

MODULE

1

Facilitator's guidelines

Contributing authors: Elise Levendal, Barbara Hutton of ABE Development Services Trust, Robin Hamilton

Useful comments and additions: Team members of Masikhulisane – the SAAVI Community Involvement Programme, the Community Advisory Group (CAG) and Community Outreach teams from the following HIV vaccine trial sites: Africa Centre, Klerksdorp, Orkney, Stilfontein and Hartebeesfontein (KOSH), Chris Hani Baragwanath (Soweto), MRC Durban, MEDUNSA, Masiphumelele and Nyanga.

Outcomes of this module

By the end of this module, you should be able to:

1. Explain how adults learn best.
2. Describe what this means for how to facilitate workshops with adults.
3. Be familiar with how to plan and design a workshop.
4. Describe some learning activities that can be used in workshops.





1. HOW DO ADULTS LEARN?

One of the biggest challenges to any trainer, educator or facilitator is: How do we teach or train in the most effective way possible so that our workshop participants gain new and useful knowledge, understanding, attitudes and skills? How do we develop the capacity of people so that they can function more effectively? To answer these questions we need to begin by looking at how adults learn best so that in our workshops we use the most appropriate methods and processes to enhance their learning.

- Adults learn best when they feel that they need to learn. In other words, they are *motivated* by some need – to understand something, to participate in it, in a more informed and effective way, to make decisions, etc.
- Adults learn best when they are *actively involved* in their own learning – when they are sharing their knowledge, skills and experiences; and when they feel confident. This is called experiential learning.
- Adults learn best when we *start with what they know* and with what is familiar to them. We can then guide them to gain new skills, knowledge and attitudes.
- Adults learn best when their *learning is participatory*, interactive and collaborative. We encourage participants to work with others to discuss problems, negotiate solutions and share information.
- People never stop learning. *Learning is an on-going, lifelong process*. The fruit of real learning is when workshop participants use and apply their knowledge and skills outside the workshop room, in their daily lives and their work.



Adults learn best when they feel relaxed and confident.

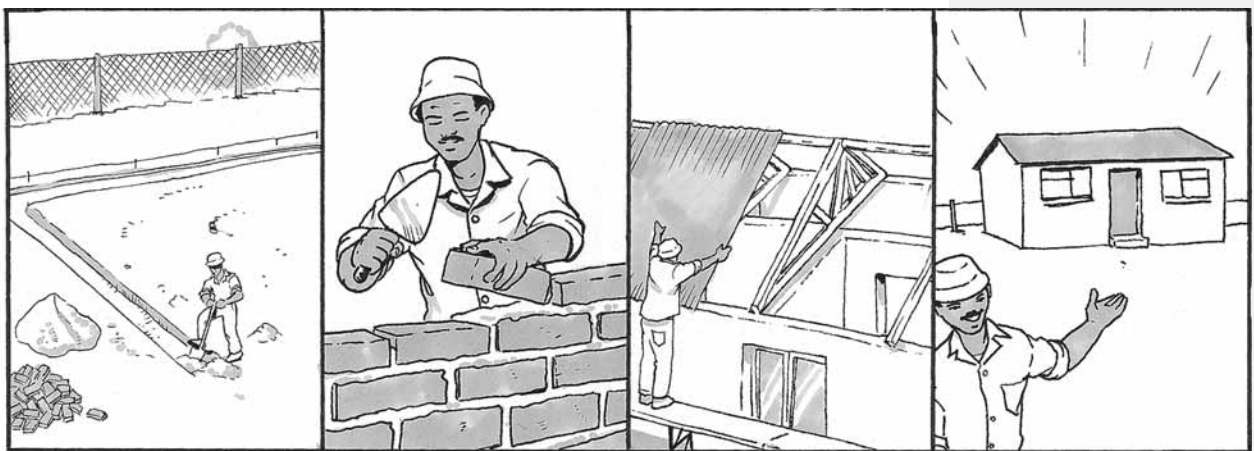
These principles of adult learning come from the *participatory learning and development approach* which is based on the ideas of the Brazilian educator, Paulo Freire. Underlying this approach is the idea that people learn more effectively when their own capacity and knowledge is valued, and when they can share and analyse



their experiences in a safe environment. The role of the trainer or facilitator is to facilitate the process of learning rather than to teach.

The cycle of adult learning

The process of learning has often been compared to building and maintaining a house. Usually a builder begins by digging and laying the foundations, then building the walls, and finally constructing the roof. During the building process, tasks are carried out in a particular order. Only then will the house stand firm. In addition, once the house is built it needs ongoing maintenance to keep it functional.



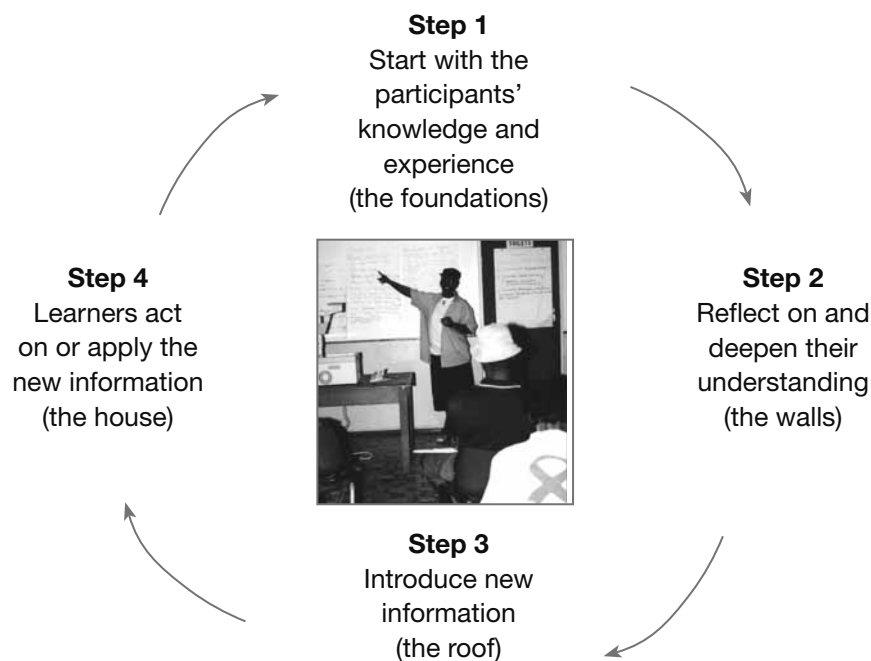
1. Laying foundations.

2. Building walls.

3. Constructing the roof.

4. The built house.

In the same way that we take certain steps when building a house, certain steps should be followed for learning to take place. The diagram below illustrates the four phases of the adult learning cycle. All the activities in this Manual were designed with this cycle in mind:





Step 1: Start with workshop participants' knowledge and experience

Workshops are far more effective if you start with what workshop participants know about a topic and you draw on their past experience and knowledge. Ask questions like: What do you already know about HIV and AIDS? What do you already know about vaccines? What do you know about scientific and medical research? Then you can start building on and extending this knowledge, understanding and skills.

Step 2: Make sure your activities involve workshop participants and help them reflect on and deepen their understanding and knowledge

Encourage them to discuss, examine and reflect on their experiences. Use case studies, problem-solving in groups, role-plays, practising skills and group tasks.

Step 3: Plan your input

Introduce new information and experiences. Relate this information to workshop participants' previous experiences. Encourage them to discover solutions for the future. Know your content well so that you are a reliable source of information. This does not mean that you must spoon-feed workshop participants. Rather help them develop the necessary skills to find out information for themselves.

If someone asks you a question that you cannot answer, then do not try to cover up your lack of knowledge. Admit that you do not know, and say that you will find out.

Be sure to get back to the workshop participants to answer their questions even if you can only do this after the workshop.



Step 4: Help workshop participants apply or act on their new information, to use and transfer it to their real lives

Encourage them to use their new understanding to solve problems or perform tasks. You can strengthen the link between the new learning and the real world by practicing and planning an action or activity, doing a field visit, or role-playing different situations.

Given what we know about how adults learn, what does this tell us about how we should facilitate a learning event?



2. HOW TO FACILITATE WORKSHOPS WITH ADULTS

What is facilitation?

Facilitation is a planned process in which we enable groups of people to learn new skills, knowledge and attitudes, together. It is not teaching, not telling, not lecturing, not preaching and not directing. It is about managing the learning and the group process and it is directed at developing the capacity of adult learners so that they can function more effectively in their own work, lives and community. How we develop this capacity and the processes that we use are as important as the skills, knowledge and attitudes that we are trying to develop.

There are different facilitation styles – authoritarian, democratic and shared. The style facilitators use depends on their own value system, the assumptions they make about their workshop participants, their own feeling of security and their facilitation experience and abilities. The facilitation style also depends on the topic, who the workshop participants are, and what the objectives and outcomes of the workshop are.

The participatory approach that we use in this Manual relies on a more democratic and shared facilitation style that is based on the following general principles:

- **Learner-centredness:** As facilitators, we focus on the workshop participants and how well they are learning, rather than simply on the content that we are presenting.
- **Problem-posing:** The topics we cover must be relevant to the problems experienced by the workshop participants and should focus on how best to solve those problems.
- **Self-discovery:** We create a situation that helps workshop participants discover knowledge and information for themselves through their own experience and reflection.
- **Action-orientated:** We motivate workshop participants to do something with the information and skills they are learning, e.g. sharing information about HIV vaccine research with their community.
- **Outcomes-based:** We set clear aims and objectives to achieve and we ensure that through the process we use, these are achieved.



Adults learn best when they are actively involved.



- **Mutual respect:** We encourage mutual respect and understanding between participants themselves and between participants and ourselves. We do not discriminate against any group of workshop participants, e.g. women, men, people of different races and classes, people who are not able-bodied, and people who are illiterate.

Effective facilitation also depends on good planning and designing your workshop programme well.

3. STEPS IN PLANNING AND DESIGNING THE WORKSHOP PROGRAMME

Before you begin using the Manual for your workshops, you will need to read through it completely and be familiar with the content. These steps may help you with your *general planning* before the workshop:

Step 1: Find out about the workshop participants

Who are they? What do they want to learn or know? Why are they participating in the workshop? What do they already know about the topic that you can use as a starting point for the workshop?

Step 2: Set clear learning goals

Ask yourself: What do I hope to achieve in this workshop? What do I want workshop participants to be able to feel, know, understand, and do as a result of the workshop? These are your learning goals.

Step 3: Set clear learning outcomes

Take your learning goals and break them up into more specific and manageable learning outcomes. These will help you design your actual workshop programme. (Look at the example in the margin.) The outcomes for each module and those listed for each activity may be useful as a guide.

Step 4: Research the information or content for the workshop

You will need to make sure that the information you use for your workshop comes from the Manual. The page openers for Sections 1 and 2 of each module give you an overview of the contents and activities.

Now, how do you design *each workshop* programme?

Step 5: Read the whole module

Read through the whole module (Sections 1 and 2) that you plan to cover so that you know what content is dealt with and what activities are suggested. It is best to follow the order in which each

You can use the *Profile Questionnaire* in Appendix 1 at the end of this module to find out more about your group of workshop participants.

1. Who is my audience?

2. Learning goal

To learn about the history of the HIV and /or AIDS epidemic in South Africa.

3. Learning outcomes

- What is HIV?
- What is AIDS?
- Why is there such a high rate of HIV infection in South Africa?

4. What content will I cover?



module is presented as it is structured in a particular way to allow for the **recycling** of knowledge and skills. However, if your time is limited, then focus only on the sections that are relevant to your workshop participants. Also, make sure you know how and when to use the resources – the overheads, handouts, etc.

It is very important to read the notes in Section 1 together with the activities in Section 2. Sometimes the activities highlight specific issues which might not be highlighted in the notes, e.g. specific women's issues or specific human rights issues. Also, first try to use the activities in the Manual before you design your own, other activities. This is because the authors have designed the activities in a particular way to highlight certain important issues. Once you are familiar with these issues, you can begin introducing your own activities.

Step 6: Plan your workshop as a whole

Ask yourself:

- When will the workshop be? How much time do I have for the whole workshop?
- Where will the workshop be? (Venue can affect participation, attendance, attention and learning.)
- What are the specific learning goals and outcomes that I must achieve in this time?
- What content will I cover to achieve these aims and in what order?
- How can I break up this content into sessions? It is best to divide workshops into 2-hour sessions with regular breaks to ensure that workshop participants stay interested and so that you can reinforce new learning regularly.
- How will I adapt the content, case studies, examples and activities to cater for the needs and expectations of participants in this particular workshop?

Step 7: What will you need?

Prepare as much as possible in advance, for example, ensure that you have all the necessary teaching materials, resources and equipment. Prepare all the flipcharts and make enough photocopies of the forms or handouts you need in the workshop.

The following steps will help you plan the different *sessions* in your workshop:

Step 8: Plan how you will begin each session

Each beginning and ending should follow a similar pattern to help you set up the workshop, get participants relaxed and open to learning, and to finally get feedback about what they did learn.

KEY WORD

Recycling of knowledge and skills:
Going through a cycle of learning knowledge and skills again.

CHECKLIST OF RESOURCES YOU NEED FOR EVERY WORKSHOP

- Glue
- Flipchart paper
- Khokis
- Scissors
- Prestik
- Pens, pencils, paper
- A copy of this Facilitator's Manual
- Overheads
- Handouts
- HIV Vaccines Learner's Handbook* (for each participant) or notes from Section 1



- How well you as a facilitator listen to participants and encourage them to speak freely. Good listening helps you to summarise, clarify and reflect.
- How well you facilitate discussion also affects how freely participants will speak without interruption.

Step 10: Choose how and when you will evaluate and get feedback

Decide what you need to evaluate or what needs to be fed back, e.g. you can get feedback on aims and objectives, content, participation, feelings, facilitation, action and follow-up, and practical arrangements. Make sure you leave enough time for evaluation so that it is meaningful.

Often participants find it difficult to express themselves in a large group, especially if they have critical comments. Another way to get feedback is to ask participants to complete a short questionnaire. In Appendix 3 at the end of this module there is an example of an evaluation of a workshop form, that you can copy and use.

Step 11: Plan how you will end the workshop

It is important to end any workshop in a way that links and summarises what has taken place and what people have learnt. This allows participants to leave feeling that they have a full and clear understanding of what the workshop was about. Here is a way of ending a workshop:

- Refer back to the outcomes and aims of the workshop. Ask participants whether they feel these outcomes have been successfully met.
- Refer back to their needs, usually listed at the start of the workshop. Ask the group which of their needs have been met, and which (if any) have not.
- Acknowledge the commitment, energy and enthusiasm they have brought to the workshop.
- Give workshop participants time to make concluding remarks to complete the process.
- Wait until most of the participants have left the training room before clearing away flipcharts and other equipment.
- In Appendix 4, at the end of this module, there is a *Workshop Activity Report* that you can copy and use to summarise, evaluate and report on each workshop you run.

Masikhulisane, SAAVI Community Involvement Programme

Evaluation of Workshop

The purpose of this evaluation is to improve the quality of our work. It is also intended to give feedback about the methods, general learning atmosphere and whether the objectives have been met. We will appreciate your honesty and forthrightness.

Demographics
Please complete the following by marking the applicable box with an X:

Participants	Male	Female				
First language	English	isiXhosa	isiZulu	isiNdebele	Other:	
Age group	16-25 yrs	26-35 yrs	36-45 yrs	46-55 yrs	56-65 yrs	
No. of years education	1-5	6-8	9-12	13-16		

Section A
Please give a rating to each category by marking the applicable box with an X:

	Very poor	Poor	Average	Good	Excellent
Learning aids					
Venue					
Refreshments					

Section B
Please give a rating to each category by marking the applicable box with an X:

- How was the workshop prepared?
 Very poor Poor Average Good Excellent
- How did you find the facilitation methods?
 Very poor Poor Average Good Excellent
- Did the facilitator create an enjoyable experience for the group?
 Very poor Poor Average Good Excellent
- Was the communication clear and at the right level for the group?
 Very poor Poor Average Good Excellent
- Were the participants encouraged to participate?
 Very poor Poor Average Good Excellent

An example of a short evaluation questionnaire can be seen in Appendix 3 of this module.



Refer to Module 7 for more information on gender issues in community mapping and the community entry process.

In each workshop we run we must take into account the context or circumstances within which these workshops are taking place. We must especially recognise that much of the South African society still suffers from a history of underdevelopment and still experiences a high degree of inequality and unfairness. This is especially true when it comes to issues around gender (e.g. male/female power relations), race and class. Let's look at some gender issues that we need to be sensitive to in our workshops.

Gender issues

We need to be aware of inequalities that arise from different roles that women and men play and how these may disadvantage women in particular. In our workshops we need to include gender equality and gender – sensitive facilitation strategies to do away with any imbalances among men and women and to achieve gender justice.

DID YOU KNOW?

The term 'sex' is usually used when we talk about the physical or biological condition of being in either a female or male body. We usually use the terms 'female' and 'male' to indicate sex.

The term 'gender' is usually used when we talk about the social and psychological characteristics that are connected to being male or female. The term was first used to show the power relationships and inequalities between men and women. Now it is used to show the social roles of men and women, their sexual preferences, the place they occupy in society, the expectations that society has about women and men, or the gender to which each person feels they belong.

How do we create a safe space for women and men to learn?

From the beginning of our workshops we need to deal with and break down the stereotypes, prejudices and biases that workshop participants may have around sex and gender roles. We need to help workshop participants understand how gender inequalities can lead to the domination of men over women, and how this gives women fewer opportunities to take control over their lives.

Here are some practical ideas for your workshops:

- Make sure the venue is well laid out so that the room provides a safe and supportive space for learning. Both women and men should feel physically and emotionally secure enough to actively participate in the workshops.
- Make sure that the venue has adequate and clean, separate toilet facilities for women and men. There should be sanitary bins and enough toilet paper.



- Make sure the venue is clean, the space is secure and safe, and that it is close to public transport.
- Make provision for child minders if necessary and provide books, toys, crayons and paper for children. Make sure that there is enough safe space for small children to sleep and play.
- Be aware of how each participant is feeling and what their own level of energy is. This is especially important if you include people who are HIV-positive or who have other health conditions in your workshops.
- Establish rules and a code of conduct with workshop participants.
- Be aware of and deal with any gender issues and sexual harassment.
- Both you and the workshop participants should use language and display behaviour and attitudes that do not disempower any other workshop participants, e.g. women, participants of different races, classes, physical ability.
- Both you and the workshop participants should not use sexist, racist or any other discriminatory remarks or labels.
- Make sure that adequate translation takes place to explain terms in the home language of workshop participants and allow participants to share their knowledge in the language with which they are most comfortable.

Let's now discuss your workshop plan.

Workshop outline

We said that it is best to divide workshops into 2-hour sessions with regular breaks to ensure that participants stay interested and so that you can reinforce new learning regularly. A typical workshop plan may look like the one below.

1. Introduction to workshop (30 minutes)

- a) Welcome participants.
- b) Icebreaker/warm up: It is often a good idea to start off with an icebreaker to make sure that participants are relaxed and ready to learn.
- c) Go through the outcomes of the workshop. Ask participants what they expect to learn.
- d) Recap on work covered in the previous workshop, if relevant. Whenever possible, involve participants directly in your revision activities, for example:
 - Ask participants to present the flipcharts from previous workshops.
 - Ask participants to summarise what was learnt in each session.
 - Have a quiz.
- e) Go through the workshop programme: Put it up and explain what you plan to cover and in what time frame.

TIPS

- Keep information sessions to the morning or to earlier in the day.
- Give regular breaks.
- Plan lively activities and icebreakers for the afternoon when everyone is tired.



2. Session 1 (1,5 hours)

- a) Paired work, e.g. questions to find out what participants know about the topic and to draw on their past experience and knowledge.
- b) Feedback and write-up of responses.
- c) Input and discussion.
- d) Activities to help participants deepen their understanding and knowledge.
- e) Feedback, discussion and further input.

Tea-break (15-20 minutes)

3. Session 2 (1,5 hours)

- a) Group work activity: Each group works on an issue.
- b) Group work feedback and plenary discussion.
- c) Input and discussion.
- d) Participants to act on new information/assessment activity.

4. Closing of workshop (30 minutes)

- a) Evaluation, e.g. go-around and/or ask participants to say how they feel and what they have learnt.
- b) Thank you, future plans and goodbyes.

You can copy and use this template to write up your workshop plan:

Workshop plan	Time	Materials, equipment and resources needed
<p>1. Introduction</p> <ul style="list-style-type: none"> a) Welcome and icebreaker/warm up b) Aims, outcomes and expectations 		
<p>2. Session 1</p>		
<p>3. Session 2</p>		
<p>4. Closing of workshop</p> <ul style="list-style-type: none"> a) Sum up b) Evaluation c) Thank you, future plans and goodbyes 		

Even in short presentations, you need to plan and manage your time well. Be realistic. Work out how many points you can cover in 30 minutes without you doing all the talking and participants doing all the listening. Remember that the more participants are involved, the more they will remember. It is far better to cover one or two points in a way that participants will remember than four or five points in a way that they will not remember.



How to handle problem situations in workshops

Some workshop participants may react in the following way:

- **Monopolising:** Taking up a lot of time during the programme.
You can try the following: Ask others for their input; summarise the person's input; explain that you will get back to the person after giving others the opportunity to speak.
- **Trying to appear more knowledgeable than others:** You can try the same kind of actions as the above.
- **Continually finding fault with everything:** Acknowledge the person; ask others for their point of view; refer to the rules that were set.
- **Intellectualising, excessive rationalisation and justification of ideas and beliefs:** You can summarise and move on.
- **Private conversations:** Try to use non-verbal methods to draw their attention or ask one of them a question.
- **Not participating:** Try to use non-verbal ways to draw them in; ask direct but non-threatening questions; or leave them alone.
- **Arguing:** Summarise views; agree in part; or agree to disagree.
- **Questioning all the time:** Try the same approach as above.
- **Clowning or joking at inappropriate times:** Ask the person to stop; or carry on with the workshop once the joking is finished.

The key to handling these situations is not to take them personally. You will probably find that the more experience you get facilitating workshops, the easier it will be to handle them.

Some common facilitation errors

- **Not acknowledging a participant's contribution:** This could be because you have your own agenda. But as a facilitator, you must respond/acknowledge the contributions from participants.
- **Creating barriers:** For example, by using jargon to emphasise your own status.
- **Handout hang-ups:** The purpose of handouts is for participants to read them in their own time, and generally not for the facilitator to read them out in the group.
- **Poor instructions:** Make sure your instructions are very simple, clear and that everyone understands what to do.
- **Problems regrouping people:** Blow a whistle, ring a bell, ask each group leader to get their group back together!
- **Bad time management:** Ask participants to help you keep time if necessary.
- **Overkill:** For example, a programme that is too full or has too many activities. Go back to your main aims and objectives – only do those activities that will meet these aims.
- **Controlling the group too much:** Accept people's comments without defensiveness.
- **Over-use of icebreakers and games:** These must have a specific purpose and be seen in context of the overall learning goals.



DID YOU KNOW?

Men and women often have different learning styles. Men often dominate a mixed-gender group and women tend to talk less. You need to be sensitive to gender differences. Ensure that all participants have an equal opportunity to talk and encourage women especially to talk.



4. WHAT DIFFERENT TYPES OF LEARNING ACTIVITIES CAN WE USE IN WORKSHOPS?

People have different ways of learning and so we use a range of activities in the Manual and in the workshops. They are all based on the participatory approach. For those facilitators who are used to a more non-participatory approach (e.g. straight lecturing), these activities may seem unfamiliar, threatening and time-consuming. But remember that people learn best when they are actively involved in their own learning. Your role as facilitator is to establish a relationship of trust and sharing and to enable people to learn from a variety of methods.

The activities in each module are simply suggestions. You can use them as is, adapt them to suit the needs and level of your participants, or change them completely – as long as you cover the intended learning outcomes. Also, you may have to use the lecturing approach with a particular group of participants such as academics.

NOTE

It is sometimes tempting to pick activities because they look nice. Try not to do this. Work out your aims and objectives, identify the needs of the group, plan the workshop and then choose activities that are appropriate to your programme.

All activities have three stages that need to be carefully managed: setting-up, doing, and ending the activity.

Step 1: Setting-up the activity

- Think about how you will explain the instructions for the activity beforehand.
- Try where possible to organise participants into pairs, groups, etc. before you give the instructions.



- Wait until all participants are paying attention, before you start.
- Keep the instructions clear – say what they must do, how they must do it and how much time they have.
- Keep your language simple and use translation if necessary.
- Write down the main points on a flipchart if the instructions are complicated.
- Monitor participants closely after you have given an instruction.
- Try to make sure that there is at least one literate participant in a small group or a pair.
- Go around and give instructions to individuals or groups until you are certain that everyone is doing the right thing.

Step 2: Doing the activity

Monitor the groups. Walk around and check that groups are making progress in their discussions. Only give input if you see that the group needs your help, otherwise just observe what is happening. Ask questions of the whole group and try not to correct individual participants directly. Ask: Why is the group saying that? And then make suggestions such as: What would happen if you did something else?

Step 3: Ending the activity

Do not leave out the ending stages of the activity. Set aside time for report back and closing or summing up even if it means stopping the groups before they have finished the tasks. A lot of learning happens when groups share their ideas with the others, have an opportunity to ask questions, and see a summary of what has been learnt.

Different types of activities

NOTE

Role-plays, drawing, songs and games are very good activities, but they need to be used with caution as some people might feel that they are not being treated with dignity. As trust builds up in the group, you will be able to introduce more of these kinds of activities.

Group work

A small group of between 4 to 10 people is one of the easiest and most powerful ways to encourage interaction and to involve participants in their own learning. Everybody in the group is encouraged to work together as a team, gets a chance to talk, listen and discover new information. Do not have more than 8 to 10 people in a small group.

THINGS TO THINK ABOUT WHEN USING ENERGISERS:

- Use energisers as a break between activities when people look sleepy or tired.
- Choose energisers that have a purpose that fits in with the purpose and outcomes of your workshop.
- Think carefully about games that involve a lot of touching of different body parts.
- Select activities that mean everyone can participate. Consider issues such as disability or levels of literacy.
- Include activities that encourage relationships and team building.
- Don't go on with energisers for too long or have too many. Have just enough for everybody to be energised and to stay motivated.



Small group work encourages participation.

Here are some ways to divide into groups:

- Participants number themselves around the room from 1 to 4 until everyone has a number – 1, 2, 3 or 4. Then all the 1s go into one group; all the 2s into another group and so on. This method depends on how many groups you want.
- Give everyone a number and ask all the even numbers to go into one group and all the odd numbers to go into another group.
- Use a theme to divide participants, e.g. everyone wearing black goes into one group.
- Arrange the seating in the room into natural groups before the presentation begins, e.g. form groups of eight chairs with spaces between the groups.

Working in groups

All group members need to actively participate in the group activity. But each group also needs:

- a discussion leader to lead the discussion and to make sure all the points are covered;
- a scribe or secretary to take notes of the main points (often this person also reports back);
- a rapporteur to report back to the larger group; and
- a timekeeper to keep the time and to make sure the group works within the time available.

Rotate these roles so that everyone has a chance to be leaders, scribes or timekeepers. Set rules for group work, for example, everyone has a right to talk and to have their opinion respected. No one must dominate, etc.

Group report backs or plenary

Report backs can involve a lot of repetition and participants can get very bored. Here are a few creative and stimulating ways to report back.



- Ask one group to report back completely. Then ask the second group only to add on new things that the first group did not mention. Continue in this way with only new add ons.
- Ask groups to present their report back on a poster and then to quickly speak to the poster or to answer questions.



Flipcharts are one way to help with report backs.

Discussion and questions

Discussion plays a number of important roles in learning:

- It encourages people to participate actively, to share their own views, and to listen to the views of others.
- Through discussion, we draw out what participants already know about a topic, issue or problem. Then through sharing information and ideas, participants deepen their understanding.
- Discussion can draw out valuable local knowledge and skills.
- Discussion sets the scene for new learning.
- It helps you and participants evaluate or assess what has been learnt.

How to manage discussion

- Always make the purpose of a discussion clear at the beginning.
- Set rules for the discussion, for example, everyone must be allowed to express their own opinion without fear, only one person may talk at a time, we agree to disagree, one person should not talk all the time, etc.
- Plan your questions carefully and make sure that you use questions that are relevant to the topic. Deal with only one point at a time.
- Use clear language that everyone will understand.
- Avoid questions that only need a 'yes' or 'no' answer because they do not encourage people to reflect or practice new learning. Ask the participant to explain the reason for a particular 'yes' or 'no' answer.
- Encourage different solutions to similar problems. There may be several good solutions to a problem.



- At the end of a discussion, help participants to sum up the discussion, draw common threads together and reach a conclusion.

Writing sum ups

It is useful sometimes to sum up discussions into short, easily understood and seen points on a flipchart. When participants see their own experiences, suggestions and observations written down, they feel that their contributions are taken seriously and are valuable. This encourages more active participation.

Tips on writing sum ups

- Use point form. Use single words if you can.
- The notes should be well spaced and easy to read.
- Use mind-maps, flow charts, tables and columns.
- Try not to hold up the process for too long while you are writing.
- Use the key words of the participants so that they recognise their own contributions.
- Summarise the notes on a clean sheet of paper afterwards.
- Use the notes to summarise the different parts of a presentation or workshop before moving on to the next part.

A note about literacy levels

Be very careful when using any written notes because there will be participants who cannot read or write. Be aware of the different literacy levels in each group and be very sensitive about this issue. Do not embarrass the illiterate person by drawing attention to the fact that he or she cannot read and write. In a sensitive way ask a literate person to always be nearby to help. In small group work, always make sure that there is at least one literate person in each group.

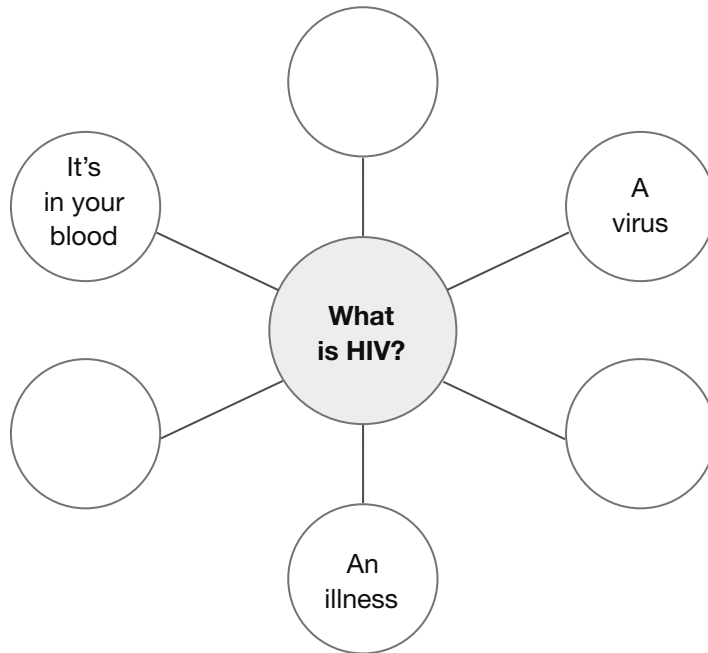
If a group has very few or no literate participants, then do all the activities orally or in groups. Do not lecture to get the information across – you will lose people. Rather involve people actively in discussions. Draw out their experiences and knowledge. Illiterate people are not stupid, they just do not have the skill of reading and writing. People who are completely illiterate are generally good at remembering a lot of new information if they have a chance to discuss and assimilate it.

A note about mind-maps

Brainstorming is when you ask participants to quickly call out ideas or words around a topic and then you draw a mind-map on the flipchart to show these ideas. One idea leads to another. This



process also helps participants develop the skill of categorising and organising information. It is a great way to also remember different information. You can make mind-maps with words, or with words and pictures.



Making posters, pamphlets, etc.

Posters help participants to summarise what they have learnt in a more visual way.

- Give participants big paper to work on.
- There should be a central point that draws the eye to the poster.
- The message and content should be clear.
- Encourage people to use drawings, photos, cut out pictures, items from the environment, etc. to get their message across.
- Arrows and lines can be used to link parts of the poster together.
- Borders help to contain information.



Posters are an effective way of visually putting a message across. These ones are from the International AIDS Conference in 2003.



Lecture

- The lecture method is really only good if you do not lecture for long periods of time. If you go on too long, people will get bored!
- Participation is limited as lecturing does not encourage participants to talk. They are just passive listeners.
- Rather combine your input with questions to engage the audience.
- Make a lecture more interesting by using resources like overhead transparencies, flipcharts and pictures.



Role-play

- The participants act out real-life situations and experiences to demonstrate something, to apply their learning, or to find solutions to problems. Each participant is a character in the role-play.

Role-plays help participants apply their learning to real-life situations.

Setting up a role-play

- First set the scene – discuss the situation or problem to be acted out; discuss who is speaking to whom; why they are speaking; what they are speaking about; where they are, etc. Or use a case example to set the scene.
- Give participants a chance to discuss and then practice the role-play before they present to the larger group. Go from group to group as they are preparing. Give suggestions and make sure they are on the right track and keeping to time. Remind them that they are acting roles so they need to speak and act in character, even if it is not something they would actually do or say in real life.
- After the role-play the group can give feedback or discuss issues that were raised and strategies that were used.

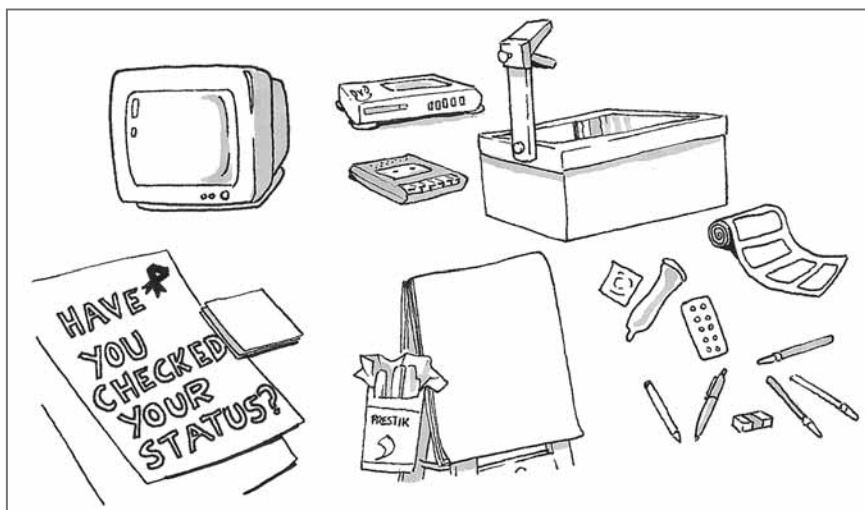
Using resources

There are many different kinds of resources you can use to support your presentations:

- audio-visual equipment (overheads, TV and video, tape recorders, etc.);
- posters, pamphlets, handouts, etc.;
- flipcharts (for writing up feedback);



- stationary (pens, paper, erasers, coloured pens, prestik, etc.);
- real examples of important items (e.g. condoms, etc.); and
- labels (for names, etc.).



A FINAL NOTE

The learning outcomes of each workshop session will only be achieved if you prepare beforehand, thoroughly. You will need to adapt or change the activities to suit different workshop audiences. So, you first need to do research into who your audience group is, and then adapt your workshop according to literacy and education levels, cultural background, etc.

Throughout the workshop, try to record and collect questions and concerns that participants have raised – these are useful for further workshops as well as for future editions of this Manual.



Masikhulisane, SAAVI Community Involvement Programme

Profile Questionnaire

Name of organisation: _____

Proposed date of workshop: _____

Proposed venue: _____

Contact person's details: _____

How would you describe the area you render services in: Rural Semi-Rural Urban

What sector does your organisation belong to? (Mark applicable box with an X.)

Health Welfare Private Public Union Political
 Youth Development Education Media Other : _____

Services offered by your organisation: _____

Who is your target group? _____

Has your organisation attended any HIV and/or AIDS workshops? Yes No

If yes, when and where? _____

What areas of HIV and/or AIDS would you like more information on? _____

Did your organisation ever have a workshop on HIV vaccines? If yes, which topics would you like more information on?

How do you propose to use the information gained from the workshop? _____

What other organisation do you think could benefit from an HIV vaccine workshop? _____



Masikhulisane, SAAVI Community Involvement Programme

Evaluation of Workshop

The purpose of this evaluation is to improve the quality of our work. It is also intended to give feedback about the methods, general learning atmosphere and whether the objectives have been met. We will appreciate your honesty and forthrightness.

Demographics

Please complete the following by marking the applicable box with an X:

Participants	Male	Female				
First language	English	Afrikaans	Xhosa	Zulu	Other:	
Age group	16–25 yrs	26–29 yrs	30–39 yrs	40–45 yrs	46–49 yrs	50–59 yrs
No. of years education	1–5	6–8	9–12	13–16		

Section A

Please give a rating to each category by marking the applicable box with an X:

	Very poor	Poor	Average	Good	Excellent
Learning aids					
Venue					
Refreshments					

Section B

1. How was the workshop prepared?

Very poor Poor Average Good Excellent

2. How did you find the facilitation methods?

Very poor Poor Average Good Excellent

3. Did the facilitator create an enjoyable experience for the group?

Very poor Poor Average Good Excellent

4. Was the communication clear and at the right level for the group?

Very poor Poor Average Good Excellent

5. Were the participants encouraged to participate?

Very poor Poor Average Good Excellent



Appendix 3

Section C

6. Did the workshop meet your expectations?

Yes No Partly

7. Was there enough time for the workshop?

Too long Too short Just right

8. If not, how long do you think the workshop should have been? _____

9. Which of the following information would you be able to use in your community?

Understanding the Immune System	
Basic knowledge of HIV and/or AIDS	
Science and Research	
HIV vaccine research and development	
Ethical issues	
Legal, and human rights	
Community Involvement	

10. How did you find/experience the facilitator/s? _____

11. I would like to make the following comments/suggestions ... _____



Masikhulisane, SAAVI Community Involvement Programme

Workshop Activity Report

Type of learning programme: Workshop Presentation Awareness raising

Date of learning programme: _____ Venue: _____

Target group: _____

Total participants: Day 1: _____ Day 2: _____

Organisation represented by participants: _____

Facilitators: _____

Objectives of the workshop: _____

Summary of end of workshop evaluation questionnaires:

Participant	Total	First language	Total	Age group	Total	No. of years at school	Total
Male		English		16–25 yrs		1–5	
Female		Afrikaans		26–29 yrs		6–8	
		Xhosa		30–39 yrs		9–12	
		Zulu		40–45 yrs		13–16	
		Other		46–49 yrs			
				50–59 yrs			

How well did the learning programme achieve its objectives (please discuss and explain): _____

Comments, challenges and recommendations: _____

Challenging questions: _____

Proposed date of follow-up workshop/s: _____