# How to Use This Resource Pack

## LAYOUT OF THE MODULES AND SESSIONS

**Table of Contents**
Look at the Table of Contents so that you are familiar with the subjects to be covered and in what sequence. After you have assessed your participants' level of familiarity with the issues of Early Childhood, decide which modules and sessions best serve your training needs.

**Facilitator's Guide**
The Facilitator's Guide at the beginning of each module provides a brief overview to help you plan your workshop content:
*Objectives* – These explain the specific Early Childhood knowledge, skills, information or actions participants will come away with.
*Purpose* – This provides you with a succinct reason for individual sessions.
*Time* – Suggested times are provided. However, as in all good training, it is best to be flexible. Speed up activities where participants have experience with the topic or take more time when discussions, role plays or group work become exciting or fruitful.

**Learning Objectives**
These objectives can be used ahead of time as a training goal and afterwards to evaluate both the participants' progress and the workshop outcomes.

**Sessions**
Sessions are numbered within each module and provide sequentially related layers of understanding of the module topic. Check *Facilitator's Tips* as to when it is advised to teach in sequence and under what circumstances sessions should be skipped.

**Activities**
Modify activities and use optional activities according to your assessment of participants' experience, knowledge and familiarity with the topic and information. ALL PowerPoints should be printed out for use by the participants as they are presented.

**Boxes**
Two types of boxes appear in the sessions text to supplement or reinforce information:
- *Notes on Rights* – The Rights boxes emphasise human, child and women's rights, principles and standards at the core of Early Childhood. Facilitators may use the Rights boxes to ask which rights support the specific activity, or you may use them to periodically remind participants of relevant rights.
- *Facilitator's Tips* – The Tips boxes provide hints for conducting the session, such as what may need to be read or arranged in advance (field trips, role plays, games), where it may be essential for participants to have studied a previous session, how to sequence and use PowerPoint slide shows; or ways to be a better facilitator.

## IN ADVANCE OF THE WORKSHOP

**Needs Assessment**
As part of the planning for the workshop, undertake a needs assessment to determine the level of knowledge and understanding of Early Childhood in the office or region, along with an analysis of the level of knowledge and understanding required by the various staff members. This will help to determine the content and approach of the workshop.

**Timing**
Determine the timing of the workshop, both the length of time that will be devoted to the workshop session and when it will be scheduled, in relation to the other demands on the office. Allow sufficient advance time to plan the session and prepare participants.

**Location**
Identify the location for the workshop. It is generally more efficient for workshop purposes to hold workshops at locations away from the office. The workshop venue should provide adequate space for the activities, all necessary meals and refreshment breaks and suitable accommodations if overnight stays are required.

Transportation to and from the workshop location should also be easily available.

**Adapting to Local Conditions**
The workshop coordinator should design the workshop based on the needs of the participants and the "road maps" identified for the use of various combinations of materials in the Resource Pack. It will also be necessary to take into account the skills and knowledge of workshop facilitators and the resources available, including the facilities in the workshop location. The workshop schedule should be set up to provide the most effective use of time, adjusting and adapting the material in each module as necessary.

**Identifying Participants and Facilitators**
The workshop coordinator should determine who should participate in the workshop, review the workshop objectives set out in each module and make any necessary adjustments to meet the needs of the participants. This is also the time to identify the workshop team, making sure that the people chosen will be available for the full time for which they are needed and that they have the opportunity beforehand to make the necessary preparations. The workshop should be announced to participants sufficiently in advance to enable them to make any preparations that may be required by the workshop design.

**Planning for Field Trips**
Before the workshop begins, review **Session 3.19 Field Guide to Home Visits** in order to plan ahead for field trips. This will guide you in determining what facilitators, colleagues in the field, community members and participants need to know and do a month or more in advance, in the days prior to the visits, on the days of the field trip and after the visits are completed.

To ensure the best possible experience and outcomes for everyone involved, review and discuss the general purpose of the field trip, what Early Childhood concepts and sessions are essential, who needs to know what and when, what role everyone will play, what materials need to be at hand, and how the trip will be concluded, debriefed and assessed.

**Facilitator Materials**

Review the lists ahead of time to ensure that materials are readily available, that equipment is in proper working order, that you are familiar with the material, that the appropriate number of handouts has been printed, and whether you need to prepare any flip charts or VIPP cards in advance. The types of materials used are:

*Supplies* – such as flip charts, VIPP cards, markers and tape. You will need a flip chart for most sessions. Standard 4x11 inch VIPP *(Visualisation in Participatory Programmes)* cards are needed in many sessions and should be used according to accepted processes (e.g., write clearly in block letters, write only one idea per card, etc.). In one or two sessions you will need special supplies (e.g., pre-prepared posters, blindfolds and children's play objects).

*Equipment* – A laptop or desktop computer with a projector with which to show PowerPoint slide shows or single overhead slides will be needed in all sessions.

*PowerPoint slide shows* are all supplied on the CD-ROM in this pack.

*Handouts* – These are provided for each session immediately following the activities text. Read the text to see whether all participants need each handout or if they are only needed by specific groups.

*Background reading* – This is provided for the facilitator on the CD-ROM in this pack. We strongly suggest that you read this material carefully ahead of the workshop to get a good grasp of Early Childhood concepts and to be better able to facilitate participants' understanding.

**Participant Materials**

It is a good idea to prepare binders for the participants in advance of the workshop. The workshop binders should be big enough to accommodate other materials (such as case studies, exercises and supplementary information) that will be distributed during the workshop. However, it is best not to make the binders too large or too full of material, otherwise the participants will have trouble finding what they need. Limit the binders to the essentials, and have additional information (punched for the binder) available to hand out during the workshop *only to those participants who really want it*. Allow sufficient time to prepare the binders and other participant materials (handouts and such) before the workshop. The binders should contain the following:

*Statement of the workshop objectives.*

*Schedule for the week* by topic and timing.

*Administrative information* – e.g., about travel and accommodation arrangements.

*Materials for each session* separated under numbered tabs, including objectives, learning points, discussion points, readings, and copies of the handouts.

*Hard copies of PowerPoints* – These are optional and can be with or without speaker's notes and/or overheads so that participants can take notes while the material is being presented (easiest to print them as handouts in black and white).

**Workshop Space**
The workshop process requires that the participants be organised into groups for much of the work. The set-up of the room should reflect this as follows:

*Participants' tables* – These should seat between six and eight people. Arrange them so that all participants can see the projection screen at the front of the room and hear the facilitators or presenters. Tables should be far enough apart to avoid cross-table distractions during group exercises. Before the workshop starts, the facilitator should walk around the room, checking sight-lines and sitting at some of the participants' tables to ensure that they are suitable.

*Presenter's table* – This should be at the front of the room and have enough space to hold all the materials that will be used in the course of the session, including the facilitator's notes and transparencies, handouts and supplementary readings. Materials should be organised in the order in which they will be used to avoid confusion once the workshop begins. The facilitator should test all equipment to make sure everything is in working order BEFORE the session is scheduled to start. Spare bulbs for projectors should be on hand.

*Supplies* – All supplies that will be needed for the various exercises and activities of the workshop should be in the room and easily accessible when required. Participants' binders may be distributed around the room on the tables, or they may be stacked on a table by the door to the room, where there may also be name tags and other registration materials to check whether everyone who is expected attends and to provide participants with any supplementary information they may need.

## GENERAL CONDUCT OF THE WORKSHOP

**Use an Adult-Centred Approach**
Unlike children, adults become increasingly self-directed rather than teacher-directed in a learning situation. They build upon their past rich experience as a resource, are concerned with real-life problems and tasks, and want to apply their learning to their situation. The workshop methods used in this Early Childhood Resource Pack reflect and respond to that situation.

Determine beforehand what learning points are to be conveyed to the participants and the specific details of what they are expected to learn during the workshop. Some of these are set out explicitly in the Learning Objectives, but it may be necessary, in view of the specific needs of participants, to identify further objectives. These should be as practical and action-oriented as possible.

**Workshop Content**
This should be as specific and focused as possible. Avoid generalisations and repetition, unless this is necessary for emphasis. Use examples from experience to illustrate points. It is important that the schedule be followed as closely as possible. In making their

presentations, presenters should be kept strictly to the time provided, to allow as much time as possible for the discussions and group exercises.

It often helps to have a small clock on the presenter's table, so that the presenter can keep track of the time. In most workshop experiences, the main criticisms received are that there is not enough time for participants to talk about what they are learning, or to put what they are learning into practice in realistic exercises. Very few workshop participants ask for more time devoted to lectures!

**Workshop Facilitation**
If possible, a team training approach should be used to conduct the workshop. Training is often more fun and less stressful when more than one person conducts the training sessions. If the workshop is for more than 15 participants at one time, two facilitators may be required. In order for co-facilitators to be properly prepared, they need to address the following issues before the workshop begins:

- ***Determine the team a few weeks in advance of the workshop*** so that there can be an exchange of ideas and plans before the workshop begins.
- ***Explore the assumptions each person makes about the training –*** e.g., the facilitation style to be used, pacing, types of activities that each is comfortable with, the amount of participant input that is seen as desirable, etc. (If there are differences, these need to be talked through.)
- ***Determine who is responsible for what part of the training. Designate a lead facilitator.*** If there is one, determine what assistance the lead facilitator needs from the other facilitator(s) during the session.
- ***Try to build a team.*** Facilitators should be supportive of their colleagues and work together to build a strong team spirit.
- ***Involve participants.*** Whenever possible, facilitators should involve the workshop participants to assist in the facilitation of some of the workshop sessions.

## RUNNING THE WORKSHOP

**Starting Workshops**
All workshops should begin with:

*Introductions –* such as a brief self-introduction by participants.

*Clarification of expectations* – Have each participant write down one expectation for the week on a VIPP card. As these are shared, post them on a flip chart for review at the end of the week to check if expectations have been met.

*Review of the agenda –* This includes noting the topic to be discussed and the objectives for the session.

*Setting specific objectives* – These should be given again at the beginning of each session.

*Establishing ground rules for the workshop* – Create a list of rules with the participants and post them on the wall for the duration of the workshop.

*Appointing timekeepers* – Give this responsibility to 2 to 3 participants rather than the facilitator always being responsible for getting the group to come on time at different points in the day.

*Appointing energisers* – Ask participants who have been in other workshops to introduce an energising activity when people have been sitting too long.

*Appointing social committees* – If the workshop lasts more than two days, a small group should be formed to plan social events such as films, games, dances, local shopping trips, etc.

*Establishing a newsletter* – Again, if the workshop lasts more than two days, have volunteers write about highlights of the day, events that occurred outside the workshop hours, quotable quotes, etc. (This works very well if you have someone in the group who can draw.)

**Starting Sessions**
At the beginning of each and every session:

*Check all equipment* – Do this every morning **BEFORE** the first session begins!

*Specify the objectives for the session* so that people are clear on what they should be learning.

*Link the session with those that have preceded it.*

*Review plans and timing.* Refer to the schedule in the participants' binder.

**Ending Each Day**
At the end of each day:

*Ask participants what they learned.* Ask them to list things they learned that day which they can use in their workplace.

*Conduct an evaluation.* See possible approaches below.

*Hold a workshop navigation meeting* with all facilitators and a few participants to get feedback on what has been accomplished during the day. Discuss what will be presented the following day and make adjustments accordingly. If you want to include all participants, set up a roster at the beginning of the workshop so that participants can volunteer or be assigned to the role.

Alternatively, tell participants that anyone who wants to can join you (which generally means that the same 4 to 6 people are likely to join each day). Have a participant or facilitator present the results of the navigation meetings to the group at the beginning of the following day.

**Suggested Teaching-Learning Methods**
Within each module there are activities employing a variety of different methods because adults learn in various ways. They learn aurally (by listening to presentations), visually (by reading or seeing images) and practically (through hands-on experience). Select activities to provide the widest possible range of learning experiences for your particular participants:

***Brainstorming*** is a free-flowing exchange of ideas on a given topic. The facilitator asks a question, poses a problem or raises an issue and participants suggest answers or ideas. It is not a discussion, but rather an opportunity for all participants to think out loud. All responses and suggestions are written down for the group to see. No editorial comment or criticism is allowed. The intention is to encourage creative or innovative thinking about important issues. It is also important that the facilitator not interfere in the process by interjecting suggestions or ideas that may come from other workshops or from the learning points that have been established for the session. Those can all be brought up later, during the discussion. When the brainstorming is finished, the group evaluates the ideas together, perhaps to identify those they consider most useful or to categorise them in some helpful way. Do not let the brainstorming go on too long. Bear in mind that most brainstorms usually last only about 15 minutes.

***Case studies*** are stories, either fictional or true, describing a situation or problem by discussing what a character's options are or how these dilemmas might be resolved. Case studies provided in this Resource Pack may be adapted to better suit the participants' needs. Asking participants to develop case studies or scenarios, sometimes as an assignment, is a good way to ensure realistic situations and language.

***Discussions*** are verbal exchanges led by the facilitator or participants about a specified topic. Through this process, participants have a chance to share facts and ideas and can listen to and consider different points of view. Discussions are useful in both large and small groups.

***Small groups*** offer shy or less verbal participants more of an opportunity to speak. Participants should be encouraged to ask questions and raise related issues. Facilitators should further explain key points that are raised in discussions and presentations by groups.

***Lectures*** are structured and orderly presentations of information. A lecture can be used to impart knowledge or introduce skills. Modified lectures, with exchanges between the facilitator and the participants, are encouraged. They are usually more effective and interesting. A PowerPoint presentation has been prepared to facilitate the lectures in the Resource Pack.

***Role plays*** are short dramas in which participants can experience how someone might feel in a situation, try out new skills, and learn from each other. Role playing in small groups or pairs is usually less threatening for participants and allows more people a chance to be involved. Ask for volunteers, as many people may feel embarrassed or uncomfortable acting in front of a large group. After the role play, be sure to declare the role play over and ask the audience and role players questions about it.

***VIPP –*** Visualisation in Participatory Programmes is a participatory facilitation technique that provides a way of sharing through the use of cards of different sizes, shapes and colours.

If participants are not familiar with VIPP, the facilitator should provide them with an overview of the technique and the following rules for card writing:
- Write only one idea per card (this makes it possible to cluster ideas).
- Write only three lines on each card and form blocks of words.

- Use key words instead of full sentences.
- Write large letters in both upper and lower case, if possible (so that words can be read from a distance of 10 metres).
- Write legibly and use the broadest side, not the pointed tip, of the marker.
- Apply two sizes of script to distinguish main points.
- Use the different sizes, shapes and colours of cards to creatively structure the results of discussions.

*Walkabout* allows several small groups to rapidly compare their thoughts or share their ideas without having to make formal, time-consuming presentations in plenary. It consists of simply posting individual small group work on the walls for all to read. Walkabouts can be done as a total group, individuals can move from one presentation to another in a small group, or individuals can move around the room at their own pace. It is useful to have someone from the group that developed the materials to stand by the group poster to answer questions and/or explain what they presented.