brained (analytic), for example, or auditory or visual. You may remember from Chapter 1 that Howard Gardner's multiple intelligence theory postulates seven different learning styles: linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, intrapersonal and interpersonal. It is clear from the work of Kolb and Gardner that the most effective learning experience incorporates activities that engage several learning styles.

How might Tracy have designed the refrigerator repair training to accommodate more learning styles? One way would be to incorporate several teaching techniques into a single activity. Tracy might have:

- prepared a demonstration lesson
- presented a mini-lecture
- created a step-by-step hand-out or trouble-shooting guide

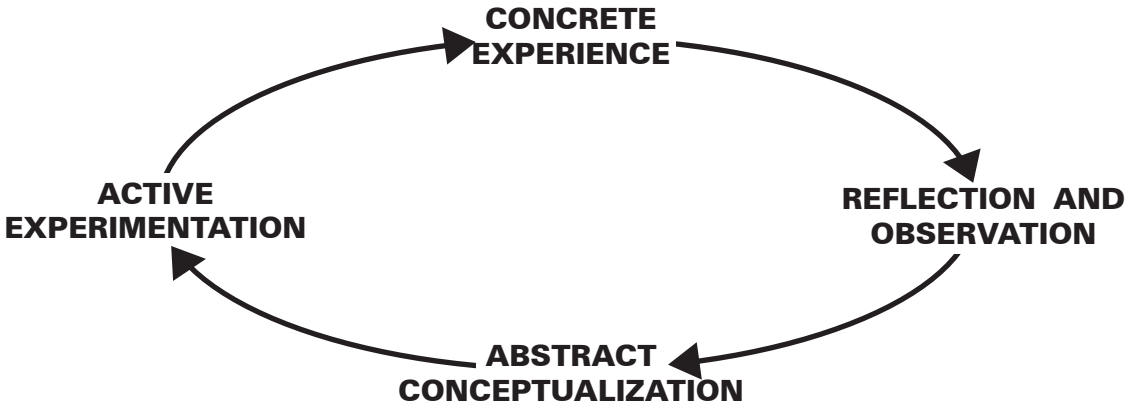
Based on your understanding of Kolb's learning styles, which of the above techniques would be best for which types of learners?

Another way Tracy could structure her teaching would be to explore learning styles in the Micronesian culture. Think about the learning styles you have observed at your site so far. Can you draw any conclusions about learning styles in this culture? Ask yourself these questions as you continue to observe learning styles in your community:

- How do children learn their daily chores?
- Do people traditionally observe and imitate when learning new skills?
- How do farmers exchange information?
- Do people take apprenticeships?
- How is local history shared?

EXPERIENTIAL LEARNING CYCLE

Kolb created a methodology for incorporating all four categories of learning styles into every learning experience. His "experiential learning cycle" models a technique for helping learners to analyze each experience in order to understand it and apply it in their own lives.



Whether we are aware of it or not, each of us moves through these steps in our own daily learning.

- **First, you have an experience**. For example, in pre-service training you might observe your host family serving considerably more food to the father of the family than to the mother and children.

- **Next, you reflect upon the experience.** You may ask yourself why the father in the family gets more food than the mother or the children.

- **Then, you begin to analyze what is happening.** You may attempt to generalize from what you have seen by asking yourself: "Why is this happening?" In the case of your host family, you may decide that fathers are given more food for cultural reasons, or because it is believed that a healthy father leads to more work in the fields which leads to healthier crops which leads to more food for the whole family.

- **Lastly, you may begin to apply what you have learned to new experiences.** Perhaps you may begin to offer more food to the father of the family yourself, or perhaps you may use this experience to develop programs on nutrition for women and children.

In keeping with his learning styles theory, Kolb believed that people are more adept at learning from some stages of the cycle than they are from others. Some of us have experience after experience and hardly reflect on them at all. Some of us reflect a great deal, but shy away from experiencing anything too unusual. Others reflect and generalize, but stop there, without applying the learning to new situations. Kolb suggests that educators can facilitate learning by consciously taking participants through the entire cycle of experience, reflection, generalization, and application.

You can remember the experiential learning cycle easily if you think of it this way:



THE 4MAT SYSTEM

In the 1980s, educator Bernice McCarthy drew upon Kolb's work, the work of those theorists who describe left and right brain processes, and other research into learning styles to create her ***4MAT System***. McCarthy's theory consolidates a number of research findings into four learning styles:

Type One: The Imaginative Learners

- Perceive information concretely and process it reflectively
- Integrate experience with the self; believe in their own experiences
- Learn by listening and sharing ideas
- Excel in viewing direct experience from many perspectives
- Favorite question is: "Why?"

Type Two: The Analytic Learners

- Perceive information abstractly and process it reflectively
- Devise theories
- Often need to know that the experts think
- Value sequential thinking and need details
- Enjoy traditional classrooms
- Favorite question is: "What?"

Type Three: The Common Sense Learners

- Perceive information abstractly and process it actively
- Integrate theory and practice
- Learn by testing theories and applying common sense
- Are problem-solvers, resent being given answers
- Have a limited tolerance for fuzzy ideas; prefer to get right to the point
- Favorite question is: "How does this work?"

Type Four: The Dynamic Learners

- Perceive information concretely and process it actively
- Learn by trial and error
- Excel when flexibility is needed; are adaptable and relish change
- Are risk-takers
- Enrich reality by taking what is and adding something of themselves to it
- Favorite question is: "What if?"

Left and Right Brain Processes



Learners with a
left-mode processing preference

- Are systematic and analytical
- Tend to solve problems by looking at the parts

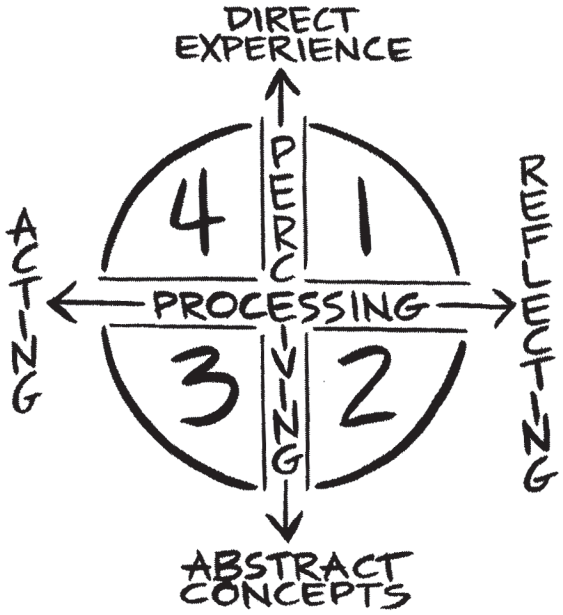


Learners with a
right-mode processing preference

- Are more intuitive
- Solve problems by looking at the whole picture

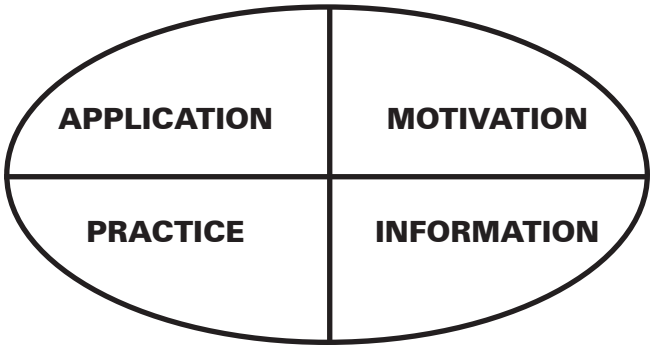
Those that are whole-brained have both gifts—they move freely between the two modes towards a fusion of analysis and intuition. Both left-mode and right-mode learners would benefit from developing the flexible use of their whole brains. McCarthy designed her 4MAT system with this in mind.

McCarthy represents her 4MAT system in the following manner:



The best lesson designs move participants through all phases of the four types of learning—allowing each kind of learner to feel comfortable part of the time, and allowing each type to strengthen skills in all the other areas.

This framework for approaching lesson design has become a staple in Peace Corps' teaching and informs the Community Content-Based Instruction (CCBI) approach in particular. In the Peace Corps' version of the 4MAT System, the four quadrants are represented slightly differently than in McCarthy's original text:



As you can see, this model looks a great deal like the Experiential Learning Cycle, and indeed, there are many similarities. Here are a few examples to help you to imagine 4MAT in action:

- Imagine you are a health Volunteer assigned to a prenatal clinic in Kazakhstan. You are working with your counterpart to teach new mothers how to treat diarrhea in their newborns. For the motivation stage, you could begin with a role play of a visit to the clinic with a sick newborn. You might then give a short lecture with flipchart visuals of the components of oral rehydration solution (ORS) for the information phase. The group could then practice making ORS after you have demonstrated it once. Finally, the new mothers could work in groups to apply new knowledge and "treat" a doll with ORS.

- You are a business development Volunteer. You are training local NGO representatives in fundraising skills. You could begin by having the group create a list of fundraising techniques that have been successful for them over the years (motivation). After that, you could give a short lecture on the advantages and disadvantages of fundraising approaches (information). The group could then read and discuss short case studies (practice). Finally, participants could create action plans for fundraising for their NGOs (application).

One Final Note on Learning Styles—Modalities

McCarthy also reminds us that there are three learning modalities:

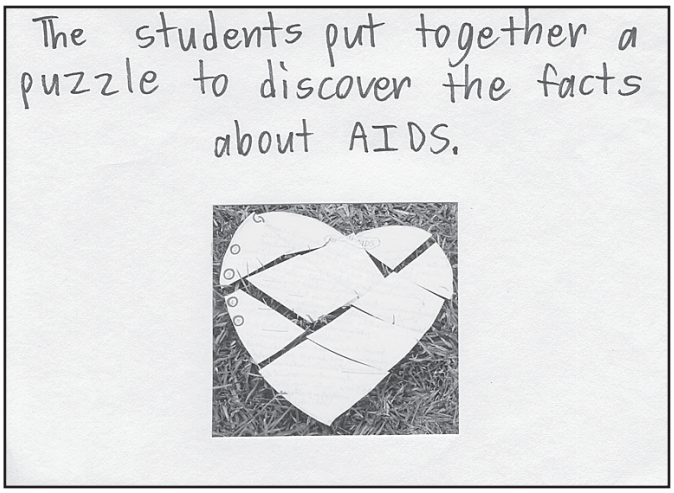
- A **visual learner** learns by seeing and imagining.
- An **auditory learner** learns by listening and verbalizing.
- A **kinesthetic learner** learns by doing and manipulating.

All learners profit by the use of multiple learning modalities in educational programs.

Adapted with permission from the publisher. From ***The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques*****,** 1987 by Bernice McCarthy. EXCEL, Inc., Barrington, IL. All rights reserved. [ICE No. ED187]

ACTIVITY PLANNING STRATEGIES

Now that you have a basic understanding of learning styles, the experiential learning cycle, and the 4MAT approach to lesson design, you might be thinking: "But where do I begin?" Like any successful event, the key is good and thorough planning. Begin by considering your audience, your purpose, and the resources you have on hand.



SEVEN STEPS OF PLANNING

Educator Jane Vella offers a useful approach when preparing for a lesson or workshop. Her ***seven steps of planning*** provides a simple, efficient template to keep in mind when beginning to design lessons.

Who? Who are the participants? How much do they already know about the topic? What are the age ranges, breakdown by sex, cultural mix and hierarchies at work?

Why? What is the overall goal of the learning? What do the participants want to learn? Are they attending the training voluntarily?

When? How much time is available for the training? Are there any work or season-related time constraints? Is one time of day better than another for your participants?

Where? Where will the training be held? Indoors or outside? What equipment is available? Chairs? Tables? Flipcharts? Local materials?

What for? What are the behavioral objectives of the training? What will the participants be able to do differently after the training?

What? What specifically will participants learn? What new knowledge, skills and attitudes do you want to develop?

How? What learning activities will participants engage in to learn the content? What are all the steps of the training? How will you evaluate the training?

By using Vella's Seven Steps as a checklist, you can be sure that you have taken all aspects of the training into consideration as you work through your design. As you become more comfortable as a facilitator, you will undoubtedly develop your own framework for planning your lessons.

Adapted with permission from the publisher. From ***Learning to Teach: Training of Trainers for Community and Institutional Development,*** Jane Vella. © 1989, Save the Children. All rights reserved.

PARTS OF A LEARNING ACTIVITY

Once you've gone through the seven steps, you are ready to design the lesson/activity. Although there are as many different templates with which to plan a lesson as there are groups conducting training, the parts of a lesson are basically the same.

Warm-up A short (5-10 minute) activity used to "break the ice" or to energize a group. Warm-ups can be used at the beginning of an activity, after breaks, after lunch and at times of low energy. (See ***Appendix C*** for warm-up/icebreaker activity suggestions.)

Introduction An activity used at the beginning of a lesson that allows participants to be introduced to each other and to the facilitator(s).

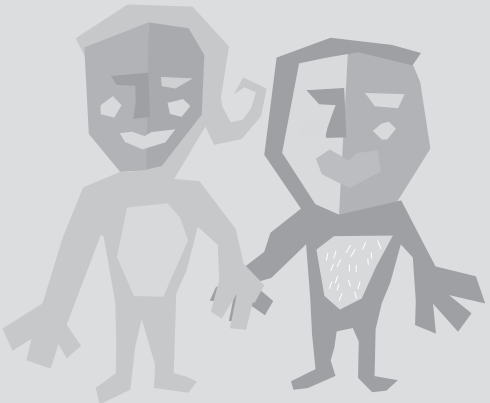
Ground Rules Also called "group norms" or "guiding principles." Ground rules help to establish a set of factors that participants agree to use while working together. They usually address the language to be used, punctuality and so on. Depending on the formality of your lesson, you may or may not negotiate the ground rules with your group.

Expectations In this part of the lesson, participants are typically guided through an activity to express what they expect from the training. The group then reviews the agenda and the goals of the lesson to make sure everyone is in agreement.

Activities This is the body of the lesson. What learning methods, techniques and tools will you use to communicate and explore the content of the lesson? For more information on choosing appropriate activities for your lesson, see ***Chapter 5: Matching Learning Methods to Learning Objectives and Audience.***

Evaluation Also known as "proof of learning." An evaluation at the end of a lesson or workshop provides facilitators, participants, donors and others with feedback regarding the effectiveness of the activity or workshop design. Some approaches to activity and workshop evaluations are described on the next page.

Affirmation Similar to an evaluation, a workshop affirmation (or reflection) is a short activity at the end of an activity to allow participants to reflect on their learning experience and provide feedback.



Be sure to design NFE experiences in partnership with your counterpart so that you learn from each other. Involving your counterpart or other HCN colleague will also help to build capacity and ensure sustainability of the program. Your colleague will also provide valuable culturally relevant information and approaches.

For some guidance on creating and sustaining positive training experiences with co-facilitators, see *Why Co-Training is Harder and Better than (Just) Training* in the *Roles of the Volunteer in Development: Toolkits for Building Capacity* [ICE No. M0053].

WRITING OBJECTIVES

One useful guide for ensuring that the lesson's objectives involve as many kinds of learning as possible is to follow the "ABCs" when setting objectives.

A **Affective**—what we feel; this objective involves new attitudes or feelings that have changed as a result of the activity.

B **Behavioral**—what we do; this objective refers to new skills learned and practiced during the activity.

C **Cognitive**—what we think; this objective involves new knowledge gained during the activity.

For example, your objectives might read:

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

- describe the nutritional benefits of adding soybeans to traditional bread (cognitive);
- prepare traditional bread made with soybeans (behavioral); or
- demonstrate an understanding of the importance of eating soybean-enriched bread to their family's health (affective).

Note that each sample objective above begins with an action verb: ***describe***, ***prepare*** and ***demonstrate***. Additionally, to ensure that a learning experience is effective and to be able to evaluate whether people have learned, write objectives that are **SMART:**

Specific,
Measurable,
Achievable,
Realistic, and
Time-bound.

The KSAs (Knowledge—Skills—Attitudes) at the beginning of each chapter in this manual are another description of different kinds of learning objectives, and they correspond directly to the affective, behavioral, and cognitive categories described above.

MONITORING AND EVALUATION

As we indicated in the ***Parts of a Learning Activity*** earlier, it is important to conduct some type of evaluation of your activity's success. Among other benefits, evaluations help you to continually improve the program, to get a sense of satisfaction for the work you are doing, and potentially, to provide evidence that could be used to justify funding or other support by the project's supporters.

Although ***evaluations*** are usually completed at the end of an activity or training, you will also want to consider some ***monitoring*** activities so you can measure your progress as you conduct the activity. You may choose to use a monitoring activity at the end of a training day, twice a day (before lunch and at the end of the day), or possibly at the end of every activity (as in the Mood Meter in ***Appendix D***). In a highly participatory workshop, monitoring activities provide participants with an opportunity to modify the training design to better suit their needs.



It is smart to build in monitoring and evaluation while you design your activity. If you need to quantify your work, for example, you should determine the methods you will use to collect information at the beginning rather than scramble to fill information gaps at the end. In short, monitoring and evaluation activities help you measure the progress of your activity, allow you to make subtle changes if necessary, and help you to maintain timelines and group interest. See ***Appendices D and E*** for monitoring and evaluation ideas.

WHO WANTS TO KNOW AND FOR WHAT PURPOSE?

Useful questions to consider when designing an evaluation for your learning activity or workshop are: "Who wants to know and for what purpose?" Considering these two questions may help you to decide the most appropriate approach to evaluation. Potential answers to "who wants to know?" may include the facilitators, any donors or sponsors or perhaps the participants themselves. Possible answers to "for what purpose?" may include improving subsequent activities, ascertaining follow-up training for participants, determining whether or not to fund such learning activities in the future, etc. There may be multiple answers to each of the questions, as well. For example, an evaluation of an NFE project funded by a development agency may need to serve the pragmatic purpose of renewing the funding and, at the same time, help the facilitators discover ways to improve the workshop. Therefore, it is important to ask: "who wants to know and for what purpose?" when deciding what approach to use in the evaluation of an activity or workshop.

LEVELS OF EVALUATION

In 1959, Donald Kirkpatrick developed a four-level model of evaluation. Since that time, his model has become the most widely used approach to evaluating training programs.

- **Level 1 Evaluation—Reactions:** Just as the name implies, this simple evaluation measures participants' satisfaction with the training. Did they like it? Which activities did they like the most? Which activities would they improve? At bare minimum, educators should evaluate at this level so that they can improve their training program. Examples of this type of evaluation might include the Mood Meter (see ***Appendix D***) to monitor progress or a post-workshop satisfaction questionnaire.

- **Level 2 Evaluation—Learning:** This evaluation attempts to assess to what extent the objectives have been achieved. Ideally, trainers will conduct a pre-test and a post-test to evaluate learning gains.

- **Level 3 Evaluation—Behavior:** This level of evaluation is perhaps the best measure of an activity's effectiveness, as it seeks to discover to what extent the new knowledge, skills, or attitudes have changed the behavior of the participants. It is also, in many ways, the most difficult type of evaluation to do, as it is important to separate out any potential other reasons for this behavior change. An example of this type of evaluation might be a six-month post-training questionnaire.

- **Level 4 Evaluation—Results:** This type of evaluation seeks to document the results that have been achieved as a result of the activity. For example, if the HIV prevalence rate in a community declines after repeated HIV/AIDS prevention training, one might conclude that the training was responsible for the decline. Again, this may be difficult to prove, as it will be necessary to ensure that nothing else was responsible for the results.

For the most part, Volunteers will probably engage in level 1 and level 2 evaluations.

QUALITATIVE AND QUANTITATIVE EVALUATION

The two overarching types of data that one might collect from an evaluation (or a needs assessment, for that matter) are qualitative and quantitative. The basic distinction between them is that qualitative data refer to non-numerical information, while quantitative data refer to information that can be gathered numerically. There are advantages and disadvantages to each type of evaluation, and it is generally recommended to attempt to gather both—some numbers to allow for accurate comparison of information, and some stories or open-ended answers to capture a deeper understanding of participants' attitudes and opinions.

- Think about Tracy's training program. How might she gather quantitative information to evaluate her lessons? Qualitative information?

- What are some of the advantages and disadvantages of quantitative information? Qualitative?

- Which type of evaluation are you most comfortable with? Do you see any link between this and your preferred learning style?

WORKSHOP EVALUATIONS

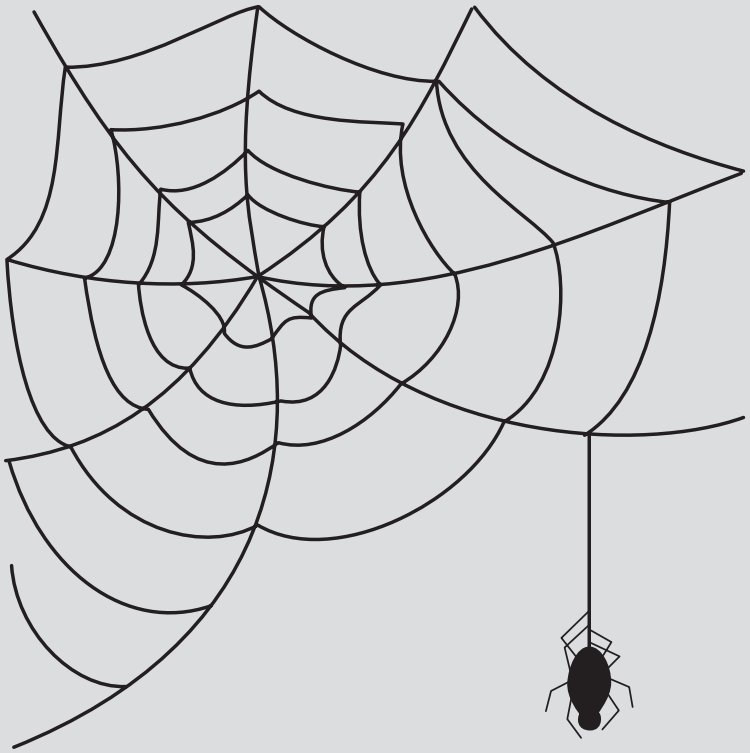
When most people think of a workshop evaluation, they imagine a written document of one or more pages that solicits specific feedback about the activities or the overall training design. While such a written evaluation may be an important or essential part of your training, there are also a number of participatory approaches to evaluating a workshop. See ***Appendix D*** for some suggestions.



WORKSHOP AFFIRMATIONS/WORKSHOP CLOSING ACTIVITIES

Even if you engage in one of the workshop evaluations listed in ***Appendix E***, you may still wish to conclude your workshop or activity with an affirmation. As we mentioned earlier, an affirmation offers participants the chance to affirm the importance of the group's time together and to look ahead to the future. An affirmation or closing exercise is a short 5-15 minute activity used at the end of a learning activity or workshop. A good closing exercise fosters a sense of accomplishment by giving participants the opportunity to share their impressions of the workshop, relay appreciative messages to the group and/or reflect on what they have learned.

Create a "Spider Web" of Support



Try a "spider web" activity as a closing exercise. The "spider web" results in a visual image of the new network that has been created among the participants in the group. Direct participants to stand in a tight circle. Start off the web by making a short statement about the workshop or about the group's time together. The statement can be something positive you have noticed or learned, a new understanding or appreciation for the group or for the time that the group has spent together. After speaking and asking other participants to make a similar statement, toss a ball of string or twine to a participant across the circle, while holding on to one end of the ball of string. The participant should catch the ball of string, make a statement about the workshop and hold on to a piece of the string before tossing the ball to someone across the circle. This continues until all participants have made a statement about the training, are holding on to the string, and have tossed the ball of string to another participant.

When all participants have spoken, the final person tosses the ball of string back to you (the facilitator). If you would like, you can make some closing comments about the training. Specifically, describe the web of understanding that now connects the participants and represents the support each participant can provide for the group's well-being in the future. Visually represent this support by asking one participant to relax his or her hold on the string briefly. The web will weaken and sag, thereby visibly indicating that the web is weaker without each and every participant keeping it strong.

Note: *A variation on this training has participants give a statement about the contributions of the person to whom they will pass the ball of string. This is an effective way to provide positive feedback to all members of the group.*



IDEAS AND APPLICATIONS

Now that you have read and learned about learning styles, lesson design and evaluation, it may be helpful for you to apply what you have learned. Feel free to try one, several or all of these activities.

OBSERVE LEARNING STYLES IN YOUR COMMUNITY OR WORKPLACE

Spend a day or a week observing your host family, your community members and/or the people you work with. Ask yourself the following questions:

- How do people learn?
- Do people take notes at meetings?
- Do people ask questions when they are learning? What kinds of questions do they ask?
- How do children learn new games and skills?
- Can you identify a preferred learning style in the community?
- Do school lessons incorporate different learning styles?
- Which stage of the 4MAT do you think would be most unfamiliar to community members?
- How might your observations of learning styles affect your approach to teaching and training?

FACILITATE A "LEARNING STYLES AWARENESS" ACTIVITY

Use the "Learning to Sail" activity (***Appendix I***) with a group of trainees, trainers, counterparts, or friends to help build awareness of each person's different learning style.

Determine Attitudes and Assumptions about Learning and Education

Interview community members (parents, local leaders, teachers, principals, business people, children). Some questions you might ask include:

- Did you enjoy school? What was your favorite subject? What was your favorite type of lesson?

- Do you think people learn differently?

- Why is learning important?

- What is the value of learning and education?

- How much education is enough?

- What do you think are the characteristics of a good student? A good teacher?

- Should students ask questions of their teachers? Why? Why not?

PRACTICE USING PROCESSING QUESTIONS

One way of helping learners move through the four learning stages is by asking them questions. Think back on what you read about the work of Kolb and McCarthy on learning styles. Then look at the list of questions below. Which questions would be most appropriate for the reflection stage? Which ones are good for the generalization stage? The application stage?

- What are the consequences of doing/not doing this?
- Can someone describe what we just did?
- In what ways does this change your understanding of the situation?
- What happened next?
- Does this remind you of anything? What can it help explain?
- What surprised you? Puzzled you?
- How might you improve this situation?
- What were the steps involved?
- What are some of the major themes at work here?
- What struck you as particularly important or significant?
- What did you learn from this experience?
- How did you feel about what happened?
- How might you apply this to your own situation?
- How can you account for what happened?
- What lessons can be learned from this?
- How might it have been different?
- How does this experience relate to other experiences?
- What does this suggest to you about yourself or your group?

USE TOOLS TO IDENTIFY LEARNING STYLES

With your new understanding of learning styles, can you devise a method to help learners discover their own learning styles? Whether it is a written questionnaire, a participatory activity or something else, what method would you suggest for guiding participants to an understanding of their own learning styles?

If you have access to the Internet, type "learning styles inventory" into any major search engine and choose from a variety of free online resources that offer online questionnaires to determine your own learning style. Do this for yourself, or, if you have access to a computer lab, lead a group through a learning styles discovery activity.

See the "Web Resources" at the end of the chapter for some suggested learning styles inventories offered online free of charge.



REFLECT

- Why is an understanding of learning styles important when designing a learning activity?

- What makes the experiential learning cycle particularly powerful as an NFE approach?

- Why is evaluation a crucial component in NFE lesson design?



KEY RESOURCES

REFERENCES:

Kirkpatrick, Donald L. ***Evaluating Training Programs: The Four Levels***. San Francisco: Berrett-Koehler Publications, 1998.

In this newest edition of his groundbreaking 1959 text, Kirkpatrick describes his four-level approach to evaluating learning programs—evaluating reaction, learning, behavior, and results. "The Kirkpatrick Model" is probably the most-used approach for evaluating training programs.

Kolb, David A. ***Experiential Learning: Experience as the Source of Learning and Development***. New Jersey: Prentice Hall TPR, 1983.

This text provides the theoretical and practical underpinnings of Kolb's learning styles theory, and introduces the experiential learning cycle. The book also includes Kolb's Learning Styles Inventory.

McCarthy, Bernice. ***The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques.*** Barrington, IL: EXCEL, Inc., 1987. [ICE No. ED187]

McCarthy combines Kolb's theories with research on left- and right-mode processing preference to create her 4MAT system. This text provides a concise and clear description of McCarthy's four learning styles and suggests specific approaches for using the 4MAT system to create powerful lesson plans.

Roles of the Volunteer in Development: Toolkits for Building Capacity. Washington, DC: Peace Corps, 2002. [ICE No. M0053]

This text provides a comprehensive look at the place of the Volunteer in the development process. Detailing the Volunteer's roles as learner, change agent, co-trainer, co-facilitator, project co-planner, and mentor, RVID provides countless theories, case studies, activities and approaches to help Volunteers and their communities get the most of out their two years of service.

Vella, Jane. ***Learning to Teach: Training of Trainers for Community and Institutional Development.*** Westport, CT: Save the Children, 1989.

Vella's useful text provides 25 sample lesson plans for training trainers in adult learning, Freirian approaches, and facilitation skills. The manual also includes suggested warm-up activities and Vella's "seven steps of planning."

ADDITIONAL RESOURCES:

Community Content-Based Instruction Manual. Washington, DC: Peace Corps, 2002. [ICE No. T0112]

The CCBI Manual describes possibilities for incorporating culturally appropriate, real-life ex-amples into an existing curriculum so that learning activities are more relevant to students' lives. The text draws on McCarthy's 4MAT system to suggest a powerful approach for working with students in the formal education system. A number of sample lesson plans are also provided.

Eitington, Julius E. ***The Winning Trainer: Winning Ways to Involve People in Learning.*** Boston: Butterworth Heinemann, 2002.

Eitington's text offers a comprehensive guide for the new trainer. The book describes hundreds of training methods and suggestions, and includes various handouts for use in learning situations. Additional topics include preparation of the learning environment and evaluation strategies.

Hope, Anne, and Sally Timmel. ***Training for Transformation: A Handbook for Community Workers, Books I-IV.*** London: Intermediate Technology Publications, 1999.

Written for practitioners in community development and transformative education, the ***Training for Transformation*** series suggests a powerful, wholly participatory approach to working with local people. The first book details the theories of Paulo Freire and suggests methods for devel-oping critical awareness. The second text focuses on the skills necessary for participatory education and suggests methods for actively involving the group. Book three deals with social analysis and provides tools for long-term planning and building solidarity. The final text in the series applies the approach to current topics of racism, environmental degradation, and women's issues.

McCarthy, Bernice. ***About Teaching: 4Mat in the Classroom.*** Wauconda, IL: About Learning, Inc., 2000.

For more information about McCarthy's 4MAT System of learning and teaching, refer to this updated and revised version. As in the earlier edition, McCarthy combines Kolb's theories with research on left- and right-mode processing preference to create her 4MAT system. This updated text provides a description of McCarthy's four learning styles and suggests specific approaches for using the 4MAT system to create powerful lesson plans.

Technology of Participation: Group Facilitation Methods: Effective Methods for Participation. Phoenix, AZ: Institute for Cultural Affairs, 1991, 1994, 1996, 2000.

This manual details participatory approaches to action planning and consensus building. The text also suggests a "focused conversation" method of processing learning activities, including a number of powerful questions to use with the experiential learning cycle.

VIPP: Visualisation in Participatory Programmes. Bangladesh: UNICEF, 1993.

This classic text details a people-centered approach to planning, training, and group consensus building. At the core of the VIPP methodology is the use of multi-colored cards, highly visual learning aids, and strong facilitation based on a commitment to the principles of adult learning. The text offers specific exercises for participatory group work, including games, exercises, debates, card sorting, and evaluation ideas.

Vella, Jane. ***How Do They Know They Know?*** San Francisco: Jossey-Bass, 1997.

In this fascinating text, Vella applies the principles of nonformal education to evaluation. Through theory and practical examples, Vella suggests an approach for using participation, dialogue, and adult learning theory to evaluate learning programs.

Working with Youth: Approaches for Volunteers. Washington, DC: Peace Corps, 2002. [ICE No. M0067]

This informative guide to working with youth includes a comprehensive section on participatory assessment. Techniques include Venn diagrams, informal interviews, group interviews, community mapping, and tips for compiling information. The text also includes a lesson on participatory planning.

WEB RESOURCES:

Center for Advancement of Learning
http://www.muskingum.edu/~cal/database/inventory.html

A example of a personal learning style inventory by the Center for Advancement of Learning. "The Personal Styles Inventory provides a means of characterizing one's preferred learning style with respect to four dimensions." Take the free inventory to learn more about your own preferred style of learning. The Learning Strategies Database homepage: http://www.muskingum.edu/~cal/database/assessment.html

Education Planet
www.educationplanet.com

This useful Web resource offers more than 3,000 free lesson plans on dozens of K-12 topics, including art, computers, environment, literature, math, science, poetry and much more. The site also includes teacher Web tools, and special resources for students and parents.

Index of Learning Styles — North Carolina State University
http://www.engr.ncsu.edu/learningstyles/ilsweb.html

A free "Index of Learning Styles Questionnaire" offered by North Carolina State University. Answer 44 easy-to-answer questions to determine your learning style and receive a detailed explanation of your style and how to succeed in a variety of learning environments.

The World Bank Group — Social Analysis
http://lnweb18.worldbank.org/ESSD/sdvext.nsf/61ByDocName/ToolsandMethods

A detailed listing of some social analysis tools to use when conducting participatory analysis assessments and evaluations. Site maintained by the World Bank Group.





CHAPTER 4

CREATING AN EFFECTIVE LEARNING ENVIRONMENT

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PRE-READING STRATEGY

Assess your Knowledge, Skills, and Attitudes

	KNOWLEDGE	SKILLS	ATTITUDES
Knowledge, Skills, and Attitudes needed to create an effective learning environment	• Characteristics of an effective learning environment • Important physical aspects conducive to learning • Climate-setting techniques • Gender and cross-cultural issues that impact learning • Aspects of group management	• Arrangement of space and materials • Writing and drawing skills • Ability to set a climate and facilitate learning • Language skills and cross-cultural communication skills • Ability to assess group dynamics • Ability to balance individual learner and group needs	• Confidence • Self-awareness • Genuine interest in participants and the topic • Commitment to participatory learning • Flexibility
Your strengths			
Your plans to learn more			





READING

NFE IN ACTION: CONSIDERING THE LEARNING ENVIRONMENT

RUTH

Ruth finishes sweeping, grabs her schoolbooks and runs towards the school. She is late again, and she knows the teacher will be angry with her and remind her that if she doesn't pass her exams, she'll never make it to secondary school. Even though she wakes up early every morning, she just has so much to do—getting the water, helping her mother get bathwater and breakfast ready—there just isn't enough time for it all. When she reaches the schoolyard, classes have already begun. She slips into her classroom, conscious of the scowl on her teacher's face. She has arrived there too late to get one of the desks, so she crowds into the back of the room with some other latecomers, sitting on the floor and arranging her books around her. The room is hot and cramped, and it is so difficult to hear the teacher from the back! Ruth strains to see the chalkboard and begins to work on the lesson…

Think about Ruth's situation for a moment. Even if her teacher designs lessons for every learning style, even if the sessions are participatory and the content is relevant, would you describe Ruth's learning experience as effective? What are some of the issues at work in Ruth's story?

A successful educator must be able to focus on the lesson design elements that we discussed in Chapter 3, while simultaneously considering all of the factors necessary to create an effective learning environment. Good teachers have always been conscious of the effect of arrangement, spatial issues, temperature, and other external factors on learning. In the 1980s, Malcolm Knowles elaborated on the importance of environment in his adult learning theory and since that time, a rich field of research has explored the relationship of the environment to effective learning. Too often, the focus on learning environment is limited to room arrangement, but effective educators must take into consideration all of the factors that the physical and emotional surroundings bring to the day's learning.

Consider Ruth's learning environment from earlier in the chapter.

- What physical surroundings may have had an impact on her learning?
- Were any psychological or emotional conditions at work in her story?
- What social or cultural influences may have had an impact on her learning?
- How much of these factors are under your control as a teacher or facilitator?

PHYSICAL ENVIRONMENT

How can you create a physical environment that supports and enhances learning? There are several factors to consider when choosing or utilizing a space for effective learning.



- **Size:** How many participants or students are you expecting? Will the area be large enough? Is there another area that might better fit the group? If you have no other room choices, how might you best maximize the space in the area? Can you move outside? Are there pieces of furniture that you might remove or adjust to make the room more comfortable? Remember to consider cross-cultural issues of space when answering these questions, as different cultures have different comfort zones in terms of personal space.

- **Arrangement:** Consider the activities you have planned. What is the best arrangement for those activities? A circle of chairs? A semi-circle? Should part of the room be free of furniture to allow space to move, or is a space available for interactive activities outside? Does the arrangement you have chosen convey any implicit messages about hierarchy or authority? (For example, if you see a teacher standing behind a podium, with students in linear rows, what messages of authority and hierarchy might be implied? How about a circle of chairs, with the facilitator sitting in the circle?)

- **Temperature:** Is the room too hot? Too cold? Is this something that you can control?

- **Access:** Are signs clearly visible to direct participants to the appropriate room? Does the building allow access for people of differing physical abilities? Are restrooms available nearby? Are they comfortable?

- **Cleanliness:** Is the room clean? Is the furniture in good condition?

- **Visuals:** Can participants clearly see you? Can they clearly see each other? Are any views blocked by columns, furniture, glare, other participants? Is there adequate lighting? If you are using a flipchart, chalkboard, or audiovisual equipment, be sure to preview these before the sessions. Write something on the flipchart or chalkboard, or turn on the television, overhead projector, or computer, then look at these visuals from different angles and distances. Is your handwriting legible? Can everyone see clearly? Are the markers you're using hard to see?

- **Hearing and Sounds:** Are you projecting your voice loudly enough so that participants hear you? Are there any noises that might distract the participants?

- **Decoration:** Are there ways to decorate the training space to make it more appealing and more informative? Are there any posters, maps or other wall hangings that would add to the learning experience? Do you have texts, handouts or other resources that might be left in the back of the room on a resource table? Be sure to consider the literacy levels and the language of your participants when deciding on posters and written resources. Also, be aware of any taboos around what images might be depicted on such posters and texts. As the workshop or classroom experience progresses, you may find that the most inspiring "decorations" will be the output from the sessions—flipcharts from small group work, lists of ground rules, expectations, objectives, and so forth. But in the beginning, feel free to make the space feel comfortable, attractive, and representative of the topic you will be addressing in the learning experience.

Using "Toys" in the Adult Learning Environment

One way to use the physical environment to tap in to the energy of the "right brain processes" that we discussed in Chapter 3 is to scatter "toys" on participants' tables or workspaces. These "toys" can be almost anything—squishy balls, clay, magnets, tiny plastic gadgets, something funny from the market—anything that participants can quietly and thought-lessly play with while they are working on a project or listening to a lecture. By tapping into the participants' desire for "play" and creativity, you engage their right brain/kinesthetic mode of learning. Although it seems like a distraction, you are actually achieving broader levels of concentration. This tactic is especially useful when participants will be working together in groups on a difficult topic, or when energy seems to be low.

Although you and your co-facilitators will probably have to attend to all of the issues around physical environment in the beginning of the workshop, session, or semester, be sure to involve participants in these decisions as your work together progresses. You might do this by:

- **Conducting a quick space needs assessment:** Ask participants how comfortable they are with the room, temperature, arrangement and so forth at the beginning and at various points throughout the sessions. You might wish to do this verbally and on a quick written form, the latter to capture the needs of quieter participants.

- **Inviting participants to get comfortable:** Give permission for participants to make changes to the learning environment or to their own positions so that they remain comfortable, satisfied, and engaged in the learning process.

- **Create participant committees:** Empower a participant group to take charge of some of these issues—decorations, for example, or a resource table.

CLIMATE SETTING

Once you have worked out the session design and created a comfortable physical space, you'll want to give some thought to the type of climate or atmosphere you will create in the learning environment. The first day of the group's work together is probably the most important opportunity to set the tone for the entire learning experience. Every learner—whether adult or youth—brings certain anxieties and expectations to a new learning situation. It is up to you and the rest of the facilitation team to make participants comfortable and to project an atmosphere that will be conducive to learning. The answers to the following three key questions should be clear by the end of the first day.

- **Who are we?** Through introductions, a discussion of expectations and icebreakers, participants should be given an opportunity to bring their own personalities, interests and backgrounds into the group. Depending on the situation, this may also be the time to clarify how the group will work together, perhaps through the creation of group norms or ground rules.

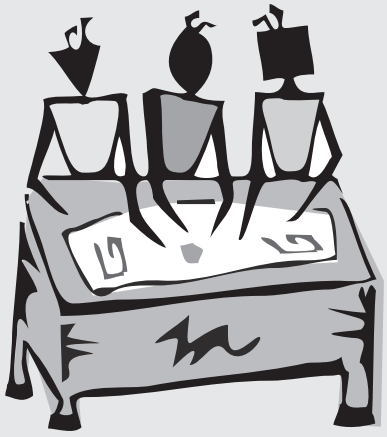
- **Who is the facilitator?** Participants want to learn a bit about you in this first session, so that they may begin to feel comfortable and secure in their relationship with you. Often, training manuals refer to the importance of establishing credibility, however, it is probably

equally (or more) important for the NFE practitioner to make explicit his or her role as a learner in the process. This is especially true when working with adults, as you will want to make it clear that your time together will represent a sharing of everyone's experiences.

- **What is the purpose?** Finally, the first day should clarify the purpose of your time together. Discuss and post the objectives and agenda so the day's schedule is clear to all. You may want to describe any needs assessments that may have helped to shape the agenda, and briefly outline the proposed content of the learning experience.



Deciding what tone to set will depend on several factors, including your own personality, the audience, the cultural norms, and the topic of the learning experience. For example, if the topic of your learning experience is caring for people living with HIV/AIDS, a tone of serious hopefulness is probably more appropriate than the cheerful excitement you might project if the session were about building a community center.



INCLUSION: When a group forms, people must interact and get attention so that they feel included. This takes time. People feel included when they hear their names mentioned, when they respond to open questions, and when they perform a task with a small group. If a person does not experience inclusion, he or she may not fully participate in later learning activities. When a new person joins the group late, that person has the same need for inclusion. In fact, there is a new group when a newcomer arrives. So the process of inclusion must take place all over again.

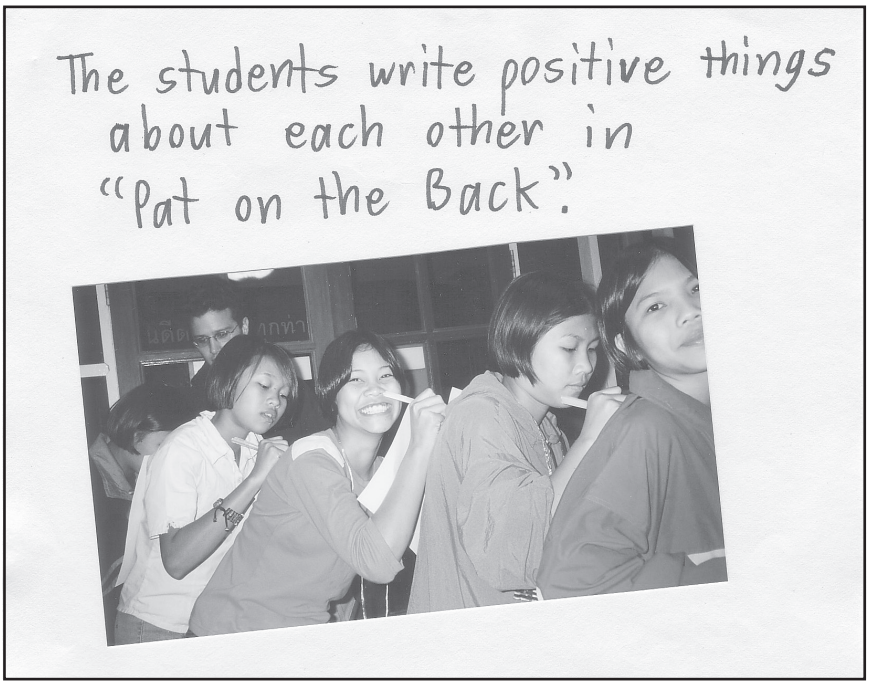
– From Jane Vella, *Learning to Teach: Training of Trainers for Community and Institutional Development*, p. 12. © 1989, Save the Children. All rights reserved.

CREATING COMMUNITY IN A LEARNING ENVIRONMENT

A crucial aspect of climate setting is creating a feeling of community among participants in a learning environment. Take a look at the following examples and try to identify the potentially uncomfortable issues involved.

- A woman is encouraged to join a small, all-male group to discuss issues of women and girls versus men and boys.
- Three junior teachers are asked to perform a role play with their district's education supervisor.
- During the opening speech, a group of government officials is told that its performance on the post-test at the end of the workshop will be a big factor when determining promotions.
- A Volunteer rapidly asks a difficult question in English to a villager.
- At a community meeting, the facilitator from an international NGO uses jokes and irony to lighten the mood after an intense discussion of the community's needs.

Participants are in a better position to learn and share their experiences when they feel comfortable and confident in their learning environment. To create a safe space, it is important to truly understand the participant group with which you are working. Remember to assess your community carefully, taking your time to observe, cultivate relationships with members of the community, and include community members in your activity-planning processes. Discuss the issues of sex, culture, hierarchy, language, and typical ways of learning in the host community or culture. Keep in mind that while humor can be useful in creating a positive atmosphere; take care to respect cultural norms. You may want to begin on safer ground, and then challenge the group little by little as the group becomes closer and more comfortable with each other, with you, and with the content.



CONSIDERING SEX AND CULTURE IN THE LEARNING ENVIRONMENT

Think back to the story about Ruth earlier in this chapter. Can you identify any factors that inhibited Ruth's learning experience as a direct result of her being female?

- Suppose the many tasks Ruth needs to complete each morning before she can leave for school are tasks usually assigned to the girls in the family. What implications does this have for Ruth's schooling?
- If the girls in the classroom are late each day because of these chores and there aren't enough seats for all of the students, who do you think is always sitting on the floor in the back of the room?Who, then, is sitting at the desks in the front? What implications does this have for the learning experiences of the girls? Of the boys?
- How do you think the teacher's sex might affect the learning environment? How might it affect the teacher's interaction with boys? With girls?
- What can you do as an educator to promote a positive learning experience for both the girls and the boys in a situation like this one?

In every area, there are issues related to women, men, girls, and boys, cultural issues, and issues of race, religion, and class that may impact the learning experience. Although there are no definitive answers for every such situation, it is important for you to:

- Educate yourself about the issues of sex, culture, class, religion, and race that may have an impact on the learning experience.
- Consult with HCN counterparts and friends regard-ing culturally appropriate solutions to some of these situations.
- Devise creative approaches to lessen the impact of these issues on the learning experience. For example, in Ruth's situation, you might have a seating chart that changes weekly, so that each student gets a turn at a desk in the front of the classroom. Or you might try to rearrange the room, perhaps using only small chairs, so that all students can see clearly.
- Discuss these situations and make them a part of the learning process. Subtly and respectfully examining issues of hierarchy is a fundamental component of NFE since power and status are often less obvious in nonformal settings than in formal settings where these roles are usually more clear. Conducting sessions or having discussions around the impact of sex, culture, religion, and class may offer opportunities to enhance the learning environment and may even lead to lasting change.

It is important not to assume that the impact of sex on education applies only to girls. In Lesotho, for example, some boys have more difficulty gaining access to education. Boys work as shepherds when they are very young and may only be sent to school years later, at which time they are placed into classrooms with girls half their age. In Mongolia, because of the shepherding duties, boys are often pulled out of school. In Jamaica, girls are given preference—if only some children can go to school, then the girls go. What impact might these cultural differences have on the boys? On the young girls they share a classroom with? On the learning experience?

THE ART OF FACILITATION



Facilitation is an art and a craft. It is a craft in that the facilitator must know and follow the rules, learn how to pose the right question at the right moment and write clearly. It is also an art that requires experience and intuition since the facilitator must create a drama that allows the group to give all of its potential to the process. The facilitator must be able to creatively get the group out of situations of conflict and to respond to the requirements of the group at any moment by adopting a new technique or by accepting an idea coming from the group.

– *Visualisation in Participatory Programmes*, p. 36. © 1989, UNICEF/Bangladesh. All rights reserved.

Once the design is finished, the physical environment established, and your plan for climate setting and activities is in place, it is show time! Most of the "art" of facilitation comes from experience—the more you work with groups, the more likely you will be comfortable responding to the myriad situations that will come up in any meeting, gathering, workshop, or classroom. Here are a few basic facilitation guidelines to make your first few experiences most effective:

PLANNING

- Incorporate and use a variety of activities. As we learned in Chapter 3, participants have different learning styles. Varying the pace and type of activities will help to stimulate learning. You may wish to use the experiential learning cycle, 4MAT, or another of the theories discussed in Chapter 3 to guide you in choosing the appropriate activities for all learning styles. In the next chapter, we will look at specific techniques and methods you can use to keep participants involved and motivated.

- Pay attention to pace and timing. Will you be presenting completely new information to the group? If so, you may wish to allow more time for discussion and reflection so that the learners can digest the new material. Are you working with children or adults? Children tend to need more variety and frequent changes of pace, whereas adults can focus for greater lengths of time.

- Come prepared with necessary supplies.

- Check your handouts, flipcharts and other visual aids for accuracy and legibility. If your handwriting is not good, consider enlisting someone to help you to create visuals.

- Use a pencil to make notes to yourself on prepared flipcharts – the participants won't be able to see them.

- Plan how you will write on flipcharts or the blackboard in advance when you can, so you won't run out of space and the flow is logical.

- Practice the techniques you will use beforehand so you don't get too nervous or lose your train of thought. Visualize the entire session or meeting the night before—imagining how you will arrange the room, what you will say, how you will make transitions between activities, etc. Jot short notes on a card to briefly refer to during the session.

IMPLEMENTING

- Be positive and confident. Smile.

- Communicate enthusiasm for the meeting, the topic and the people involved.

- Express genuine interest in each individual's contribution to the discussion.

- Speak loudly and clearly enough for everyone to hear easily, and enunciate words—especially if you, or the participants, are struggling with a second language.

- Use open questions, rather than closed questions. Open questions invite discussion and critical thinking, while closed questions evoke short answers. For example, the open-ended question: "How might we encourage Ruth to participate in class better?" invites a thoughtful response. The closed question: "Do you think Ruth is able to participate in the class?" may limit the learner to a one-word answer.

- Encourage discussion among group members instead of between participants and yourself. You can do this by redirecting questions to the entire group, perhaps by saying: "What do you think of Mr. Gomez's suggestion?"

- Use small group discussions to foster greater communication and participation. You can form small groups in many different ways.

  ▶ Ask participants to count off around the room. If you want four groups, they should count to four as you go around the room. Then, all the "ones" form a group, all the "twos" and so forth.
  ▶ Ask people to self-select into groups with people they don't know.
  ▶ Write the name of different animals, colors or foods on cards around the room, and tell participants to go to the one they like the most. If you are working on specific topics, you might write down the different topic choices instead, so that participants can self-select groups according to the topic that resonates for them.



- Try to keep the meeting or session from drifting too far off 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.

- Let participants know when you have learned something new from them.

- Write legibly in dark colors. It helps to alternate between two colors when writing on a flipchart or chalkboard.

FOLLOW-UP

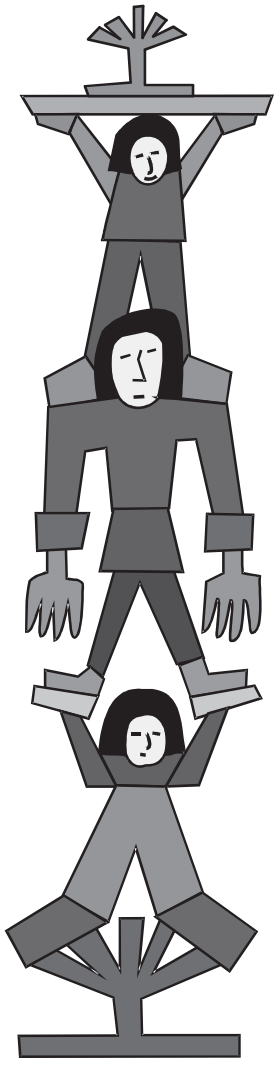
- Set aside some reflection time immediately after a session or workshop to reflect on your and your learners' experiences. Consider what worked well and what could be improved in the future. What parts of the session went really well? Were there times or situations where you really had to stretch as a facilitator? What did you learn about yourself? About the group? How can you build on that learning in the future?

- Immediately after the session, add your reflections on, and reactions to, the session to the bottom of your notes so they are there for you the next time you do that session.

- Compile any notes, feedback, evaluation results or action plans and distribute them to the participants as appropriate.

- If you plan to facilitate a similar session in the future, take stock of your supplies and resources. Do you need to revise any materials? Create new ones? Order or create more supplies?

CROSS-CULTURAL GROUP FACILITATION



Facilitating a group in a culture different from your own is tricky, since how people behave may have entirely different meanings than you expect. In the U.S., if group members are silent, it could be assumed they are shy, that they don't have any ideas on the subject, or that they are 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 are all 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 discreet 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 is this typically accomplished?

- Where do people of different status sit?

- How are topics introduced? By going straight to the point? Indirectly?

- Which topics are introduced first? (In some cultures, the most important topics are saved until 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 in which everyone has a chance to air his or her views but complete consensus is expected in the end.)

- How do members of the group express their dissatisfaction with one another?

- What kinds of decisions are made outside the meeting? Where and how are they made? By whom?

ENCOURAGING HEALTHY GROUP DYNAMICS

As we noted earlier, one of the most challenging yet rewarding aspects of facilitating is empowering participants to take charge of their own learning. Effective facilitators capitalize on teachable moments and create opportunities for learners to participate. Encouraging, recognizing and then allowing those moments to happen is largely a function of understanding and managing group dynamics. Below are some tips for fostering healthy group dynamics.



- **Encourage open discussion:** Let the participants know they don't have to agree—either with each other or with you. Be clear that they are free to come to their own conclusions, learn what they want to learn, and reject what they don't agree with. At the same time, try to keep the group on track by letting them know when it is time to move on.

- **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 that they still have something to say, you might say something like: "Okay, first Georgi, then Lydia, then Elena, and then we'll have to move on because we're running out of time." This is both more respectful and more effective than just trying to end the discussion abruptly.

- **Integrate the big talkers, encourage the silent types:** 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 bit better by trying some of the following:

  ▶ Don't force the quiet ones to talk by calling on them. People have different learning styles. Some prefer to quietly reflect rather than speak publicly what first comes to mind. Try to balance the desire for full participation with the learning styles of various participants.

  ▶ Frequently change the makeup of small groups. 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.

  ▶ 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 go around the room and ask each person to read one idea.

- ▶ Look for body language. People who are ready with ideas often sit forward, or meet your eyes, or shift in their seats while another person is speaking.

- ▶ If a participant really begins to dominate the discussion, talk to that person after the session and enlist their help in encouraging others to speak up.

- ▶ Remember that there may be a cultural reason for lack of participation, or it may be the result of traditional roles for women and men. If a situation seems particularly unclear to you, talk with an HCN co-facilitator about it, or you might want to raise the question in the group during a reflection or evaluation period.

- **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—count to five very slowly to yourself without betraying any anxiety or irritation. Be comfortable with the silence. If no one answers, smile, rephrase the question and wait again. If discussion continues to be slow, consider using "buzz groups," in which participants discuss the question with a partner for a few minutes. Then go around the room, asking several pairs what they came up with—the whole group may be surprised at the number of good ideas that emerge. Or, have people individually write down points and then ask if anyone wants to share. If no one volunteers, move on.



When you feel frustrated because part of the session is not going well, admit that frustration in a question like: "What can I do to make this easier and clearer?" Invite participants as peers to appreciate how you are feeling. They will be grateful and recognize their own power as you work out a solution together. Share the agony as well as the joy of participatory learning!

— Jane Vella, *Learning to Teach: Training of Trainers for Community and Institutional Development*, p. 43. © 1989, Save the Children. All rights reserved.



IDEAS AND APPLICATIONS

Now that you have read about learning environments, it may be helpful for you to apply what you have learned. Feel free to try one, several or all of these activities.

BRAINSTORM COMPONENTS OF A POWERFUL LEARNING EXPERIENCE

With a member of your training group or a friend at your site, exchange stories about powerful learning experiences from your past—a workshop, classroom session, or meeting that you consider to have had the most effective learning environment. Tell a story about this learning experience, and include answers to some of the following questions.

- What was the session like? What made it such a positive experience?

- Describe the physical space. What was the room arrangement like?

- How did the facilitator/teacher set the climate?

- How did the facilitator ensure that the different learning styles of participants were met?

- How did participants interact?

- What were the factors of success for these sessions?

- How might you incorporate these factors into the learning experiences you facilitate?

ASSESS A LEARNING ENVIRONMENT

Whether at pre-service training, in-service training, or at your site, consider conducting an assessment of the learning environment at the next workshop you attend. Use the questions listed earlier in this chapter under "Physical Environment" and "Climate Setting" to assess the physical space, arrangement, visuals, decorations, and so on.



TAKE A SURVEY OF VISUAL TECHNIQUES

Conduct a survey of the visual techniques used in your community. Remember that communities will vary in their levels of "visual literacy." If you are working with a community that relies on verbal instructions, pictures and images used as visual aids could be confusing or misleading. The following example used in ***Helping Health Workers Learn*** illustrates the importance of considering visual literacy:

In a workshop designed to help prevent the spread of malaria, a rural health worker uses a larger-than-life photo of a mosquito known to carry malaria. The participants in the workshop look at the large beast and are relieved—they certainly have no large flying creatures like that to worry about in their community! If the health worker had also shown a life-sized photo or (even better) a real-live specimen, the appropriate message may have been relayed.

As you conduct your visual survey, consider the following questions to help you assess how and when your community uses visuals to convey information.

- Are there posters or billboards? If so, what do the posters and billboards look like?

- Are there visible educational materials?

- Are there prominent colors and/or styles?

- How much writing is used? Are materials available for less literate audiences?

- How might you incorporate these features in your own visuals?

- Are there any cultural taboos concerning what can be pictured in public?

CREATE A FACILITATION CHECKLIST

Using your new knowledge about learning styles theory, creating an effective learning environment and facilitating techniques, consider creating a checklist for your own use in designing training sessions. As you continue to work through this book and as you facilitate learning experiences, you can add to and modify the checklist to make it a useful tool in your continued work in NFE. Below is a sample checklist to get you started.

- ☐ Participants meet each other
- ☐ All learners have a way to participate
- ☐ Visual aids (blackboards, posters, flipcharts, handouts) are legible
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

REFLECT

- Why are physical environment and climate so important to the creation of an effective learning environment?

- Just as there are different learning styles, there are different facilitation styles. Consider your own learning style. How do you think it might impact your approach as a facilitator?

- Sometimes, methods of learning in the host culture might directly contradict some of the tenets of nonformal education. For example, a strict hierarchy among participants may contradict with the desire for a non-hierarchical, participatory environment. How can you as a Volunteer help participants deal with this contradiction in their work and daily life? How can you simultaneously show your respect for the culture while also "pushing the envelope" using NFE approaches?

- Often, Volunteers have little choice in the physical size of their learning environments. Education Volunteers may be given a particular classroom, and Volunteers in other sectors may only have a small room in their office, health center or community center for meetings or sessions. How might you use your facilitation skills to overcome difficulties in the physical environment like overcrowding, too few desks and so on?

KEY RESOURCES

REFERENCES:

Vella, Jane. ***Learning to Teach: Training of Trainers for Community and Institutional Development.*** Westport, CT: Save the Children, 1989.

Vella's useful text provides 25 sample session plans for training trainers in adult learning, Freirian approaches, and facilitation skills. The manual also includes suggested warm-up activities and Vella's "seven steps of planning."

VIPP: Visualisation in Participatory Programmes. Bangladesh: UNICEF, 1993.

This classic text details a people-centered approach to planning, training, and group consensus building. At the core of the VIPP methodology is the use of multi-colored cards, highly visual learning aids, and strong facilitation based on a commitment to the principles of adult learning. The text offers specific exercises for participatory group work, including games, exercises, debates, card sorting, and evaluation ideas. The book also suggests ways to structure the learning environment.

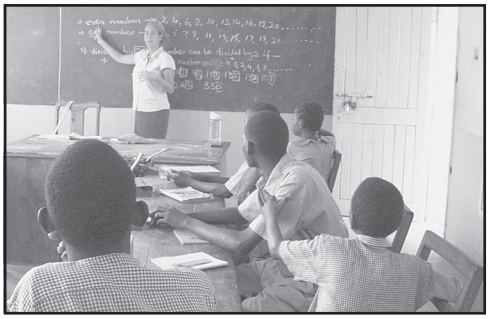
Werner, David and Bill Bower. ***Helping Health Workers Learn: A Book of Methods, Aids, and Ideas for Instructors at the Village Level***. Palo Alto, CA: The Hesperian Foundation, 1982. [ICE No. HE061]

Although the title suggests that this book is for health workers at the village level, the messages, methods, teaching techniques, and approaches can be adapted to any learning situation. Werner and Bower effectively describe Freirian participatory approaches to education and provide a wealth of examples and strategies for using these theories in learning situations.

ADDITIONAL RESOURCE:

Eitington, Julius E. ***The Winning Trainer: Winning Ways to Involve People in Learning.*** Boston: Butterworth Heinemann, MA, 2002.

Eitington's text offers a comprehensive guide for the new trainer. The book describes hundreds of training methods and suggestions, and includes various handouts for use in learning situations. Additional topics include preparation of the learning environment and evaluation strategies.





CHAPTER 5

MATCHING LEARNING METHODS TO LEARNING OBJECTIVES AND AUDIENCE

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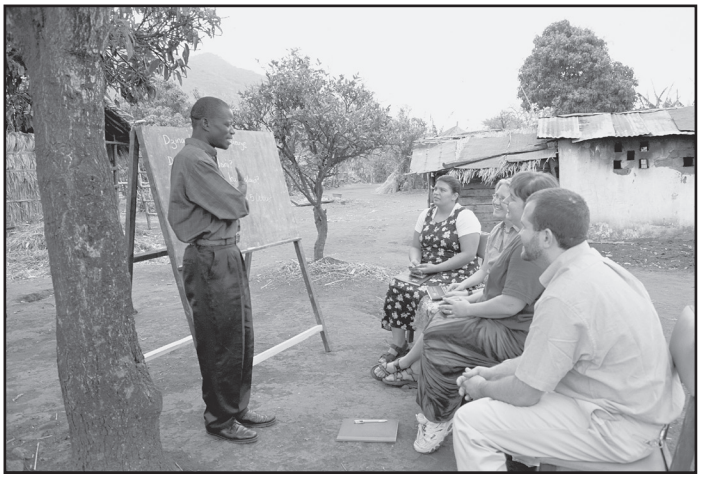
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PRE-READING STRATEGY

Assess your Knowledge, Skills, and Attitudes

	KNOWLEDGE	SKILLS	ATTITUDES
Knowledge, Skills, and Attitudes needed to match learning methods to the learning objective and appropriate audience	• Knowledge of various learning methods • Understanding of learning styles • Understanding of how to match learning methods to objectives and audiences	• Ability to use several different learning methods • Ability to select appropriate method to meet stated behavioral objectives • Ability to adequately introduce and direct group activities based on learning activities for different participants' backgrounds	• Willingness to try new things and take risks • Step out of comfort zone, learn from mistakes • Commitment to meet the learning style needs of every participant
Your strengths			
Your plans to learn more			





READING

NFE IN ACTION: CHOOSING APPROPRIATE LEARNING ACTIVITIES

VALERIE

Valerie listened to the women in her women's group tell jokes and stories as they worked on jewelry to sell for a community center fundraiser. Although she was supposed to be a rural health Volunteer, she had found few opportunities so far to engage the women of her village on issues of health and family wellness.

She became interested as the day's talk turned personal—several women were concerned about the changes they were experiencing related to menopause. Valerie noticed that a few women would steal looks at her to see her reaction to their conversation. Valerie tried not to allow her face to reveal the many thoughts running through her mind at this new development in the group dynamic. First, she was inwardly pleased that the women would talk so freely in front of her about personal things. This was a new phase of the relationship that she had been quietly hoping for and nurturing. Second, she realized that a perfect teachable moment had presented itself, and how she proceeded in the next few minutes would determine if she could capitalize on the moment, or have to wait for another opportunity.

Valerie inserted herself into the conversation by asking who took care of the women's family's health, generally, in their households. After talking about it for a few minutes, the women agreed that they were mainly responsible for good health, nutrition and first-aid issues of their families. Valerie asked the women if they would like to have a weekly health seminar as part of their women's group to help them in their role as family health caretakers. The women slowly nodded approval, and one woman quickly asked what they would talk about. Valerie pulled out her notebook and pencil and said: "Let's decide together ... if you give me suggestions, I will make a list and put together some information for us." A list quickly grew: dental health, nutrition, diarrhea, runny noses and coughs, pregnancy and breast feeding, child care and development, menopause. When the suggestions started to slow, Valerie asked some leading questions and the list grew some more: parasite prevention, general hygiene and high-blood pressure. Armed with a list that the women had given her, Valerie realized that she had an ideal nonformal education activity to plan.

The next week, Valerie brought in cards with symbols to represent each of the topics the women had identified as important. She handed out the cards and asked the women to sort them in order of importance to them, and in which order they would like to learn about each topic. Valerie listened and watched while the women discussed their reasons for which topics to learn about first, and which were seemingly less urgent. She learned a great deal about the women and the community with this activity alone.

(continues on page 87)

With the content goals in mind, Valerie now needed to determine how to deliver the infor-mation to her audience. She had to consider the needs of the women and their stated goals for learning. She also had to take into account their limited mid-day meeting time, location (a large room with bare walls, chairs and little else), and the few materials available to her. She needed to design lessons that were engaging and informative and that did not depend on reading or writing. She also wanted to slowly move the group from being passive listeners to active participants in seeking and sharing knowledge within the group and later, in their community.

Each week Valerie decided to present a different topic to the women in a simple, concise manner involving many visuals and demonstrations since few of the women in her community knew how to read. She found that using flannel boards with pictures and diagrams, story boards and puppets designed for children worked well because they were simple, fun, and to the point. The women could easily adapt the materials and mes-sages to use in their own homes with their own children. She chose activities like role playing to make sure she understood the concerns the women had, and to encourage group sharing and participation. She tried to keep each lesson relevant to women and mothers, since they were the overseers of good family health.

Valerie tried to keep each group meeting fun and interactive. Although there were no tests involved, she planned a short verbal evaluation activity at the end of each class as a quick review and to gauge how much accurate information the women retained. Once in a while Valerie found that more time was needed on some topics. As the group became accustomed to the sessions, members began requesting information about specific subjects. Valerie also made it a point to remind the group about what the next week's topic would be so that the women had an opportunity to bring in questions and information to contribute to the session.

Reflect on what you've learned so far.

- How did Valerie assess the learning situation?
- How did she take into consideration the learning style and needs of the women in her group?
- What information did she use to help her plan the lessons?
- What were her monitoring and evaluation strategies?

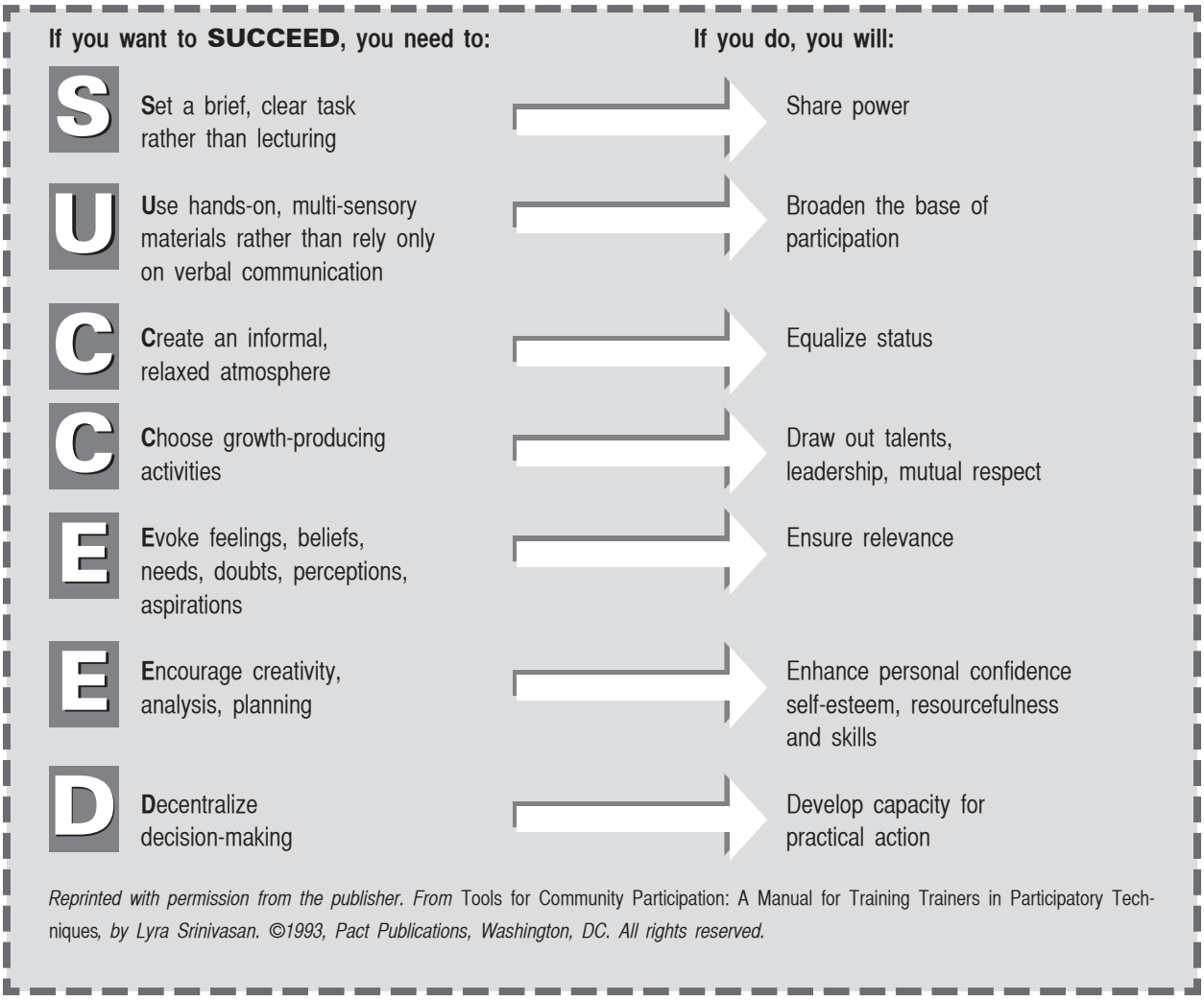


In addition to understanding learning styles and creating an effective learning environment, an important part of designing a learning activity is choosing just the right exercise, game, or other method to engage learners and effectively communicate content. Once you have done an assessment and determined the content of the learning activity, which teaching methods will best involve participants in learning while engaging all learning styles?

There are many tried-and-true techniques that have proven effective in different settings with a wide variety of participants. This chapter will explore some of these methods and suggest the appropriate use and context for them. Of course, each facilitator brings his or her own personality

and skills to these approaches. As you continue to design and facilitate learning activities, you will add to your repertoire of methods.

Lyra Srinivasan suggests how to SUCCEED in planning participatory NFE programs:



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METHODS TO ENHANCE PARTICIPATORY LEARNING

As you read through the following classic NFE techniques, think about how you might use each of these in your own work.

- In what circumstances would each be appropriate?
- Would some of these methods be more appropriate to certain learning styles than others? Certain audiences?
- Think about our discussion of objectives in ***Chapter 3: Learning Activities: From Assessment to Evaluation.*** Which of these techniques seems appropriate to teach knowledge? Build skills? Affect attitudes?

BRAINSTORMING

What is it?

Brainstorming is a familiar technique in which a facilitator asks a specific question or describes a particular scenario, and participants offer many different ideas. These ideas are then usually written on a flipchart or chalkboard and considered for further discussion.

How does it work?

Brainstorming can be used in any kind of group discussion when you want to encourage creativity and contributions from all members. Use this technique at the beginning of a session, class or meeting to ascertain participants' knowledge about a topic or to set an agenda. Or, use brainstorming briefly in the middle of another learning activity, such as storytelling or dramatization, to capture some of the ideas raised by the exercise. Similarly, leading a brief brainstorm at the end of a learning activity captures important "take-away" points.

Important Features:

Typical "rules" of brainstorming:



- Ideas are called out randomly and freely from any participant.
- No idea is silly or unimportant.
- Usually, no discussion or comments on the ideas are allowed during the brainstorming phase, except for purpose of clarification. This keeps the flow of ideas coming quickly.
- The person recording the ideas should write them down as he or she hears them, without modifying them.
- Plan to do something with the list generated. Brainstorms are energizing and thought-provoking, but it can be frustrating to participants to make a list and take no action on it.

Note to facilitator: *For nonliterate groups, writing down the ideas is largely unnecessary. Where people must rely on their memories for all their daily activities this faculty is often highly developed. Keep written notes for yourself in this case, if you like.*

Variations:

- **Card Sorting:** Quieter participants (reflective observers) might be less likely to participate in a brainstorming session. Or, sometimes the group is so large it is difficult to be sure that everyone has had a chance to be heard. An alternative type of brainstorming is card sorting. Give each participant one to three cards (depending on the size of the group and the amount of data you wish to generate) and a pen or marker. Ask a clear, specific question and direct each participant to write responses or ideas on the cards—one idea per card. Invite participants to post their cards on a wall. Sort the cards into groups, if you wish, and discuss the cards. If the group is large, have participants share their cards in small groups and choose two cards to represent the thinking of each of the small groups. Card sorting ensures that all participants, no matter the learning style, have a chance to lend their ideas to the discussion.

Examples:

- At the beginning of a meeting of NGO leaders, group members use brainstorming to set an agenda for their time together.
- An environment Volunteer asks a community group to consider the many reasons that people continue to poach in protected areas. After recording the ideas, group members consider approaches to addressing each issue.
- In a science classroom, students brainstorm several potential outcomes to an experiment.
- At the end of a learning activity, a Volunteer uses card sorting to evaluate the session. Participants write the most important thing they learned on one card, and the one thing they would improve on another. Participants share their cards, or simply post them in a specified area before leaving the session.
- A Volunteer asks members of a youth group to think about one creative income-generating project and write the idea on a card. All cards are posted and considered by the group.

CASE STUDIES

What is it?

A case study is a written scenario that usually involves an important community situation. Since it is written beforehand, it can be specifically created to address relevant local issues.



How does it work?

Typically, the facilitator distributes the case studies, and participants can work on them individually, in pairs or in small groups. After participants read, reflect upon, and discuss the case studies, the facilitator leads a large group discussion about the issues raised in each scenario.

Important Features:

When writing or adapting a case study, it is important to:

- Be clear about the learning objectives. What are you trying to convey with the case study? Construct the case study so that these objectives can be met.
- Ensure cross-cultural appropriateness, and check for the adequate participation of women and men.
- Understand the learning needs of the participant group, and construct the case study so that it will be challenging to the participant group, but still manageable.
- Anticipate some of the questions participants will ask, and be ready with helpful answers.
- Work through the data and descriptions you provide in the case studies carefully. You don't want the group spending most of their time trying to figure out confusing or ambivalent details.

Variations:

- **Best Practices:** Often, case studies are not made up, but are drawn from real situations in the community or in similar communities. For example, case studies might involve a description of a program that has been particularly successful or has met specific challenges in another area, so that participants benefit from the lessons learned.

- **Simulations:** A more complicated version of the case study is a simulation. This activity is usually presented in steps—with participants receiving some information, working on the data, making decisions, and processing the findings. Then, the facilitator provides additional information or the next steps in a scenario, and the groups go back to work with these new data.

Examples:

- Teacher trainers are presented with classroom management scenarios and asked to identify causes and solutions.

- Community business leaders are presented with a mock budget and business plan and asked to identify potential challenges and to propose improvements to the business.

- Project planners engage in a simulation in which they explore decision making based on monitoring (M) and evaluation (E) data from a particular year. The next phase of the simulation might provide new M & E data, and the project planners must decide whether to modify their programs based on the new information and so on.

DEMONSTRATIONS

What is it?

A demonstration is a structured performance of an activity to show, rather than simply tell, a group how the activity is done. This method brings to life some information that you may have already presented in a lecture.



How does it work?

Model the activity slowly and clearly for participants, answering questions after the demonstration to ensure understanding. Then, participants practice the activity individually, in pairs or in groups, to reinforce the learning.

Important Features:

Gather all materials and practice the demonstration by yourself before you do it in front of the group, to ensure that it is clear enough to make participants feel comfortable to try it themselves. Before demonstrating a technique, consider its suitability for the people, customs and economic constraints in the area.

Variations:

- If some participants or students have more knowledge than others about how to perform an activity, you might conduct demonstrations in groups—with one peer performing the demonstration and another monitoring the practice activity in each group.

Examples:

- Health Volunteers talk about the importance of using oral rehydration solution (ORS) when a child has diarrhea. They give a demonstration on how to make ORS from locally available resources, and then participants practice making it themselves.

- A group of vocational education students learn how to hook up a computer network by watching the facilitator demonstrate, and then practicing the new skill.

- Members of a women's group demonstrate tie-dyeing techniques to interested women in the community.

DRAMATIZATION

What is it?

A dramatization is a carefully scripted play where the characters act out a scene related to a learning situation. It is designed to bring out the important issues to be discussed or messages to be learned.

How does it work?



Present a dramatization at the beginning of a learning activity to raise issues that are then dealt with through other methods: lecture, large or small group discussion, research and so on. The dramatization may be designed by the teacher/facilitator or by members of the participant group. It may be presented by co-facilitators, peer educators, or chosen participants who learn their parts and practice prior to presenting it to the target audience. Or, it may be the culmination of learning, with participants designing a dramatization to carry messages to others, such as to other students, to groups in the community, or to the general public. Dramatization combines learning and entertainment, and may involve puppets, songs, and dances.

Important Features:

Identify the message of the dramatization first. Then, create a way to present the message through drama. Keep the drama simple and on target, so that the messages are clear.

Examples:

- In a school setting, a dramatization could introduce any of the following topics: understanding center of gravity in science, a key historical event or sources of infection in health.
- In an NGO setting, a dramatization could show donors reviewing grant applications to introduce a session on grant writing.
- In a community, students could dramatize the safety hazards of trash being left around homes.

FISHBOWL

What is it?

In a fishbowl discussion, most of the participants sit in a large circle, while a smaller group of participants sits inside the circle.

How does it work?

The fishbowl can be used in two distinct ways:

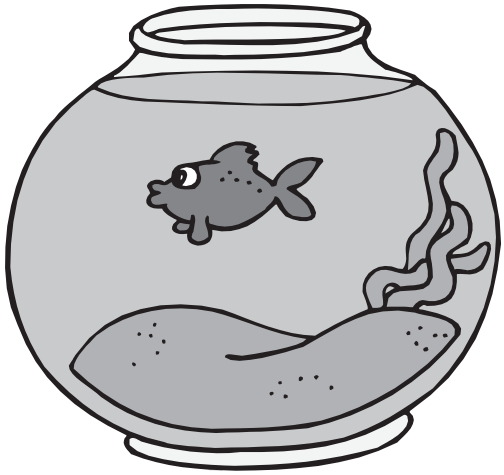
- As a structured brainstorming session: Choose a specific topic based on the group's needs or interests. A handful of seats are placed inside a larger circle. Participants who have something to say about the topic at hand sit in the center. Anyone sitting inside the fishbowl

can make a comment, offer information, respond to someone else in the center, or ask a question. When someone from the outside circle has a point to make, he or she taps the shoulder of someone in the center and takes that person's seat. This continues, with people from the outside tapping and replacing people on the inside, as a lively brainstorm takes place. You will need to process the many ideas after the fishbowl exercise.

- For structured observation of a group process: Participants in the fishbowl are given a specific task to do, while participants outside the fishbowl act as observers of the group process. The inner group works on its task together, and the outer group is asked to note specific behaviors. To process the activity, ask the inner group to reflect on the group process, and ask the outer group to describe what they observed.

Important Features:

When using the fishbowl as a structured brainstorming session, it is important to model how participants from the outside circle can tap and replace people from the inside circle. Model this technique by choosing a simple topic for the fishbowl as a quick practice activity, so that participants are comfortable tapping and replacing before discussion of the real topic begins. Ask one person to be the 'recorder' and jot down the main points that are raised during the activity for the group to discuss later. Keep the activity on track by clearly defining the discussion topic or group task before beginning the fishbowl.



Variations:

See ***"How does it work?"*** above.

Examples:

- For structured brainstorming:
  - Trainers can discuss conflicts that develop. This technique gives everyone an opportunity to express his or her view, as well as reflect upon the issues of others.
  - A community group can decide which activities will be available at its new community center. This technique allows everyone to make suggestions, question and respond to ideas in a lively, creative manner.
- For structured observation of a group process:
  - Help a youth group reflect upon leadership and team processes. Give the inner group a task that needs to be accomplished as a team—say for example, each team member gets the piece to a difficult puzzle. As the inner group works, the outer group watches the ways in which the group worked together, any conflicts, emerging leadership and so on.
  - Guide a discussion about societal roles Have women or girls sit in the center and discuss some issue around roles for women and girls, while the men or boys sit on the outside and observe. Switch the groups. This provides an opportunity for the groups to "hear each other" in a less threatening environment.

GAMES

What is it?

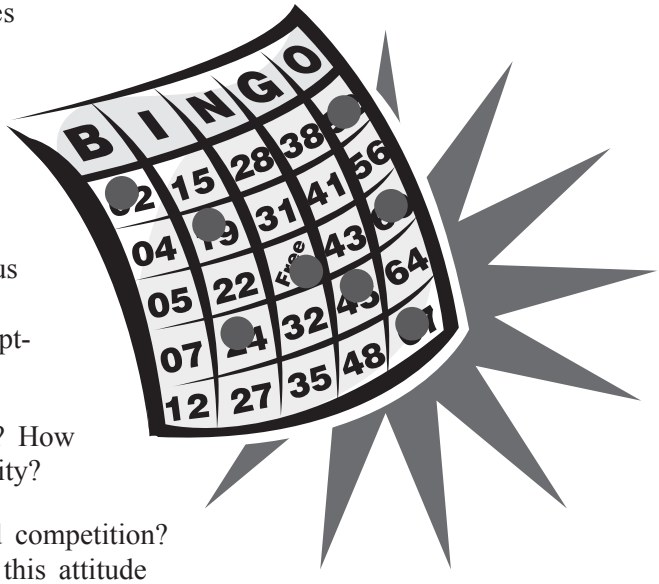
Games are appropriate NFE tools when they are used to encourage people to take charge of their own learning, and to test and reinforce new knowledge or skills.

How does it work?

Adapt a popular game to convey or test knowledge of a particular topic, or create a new game to test or reinforce learning. Divide participants into groups, if necessary, to play the game. Use games after information has already been shared using another method (e.g., lecturette, demonstration, jigsaw learning, etc.) or to assess participants' knowledge at the start of a learning activity.

Important Features:

Some points to consider when adapting games for use in NFE include:



- What local materials might you use to substitute for any game boards or game pieces? Try to use cheap, local materials.
- Might any aspect of the game be considered offensive by local cultural or religious standards? Involve HCN counterparts, friends and participants in creating or adapting the game.
- What local games are played in this area? How might they be adapted as a learning activity?
- What is the local culture's attitude toward competition? Toward cooperative learning? How might this attitude influence the participants' motivation for, and enjoyment of, learning games?
- Think about the many games you have played throughout your life. How might you adapt some of them for use as a learning activity? What topics might you reinforce using these games?

Variations:

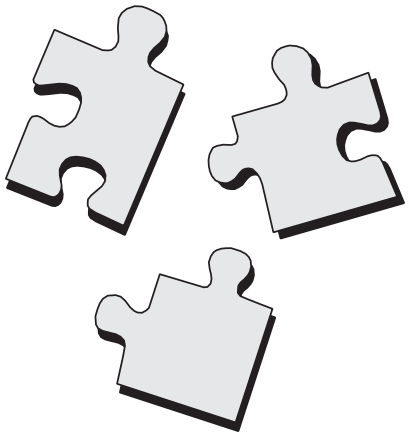
- **Scavenger Hunt:** This activity is especially effective when your goal is to have participants explore a particular area or topic. Give teams of participants a list of items to find, signatures to get, places to locate and so forth. The team that completes the list first wins a prize. This is a good introductory activity in a training workshop or at the beginning of a new school year.

Examples:

- Some of the most popular games to adapt as learning games include BINGO, Snakes and Ladders, Pictionary, and Jeopardy.
- Teams of trainees in pre-service training might go on a scavenger hunt of the training area. They might be asked to buy particular items in a local market, get the signature of a local shopkeeper, pick up literature at a community group; and locate items in the bathrooms, kitchens and common areas, etc. The team with the most items completed in the shortest period of time wins a prize.

JIGSAW LEARNING

What is it?



In a jigsaw activity, evenly divided groups are given a topic to learn (a piece of the puzzle to master). Once these small groups have mastered the content, the groups are reorganized so that each new group contains one member from each original group (now each group contains all essential pieces of the puzzle to put together). Each new group now contains an "expert" on the content that they have mastered in the original groups, and one at a time, each expert teaches the new content to the newly formed groups. The facilitator then processes the activity and emphasizes key learning.

How does it work?

To use jigsaw learning, it is best to cover three to four different but related topics. One way to use this method is to prepare handouts that cover the information to be learned on each topic. For example, if you want a group of new teachers to learn four new learning methods, you might have four handouts—one that details role plays, one that describes demonstrations, one that outlines storytelling and another that covers panel discussions. Divide the participants into four groups, and give one type of handout to each group. For example, one group will work on role plays, one on demonstrations and so on. Give the groups adequate time to read, learn and prepare to teach the information on the handout. Next, regroup the participants into groups of four—each group should have one participant from the role play group, one from the demonstration group, one from the storytelling group, and one from the panel discussion group. In these small groups, each person is given five to ten minutes to "teach" their topic to the other three members of his or her group. In this way, participants remain active and involved, and become an "expert" on one of the topics. After the groups have finished, the facilitator leads a plenary discussion, drawing out key learning about each of the topics.

Important Features:

To use jigsaw learning, it is important to:

- Ensure that the information is "teachable." The topic should not be too long or overwhelming, but should be relatively easy to learn and teach.
- Allow enough time for participants to learn the information, discuss it with their expert groups and prepare to teach it to others.
- Give clear, easy-to-follow directions, both about the activity itself and in guiding participants to switch into their jigsaw groups. The trickiest part of using this technique is moving participants into their jigsaw groups without causing confusion. It might be a good idea to have color-coded badges, so that participants can readily identify group topics and get into their jigsaw groups more easily.
- Process the activity fully. Some participants are better teachers than others, so it is important to emphasize key learning at the end to ensure that all participants understand the main points for each topic.

Variations:

- **Sharing experiences:** Another way to use this method is to allow three or four groups of participants to share their experiences with each other. For example, suppose you are facilitating a meeting about the proposed zoning for a large shopping center. If the meeting includes

representatives from the shopping center, local shopkeepers and local government officials, you might use jigsaw learning by creating small groups of three—with one of each "type" of participant. This arrangement would allow for a personal, face-to-face sharing of the issues, perhaps before a larger group discussion.

Examples:

- At a regional meeting, participants from each country meet together and decide on important information to share about the initiatives in their countries. The jigsaw groups then consist of one participant from each country—each will "teach" the others about the initiatives in their country program.

- In a secondary school history class, students divide into groups to study four different key historical moments. The jigsaw groups then consist of one student from each of these groups—each student teaches the other three about their key historical moment.

LECTURETTE

What is it?

A lecturette is a short, oral presentation of facts or theory. No more than 15-20 minutes in length, the goal of a lecturette is to impart information in a direct, highly organized fashion.

How does it work?

The facilitator, presenter, or teacher presents knowledge on a topic, sometimes using flipcharts, computer software presentations or other media to guide the discussion. A question and answer period follows.

Important Features:

Lecturettes are most effective when:

- There is important specific information to convey or new theories or skills to be learned.

- An expert is available to share knowledge about a particular topic.

- The lecture is presented dynamically and care is taken to include participants by allowing questions, soliciting comments or using one of the variations below.

- The lecture uses personal stories or familiar examples to support theoretical points. Often, people remember stories more readily than theory.

- The lecture is reinforced using another learning method, such as demonstrations, role plays and games.

Variations:

There are many ways to make a lecturette more interactive. Here is a handful, taken from the www.thiagi.com website. You may wish to refer to this valuable resource for more lecture ideas.

- **Best Summary:** Each participant prepares a summary of the main points at the end of a presentation. Teams of participants switch their summaries and select the best summary from each set. To use this technique, stop the lecture at appropriate intervals. Ask participants to write a summary of

the content presented so far. Organize participants into equal-sized teams. Redistribute summaries from one team to the next one. Ask each team to collaboratively identify the best summary among those given to them—and read it.



- **Essence:** Participants write several summaries of a lecture, repeatedly reducing its length. Ask participants to listen carefully to the presentation and take notes. After the presentation, teams prepare a 32-word summary of the lecture. Listen to each team's summary and select the best one. Now ask teams to rewrite the summary in exactly 16 words, retaining the key ideas and borrowing thoughts and words from other teams' earlier summaries. Repeat the process three more times, asking teams to reduce the length of the summary to eight, four and then two words. Finally, ask each participant to write an individual summary of appropriate length.

- **Interpreted Lecture:** Lecture for about five minutes. Pause briefly and then randomly select a participant to repeat the essence of the lecture so far by "translating" the lecture into plain English (or the local language). After one participant interprets, ask others to add any missing items. Repeat the procedure in approximately five-minute intervals. This method will be more effective if you explain the process and the expectations clearly before you start.

- **Press Conference:** Present a short overview of the major topic and identify three or four subtopics. Distribute index cards to participants and ask them to write at least one question on each subtopic. Collect the question cards and divide participant into as many teams as there are subtopics. Give each team the set of questions dealing with one specific subtopic. Team members organize the questions in a logical order, eliminating any duplicates. After a suitable pause, play the role of an expert and invite one of the teams to grill you for 5-10 minutes. The presenter responds to the questions in a press conference format. At the end of this press conference, ask members of each team to review their notes and identify what they consider to be the two most important pieces of information given in your answers. Repeat this activity with the other teams.

- **Superlatives:** At the end of each logical unit of a presentation, ask teams to identify the most important, the most disturbing, the most surprising, or the most complex idea presented so far. Or, during your presentation, stop at some logical point and ask participants to work in teams to identify the most important piece of information you presented so far. After a suitable pause, ask each team to share its decision. Now ask teams to select the most controversial (interesting, thought-provoking, etc.) statement that you made in your presentation. After teams respond, make the next unit of presentation. Repeat the teamwork procedure by specifying different types of information to be identified (such as the most radical, the most surprising, the most interesting or the most humorous).

Examples:

- The lender in a microcredit scheme presents the program to a women's cooperative, then gives the participants an opportunity to meet in small groups to come up with questions and concerns about the program.

- A secondary school science teacher presents information on soil erosion, after which students conduct a press conference on the topic.

- The head of a local government office is invited to speak to a group of primary school students. The students brainstorm a list of questions before the official arrives, and the students are encouraged to write down key words during the lecture. The facilitator guides a question and answer session, and then processes the key words and ideas following the official's visit.



PANEL DISCUSSIONS

What is it?

This method usually involves the presentation of an issue by several resource persons at a table in front of a group. Usually, each presenter speaks briefly on the topic and then a moderator solicits questions from the audience.

How does it work?

The moderator introduces the presenters, keeps the discussion on the topic and within time limits and summarizes the discussion at the end. Each presenter typically speaks for a set period of time (for example, five minutes). After all presenters have spoken, the moderator invites questions from participants. At the end of the session, the moderator may summarize the discussion and thank the presenters for their participation.

Important Features:

Panel discussions are best used when you would like to present a number of different perspectives on the same topic. Rather than having a series of lectures or longer sessions, you might gather people with the relevant experience or knowledge on one panel. Consider preparing a guide for your panel guests, to help them prepare in advance and to ensure that your objectives are met.

Variations:

- **Small Group Discussion:** After the panel presentation, participants divide into small groups, and each panelist leads a question-and-answer session with a small group.

Examples:

- An education Volunteer assembles a Career Day panel for students. People in various professions speak about the work they do, followed by questions and answers.

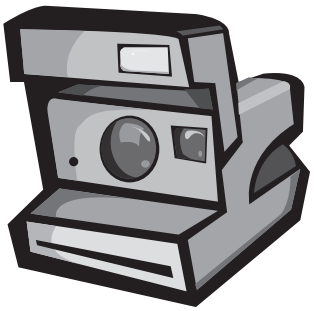
- A group of people living with HIV/AIDS speak on a panel about their experiences of stigma, discrimination and/or living in a positive and healthy way.

PICTURES

What is it?

Pictures can help to creatively involve participants in a discussion, and to engage the right-mode processing preference we discussed in ***Chapter 3: Learning Activities: From Assessment to Evaluation.***

How does it work?



Create pictures around a particular topic with your co-facilitators or counterparts, and use those pictures to begin a group discussion. Bring in photographs, perhaps from the newspaper, or photos that you have taken yourself. Use these pictures to begin a discussion. Or, provide a topic and invite participants to draw a picture on that topic. After drawing the picture, participants stand and describe the image.

Important Features:

When using pictures to spark a discussion, ensure that the images are appropriate to the culture and the particular audience. Check the background of photos and illustrations to make sure there are no unusual images that distract from the message you are exploring.

Variations:

See "How does it work?" above.

Examples:

- A Volunteer working in sanitation draws a picture card with one side depicting animals in a water source that is also being used to collect drinking water. The other side shows children sick with diarrhea. These pictures are a starting point for a discussion about sanitation, boiling drinking water and so forth.
- Participants in a training of trainers draw pictures to depict their ideal learning environment.

ROLE PLAY

What is it?

Role plays are short interactions of participants playing specific, predetermined roles to explore issues or practice skills. Roles are usually written out, and the facilitator may help participants playing the roles understand "who" they are to be.

How does it work?

Role plays are generally used after a period of instruction or discussion. For example, if participants are learning communication skills, groups can role play being assertive in typical situations (e.g., students in peer pressure situations, or people needing to access services in a clinic or office). Stop the role play periodically and discuss what behaviors worked and what was difficult and allow the group to brainstorm different choices of behavior/words. The role play may be done again, with the same person practicing or someone else trying.

Important Features:

For best results, the role playing situation should be realistic, and the roles of anyone involved should be written out or described verbally to each player. Younger people are often more willing

to role play in front of a group than adults, but care must be taken not to embarrass participants. Monitor the timing and process of the exercise so that the role play does not drag on, become silly or unrealistic. At any time, stop a role play and lead a discussion. Open-ended questions such as: "What was effective in X's behavior?" "How did s/he counteract the behavior of X?" can help involve the audience as well as the players. Invite new participants to come and practice the role, using their own words and ideas for the situation.

It is important to process role plays after the activity. Ask participants open-ended questions such as: "How did you feel when…", "Why did you say…" or "What do you think went well?"

Variations:

- Sequential role plays allow the observing participants to tap a role player on the shoulder and step into that role. The action does not stop, but continues with one or more new players. Sometimes an observing participant will clap to indicate that he or she wishes to step into a role. Sequential role plays are often used in complicated situations where a quick resolution of an issue is not possible, or where a number of options might be considered.
- Multiple role plays allow all participants to practice at the same time. These are sometimes done in trios, with two participants playing the designated roles, and the third person being an observer. After a few minutes of action, the facilitator calls time, and the observer leads a discussion in the trio using questions provided. Roles are then rotated, and each person plays a different role. After the second discussion, roles are rotated one more time. After the final small group discussion, the whole group discusses the experience, with the facilitator bringing up key points.

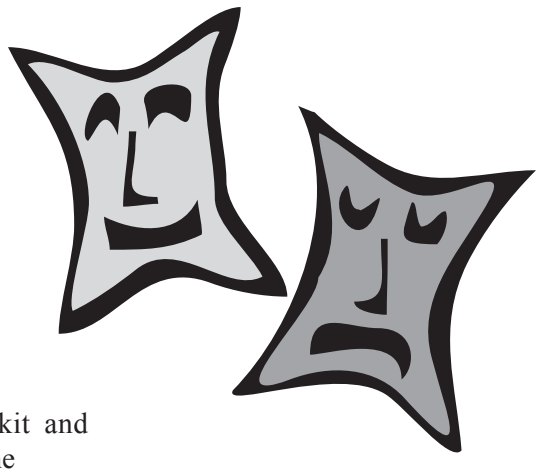
Examples:

- Clinic workers role play how to welcome patients and take data about the nature of their visits.
- Youth role play informational or job interviews.
- Co-op members role play negotiating prices with buyers.
- Group members role play leading a meeting.

SKIT

What is it?

A skit is an impromptu performance by participants to demonstrate something they know. Skits can be created by participants to show concerns they have about such things as peer pressure, health issues in their community or lack of resources. Skits may be used to demonstrate something learned, such as two styles of being a leader.



How does it work?

Give participants a topic, the maximum length of the skit and the amount of time they have to prepare (depending on the complexity, 30 minutes or an afternoon, for example).

Important Features:

The topic assigned needs to be "demonstrable"; that is, it should be fairly easy to determine how one might act it out. The participants need to have the experience or knowledge to prepare the skit on the topic given. Give participants adequate time to prepare the skit; they will want to think of the points they want to make, create a setting and characters, practice and get some props (potentially). In most cases, a minimum amount of time to prepare is 30 minutes.

Examples:

- Youth at camp create skits to show a favorite (hardest, funniest, etc.) part of their experience on the closing day.
- After sessions on recycling, participants are given several items and asked to create skits to show how their items can be recycled.
- A group of mothers create skits to show both positive and negative experiences at the well-baby clinic.

SMALL GROUP DISCUSSION

What is it?

A small group discussion is a structured session in which three to six participants exchange ideas and opinions about a particular topic or accomplish a task together. After the groups have had an opportunity to work together, they report the highlights of their work back to the large group, and the facilitator helps the group process the activity.



How does it work?

Begin the learning activity by briefly presenting a topic to the large group. Then, divide the group into smaller groups and set a clear task for the small groups to accomplish. Write directions, goals and time allotted for the task on a chalkboard, flipchart or handout. As groups are working, walk around and listen in briefly to each group. Keep groups focused by announcing the time remaining periodically. After the small group work, participants typically reassemble in the large group and a representative from each small group shares their findings to the large group for a whole group discussion. Help the group process the activity to be sure the intended message was conveyed.

Important Features:

In facilitating small group work, remember to:

- Set a clear task that can be accomplished within the time limit.
- Make sure the task is interesting to participants and relevant to their learning goals.
- Rehearse the instructions in your mind to be sure your directions are clear and complete.
- Give instructions clearly, one at a time, especially if there are many steps. Giving too many instructions at once can leave participants confused.

When small group work causes confusion and grumbling, it is usually because instructions were not clear or well-timed.

It is also crucial to devote as much energy to the reporting back and processing as to the small group work itself. Groups that have spent time working on a topic may feel cheated if they are not given adequate opportunity to present their findings, and the entire group may miss key learning. Most importantly, it is imperative to complete the learning cycle by processing the activity—the facilitator should guide a group reflection, perhaps by using the some of the questions suggested in ***Chapter 3: Learning Activities: From Assessment to Evaluation.***

Variations:

There are a number of creative ways for groups to report their findings:

- **Group Report Out:** In turn, a representative from each group stands in front of the room and reports its findings, usually guided by written flipcharts or other notes. Sometimes this report includes a brief question-and-answer session with the rest of the group.
- **Gallery Walk:** Groups are instructed to write their information (or their drawings, community maps, etc.) clearly and legibly on flipcharts. Groups post their flipcharts around the room, and the facilitator invites everyone to take a "gallery walk"—to walk from one group's findings to another, reading the information and making note of important learning. After about 15 minutes (longer or shorter depending on the number of groups), the facilitator reconvenes the participant group and processes the activity, often beginning with basic questions about what the participants have noted in the gallery walk, what stands out, etc.
- **Each table adds an idea:** If a number of groups has been working on similar tasks, guide the report by asking each table to share one idea. The group briefly discusses the idea, and then the next table shares a different idea, and so on, until all ideas have been shared.
- **Songs, Poems, Skits, Collage, Commercials:** Depending on the task and the audience, invite groups to report in a creative way—by writing a song, poem, or rap, performing a skit or commercial, making a collage and so on. Guide the processing afterwards, so that key learning is not lost in the excitement over the group's creativity.

Examples:

- A Volunteer working in business development divides participants in a workshop into groups—each will consider the advantages and disadvantages of one of the income-generation ideas raised during the brainstorming session.
- When planning a community nutrition fair, members of a health committee divide into subcommittees to plan for various aspects of the project.
- In a community assessment, participants break into same-sex, same-age groups (young women, young men, older women, older men) and create community maps. The maps are then displayed in a gallery walk.



STORIES

What is it?

Using stories in a learning activity can be an effective approach, especially in cultures that have a rich oral tradition.

How does it work?

There are a number of ways to use stories to enrich your learning activity.

- **Sharing Stories:** Participants reflect upon a specific topic and share stories about that topic from their own personal experience. Activating prior knowledge about a topic creates enthusiasm and motivation and makes the topic more relevant to the group.



- **Storytelling (sometimes called "critical incidents"):** Tell or read a story to the group and then lead a discussion about the issues raised in the story. Use an existing parable or local story or create a story to illustrate the topic you want to address.

- **"Finish the Story:"** One way to gain some insight into an issue or group is to begin a story and ask each participant to add a line or two. This works best in a smaller group, and can even be used as a quick and fun warm-up.

Important Features:

Be clear about the message you want to convey when choosing a story. Also, check with HCN counterparts to ensure the cultural appropriateness of the story.

Variations:

- **Pyramiding:** Sometimes participants may find it difficult to share stories of an intimate or personal nature, or they might be shy to share their own story with the large group. Pyramiding can be an effective addition to sharing stories. Participants share their stories with a partner and can choose not to share it with the larger group. Invite participants to share stories in pairs. Next, suggest that each pair choose one story to share. Then combine two pairs of participants—each pair will share one story with the group of four. Next, invite the group of four to choose one of those stories to share with a larger group. Combine two quads, to form a group of eight. Two stories are told within the group of eight. Continue in this way until you are left with only two or three groups. (The number of times will depend on the total number of participants.) Then invite representatives from those two or three groups to share stories with the entire group of participants. In this way, each participant has had a chance to share and discuss his or her own personal story, but only two to three representative stories are shared with the large group.

Examples:

- Participants in a group working on HIV/AIDS share stories about the impact HIV/AIDS has had on their lives. Use these stories to illustrate the impact of HIV/AIDS on the family, the community and the nation. Or, use these stories to motivate participants for the rest of the group's work.

- Engage a group in a subject by telling a relevant story. For example, tell the story about Ruth from Chapter 4 to begin a discussion of girls' education.

- Encourage groups to illustrate their daily actions through storytelling. Use the "Finish the Story" when talking with a group of local farmers by starting a story: "In the spring of last year, some of the farmers around Ekwendeni decided to plant soybeans along with their usual crops. At first, the farmers…" Allow a participant to add the next line, and another to add the next, and so on. Guide the story if there is a lull, for example, by adding another line yourself, "Women in the area used the soybeans to…"

VISUALIZATION

What is it?

In a visualization exercise, the facilitator asks the group to imagine some point in the future, often an ideal image of the future. The facilitator then guides the group through this image, asking them to imagine particular aspects of it. The exercise is designed to invite participants to explore the "big picture" and to tap into their deepest hopes and wishes.

How does it work?

Invite participants to close their eyes and imagine a particular experience, place or situation in the future. Give participants permission to get as comfortable as possible. Guide the visualization in a calm and slow voice. First, ask participants to make note of the particular scene and pause while they imagine. Pausing for a moment or two between directives, ask them to visualize a specific situation, the people or issues involved and their emotions at the time. Generally, visualization usually lasts about five or 10 minutes. Visualization might be followed by a deeper discussion of the images, or by the creation of a vision statement or another approach.



Important Features:

Guiding a group through a visualization exercise can be an incredibly powerful experience. Be clear and specific about your objectives before using a visualization exercise and spend time before the activity practicing what you will say as you guide participants through their imagery.

Variations:

Use visualization to invite participants to think back to a particular time and issue in the past. Or, use visualization to transport the group to a different location or to help participants consider the perspectives of others.

Examples:

A visualization exercise can be particularly effective:

- To set the stage for strategic planning: Ask members of a group to imagine their organization a few years in the future, performing at its peak, achieving all of its goals. Move from these visions to a discussion of how to achieve such an ideal image.

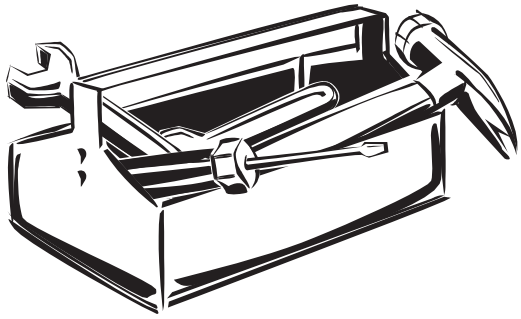
- In goal setting for young people: Invite students or other youth to imagine an ideal situation for when they are adults. This is powerful for goal setting, self-esteem building and risk reduction because participants are encouraged to focus on that vision and attempt to achieve it.
- For teambuilding: Have each participant remember and visualize the best team that he or she was ever on. Ask questions to help prompt the visualization: What made the team successful? What was your role on the team? How did the team's success make you feel personally? Once the participants have had time to recreate the memory, process and discuss the key points to help create a positive atmosphere for future teamwork.

The learning methods detailed above are some of the "classics," but they represent only a fraction of the many activities available to you. For additional methods, you may wish to explore some of the texts listed in the Key Resources section of this chapter.



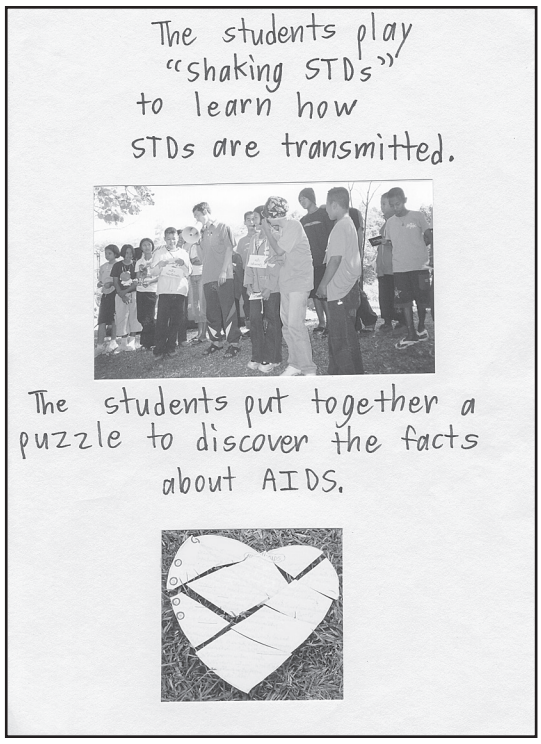
MATCHING LEARNING METHODS TO LEARNING OBJECTIVES

With so many options to choose from, how do you decide which methods may be the most effective for the learning activities you are planning? It is impor-tant for a good educator to have a "toolbox" of great learning methods at hand, and perhaps even more crucial to be able to choose several appropriate options for every learning situation. In order to meet the many different learning styles we identified in ***Chapter 3: Learning Activities: From Assessment to Evaluation***, it is important to use a variety of methods in teaching every topic.



While there are no hard and fast rules about when each method should be used, there are certain questions you might ask yourself in choosing learning methods.

- What is the learning objective? Are you trying to convey knowledge? Teach new skills? Share experiences? Change attitudes? Change behavior?
- Who is the audience? How formal is the session, meeting or activity?
- Which methods would work best for active experimenters? Reflective observers? Those who learn through concrete experience? Abstract conceptualization?



- How will you vary the methods to reach a number of different learning styles? What sequence will you use? (For example, you might present a dramatization on a topic and then give a lecturette, followed by a demonstration. Participants might then practice the learning, using role plays or games.)
- How much time do you have? Do you have enough time to effectively use the method? Or would another option be more appropriate, one that takes less time?
- Are there any issues around logistics or physical layout that would make one learning activity better or more difficult than another? For example, if you are working in a very small space with a larger group of participants, it might be more difficult to effectively manage the fishbowl or a sequential role play.

As you continue to design and facilitate learning activities, you will become more comfortable understanding when to use each of the learning methods listed below. This chart offers some suggestions regarding the advantages and challenges of each, along with some guidance about which techniques work best with which types of objectives.

BRAINSTORMING	
Objective Focus	**Advantages**
● Knowledge ● Skills ● Attitudes	• Allows many contributions in a short period of time • May help facilitator assess current opinions or knowledge • Low risk for facilitator; requires few materials
	Potential Challenges
	• Works best with a literate audience • Quiet participants may not contribute • Is not very active

CARD SORTING	
Objective Focus	**Advantages**
● Knowledge ● Skills ● Attitudes	• Engages every participant • Allows many contributions • Allows for sorting and prioritizing
	Potential Challenges
	• Requires materials and more planning • Works best with a literate audience

FISH BOWL	
Objective Focus	**Advantages**
● Knowledge ● Skills ● Attitudes	• Allows participants to choose between active participation and observation • Allows participants to share perspectives in less threatening environment • Encourages critical thinking
	Potential Challenges
	• Some participants may remain detached and uninvolved • Depending on culture and hierarchy, some participants may not feel free to participate • Facilitator must sometimes return the group to topic

STORIES	
Objective Focus	**Advantages**
● Knowledge ● Skills ● Attitudes	• Taps into participants' experiences and can help in motivation and awareness-raising • Highly creative and engaging
	Potential Challenges
	• Some participants may not wish to share personal stories • May be seen as "touchy feely" by some participants

VISUALIZATION	
Objective Focus	**Advantages**
● Knowledge ● Skills ● Attitudes	• Taps into participants' hopes, dreams, ideal images • Raises the discussion to a higher ground
	Potential Challenges
	• May feel risky for facilitator and/or some participants • Must be appropriately processed and followed up

PICTURES	
Objective Focus	**Advantages**
● Knowledge ● Skills ● Attitudes	• Engages right mode preference • Highly creative, dynamic, participatory • Pictures can safely evoke images that participants might otherwise not address
	Potential Challenges
	• Participants may remain detached from the images portrayed ("that's them, not me") • Some participants may be uncomfortable drawing pictures and overcoming past negative experiences of being a "bad" artist

ROLE PLAY	
Objective Focus	**Advantages**
● Knowledge ● Skills ● Attitudes	• Allows participants to bring their own perspectives, experiences and beliefs into the discussion • Highly interactive and engaging; fun • Can safely discuss difficult issues more easily
	Potential Challenges
	• Requires careful preparation, facilitation and processing • Some participants may be uncomfortable with public speaking or "acting" • If not well-facilitated, can be fun but not enough of a learning experience

INTERACTIVE ROLE PLAY	
Objective Focus	**Advantages**
● Knowledge ● Skills ● Attitudes	• Same as for role play, and also actively engages participants in critical thinking; dynamic
	Potential Challenges
	• Drama is already created, and may not completely reflect the experiences of the audience • Except for the ensuing discussion, audience is passive

DRAMA/SKIT	
Objective Focus	**Advantages**
● Knowledge ● Skills ● Attitudes	• Allows presentation of important issues in a dynamic, entertaining way • Once rehearsed, can be used over and over again with different audiences
	Potential Challenges
	• May feel risky for facilitator and/or some participants • Must be appropriately processed and followed up

DEMONSTRATION	
Objective Focus	**Advantages**
● Knowledge ● Skills ● Attitudes	• Excellent for modeling new skills or practices • If combined with practicing, can be a highly interactive, engaging method • Honors the needs of “hands on” learners
	Potential Challenges
	• Requires preparation, effective modeling and careful practice sessions

SMALL GROUP DISCUSSION	
Objective Focus	**Advantages**
● Knowledge ● Skills ● Attitudes	• Versatile • Can be used in many ways for all types of content • Allows participants to share experiences and take charge of their own learning
	Potential Challenges
	• Can lead to confusion and frustration if the task is not clear and relevant • If there are many groups, may take a long time to present and process

CASE STUDIES	
Objective Focus	**Advantages**
● Knowledge ● Skills ● Attitudes	• Can match the necessary content very well, as it is created for the learning activity • Allows participants to reflect first and then discuss and react, thus encompassing more than one learning style • Interactive and engaging
	Potential Challenges
	• Requires a great deal of preparation to create an appropriate case study • Participants might feel limited to only those topics raised in the case study

PANEL DISCUSSIONS	
Objective Focus	**Advantages**
● Knowledge ● Skills ● Attitudes	• Allows a number of perspectives in a short period of time • More interesting than a lecture, yet allows resource persons to share their expertise
	Potential Challenges
	• Must be effectively moderated to ensure that panelists stay on topic and do not go on for longer than expected • Unless panelists are dynamic and interesting, may become boring

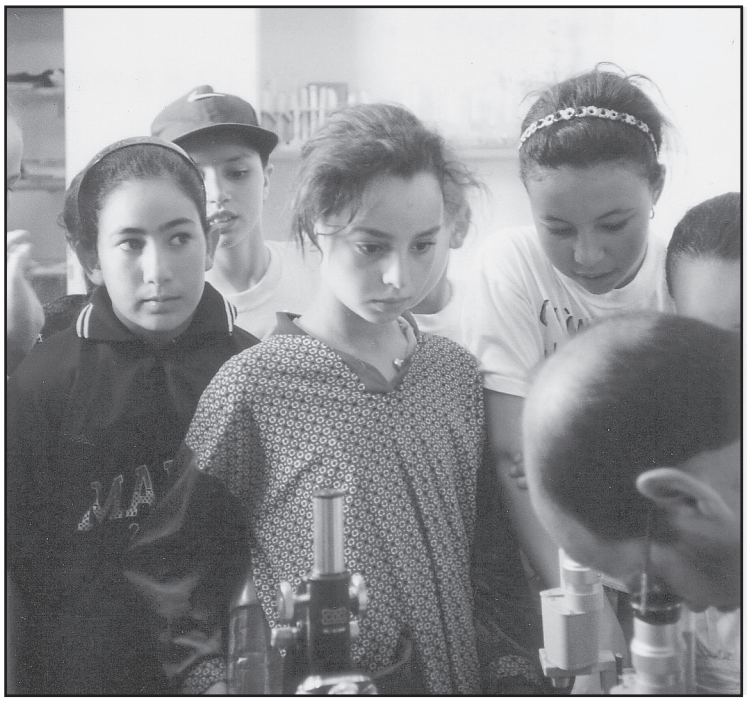
LECTURETTE	
Objective Focus	**Advantages**
● Knowledge ● Skills ● Attitudes	• Transmits facts or theory in an organized, succinct fashion • Low risk for facilitators, as they are prepared in advance
	Potential Challenges
	• Participants are passive learners • Participants may already know the information being communicated

JIGSAW LEARNING	
Objective Focus	**Advantages**
● Knowledge ● Skills ● Attitudes	• Allows for transmission of facts and theory in a more interactive fashion • Engaging • Allows participants to teach and thereby become “expert”
	Potential Challenges
	• Can be difficult to facilitate at first • Some participants are better teachers than others, so there is a risk that some groups may not adequately learn the content

GAMES	
Objective Focus	**Advantages**
● Knowledge ● Skills ● Attitudes	• Powerful method for practicing new knowledge or skills • Fun • Engaging • Energizing
	Potential Challenges
	• Requires adequate preparation to adapt the game • Some participants may not see it as learning

Perhaps the best way to become adept at matching learning methods to particular objectives and specific audiences is to consider the many different points we have suggested, make an educated decision about which methods to use and in which sequence, and then just try them out. As you work with particular groups and use various methods, you will become more confident in your choices. You will soon be comfortable enough with these methods that you'll be able to change the activity in the middle of your session, if you find that the group is not responding to one method.

There are many different approaches to each learning activity, and there is no one best way to impart learning. Remember that each NFE experience is also an opportunity for the facilitator to share in the learning process, so consider each session or class as another valuable insight on your journey with nonformal education.



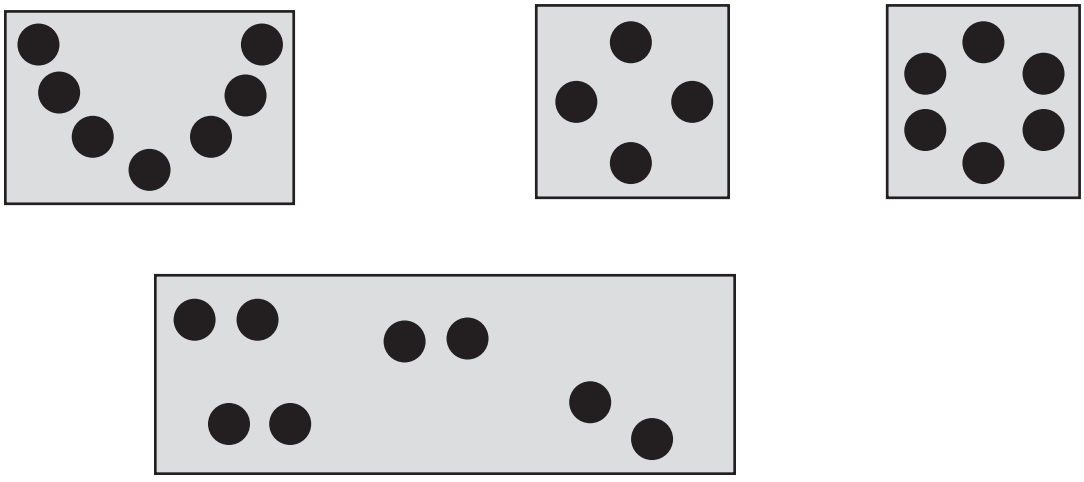
IDEAS AND APPLICATIONS

Now that you have read about learning methods, it may be helpful for you to apply what you have learned. In this section, we present several ideas and activities to assist you in practicing what you have learned. Feel free to try one, several or all of these activities. You could also create your own!

SET UP YOUR LEARNING ENVIRONMENT

Keep in mind that different room arrangements may be appropriate for different NFE methods depending on a number of factors. How would you arrange the physical space to best complement the learning methods you have chosen to use? How might available resources, learning style preferences, the learning objectives and the content affect your choice of physical arrangement? What other factors (e.g., cultural, sex, age) would influence the way you arranged the space? As you design your learning activity or workshop, try to keep all of the factors in mind, as well as the fact that you may want to use several different learning methods that would require different room arrangements. Consider also that your physical space and the participants need to be flexible to make efficient transitions between activities. Look at the four diagrams below and reflect on the following:

- What are some of the advantages of each arrangement? What are some of the challenges?
- What type of learning method might be best suited for each arrangement? Why?
- Can you fairly easily make a transition between the different learning methods you are planning to use?
- Where might you, the Volunteer, sit or stand? Why?



SELECT A LEARNING METHOD FOR A PARTICULAR AUDIENCE

Imagine you have been asked to develop a learning activity or session for a particular group of people in your community. Look at the list below and choose those groups that are most like those you would probably teach. What are some specific considerations for selecting methods that would apply to your target groups? Some things to consider include participants' sex, location of the activity, and available resources.

- Community health workers providing prenatal care in a rural clinic
- People making and selling products from home (such as food)
- A women's food-drying co-op doing inventory
- Farmers needing information on hillside erosion
- Out-of-school youth needing HIV/AIDS information
- NGO directors seeking to create a coordinating body for all NGOs
- Secondary school teachers designing a curriculum
- Small business owners setting up a website

CHOOSE A LEARNING METHOD BASED ON LEARNING STYLES

The following activity will give you an opportunity to combine your knowledge of learning style preferences with your skills in choosing appropriate methods. First, choose one of the learner groups from "Select a Learning Method for a Particular Audience" on the previous page. Next, think back on the many different learning styles advocated by Bernice McCarthy and discussed in Chapter 3. Which learning methods might be appropriate for each learning style represented in your target group? From the chart below, choose methods for your target learning group that would meet different learning styles and needs. Check off all that apply. After you have completed this activity, refer to Appendix F for our suggestions for this activity.

Method	Imaginative Learner	Analytic Learner	Common Sense Learner	Dynamic Learner	Visual Learner	Auditory Learner	Kinesthetic Learner
Brainstorming							
Card Sorting							
Fishbowl							
Stories							
Visualization							
Pictures							
Role Plays							
Sequential Role Plays							
Dramatizations							
Skits							
Demonstrations							
Small Group Discussion							
Case Studies							
Panel Presentations							
Lecturette							
Jigsaw Learning							
Games							

DESIGN LEARNING ACTIVITIES TO MATCH LEARNING SITUATIONS

Below are several scenarios. Using what you have learned about 4MAT in Chapter 3 to design a lesson and choosing appropriate methods from this chapter, choose two or three scenarios and create a basic Peace Corps' 4MAT lesson design. Keep in mind that you want to choose activities that move participants through all four stages of the cycle: motivation, information, practice and application.

Scenario 1: Teach a group of computer technicians how to network computers.

Scenario 2: Train a group of adolescent peer educators in alcohol awareness.

Scenario 3: Train secondary school teachers to use nonformal teaching techniques.

Scenario 4: Train local farmers about the benefits of planting soybeans.

Scenario 5: Train village women to identify signs of malnutrition in children.

ADAPT GAMES FOR USE AS LEARNING ACTIVITIES

Identify one or two of your favorite games—either from back home or from your host country. Adapt the game for use in one of your learning activities. Invite some friends over to test the game and improve the game based on their feedback. Possible evaluation questions:

- What was enjoyable about the game? What was difficult?

- How well did the game serve as a learning activity? How well did it teach or reinforce content?

- Are there any elements of the game that are not appropriate for the local area? What specifically?

- What are some suggestions for improving the game?

CREATE A LEARNING ACTIVITY USING APPROPRIATE METHODS

Imagine that you have been asked to assist with a one-day training on getting a job for the graduating class of the local technical-vocational college. Given what you know about learning styles, the experiential learning cycle, 4MAT, creating an effective learning environment and learning methods, create an effective participatory session design for this learning activity.

- How will you involve your counterpart or other HCNs in the planning and execution of the learning activity?

- How will you assess the participants' needs and determine the content?

- What methods and techniques might be appropriate for this training?

- How will you evaluate the training?

REFLECT

- Review Valerie's experience at the beginning of this chapter. Can you identify all of the different methods she used in assessing, planning and executing her nonformal education project? Can you think of other activities she could have used? How could she have involved her counterpart?

- Consider the many learning methods we have described in this chapter. What do they have in common? What are the fundamental characteristics of learning methods used in nonformal education?

- Why is appropriate processing of each learning activity so important?

- Which of the methods that we have described might also be used for assessment? Evaluation?

- Consider the "Choose a Learning Method Based on Learning Styles" chart. Which learners benefit most from NFE methods? Which learners are better reached by more traditional teaching styles? What does this teach us about choosing NFE methods?



KEY RESOURCES

REFERENCE:

Srinivasan, Lyra. ***Tools for Community Participation: A Manual for Training Trainers in Participatory Techniques***. Washington, DC: PROWWESS/UNDP, 1990.

In this classic text, Srinivasan describes her SARAR approach to practicing NFE: using the characteristics of self-esteem, associative strengths, resourcefulness, action planning and responsibility. Srinivasan advocates a learner-centered approach and specific techniques that she used effectively in working with women regarding water and environmental sanitation.

ADDITIONAL RESOURCES:

Arnold, Rick, et al. ***Educating for a Change***. Toronto, Ontario: Between the Lines and the Doris Marshall Institute for Education and Action, 1991.

In this classic guide to participatory community organization, the authors provide theories and practical ideas for a transformative approach to working in the areas of social change, anti-racism and community development. The text includes a number of effective exercises for use with groups.

Eitington, Julius E. ***The Winning Trainer: Winning Ways to Involve People in Learning.*** Boston: Butterworth Heinemann, 2002.

Eitington's text offers a comprehensive guide for the new trainer. The book describes hundreds of training methods and suggestions, and includes various handouts for use in learning situations. Additional topics include preparation of the learning environment and evaluation strategies.

LeFevre, Dale. ***Best New Games.*** Mendocino, CA: New Games Foundation, 2002. [ICE No. YD037]

This comprehensive collection of cooperative, interactive games for all ages and abilities includes 77 games, several game-leading tips, trust activities and safety instructions. The focus of the games is cooperation rather than competition, and the games require minimal to no equipment.

Life Skills Manual. Washington, DC: Peace Corps, 2001. [ICE No. M0063]

This text provides over 50 session plans for use with youth, women, and men. The manual offers exercises around such topics as communication skills, decision-making, sex, relationship skills and HIV/AIDS. The book also contains an appendix with dozens of warm-ups and icebreakers, as well as assorted team-building ideas for use with groups.

Newstrom, John W. ***Even More Games Trainers Play.*** New York: McGraw-Hill, Inc., 1993.

Another well-known training resource, ***Even More Games Trainers Play*** offers dozens of sample icebreakers, exercises and games for use with any group. The descriptions for each activity are simple and easy to follow.

Pike, Bob and Christopher Busse. ***101 Games for Trainers: A Collection of Best Activities from Creative Training Newsletter.*** Minneapolis, MN: Lakewood Publications, 1995. [ICE No. TR117]

This book offers training games for dozens of different learning situations. These creative ideas are presented with easy-to-follow instructions, making the text a simple resource for trainers and teachers alike.

Promoting Powerful People. Washington, DC: Peace Corps, 2000. [ICE No. T0104]

This useful resource guides the Peace Corps Volunteer through the many stages of community change and development, from assessment to project planning to small-scale implementation to evaluation. The book offers many specific methods of assessment and facilitation, and includes a section on adapting print materials, using folk media, and working with radio.

Roles of the Volunteer in Development: Toolkits for Building Capacity. Washington, DC: Peace Corps, 2002. [ICE No. M0053]

This text provides a comprehensive look at the place of the Volunteer in the development process. Detailing the Volunteer's roles as learner, change agent, co-trainer, co-facilitator, project co-planner, and mentor, RVID provides countless theories, case studies, activities, and approaches to help Volunteers and their communities get the most of out their two years of service.

Silberman, Mel. ***101 Ways to Make Training Active.*** San Francisco: Jossey-Bass Pfeiffer, 1995.

This useful resource offers lively, targeted activities for use in a number of training situations, including team building, on-the-spot assessments, role plays, and stimulating discussion. The text also suggests ideas for setting up the training environment, as well as "tips for trainers."

Technology of Participation: Group Facilitation Methods: Effective Methods for Participation. Phoenix, AZ: Institute for Cultural Affairs, 1991, 1994, 1996, 2000.

This manual details participatory approaches to action planning and consensus building. The text also suggests a "focused conversation" method of processing learning activities, including a number of powerful questions to use with the experiential learning cycle.

Vella, Jane. ***Learning to Teach: Training of Trainers for Community and Institutional Development.*** Westport, CT: Save the Children, 1989.

Vella's useful text provides 25 sample session plans for training trainers in adult learning, Freirian approaches, and facilitation skills. The manual also includes suggested warm-up activities and Vella's "seven steps of planning."

VIPP: Visualisation in Participatory Programmes. Bangladesh: UNICEF, 1993.

This classic text details a people-centered approach to planning, training, and group consensus building. At the core of the VIPP methodology is the use of multi-colored cards, highly visual learning aids, and strong facilitation based on a commitment to the principles of adult learning. The text offers specific exercises for participatory group work, including games, exercises, debates, card sorting, and evaluation ideas.

Working with Youth: Approaches for Volunteers. Washington, DC: Peace Corps, 2002. [ICE No. M0067]

This informative guide to working with youth includes a comprehensive section on participatory assessment. Techniques include Venn diagrams, informal interviews, group interviews, community mapping and tips for compiling information. The text also includes a session on participatory planning.

WEB REFERENCES:

101 Ways to Energise Groups: Games to Use in Workshops, Meetings and the Community
http://www.synergyaids.com/resources.asp?id=4152

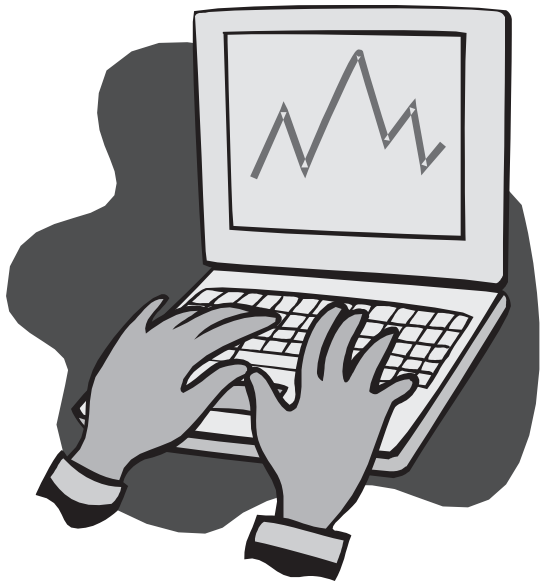
A compilation of energizers, icebreakers and games that can be used by anyone working with groups in a workshop, meeting or community setting. Download the PDF file or search for other helpful titles to download.

Food and Agricultural Organization of the United Nations—Resources
http://www.fao.org/Participation/resources.html

A database of participatory methods, tools and projects that can be searched by keyword. A good source to find tools and ideas. Although the site focuses largely on agricultural issues, many of the tools and methods could be applied across sectors.

Workshops by Thiagi
www.thiagi.com

This valuable resource provides abundant ideas for interactive lectures, games, puzzles, open questions, and other activities for the participatory trainer. The site includes tips for facilitators and ideas for instructional design.





CHAPTER 6

CREATING OR ADAPTING MATERIALS FROM LOCAL RESOURCES

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PRE-READING STRATEGY

Assess your Knowledge, Skills, and Attitudes

	KNOWLEDGE	SKILLS	ATTITUDES
Knowledge, Skills, and Attitudes needed to practice NFE	• Knowledge on how to make learning aids from locally-available materials • Understanding of the importance of using appropriate local materials • Understanding of environmental and cultural considerations; knowledge to determine suitability of materials and resources for learning objectives	• Ability to identify new uses for locally-available materials • Ability to follow directions • Ability to involve participants in creative projects • Skill in evaluating materials for appropriateness	• Willingness to try something new • Commitment to using local materials appropriately • Creativity • Flexibility
Your strengths			
Your plans to learn more			

In the preceding chapters, we have focused on the many aspects of designing, facilitating, and evaluating a learning experience. When you are ready to begin a learning activity, you may find that you need some basic supplies—flipcharts, chalkboard, paints, puppets, etc. Volunteers are sometimes placed in areas where materials and supplies are expensive or difficult to find. Often, Volunteers overcome these difficulties by requesting supplies from home or picking some up the next time they are in the capital or a larger city. But for generations, educators have fashioned NFE materials out of local, readily available resources.

- What are some of the benefits of using local resources?
- How can you engage participants in making these resources themselves?

- How can you determine whether resources you have brought from home are appropriate for your group?

This chapter will briefly discuss the issues to consider when deciding which resources to use in an NFE activity and provide a "recipe book" of ideas to help you create your own materials from local resources.



READING

NFE IN ACTION: WHY USE LOCAL RESOURCES?

MARIA

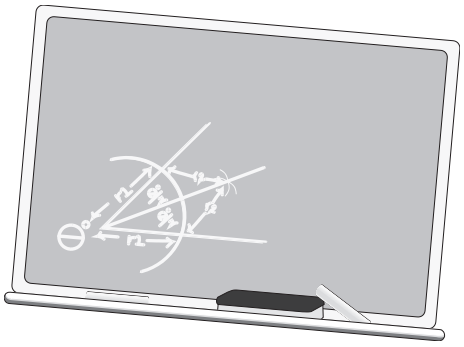
After her two-week in-service training at the Teacher Training College (TTC), Maria returned to work feeling refreshed and ready to try some new ideas. She walked into the teachers' lounge and greeted some of her co-workers, telling them about the interesting activities she had participated in at the TTC. She particularly liked brainstorming using cards, and a fun activity using a lot of little sticky dots. She knew that it would be difficult to get such things at the school—there wasn't really a budget for all of that—but she thought she could adapt some of the ideas using what was available. After spending about 10 minutes in the supply closet, she stomped away in frustration. Who was she kidding? There wasn't even paper and books for the students in her school, much less fancy teaching tools!

Consider Maria's situation. Can you imagine the type of workshop she attended at the TTC? Perhaps it was interactive, with lots of "bells and whistles"—flipchart paper, markers, sticky dots, cards, and videos—very much like your own experience in pre-service training. While the TTC experience was clearly interesting and informative for Maria, perhaps it wasn't as helpful as it could have been, as she was frustrated and upset within an hour of her return back to work. How might the facilitators at the TTC been more helpful in addressing the realities of Maria's teaching environment?

The benefits of using learning materials made from locally available resources:

- Locally available resources are generally cheaper and easier to find.
- Participants feel empowered to make and use the resources themselves when replicating or adapting the learning experience.
- The use of such resources encourages creative thinking and builds on the assets of the community.
- Often, locally available resources are more environmentally safe—they are often reusable or even made from recycled products. Flipcharts and markers can be damaging to the planet.

This chapter offers many suggestions for creating NFE learning materials from locally available resources. However, keep your own community context in mind as you explore these ideas. Use learning materials that will make participants comfortable. In general, you want participants to focus more on the learning than the materials you are using to support the experience. As such, you will want to understand the context and the types of materials that are traditionally used in each situation. Consider these unusual examples:



- At a meeting of high-level district officers, each participant uses flipcharts and markers or computer software presentations, to brief the group about the latest news in the field. Finally, a Volunteer comes to the podium, unfolds his flannel board and arranges the felt figures he prepared for the presentation.

- At a workshop for rural traditional birth attendants, a Volunteer gives each participant a shiny 500-page reference book on safe motherhood donated by the nursing school back home.

It seems clear that in both situations, the Volunteers had not yet assessed the types of materials typically used in such situations, or that the Volunteers thought it was more important to introduce new ideas than to follow the norm. It is possible, certainly, that you will want to introduce different types of materials at times, perhaps for environmental purposes, or so that the group can have some high quality products, but in general, you don't want the fact that your learning tools are "exotic" to get in the way of the activity itself.

WORKING WITH PARTICIPANTS TO MAKE LEARNING MATERIALS

The benefits of involving the participants themselves in making learning materials:

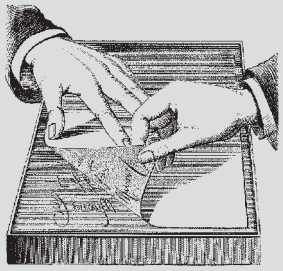
- Flattens the hierarchy between the facilitator and the participants

- Empowers participants to become actively involved in finding solutions, even for their learning needs

- Encourages participants to make their own materials or adapt materials in the future as the need arises

- Gives participants ownership over the materials created together





You may find yourself the learner in making materials out of local resources, since your participants may have more practice at this than you do. Include the types of resources used locally as part of your initial assessment and be open to learning how to make such materials from your participants or from HCN counterparts.

EVALUATING LEARNING MATERIALS FOR APPROPRIATENESS



Suppose you have brought some learning materials from home, found some in a nearby city or discovered some in a district office. How can you be sure these materials are appropriate for your situation or the participants with whom you will be working? Here are a few questions to consider when evaluating learning materials for appropriateness:

- Do the materials address the issues you are exploring, or can they be adapted to address them?
- Are the materials appropriate for the participants? How can they be adapted?
- Are the materials appropriate to the setting (e.g., the classroom, informal gathering area, outdoor center, time available, etc.)? How can they be adapted?
- Are the materials in the appropriate language? Can they be translated or simplified?
- Are the materials in the predominant learning style of the area (if there is one)? How can they be adapted to that learning style?
- How appropriate are the materials for the age range of participants?
- Do the materials reflect important differences in culture, style of dress, clothing, housing, available technology, etc.?
- Are the resources to make these materials available in your local community?
- Would it be a good idea to introduce some of these materials as an alternative to the use of paper? How would this be received by the people with whom you work?
- How might you involve participants in choosing and making these materials?

It is probably best to work through these questions with your HCN counterparts or with some of the participants themselves to determine how best to adapt the learning materials to the local culture, language and context.

Adapted from ***Adapting Environmental Education Materials***, p. 16 (Peace Corps, Washington, DC). [ICE No. M0059]

Some ideas for simplifying text:

- Use simple vocabulary
- Eliminate idiomatic expressions
- Reduce sentence length
- Reduce paragraph length
- Eliminate unnecessary details
- Replace abstract ideas with concrete actions



If learners are not literate, consider:

- Transforming written ideas into simple pictures
- Reading important parts aloud
- Adding visual aids or demonstrations to the material
- Converting material into stories, songs, puppet shows, dramas or other forms of popular entertainment

Adapted from *Adapting Environmental Education Materials*, p. 29 and p. 31 (Peace Corps, Washington, DC). [ICE No. M0059].

MAKE YOUR OWN LOW-COST AND LOCALLY AVAILABLE MATERIALS

PRESENTATION BOARDS AND MATERIALS

Flannel Boards

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 flexi-flans. 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.

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.

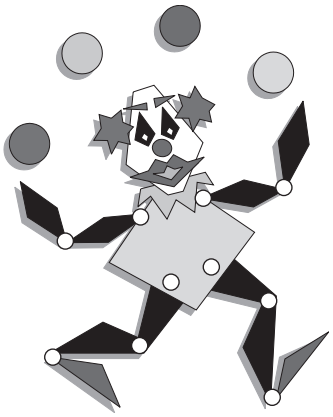
Materials needed for one board:

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

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.

Flexi-Flans and Maxi-Flans



Flexi-flans are figures for the flannel board with moveable joints. They are made from light cardboard with metal clasps at the neck, elbows, hips and knees to make them more lifelike. Participants are encouraged to get involved and post them in different positions and move 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. Flexi-flans 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
- ☐ hammer
- ☐ wood sandpaper (roughest grade)
- ☐ scissors
- ☐ colored markers
- ☐ old magazines or photos

Directions:

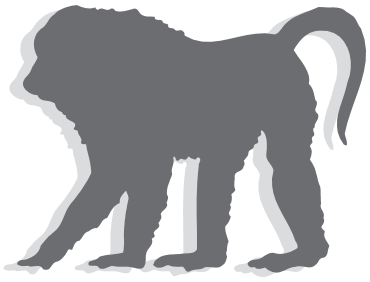
1. Draw the arms, legs, body and head of the figure separately on light cardboard. Figures should be made facing opposite directions so they can be made to "talk" together on the flannel board.
2. Cut out body parts. Attach them with metal clasps. The simplest kind of attachment is a thumbtack, pushed through the cardboard and lightly hammered down on the backside. 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.

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.

6. Participants can also experiment with making large size maxi-flans. 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. Maxi-flans have been used successfully when presenting dramas. Three characters are constructed, a main character who presents the situation, 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.

Flannel Board Figures



Non-moveable flannel board figures such as people, animals, houses, trees, charts, captions or symbols can be used instead of flexi-flans or to accompany them. Cutouts 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, photos or drawings
- ☐ glue
- ☐ colored markers
- ☐ light cardboard
- ☐ scissors
- ☐ wood sandpaper (roughest grade)

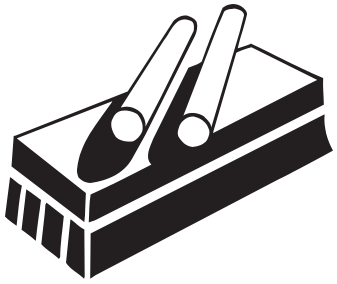
Directions:

1. Glue pictures to light cardboard or draw your own designs.

2. Cut out.

3. Glue sandpaper strips to the backs of the figures.

Chalkboard



The chalkboard is a useful tool for any educational activity. It is easily used and reused and can be made large for facilitators or small enough for use by individual group members, especially where paper is less abundant.

Materials Needed:

- ☐ piece of plywood, board or pieces of planks joined together
- ☐ black paint or chalkboard paint
- ☐ chalk
- ☐ sandpaper
- ☐ cloth or eraser

Directions:

1. Sand main board material carefully to an even roughness.

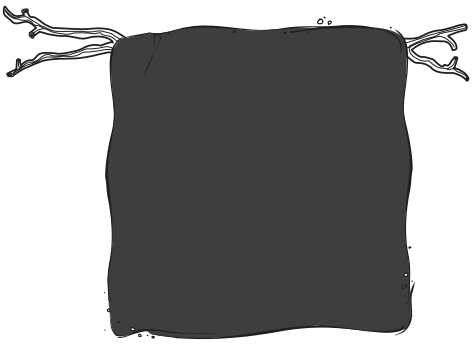
2. Apply two separate coats of black paint to roughened surface. Be sure the first coat of paint is dry before applying second coat.

3. Before using the chalkboard, rub a dusty chalk eraser or cloth over it. This is necessary to create an erasable surface.

4. Attaching a good wooden frame to the board will help prevent warping and make the chalkboard last longer.

Roll-up Blackboard

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 lightweight, and can be used anywhere you would use a chalkboard: in meetings, in workshops, in the classroom, etc. In working with small groups, you can use several roll-ups instead of flipchart paper. You can write on the vinyl with ordinary chalk and erase it with a damp cloth. You can prepare your 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 outside of a building.



Materials Needed for One Board:

- ☐ 1 square meter of black vinyl (the cloth-backed kind you might use to cover a chair or a car seat; this is often found in local markets or hardware stores)
- ☐ wooden stick or pole—1 meter in 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.

Pocket Charts

Pocket charts are useful for posting, sorting or moving information around. For example, the topics to be discussed in a meeting or the schedule for training may be put on cards and placed in the pockets. They can be rearranged according to the group's prioritizing, or moved as time progresses. Items can be sorted in columns, such as food groups, trees used for various purposes or other classifying activities. Words, symbols or pictures can be used. Words need to be written at the top of cards so that they show above the "pockets."

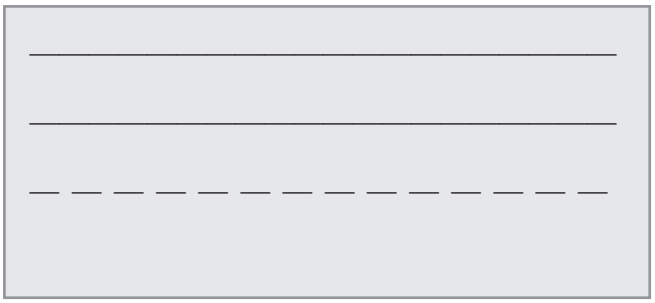
Pocket charts made of standard flipchart paper or strips of butcher paper of approximately three feet in length will provide a versatile working surface. Once made, the chart needs to be taped or tacked to a hard surface, either permanently or when used. If all information used with the pocket chart is on separate cards, it is a visual aid that can be used many times.

Materials Needed for One Chart:

- ☐ 3 sheets of flip chart paper (or equivalent, 2' x 3' sheets of any paper, preferably heavy grade)
- ☐ ruler or stick for measuring
- ☐ staples or tape
- ☐ cards or other items to use in the pockets
- ☐ small nails or carpet tacks to attach it to hard surface

Directions:

1. Turn flip chart paper lengthwise. Measure and mark 6 inches down in each of the short sides.
2. Make a crease across the paper lengthwise on the marks.



3. Fold each crease up about four inches, making a 2-inch deep pocket. Staple or tape the ends and place small pieces of tape every 12-inches to hold the pockets closed.
4. Continue with other two sheets and attach them together to make a chart with nine pockets lengthwise.
5. Make cards with words or other items to use in the pockets.



DEMONSTRATION TOOLS AND MATERIALS

Puppets: As discussed in ***Chapter 1: What is NFE?,*** puppets can be an effective way to communicate subject matter that might otherwise be difficult to address. The use of puppets is a well-tried and valuable NFE technique. Puppets can take various forms, from hand puppets to stick puppets to marionettes. A puppet can be made to represent a character, a value or a type of individuals.

While many of the tools described here utilize inexpensive and appropriate technology, using communications media in the right situation is also an example of non-formal education in action. Pages 234–248 of *Promoting Powerful People* [ICE No. T0104], discuss in detail how to develop and use locally recorded materials.

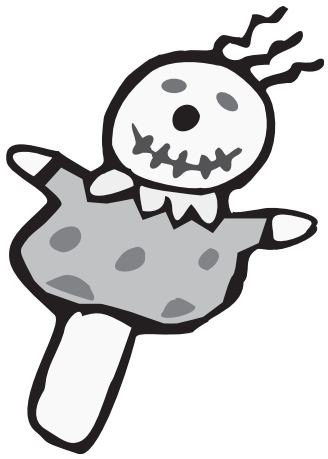
Cloth and Envelope Hand Puppets

Materials:

- ☐ old socks
- ☐ used envelopes
- ☐ corn silk
- ☐ paint
- ☐ decorative materials to create character
- ☐ shirt sleeves
- ☐ yarn
- ☐ buttons
- ☐ glue

Directions:

1. Draw, paint, glue or sew a face on one side of the cloth or envelope. Make the eyes a prominent feature. (Shape the envelope around the top edges of the face by folding and gluing the corners.)
2. Attach grass, corn silk, strands of wool, yarn or rolled paper to serve as hair around the face, in back, and for a moustache or beard if desired.
3. Put the puppet head on one hand. You can use a rubber band or piece of string to secure it around the wrist.
4. Use the puppets by hiding behind a cupboard, a desk, a large box, or a fence. Then let the characters of the puppets take over.



Papier mâché Puppets

Materials:

- ☐ newspaper strips
- ☐ paint
- ☐ paste
- ☐ decorative materials to create character

Directions:



1. Wrap a piece of dry paper around your index finger to make a cone and paste it together.
2. Crumple a ball of dry paper and place it on the top of the cone.
3. Attach the ball to the cone using papier mâché strips, continuing until you have formed a secure, smooth surface. (See directions for making papier mâché below.)
4. Build up this surface with more strips to form features—ears, lips, nose and eyebrows.
5. When it dries, paint and decorate it.
6. Cut a dress or shirt from an old scrap of cloth and sew or glue it onto the head.
7. Bring the puppet to life by inserting your index finger in the hollow cone and using thumb and pinky fingers as "hands." Use a desk, table or large box for the stage.

Use papier mâché, an age-old technique, to make puppets or other learning aids.

Materials:

- ☐ newspaper or old thin paper stock
- ☐ one of the paste mixtures from above

Directions:

- **Sheet method:** Soak a sheet of newspaper in a thin mixture of paste. When it is soft and pliable, lay it over the form to be covered. Let dry. Place at least six layers around a balloon or round object to make a ball. This is the best method for making large objects.
- **Pulp method:** Tear newspaper into small pieces and soak these in water until they form a pulpy mass. Drain off the water and mix the paper thoroughly with the thin paste. Apply by handfuls to the form to be covered. (This method works well for models, maps and so on.)
- **Strip method:** Tear off thin strips of newspaper and soak them in thin paste until they are soft and pliable. Apply in crisscross layers. This is the best method for making puppets and animals.

Sand Tables or Models

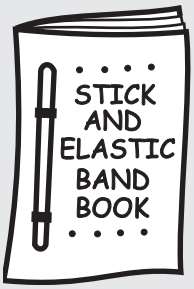
Models are three-dimensional representations of reality. A model may be larger, smaller or the same size as the object it represents. It may be complete in detail or simplified for learning purposes. If you are using a model in a learning activity, familiarize yourself with it before you begin. Practice your presentation, and be sure you understand how it works. Be sure your audience does not get the wrong impression of the size, shape or color of the real object if the model differs from it in these respects. Whenever possible, encourage your participants to handle and manipulate the model.

A sand table is exactly what the name implies: a table or a floor in the corner of a room, with built up sides that contains sand or similar materials that can be molded to depict a particular scene. Small models can be created and easily moved from one spot to another on the sand table. The sand table has an advantage in that the sand can be smoothed out and used over and over again. You might use a sand table to depict a community map.

Books

Book projects are fun and practical. Consider the following idea and let it spark ideas that you can apply to your own projects. Older kids can make ABC books to share with younger children; people of all ages can make books to use as journals, notebooks, sketchbooks or photo albums; and a group studying nutrition could create a guidebook of the five food groups or a cookbook. Books can be created around almost any kind of theme.

Here is one idea for a book project. Please keep in mind that you may have to adapt the materials to suit your location. Consider using twine instead of an elastic band, and poking holes with a sharp object if you don't have a hole punch.



STICK AND ELASTIC BAND BOOK

This is a fun book because it is so simple and so clever. You can make your book with more pages but the number of sheets of paper suggested here is at my limit of strength for punching the holes through all the layers at once. Because the punching can be difficult, I usually don't make it with large groups. I've suggested using 8 1/2 x 11 paper but any size will work.

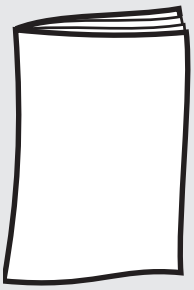
You Need:

4 sheets 8 1/2" x 11" white paper
1 sheet 8 1/2" x 11" colored paper
1 elastic band (I used size 33. You don't have to have this exact size but it needs to be long enough to go through the holes and stretch around the stick.)
1 stick about 7 1/2" long or a plastic straw

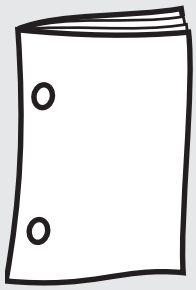
Tools:

Hole punch

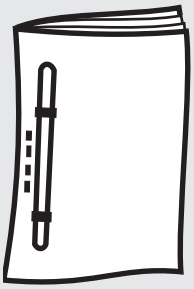
Making the Book:



1. Tap all your sheets of paper together to make them even and fold the stack in half. The colored paper should be on the outside.



2. Punch two holes about 1/4" in from the folded edge of the paper through all the layers. They shouldbe about 1 1/2" down from the top and up from the bottom.



3. From the back of the book, thread one end of the elastic through the top hole and insert the stick into the loop.

4. At the back of the book, pull the other end of the elastic down and put it through the bottom hole. Insert the other end of the stick into the loop.

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CRAFT SUPPLIES

Modeling Clay



Below are six different ways to make modeling clay.

1. Mix the following until you get a modeling consistency: 1 cup flour, 1 cup salt and ½ cup water.

2. Shred newspapers or paper towels. Mix with starch and any paste and knead thoroughly.

3. Mix cassava paste and sawdust. Add a little water if too dry.

4. Dissolve 250 ml of starch paste in water to thin slightly. Add 375 ml of plaster, 500 ml of sawdust and knead to consistency of tough dough.

5. Soak small pieces of newspaper in a bucket of water overnight. Remove from water and rub wet paper between palms of hands until it is ground to a pulp. Mix 1 ml of glue in 250 ml of water and add 500 ml of this paste to 1 liter of wet paper pulp. Knead to a doughy consistency.

6. Mix 250 ml of dry clay powder sifted through a screen with 5 ml of glue dissolved in 250 ml of water: add wet paper pulp and knead to a doughy consistency. Add water as necessary.

Paintbrushes

These easy-to-make brushes can substitute for the more expensive kind.



Materials:

- ☐ several large chicken or bird feathers tied together and trimmed to an appropriate length (or hair, string, fine grass, etc.)
- ☐ gum or latex
- ☐ bamboo or grooved stick
- ☐ string or plaiting cotton

Directions:

1. Clean materials and gather them into small bundles according to how thick you want to make your brushes. Tie the materials firmly and cut level at the bottom.

2. Dip the level end in a waterproof gum or latex from a plant (such as a euphorbia hedge) or other source.

3. Stick the gummed end into a split bamboo, cut and grooved stick, or onto a grooved beveled stick. It is better to fit the brush "in" something rather than "on" it. Bamboo is ideal for this purpose.

4. The brush should be tightly bound onto or into the handle. Hair-plaiting thread or other small flexible fibers is ideal for this stage. A small amount of gum or latex over the binding will help to keep it from coming undone.

To make stick brushes:



- Select or cut a six-inch length of rattan or a dried reed-like plant. Mark it about one-half inch from one end and pound this section to form bristles.
- Use chew-sticks as cheap disposable brushes. (Chew-sticks are used as a dental hygiene tool in many places.)
- Select bamboo sections, soak and chew the ends to make brushes for writing and painting.

Paints



The roots, leaves, barks, seeds and fruit of many plants have been used for centuries to make colorants for crafts produced all over the world. These have been added to fixatives obtained from the gums of trees or made with starchy vegetables like maize or cassava flour. By following these age-old techniques, you can identify appropriate and readily available materials for making your own dyes and paints.

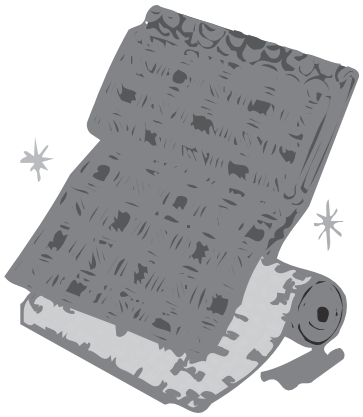
Materials:

- ☐ 1 cup cassava starch
- ☐ ½ to 1 cup soap flakes (optional)
- ☐ 5 cups water
- ☐ color—made from pounded leaves, bark, berries, foods or crushed stone

Directions:

1. Stir a little hot water into starch to remove lumps.
2. Add 5 cups of water to the smooth starch mixture and heat until clear and thick. Add soap flakes, if desired, and stir.
3. Stir in color. If more than one color is desired, separate mixture into several jars and add a different color to each jar.

Batik



This is a technique that can be effective in making signs, banners, pagivolte flipcharts, t-shirts, headbands and other cloth materials. These may communicate educational messages; promote educational events; and reinforce class, youth group or team unity. The process of dye creation and transformation can also contribute to an environmental education or science lesson. Batik utilizes the natural dyes produced from tree bark, berries and seeds mentioned in the previous section, or can have a wider range of brighter colors utilizing the powdered dyes readily available in local markets around the world. This is a fun, interactive project but when working with youth, it may require more patience than creating puppets and papier mâché.

West African "mud cloth" involves a similar technique and is often created using the powdered remains of termite mounds mixed with the mud from specific river beds and locally available leaves and ash to brush patterns on loosely woven cloth with high absorption capacity. Either a high starch paste of rice or cassava can be used, or the melted wax from candles to paint patterns that will resist the dye and remain the original cloth color when dried, peeled off and washed.

Paste

The following mixtures are locally produced adhesives that can be used to fix paper and cloth items together, make puppets and otherwise help to create NFE materials.



- **Flour Paste:** Use commercial wheat or cassava flour and water. Remove all lumps from the flour by sifting it through a wire sieve. Add water as needed to the flour to form a smooth paste.

- **Rice Paste:** Use a handful of rice and water. Cook rice in water as usual until rice is moist and sticky. Do not allow rice to become dry. Allow to cool and drain off any excess water. Use the sticky rice as a paste, pressing out lumps with your finger as you apply it.

- **Cassava Paste:** Use four medium cassavas (or any high starch tuber) and cold water. Peel, wash and grate the cassavas. Add cold water, soak and strain into another container. Squeeze out all liquid. Let stand for one hour. Starch will settle to the bottom of the container. Pour off liquid, scrape starch from the bottom of the container and set it in the sun to dry. To make paste, mix some starch with cold water until quite thick. Next, add boiling water, stirring constantly, until it reaches the desired consistency for paste.



IDEAS AND APPLICATIONS

Now that you have read and learned about creating materials, it may be helpful for you to apply what you have learned. Feel free to try one, several or all of these activities. Or, create your own!

TRANSFORM LOCAL "JUNK" OR DISCARDED OBJECTS

As we have seen from the "recipes" in this chapter, NFE materials can be made out of many different resources available in the community, and the more you work at it, the more creative you'll become. Given current environmental challenges, it is important to creatively reuse and recycle as much as you can. Challenge yourself with the following activity.

- To begin this activity, discuss with your group the cultural definitions of "trash." Definitions of what is considered useful or trash may differ across cultures and communities.

- With your training group, your students, the community group with which you work, some friends, or even on your own, go out and collect some local discarded objects. Focus on the types of things that people might be likely to throw away. Bring the discarded objects together, and spend about five minutes on each brainstorming the various uses it might have in an NFE learning experience. See how many ideas you can come up with for each.

- Using the idea above, have a "local discarded objects contest." Either individually or in teams, have participants brainstorm uses for the objects that have been collected. Each person or team should list as many ideas as they can, and the one with the most ideas (or the most creative ideas) wins the contest.

- When you've brainstormed many different ideas, choose one or two and create NFE learning materials out of the discarded objects.

- When working with discarded objects, take care not to use unsanitary or unsafe objects or materials.



EXAMPLE OF A "JUNK" PROJECT

Empty plastic water bottles can be wonderful learning tools. For example, in a science classroom, they can be cut in half length-wise and used to create terrariums. Health Volunteers have also used plastic water bottles to teach mothers about the importance of re-hydrating babies who suffer from diarrhea. To create a "diarrhea baby":

Preparation:

1. Empty the bottle.
2. Cut a hole in the bottom of the bottle and fill the bottle with a mixture of dirt, rocks and water.
3. Create a face (on cardboard or poster board) and paste the face onto the side of the bottom of the bottle.

During the Demonstration:

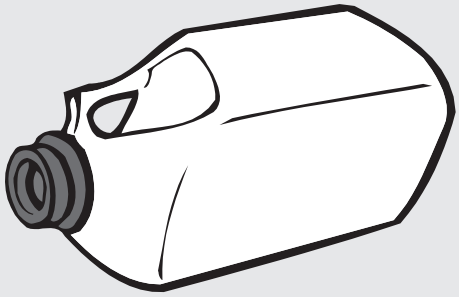
4. During the presentation, hold the bottle upside down. The bottom (with the face) is now at the top.
5. Slowly pour water into the top, while slowly unscrewing the cap (at the bottom). As the water flows through, the baby's "diarrhea" will clear up.
6. Throughout the demonstration, ask the following questions:

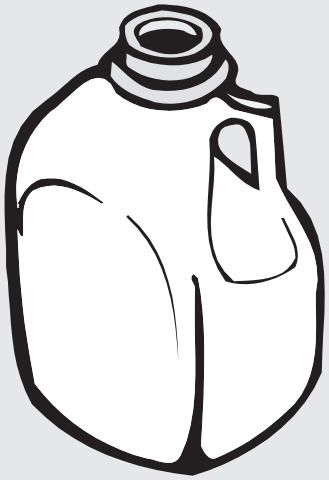
   What's wrong with the baby?

   What kinds of things can make babies sick?

   What happened when we added the water?

   Can you do the same thing with a sick baby? How?





SURVEY THE LEARNING MATERIALS IN YOUR COMMUNITY

Use materials that will be comfortable for participants in the context in which you work. Take a walking tour or survey of your community to see what types of learning materials people commonly use. Remember to note the characteristics of the participants and the context of the learning, as well as the resources used.

- Go to the local hospital or health center and ask the nurses or health educators to show you some of the materials they commonly use in learning activities.

- Shadow a local teacher for a few hours, and note the materials used in the classroom.

- If possible, attend a community meeting, local drama or cultural event. What types of resources are used? Of what materials are they made?

REFLECT

- Suppose you live in an area where you can purchase all kinds of learning materials, perhaps at the district town or nearest city. Why might it still be a good idea to create them from local resources?

- How can you determine if resources you have brought from home or from any outside area are appropriate for the learning needs of the group?

- In making visual aids, what are some of the important images to avoid? To include?



KEY RESOURCES

REFERENCES:

Adapting Environmental Education Materials. Washington, DC: Peace Corps, 1999.

[ICE No. M0059]

This text offers the environmental educator a useful guide to adapting educational materials that might have been created in other countries or for different populations. Useful for all educators, the manual details the many issues to consider in adapting and testing learning materials, and provides several specific examples. Also included is a set of guidelines for excellence in adaptation, and a suggested training of trainers program.

ADDITIONAL RESOURCES:

Kirn, Elaine. ***Doing Without the Photocopier. From A to Z: 26 Creative Ideas for Reusable Language Games and Activities.*** Culver City, CA: Authors and Editors, 1995.

The ideas in this book can supplement (or replace) textbook lessons. Save time and energy by creating reusable materials designed to be adaptable to mixed-level classes and different content areas, and to provide a challenging change of pace from textbooks.

Promoting Powerful People. Washington, DC: Peace Corps, 2000. [ICE No. T0104]

This useful resource guides the Peace Corps Volunteer through the many stages of community change and development, from assessment to project planning to small-scale implementation to evaluation. The book offers many specific methods of assessment and facilitation, and includes a section on adapting print materials, using folk media, and working with radio.

Rohr-Rouendaal, Petra. ***Where There is No Artist***: ***Development Drawings and How to Use Them.*** London: Intermediate Technology Corporation, 1997.

This resource offers dozens of drawings appropriate for use with populations in Africa, Latin America and Asia. The drawings depict realistic situations in rural and urban situations at clinics, schools and other local environments.

Werner, David and Bill Bower. ***Helping Health Workers Learn: A Book of Methods, Aids, and Ideas for Instructors at the Village Level***. Palo Alto, CA: The Hesperian Foundation, 1982. [ICE No. HE061]

Although the title suggests that this book is for health workers at the village level, the messages, methods, teaching techniques, and approaches can be adapted to any learning situation. Werner and Bower effectively describe Freirian participatory approaches to education and provide numerous examples and strategies for using these theories in learning situations.

WEB RESOURCES:

Making Books with Susan Kapuscinski Gaylord
http://www.makingbooks.com/

The site offers several book projects that can be completed in short periods of time with learners of all ages. The site's text offers many ideas about how to use books in a variety of learning situations, and provides easy-to-follow directions and diagrams.





CHAPTER 7

BRINGING IT ALL TOGETHER

IN THIS CHAPTER

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- NFE in Action: Many Approaches to One Problem 146
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IDEAS AND APPLICATIONS 153
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- Reflect 155

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REVIEW

In the beginning of this text, we suggested that there were many different definitions of nonformal education, and that you would probably develop your own unique interpretation of NFE based on your experiences and personal philosophies. Given what you have learned and discovered by reading and engaging in the activities in these six chapters, how would you describe NFE now? What are the most important characteristics of NFE, based on your experiences with it?

As we stated in Chapter 1, in the Peace Corps' context, an NFE approach would:

- Involve participants actively in identifying needs and finding solutions;
- Promote learning that is practical, flexible, and based on real needs;
- Focus on improving the life of the individual and/or community; and
- Encourage participants to assess, practice, and reflect on their learning.

We also suggested the following components as important issues to consider when designing NFE activities:

- Assessing the needs of participants
- Understanding learning styles and creating learning experiences for all styles
- Using the experiential learning cycle and 4MAT
- Evaluating the learning experiences
- Creating an effective environment for learning, by attending to issues of physical setting, layout, sex of participants, and culture
- Employing a number of different learning methods and tools to stimulate participatory learning
- Adapting learning materials from local resources

This final chapter provides an opportunity for you to reflect upon what you have learned and to begin to apply it in your own work. It also offers a few suggestions for the use of NFE in various sectors, in addition to providing a sample calendar of training events for a short workshop on nonformal education.



NFE IN ACTION: ONE PERCEIVED NEED, SEVERAL POSSIBLE SOLUTIONS

Consider the ways that two Volunteers in different situations approached a similar need: trash management in their respective communities.

MARTIN

Martin arrived in Madagascar as a TEFL teacher trainer, but quickly got caught up in a school youth project designed to sensitize students about environmental issues concerning the management of trash in the city. A needs analysis had already been completed by a WWF-sponsored kids' club, and with small projects assistance funding that Martin helped secure, he organized a panel of teachers and specialists from areas such as natural sciences, geography and health to come and speak to the students about how the management of trash contributes to a safer and healthier environment. Following the day of lectures, presentations and small group discussions, the students built garbage bins for approximately 62 middle schools in the area, and developed a plan to schedule the safe disposal of garbage and to monitor the bins' maintenance. In addition, small groups of students were assigned to create awareness campaigns (posters, announcements, etc.) on each school's campus to help ensure the success of the trash management plan. Contracts were written to define roles and responsibilities, and the specialists who provided the initial lectures and presentations helped to set up a list of indicators for students to chart and measure the program's success.



JESSICA

After listening to parents' concerns regarding trash and debris on campus at a school governance meeting, Jessica knew that action was needed to raise the school community's awareness of the potential hazards of trash. Although she had no funds and few resources at hand, she did have access to many willing and eager students. She formed a partnership with an English teacher at the high school to develop a play focusing on waste in the community. The writers, actors and stage directors were all high school students, and the costumes and props were fashioned out of recycled material found around the school campus. The students traveled to the local middle school and elementary school to educate while entertaining their audiences. After each performance, the high school students broke the younger students into groups to talk about ways that they could clean up their campus and make it safer for everyone. The cost of the production was minimal, and no extra funds were necessary.



As you can see, each situation had a similar question: How do we raise awareness about waste management? Martin and Jessica approached the problem using quite different education techniques, based on the resources available. Although the projects look very different, the end goal of raising student awareness of environmental issues is the same.



- Can you identify and list the nonformal teaching methods that Martin and Jessica used for each of their projects?
- Do you think one activity was more successful than the other? Why?
- How would you add to/change Martin's project? Jessica's project? Why?
- What would be effective methods for Jessica or Martin to measure and evaluate the success of their projects, both qualitatively and quantitatively?
- Can you think of alternative projects to meet the same goal?

NFE EXAMPLES IN DIFFERENT SECTORS

As you can see from the examples above, the use of NFE techniques and approaches need not be confined to training workshops alone. NFE can be used in the formal education classroom, in meetings, and in your everyday work with your counterparts, community group or the people in your community. Throughout the text, there have been many examples for the use of NFE approaches and methods in a variety of different work environments. Here are several more, by sector. There is space on the chart for you to list the NFE activities that were applied in the example, or that could be applied. Try to think of multiple approaches to each situation!

AGRICULTURE	
NFE Application:	• A Volunteer demonstrates the use of organic compost to a group of farmers. He uses a roll-up chalkboard while standing in the field to help the group understand the important concepts. • Using informal and structured interviews, a farmers' group tries to discover how to affect the prices paid for their tobacco crops.
Your Application Ideas:	•

BUSINESS DEVELOPMENT	
NFE Application:	• A community group takes a field trip to a cooperative in the next town to learn how to set up one of its own. • Participants in a workshop on income generation brainstorm many ideas for new business enterprises, then divide into small groups—with each group exploring one of the ideas. • A Volunteer works with a high school jewelry-making club to learn the skills needed to run a small business—starting with lectures on basic marketing and accounting, and then teaching a few students to use software programs. A local souvenir shop allows them to sell their products from his shop in order to give them a chance to apply their new skills and knowledge.
Your Application Ideas:	•
COMMUNITY DEVELOPMENT	
NFE Application:	• A Volunteer guides local men and women in the creation of a community map. • A community group uses a sand table to design its proposed community center.
Your Application Ideas:	•

EDUCATION	
NFE Application:	• A Volunteer gives a lecturette on the importance of clean water, after which students conduct an assessment of local water sources using observation, collection and analysis of the water. The students create and distribute posters to show the importance of boiling water. • Secondary school students create a drama about peer pressure using puppets. They perform the drama for the older primary school students and lead a discussion about avoiding peer pressure. • Local secondary school teachers are given a paper-and-pencil survey about what teaching techniques they know and what they'd like to learn. The Volunteer arranges for, or facilitates herself, workshops to accommodate the needs of the teachers surveyed. • An education Volunteer enriches some of the European textbooks by adding information to the lessons directly related to the town's social events and customs.
Your Application Ideas:	•
ENVIRONMENT	
NFE Application:	• A Volunteer facilitates a storytelling session about the effects of deforestation before teaching the group how to make roll-up blackboards to use instead of paper. • At the meeting of a women's group, a Volunteer demonstrates how to make compost. • Students build a 3-D model of the local river basin.
Your Application Ideas:	•

HEALTH	
NFE Application:	• An HIV/AIDS Volunteer uses a skit to show how HIV infection leads to AIDS. • A Volunteer working on nutrition goes from house to house visiting mothers. Using an informal interview, she ascertains what the children are eating and exchanges ideas for improving nutrition in the home. • A Volunteer leads a youth group in preparing the content and graphic art for an informational alcohol awareness brochure to be professionally printed and distributed at the local high school. • A cooking demonstration is held to encourage the use and consumption of a nutritious locally grown vegetable. Easy-to-follow diagrams are distributed to the attendees so that the recipes can be used at home.
Your Application Ideas:	•
INFORMATION & COMMUNICATION TECHNOLOGIES	
NFE Application:	• Young adults write a radio script for an anti-smoking campaign. The youth perform the script as part of a local radio broadcast. • NGO staff create a website and begin training local community members how to access the Internet.
Your Application Ideas:	•

WATER AND SANITATION	
NFE Application:	• A Volunteer teaches a group of children a song about how to prevent guinea worm infection. • A Volunteer facilitates an interactive demonstration by an NGO with a group of community members to teach them new hand-dug well techniques. • A Volunteer shows a group of community health workers how to purify water using a solar disinfecting method called SODIS.
Your Application Ideas:	•
YOUTH AND COMMUNITY DEVELOPMENT	
NFE Application:	• A youth group uses participatory techniques to evaluate its income generation projects. • At a girls' retreat, a Volunteer guides a visualization exercise as part of a goal-setting session.
Your Application Ideas:	•

A SAMPLE WORKSHOP CALENDAR OF EVENTS

Suppose you are asked to facilitate a workshop on NFE for your colleagues or fellow Volunteers. What would be most important for you to include? Would you be working with a specific sector or would you be designing a cross-sectoral workshop? How would you assess the needs of the learners? What learning environment would you attempt to create? Which warm-ups and activities would you pick? How would you evaluate the session?

Below is a sample calendar of training events (COTE) for a three-day workshop on nonformal education. It includes the content areas and the overall design, but you will need to adapt this calendar to meet the needs of your particular group. Think about how you would choose warm-ups, activities and so on for your own colleagues or fellow Volunteers. There are many to choose from throughout the text, in the ***Appendices***, and in the resources at the back of each chapter. See ***Appendix G*** for a copy of a blank calendar for you to practice planning and pacing your own workshop.

Note: *If you are conducting a training of trainers on NFE, it is important to both model NFE techniques and allow learners to process what they have learned and experienced. You may wish to set aside time at the end of each day to allow participants to process and reflect on the activities and how they exemplify NFE.*

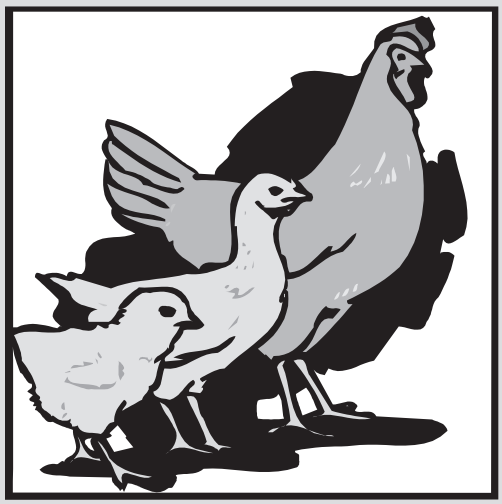
DAY 1	DAY 2	DAY 3
Warm-up: *Matching Proverbs (See Appendix C)* **Introductions/ Expectations** **What is NFE?—** *Two Approaches to Education* Role Plays and Discussion (See *Appendix H*)	**Warm-up:** *How Many Trees in an Orange? (See Appendix C)* **Needs Assessments:** *Jigsaw Learning (See Chapter 5)*	**Warm-up Game:** *BUMP! (See Appendix D)* **Facilitation Skills Practice**
BREAK		
Learning Styles: *Learning to Sail Activity (Appendix I)* and *Lecturette on Learning Styles (See Chapter 5)*	**Session Design and Evaluation**	**Creating a Session Design:** *Small Group or Pair Work (See Chapter 5)*
LUNCH		
Experiential Learning Cycle & 4MAT: *Modeling* followed by *Small Group Work*: participants create short 4MAT sessions *(See Chapters 3 and 5)*	**NFE Methods and Tools**	**Sharing Session Designs**
BREAK		
Presentation of 4MAT Sessions **Reflections**	**Facilitation Skills:** The Importance of Processing	**What does NFE Mean to You?** Participant-led workshop evaluations **Closing:** *Spider Web (See Chapter 3)*

IDEAS AND APPLICATIONS

Now that you have read and learned about incorporating NFE into different sectors and topics, it may be helpful for you to apply what you have learned. Feel free to try one, several or all of these activities. You could also create your own!

DESIGN YOUR OWN NFE ACTIVITY

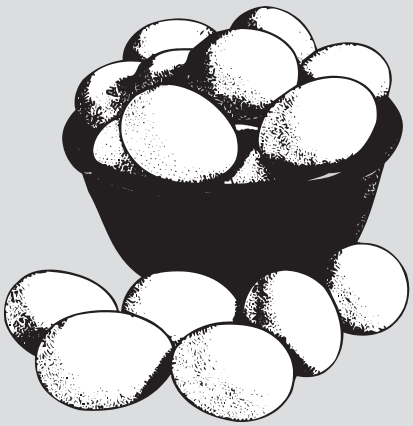
Here is a sample situation for you to practice designing a nonformal education project:



An agricultural Volunteer was assigned to an island in the Pacific. After a few months at her site, she realized that the community's diet relied a great deal on eggs. Yet, despite the demand for eggs on the island, none of the villagers was producing any for sale. All of the eggs to be found at the village store were shipped in from another island and were often expensive and sometimes rotten upon arrival.

Although starting a poultry farm seemed like a great solution to the Volunteer, she knew from pre-service training that it was best to let the community deter-mine their needs and how they wanted to solve them. Instead of suggesting the community start a poultry farm, she spent a great deal of time observing and listening to the community members. When the Volunteer asked why no one had started a local poultry farm, villagers generally echoed two reasons: there was a lack of money and a lack of knowledge. In informal conversations with some of the community members the Volunteer shared her experience working on a cooperative poultry farm in the U.S.

Eventually, the community asked the Volunteer to teach them the basics of starting a poultry farm. The Volunteer then drew on her knowledge of nonformal education, especially Vella's *Seven Steps of Planning*, to design a training session on poultry farming. By combining participatory project design and management techniques with nonformal education, the Volunteer helped the community help itself.



Using all of the knowledge, skills, and attitudes you have developed, sketch a plan for an NFE activity. Vella's ***Seven Steps of Planning*** described in Chapter 3 provides an efficient template to help you get started:

Who will participate in this activity? How will you determine what participants already know about this topic? (Consider age ranges, sex of participants, cultural mix, hierarchies that may be at work.)	
Why is this project necessary or helpful? What is the overall goal of learning? What do the participants want to learn, and are they attending voluntarily or not?	
When will you conduct the training? How much time will you need? Are there work or season-related time constraints? Is the time relatively convenient for the participants? How will you schedule the time?	
Where will you conduct your training? Will it be indoors or outside? What equipment is available? What do you have and what do you need to obtain or make?	
What are the behavioral objectives of the training? What will the participants be able to do differently after the training?	
What specifically will the participants learn? What new knowledge, skills and attitudes do you want to develop?	
How will the participants engage in the training to learn the content? What learning methods will you use to meet the learning objectives? What tools will you use to evaluate the training to see if the objectives were met? (Refer to *Parts of a Learning Activity* in Chapter 3 for more detailed lesson planning assistance.)	

REFLECT

- What is your personal definition of nonformal education? How would you describe it to a new trainee?

- How can/will you adapt the approaches, philosophies and methods of NFE to your own work?

- What particular challenges are there in using nonformal education in your sector? What are some ways to overcome these challenges?

- Now that you have used several NFE methods and tools, think again about the discussion of problem-based versus asset-based approaches. What has your experience been with each? Which approach are you more comfortable using?

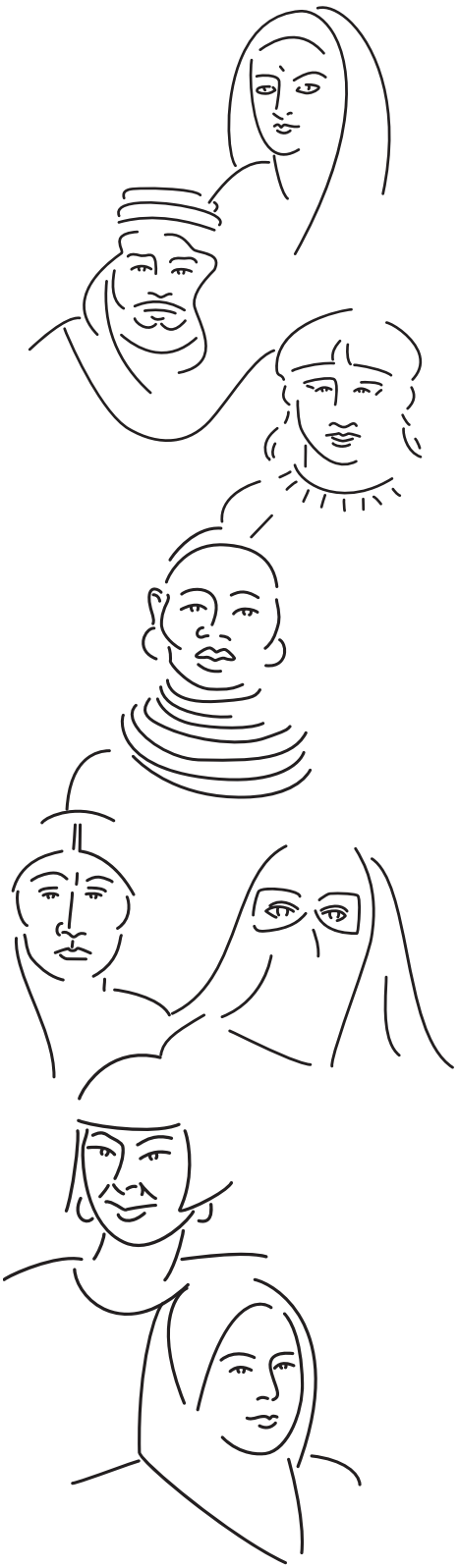
KEY RESOURCES

REFERENCE:

Werner, David and Bill Bower. ***Helping Health Workers Learn: A Book of Methods, Aids, and Ideas for Instructors at the Village Level***. Palo Alto, CA: The Hesperian Foundation, 1982. [ICE No. HE061]

Although the title suggests that this book is for health workers at the village level, the messages, methods, teaching techniques, and approaches can be adapted to any learning situation. Werner and Bower effectively describe Freirian participatory approaches to education and provide numerous examples and strategies for using these theories in learning situations.





APPENDICES

As a community developer worker, educator, and trainer, you have many NFE techniques and tools to choose from. This chapter provides a sampling of just some of the NFE activities available. As you gain experience, you will no doubt adapt and/or create your own activities to suit your audience, content, and goals.

The Appendices are organized as follows:

- **DEFINITION:** The basic purpose of each activity or what this type of activity is generally used for.
- **EXAMPLE:** One or two examples of how to apply the tool or activity is included, so you can practice your new skills and knowledge right away.
- **ADDITIONAL RESOURCES:** are included for you to learn more about this tool or activity.

APPENDIX A

ASSET-BASED APPROACHES

DEFINITION:

In an asset-based approach the emphasis is on "what's working." By focusing on successes and strengths, the asset-based approach aims to build on a community's positive experiences, existing knowledge, and available resources.

EXAMPLE: APPRECIATIVE INQUIRY

Appreciative inquiry (AI) is an approach to building capacity and fostering innovation within organizations, groups and communities. Through appreciative inquiry, members of an organization or community focus on their past successes and existing strengths to collectively develop a common vision for the future and initiate action to achieve it. The process involves interviewing and storytelling that draws on the best of the past to visualize and develop possibilities. In guiding a group toward "growing the best of what is," AI uses a four-step process, called the "4-D Cycle."

Discovery—Appreciating the Best of "What Is"

During the discovery phase, participants use interviewing and storytelling to discover the best of "what is" by focusing on times of excellence, when people have experienced the organization at its most vital and effective. Some of the core questions in an appreciative interview might include:

1. **Best Experience:** Remember a time when you experienced a high point or peak experience in your work with (name of the group)—a time of great success, when you felt proud to be a part of the group. Tell me a story about that time.
   - **a.** What happened?
   - **b.** What was your role in the situation? Who else was involved and what were their roles?
   - **c.** What were the key factors of success?

2. **Values:** Without being humble, tell me about your work and your values.
   - **a.** What do you value most about yourself? Your work?
   - **b.** What do you value the most about (name of the group)?
   - **c.** What are the core values without which (name of the group) would not be the same?

3. **Three Wishes**
   - **a.** If you had three wishes for your organization, what would they be?



Dream—Imagining What Might Be

In this phase, group members build upon the data generated by their stories to begin to envision a positive future for the organization. Engaging in dreaming and visioning takes people beyond what they thought was possible. This is a time to imagine the group's greatest potential. Participants create possibility statements in the present tense that describe the ideal future as if it were already happening.

Design—Co-Constructing the Ideal

During the design phase, group members capture the image that they have created together of their desired future by beginning to design the mechanisms that will support their dreams. This is the action planning phase of the cycle.

Delivery

In the final phase of the cycle, group members work together to implement the action plan that they have created. They make commitments and begin to take action. The emphasis is on becoming a "learning organization" in which all members are committed to continuous learning, adjustment, and innovation in support of their shared vision. The key to sustaining momentum is to build an "appreciative eye" for all of the systems and ways of working together and with the community.

The appreciative inquiry process does not end with this final stage, but is a continuous process of discovery, learning, and innovation.

Adapted from "Appreciative Inquiry as an Organizational/Community Change Process" in the Peace Corps' ***Roles of the Volunteer in Development Manual***, Peace Corps, Washington, DC. [ICE No. T0005]

THE PROBLEM-POSING APPROACH

DEFINITION:

Based on the work of Paulo Freire, problem posing is a mini-learning cycle in itself. Through a series of questions and answers, people move from a description of the situation to action and then to reflection upon that action. In this approach, learners look at situations around them and identify problems they are having or specific issues at work in those situations. Pictures and questions are often used as prompts to help foster participatory discussion of both positive and challenging situations in the community. Through this questioning process, community members work to diagnose the root causes of problems and identify solutions. Through this participatory dialogue, community members develop a critical awareness of the world around them and feel empowered to act on conditions that affect their lives.



EXAMPLE:

The problem is posed in the form of a "code." This code can be a dialogue, paragraph, word, photo, or drawing. For example, a teacher might show a drawing depicting girls collecting firewood, cooking, and cleaning very early in the morning, followed by another drawing of girls falling asleep in their classroom. These pictures might stimulate a discussion around girls' education, challenging traditional roles in the community, and so forth. Often, codes are discussed using the following sequence:



1. Describe the situation.
2. Identify the problems or issues in the situation.
3. Relate the problems or issues to your own experience.
4. Identify the underlying causes of the problem or issue.
5. Identify constraints and opportunities for action.

A problem or code should have the following features.

- **It should be recognizable to community members.** The problem should be grounded in the community's experience, not the trainer's or facilitator's. In fact, codes are most effective when they are created by someone within the community itself—perhaps a trusted HCN counterpart or other active, insightful community member.

- **Avoid providing solutions.** The facilitator of a problem-posing discussion is viewed as a co-learner in the group. Problem posing presents open-ended issues that can be dealt with creatively and critically, giving the affected people input into the process. It is important for the facilitator to merely facilitate this process, and not propose ready solutions, as this can result in further disempowerment for the group.

- **Avoid overwhelming people.** The issue should not be so emotionally charged or impossible to solve that it prevents people from talking about it. Rather, it should be one that they can address.

ADDITIONAL RESOURCE:

See "The Problem-Posing Approach" in the ***Roles of the Volunteer in Development Manual,*** Peace Corps, Washington, DC**.** [ICE No. T0005]

APPENDIX B

ASSESSMENT TOOLS

DEFINITION:

An assessment tool is used to identify participants' knowledge about, interest in, experience with, and/or reason for learning about, a particular topic. You can use an assessment to identify what the participants' already know about a topic and/or what they are interested in or need to learn. Assessments can be written or verbal. Ideally, assessment is done in advance of a learning activity, session, or workshop. The results are then used when designing the learning activity. Spot assessments are useful at the beginning of a learning session, when you have not had a chance to assess a group's knowledge prior to designing your learning activity.

EXAMPLE A: SPOT ASSESSMENT

- **The "True/False" Activity:** Make a list of statements about the topic that can be answered with "true" or "false." Post the word "True" on one wall in the room, and the word "False" on the opposite wall. Ask participants to stand in the center of the room. Indicate that as you read each statement, the participants should decide whether it is true or false. They should then move to the appropriate sign in the training room. Ask a participant or two on each side to clarify and/or expand on their answers. Give the correct answer before moving on to the next statement. This activity will give you a sense of the knowledge level of the group, as well as provide some valuable insight about the personalities of the participants and the informal leaders in the group.

  ► ***Note: It is important that these questions assess facts, not opinions. If you wish to conduct a values clarification exercise instead, use the words "Agree/Disagree" and be clear that there are no "correct" answers, but various values or opinions.***

- **Group Brainstorm:** Perhaps the shortest and simplest "mini-needs assessment" at the start of a session is to ask a few questions about the topic and to conduct a quick brainstorm about major points. For example, if "needs assessments" is the topic of the session, you might ask some of the following questions and note the answers on a flipchart or board:

  ► How many people know what a needs assessment is? (Show of hands.)

  ► Who would like to describe "needs assessment" to us?

  ► How many of us have ever conducted a needs assessment or participated in one?

  ► Tell us a bit about that experience. What tools did you use?

  ► What is the purpose of a well-conducted needs assessment?

EXAMPLE B: WRITTEN ASSESSMENT

- **Pre-Test:** You might wish to distribute a short anonymous written test before the start of the session to determine participants' knowledge of the topic. As you will not be able to read the tests during the session itself, this approach might be best for longer training programs, and might not be useful for a session any shorter than one day.

APPENDIX C

ICEBREAKER/WARM-UP

DEFINITION:

A short (usually 5-15 minute) activity used to create a positive group dynamic, build rapport, introduce and/or review the learning topic, energize a group, and stimulate thinking. Icebreakers are used when the group is meeting for the first time, while warm-ups are used in subsequent meetings or sessions.

EXAMPLE A: MATCHING PROVERBS

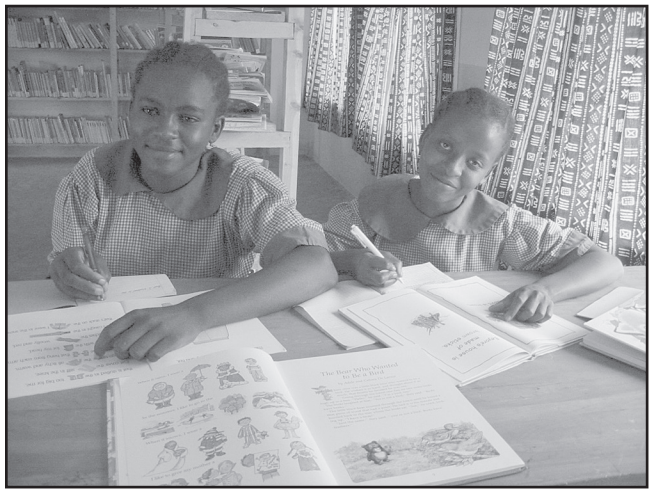
This is a good introductory activity for an NFE workshop to help people to get to know each other and to begin to discuss some of the issues around nonformal education.

Separate each proverb into two, and paste (or write) each half on its own card. Pass them out so that each participant gets one half of a proverb. You might use the proverbs listed below, or ask HCN co-facilitators to prepare appropriate local proverbs.

Explain that you have written one half of a proverb on each card, with the first part of the proverb on one card and the second part on another.

Give everyone a card and ask them to 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 already know each other) and talk for a few minutes about what the proverb means, whether or not they like it, etc.

After participants do the activity, ask everyone to sit next to their partner. One by one, ask each pair to read its proverb to the group and to describe what they think it means and any other thoughts they had about it. Give each pair about two minutes to present the proverb they have.



Sample Proverbs:

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)
One camel does not make fun…	…of the other'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 the hand…	…is worth two in the bush. (U.S.)
A stitch in time…	…saves nine. (U.S.)

Proverbs are the daughters…	…of experience. (Burundi)
When spiders unite…	…they can tie up a lion. (Ethiopia)
It's no time for the doctor…	…when the patient is dead. (Ireland)
The day of the storm is not…	…the time for thatching. (Ireland)
A leaky house may fool the sun…	…but it cannot fool the rain. (Haiti)
A wolf will hire himself out…	…very cheaply as a shepherd. (Russia)
Talk…	…does not cook rice. (China)
You'll never plow a field…	…by turning it over in your mind. (Irish)
When you drink the water…	…think of the well-digger. (Russia)
He who spits at the sky…	…gets his face wet. (El Salvador)
A closed mouth…	…gathers no flies. (El Salvador)

A new broom sweeps clean…	…but an old broom knows every corner. (Jamaica)
The fault was committed in the bush…	…but it is now talked about on the highway. (Samoa)
He is not wise…	…who places stones on his roof. (Tahiti)
The camel…	…does not see his own hump. (Armenia)
The angry man…	…ages sooner. (Armenia)
Between two friends even water drunk together…	...is not sweet enough. (Zimbabwe)
Having a good discussion…	…is like having riches. (Kenya)
Until lions have their own historian…	…tales of the hunt will always glorify the hunter. (Nigeria)
Even the mightiest eagle…	…comes down to the tree tops to rest. (Uganda)
Plant only one seed of virtue…	…much fruit will be harvested. (Mongolia)
Escape from the tiger…	…and into the crocodile. (Thailand)

Those who can't dance...	...blame it on the flute and the drum. (Thailand)
He who undertakes too many jobs...	...does none. (Bulgaria)
Draw water from the new well...	...but do not spit in the old one. (Bulgaria)
You are as many a person...	...as languages you know. (Armenia)
It's not shameful not to know...	...but it's shameful not to ask. (Azerbaijan)
The rooster said...	..."I shall cry, but whether the sun rises God knows." (Georgia)
Only when you have eaten a lemon...	...do you appreciate what sugar is. (Ukraine)
If you wish good advice...	...consult an old man. (Romania)
Don't put gold buttons...	...on a torn coat. (Albania)
Nature, time, and patience...	...are the three great physicians. (Bulgaria)
Instruction in youth...	...is like engraving in stone. (Morocco)

At high tide, the fish eats ants…	…at low tide, the ants eat fish. (Thailand)
A bird does not sing because it has an answer…	…it sings because it has a song. (China)
People who do not break things first…	…will never learn to create anything. (Philippines)
Words are like spears…	…once they leave your lips, they can never come back. (Benin)
A chattering bird…	…builds no nest. (Cameroon)
If things are getting easier…	…maybe you're headed downhill. (Ghana)
When you wait for tomorrow, it never comes…	…when you don't wait for it, tomorrow still comes. (Guinea)
He who does not know one thing…	…knows another. (Kenya)
Nothing is so difficult…	…that diligence cannot master it. (Madagascar)
If the owner of the goat is not afraid to travel at night…	…the owner of a hyena certainly will not be. (Niger)
Nobody…	…tells all he knows. (Senegal)

You are not great…	**…just because you say you are. (South Africa)**
We start as fools…	**…and become wise through experience. (Tanzania)**
A roaring lion…	**…kills no game. (Uganda)**
Two experts…	**…never agree. (Zimbabwe)**

EXAMPLE B: HOW MANY TREES ARE IN AN ORANGE?

One creative warm-up activity for a workshop or session about needs assessments is ***How Many Trees are in an Orange?*** This short exercise demonstrates that often it is useful to immerse yourself in a problem before you can see all of its dimensions.

Draw a quick picture of an orange tree on the blackboard or flipchart. You may wish to use another, local fruit tree, although the fruit must be edible and have many seeds. Ask a participant to tell you how many oranges are on the tree. After the participant has answered, suggest that it is relatively easy for anyone to determine the number of oranges on a tree, through careful observation and counting. Suggest that some tasks require immersion into them before the answer can be obtained.

Give one orange to every pair of participants. Ask the group to work in pairs for the next few minutes to determine how many potential trees there are within each orange. The participants will find that they must dissect (or eat) the orange and count the number of seeds inside.

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?" Potential answers might include:

- "You really need to get into it to find the answers, to really understand the situation of the local people."
- "You have to get your 'hands dirty' in order to ascertain the needs."
- "It is easier to find the answer if you work with others."
- "You can't just observe and count things, you need to immerse yourself in the environment," and so on.

APPENDIX D

ONGOING EVALUATION

DEFINITION:

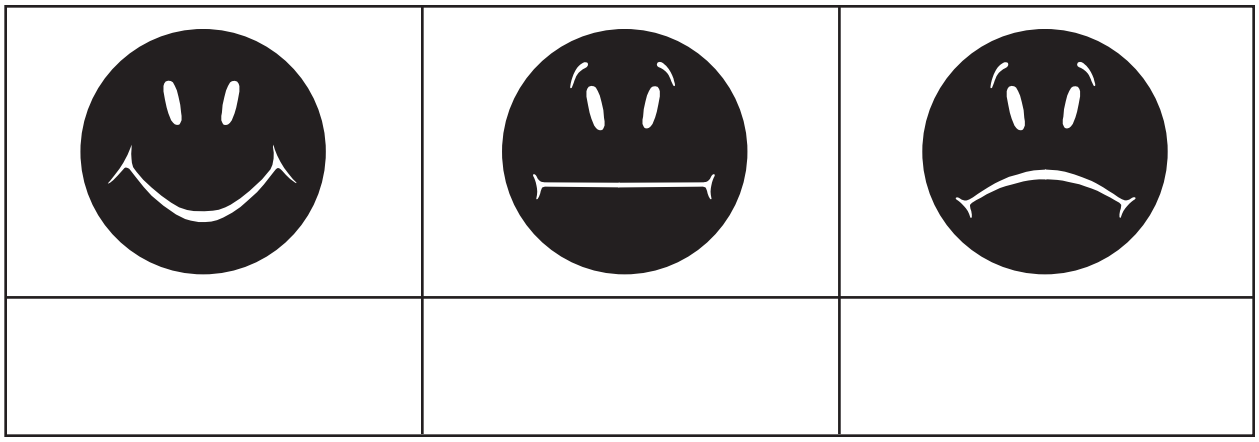
An evaluation tool is an oral or written tool that can be used to:

- measure learners' mastery of the learning material;
- identify existing gaps in knowledge; and/or
- invite input from the participants on their level of satisfaction with the learning activity or session.

Evaluations can be progressive or summative. Daily evaluations are typically conducted at the end of the day. The results are then used to revise the learning activities and methods as needed.

EXAMPLE A: MOOD METER

The mood meter is a visual measure of participants' feelings, energy levels and satisfaction. You might choose to use a mood meter at the end of the day, before going to lunch or even after every session. Typically, a mood meter is hung by the exit to the training session so that participants may make their mark on the meter as they are leaving the training area. Mood meters can be put on a blackboard or on any kind of paper. They typically look something like this:



Participants place a check or other mark under the image that best represents how they are feeling, their level of satisfaction with the session or whatever other measure you choose to ask them as they prepare to leave the training area. Mood meters provide the group with an overall impression regarding participants' satisfaction and energy levels. It is possible for facilitators to solicit further feedback about the mood meter if the information provided is surprising or alarming in any way, but it is important not to react too strongly to the mood meter, otherwise participants may feel uncomfortable being completely honest with their responses. The mood meter serves as more of a "heads-up" regarding participants' feelings so that facilitators can make necessary adjustments during the course of the training day.

EXAMPLE B: EVALUATION COMMITTEE

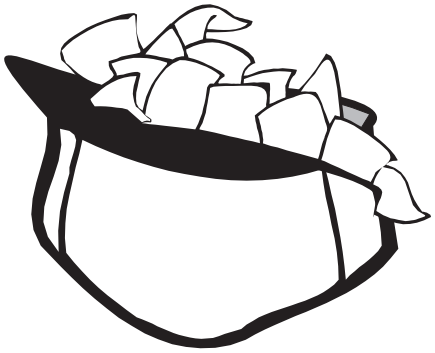
A daily evaluation committee can help establish a regular, participatory method for ongoing feedback to the group and the facilitators. At the beginning of every day, choose two or three participants (or ask for volunteers) to evaluate the day's events. They may use any methodology they wish to gather information from the other participants. Normally, the evaluation committee meets immediately following the day's session, carries out their evaluation and presents their findings the next morning, just before the new session begins. This committee then passes its evaluation committee responsibilities to a new evaluation team and the process continues until the last day of the event.



It is best if the facilitators do not intervene in the form and content of the evaluation. Facilitators might instead ask the plenary for comments and only respond when there is a need to change the program due to the evaluation results.

Adapted with permission from the publisher. From ***VIPP: Visualisation in Participatory Programmes,*** 1993, UNICEF/Bangladesh.

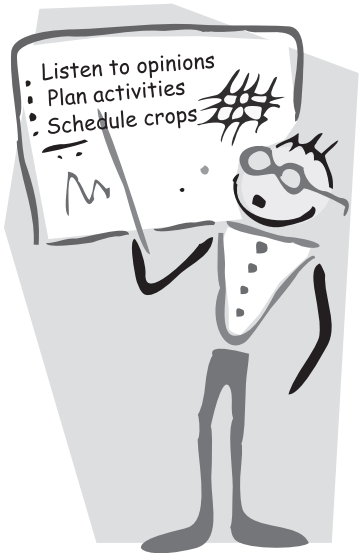
EXAMPLE C: PASS THE HAT



"Pass the Hat" is an exercise that solicits quick, anonymous feedback about the session or about a specific question posed by the facilitator. Participants and facilitators sit in a circle and each has a small piece of paper. The facilitator asks a specific question about the group process, about the session or about the training workshop. Participants write a short answer on their papers before folding them into a small square. The facilitator passes a hat around the circle, and participants drop their answers into the hat. The hat is shaken a bit then passed around the circle again. Each participant removes one answer from the hat and reads it to the group. This continues until all of the papers have been read. This feedback may merely be received or the group may choose to discuss it. Depending on the group dynamic, you may wish to adapt this activity and have the participants respond verbally to the question prompts. Group dynamics, traditional societal roles and other cultural factors may impact how comfortable individuals feel expressing their opinions openly.

EXAMPLE D: BUMP!

This exercise is particularly useful for briefly reviewing a session that involved a great deal of content—for example, in a training where specific information is being taught. Participants are divided into groups of five people or fewer, and each person is given a marker. Each group is given a large sheet of paper. Groups huddle around the paper—either at a table or on the floor. The facilitator asks the participants to think about the session(s) and to remember the many things that have been taught—new words, concepts, specific information or skills. When the facilitator says "Go!" all participants should simultaneously write as many words or phrases as they can remember from the session's learning. After one minute, the facilitator says "Stop!" and all participants must put their markers down. Beginning with one group, the facilitator asks a representative to read out all of the words or phrases written on the flipchart. Any group that has written that word or phrase on their paper must cross out the answer. The next group will read only those words that have not been crossed out, while all other groups cross out any duplicate words. This continues until all groups are finished. The group with the most words not crossed out (the most original words or phrases that are not duplicated by other groups) wins the exercise.



This exercise is a good way to quickly review the day's learning as well as giving facilitators an idea of which concepts stood out the most for the group.

EXAMPLE E: FEEDBACK BOARD



An easy way to solicit feedback and questions from participants is to post a feedback board somewhere in the training area. You might use a blackboard, a bulletin board, or even a few sheets of flipchart paper, along with readily available markers so that participants can write comments or questions at the end of a session. Feedback boards allow participants to ask questions or express concerns that they might be uncomfortable sharing with the group.

Feedback boards may also be used as "parking lots," or areas to post unfinished business or issues to which the group must return at a later time. If an idea or question comes up that you want to address at a later time, ask a participant to write down the question or issue on the feedback board as a reminder.

APPENDIX E

FINAL EVALUATION

DEFINITION:

Final evaluations are often used to determine the learners' mastery of new knowledge and skills. They can also be used to measure learners' level of satisfaction with the learning activities. As we learned in ***Chapter 3: Learning Activities: From Assessment to Evaluation***, evaluations typically address four levels. When combined with pre-tests, final evaluations can be useful in helping you determine the impact of an activity, session or workshop on learners' knowledge, skills, attitudes and/or behavioral change. Although final evaluations are often in a written format created by the facilitator and completed by individual learners, there are visual formats that can be created and completed by group variations.

EXAMPLE A: ON A SCALE OF 1–5...

One quick and easy way to get feedback following an activity is to ask participants to rate different aspects of the workshop or day's training activity on a scale of 1–5 (with 1 being poor, 3 being good and 5 being excellent). You can prepare the list of items to evaluate before the activity or brainstorm with your participants the factors they feel should be evaluated. Once you have a list of items to evaluate, you can get your feedback several ways.

- Create a chart on a large piece of paper indicating each item to be evaluated with a 1–5 continuum next to each item. Hang the chart on the wall and ask participants to approach the chart and make a mark in the column that represents how they would rate each item. Once all participants have marked on the chart, you can tally the responses for your use as a facilitator or discuss results with the group.

- Ask participants to copy the list on an individual sheet of paper, indicate their ratings, and collect them to tally the results. You could also have the evaluation made beforehand and pass them out to be completed by each participant.

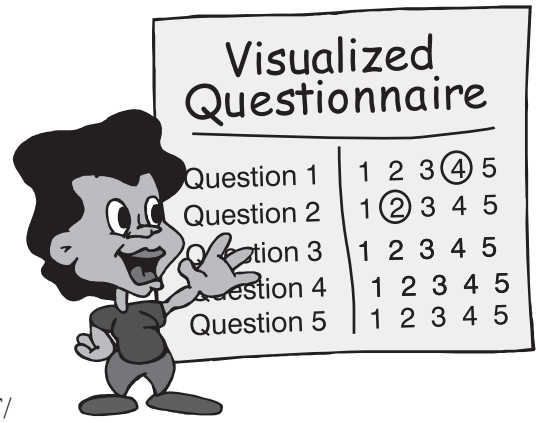
- Ask for a show of hands for each item. ("All those who give the 'warm-up' activity a rating of 'poor' raise your hand…")



Of course, you should have a good feeling for your group's comfort level at revealing ratings publicly if you choose one of the more public formats.

EXAMPLE B: VISUALIZED QUESTIONNAIRE

Another possibility is to conduct a pre-structured, anonymous questionnaire prepared by the facilitators. Each participant responds to the questionnaire—again on a scale of 1 to 5. The facilitators (or participant volunteers) create a visual representation of the questionnaire on a wall of the training room—with the questions on one side and the 1-5 scale on the other. The results of the anonymous questionnaires are tabulated and placed on the visualized questionnaire so that participants can have a final discussion about the results and exchange ideas for future planning purposes.



Adapted with permission from the publisher. From *VIPP: Visualisation in Participatory Programmes,* 1993, UNICEF/ Bangladesh. [ICE TR124]

EXAMPLE C: WRITTEN EVALUATION



A written evaluation is especially useful if the answer to: "Who wants to know and for what purpose?" involves reporting to a funding source or other supervisory group. There are typically two types of written evaluations—one that assesses the achievement of learning objectives and one that assesses participant satisfaction with the sessions. The former may simply list the learning objectives and ask participants to rate how comfortable they feel with their mastery of each objective. Written evaluations that assess satisfaction might ask participants to rate each session on a scale of 1 to 10, and then include a few open-ended questions for participant feedback on specific points. You may also wish to distribute some combination of the two types of written evaluations, but be sure to structure enough time at the end of your workshop for participants to respond to the questions.

APPENDIX F

LEARNING METHODS AND LEARNING STYLES

The completed chart below shows some of the learning activities that are well-suited for the different types of learners listed. You may wish to mix and match activities to reach as many learners in your group in as many ways as possible.

Method	Imaginative Learner	Analytic Learner	Common Sense Learner	Dynamic Learner	Visual Learner	Auditory Learner	Kinesthetic Learner
Brainstorming	X		X	X	X	X	
Card Sorting	X		X	X	X	X	X
Fishbowl	X		X	X		X	X
Stories	X			X	X	X	
Visualization	X			X	X	X	
Pictures	X			X	X		X
Role Plays	X		X	X		X	X
Sequential Role Plays	X		X	X		X	X
Dramatizations				X	X		
Skits	X			X		X	X
Demonstrations		X	X	X	X	X	X
Small Group Discussion	X			X		X	
Case Studies	X	X	X	X			
Panel Presentations		X				X	
Lecturette		X	X			X	
Jigsaw Learning	X	X	X	X		X	
Games	X			X	X	X	X

While some activities appeal more to particular learning styles, it is possible to adapt activities to make them more accessible to those with different learning styles. For example, while Imaginative Learners might be frustrated by merely watching a dramatization, you can engage them by allowing opportunities for adequate processing and sharing of ideas after the dramatization, or by involving them in presenting the drama itself. Similarly, while they might not enjoy being the observers on the outside of a fishbowl, they would probably enjoy the "tap-and-replace" kind of fishbowl, as they would be able to hear various perspectives, but still come in and out to add their own ideas. The ideas in this chart, as with many issues in NFE, do not contain any one "right answer," but many different possibilities.

APPENDIX G

SAMPLE CALENDAR OF TRAINING EVENTS

Below is a sample calendar of training events (COTE) for you to practice planning a three-day workshop. Adapt this calendar to meet the needs of your particular group. Think about how you would choose warm-ups, activities, and so on for your own colleagues or fellow Volunteers. There are many to choose from throughout the text, in this ***Appendix***, and in the resources at the back of each chapter.

DAY 1	DAY 2	DAY 3
BREAK		
LUNCH		
BREAK		

APPENDIX H

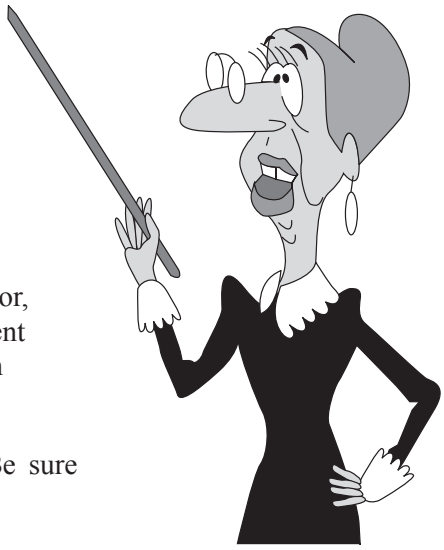
ROLE PLAYS—TWO APPROACHES TO EDUCATION

One classic example to use when communicating the power of nonformal education comes from David Werner, an innovative and provocative health educator who wrote ***Where There Is No Doctor*** and ***Helping Health Workers Learn***. Werner suggests that for new practitioners of NFE to fully appreciate the importance of appropriate teaching, it might be helpful for them to experience both kinds of teaching and then compare them. He suggests the use of two role plays, which he calls "The Bossy Teacher" and "The Good Group Leader." He recommends that these role plays take the participants by surprise. The whole group will participate, but at first the participants will not realize that the instructor is "acting." You might make these two role plays your very first introduction to a group that is about to learn NFE theories and methods.

THE FIRST ROLE PLAY: THE BOSSY TEACHER

Suggestions to the Instructor:

- Before the students arrive, place chairs or benches in neat rows, with a desk or podium at the front.
- When the students arrive, greet them stiffly and ask them to sit down. Make sure they are quiet and orderly.
- Begin the lecture exactly on time. Talk rapidly in a dull voice. Walk back and forth behind the desk. If the students come late, scold them! Use big words the students cannot understand. Do not give them a chance to ask questions. (It helps if you prepare in advance a few long, complicated sentences that use difficult terminology.)



- If a student does not pay attention, or whispers to a neighbor, or begins to go to sleep, BANG on the table, call the student by his or her last name, and scold him or her angrily. Then continue your lecture.
- From time to time, scribble something on the blackboard. Be sure that it is difficult to see and understand.
- Act as if you know it all, as if you think the students are not at all knowledgeable. Take both yourself and your teaching very seriously. Permit no laughter or interruptions. But be careful not to exaggerate too much, as you do not want the students to know you are acting.
- The lecture goes on for too long, and at the end, be sure to single out someone and ask a question that they will not be able to answer.

Send the "students" off on a break, and prepare for the second role play.

THE SECOND ROLE PLAY: THE GOOD GROUP LEADER

This time, the facilitator treats the participants in a friendly, relaxed way—as equals. (This role can be played by the same person or someone else.)

Suggestions to the group leader:

- Rearrange the room so that the participants are sitting in a circle. Join the circle yourself as part of the group.
- As a group leader, "teach" the same topic as the instructor in the first role play. But use a participatory exercise or at least draw information out of the participants from their own experiences.
- Be sure to use words that will be easy for students to understand, and at times, check for understanding.
- Ask a lot of questions. Encourage participants to think critically and to figure things out for themselves.
- Use teaching aids that are available locally and are as close to real life as possible.
- Encourage participants to relate what they have seen and learned to real needs and issues in their own lives.

At the end of the session, the facilitator asks the group what they have learned and what they plan to do with what they have learned.

After both role plays are over, gather the group together to process what they have experienced. Some good questions to start the discussion might be:

- What did you think of the two classes?
- From which environment did you learn more?
- Which did you prefer? Why?
- Who do you think was the better teacher or leader? Why?
- In which session did you understand more of what was said?
- From which session do you remember more?



During or after this discussion, it helps to summarize the two approaches to teaching on a flipchart or blackboard.

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APPENDIX I

ROLE PLAYS—TWO APPROACHES

DEFINITION:

"Learning to Sail—Individual Learning Styles" is an exercise that reveals individual learning preferences. Just as people have different personalities, they also have different preferences in the way they like to learn. As a trainer, you need to be aware of your own learning style because it influences the way you train others. You also need to know the individual learning styles of the participants in your workshop or group.

EXAMPLE:

You need a group of people for this activity—fellow trainees and trainers if you are in pre-service training, or your counterpart and friends if you are already at your site.

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

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

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

RESOURCES FOR LEARNING TO SAIL

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

3. Ask the group to think about the resources that they (as individuals) would choose to learn best how to sail. Explain that they may choose any number of resources and they can write them down if they like. Ask them to put their selected resources in the order they would use them.



4. Going around the circle, ask people to tell which resources they would use and how they would use them. Process this a little further by asking people to notice how many different ways of approaching the task there are within the group. What conclusions can they draw from the activity? What implications might learning styles have for facilitating training workshops with people?

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

Reprinted from ***Roles of the Volunteer in Development***, Washington, DC: Peace Corps. [ICE No. T0005]

