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MODULE 1:

DESIGNING THE TRAINING ACTIVITY

Pre-requisites

📂 To use this module as reference material, you should:

- have experience as a participant in an awareness raising or a training activity;

- be able to communicate and work with adults;

- establish relationships between the topics you wish to cover in your activity and your day-to-day situation.

General objectives

📂 By the end of this module you will be able to:

- design activities appropriate to your target population, considering the modality you have selected, the objectives you have set, the available resources and the methodology you will use;

- prepare a work plan for your activity.

"Now I am a bit clearer about what a facilitator is and what he/she has to do…"

"..but…, will we be able to design our own activity...?"

"Our activity must be consistent and have its own internal logic"

"...in other words we should identify how the components of the activity are related".

The five colleagues then draw on their experience to discuss what they need to do.

The following map shows the relationships between the different activity's design components.
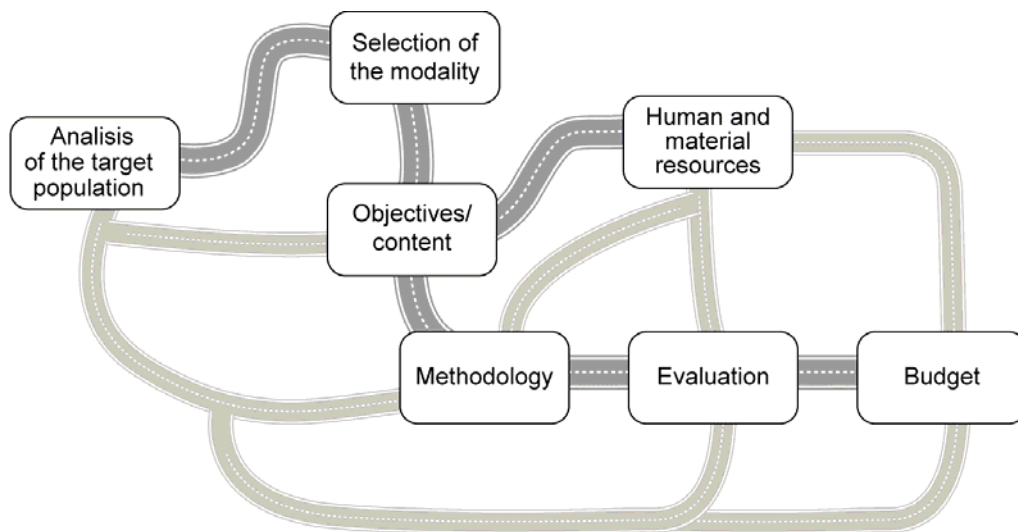
UNIT 1
IDENTIFYING AND ANALYSING THE TARGET

Specific Objectives

📂 By the end of this unit you will be able to:

- identify the target population of your activity;

- analyse the characteristics of your target population.

1. Who will the activity be delivered to?

During the activity design, the first question you should ask yourself is who you will be working with. This is the basic information you need before you can proceed with your design.

Put a cross in the corresponding box or add another group:

Table1.1

Target	Select
Public authorities	
Trade Unions	
Employers	
Women's organisations	
Other group:	

The target is the group of people with whom you will work.

2. What are the characteristics of your target?

The characteristics of the people with whom you will work provide you with information that you must use at the design stage to ensure your activity is appropriate to your target population.

The following table shows a list of characteristics and possible uses you may make of the information.

Table 1.2

Characteristic	How can I use the information?
level of formal education (primary level (1); secondary (2); tertiary (3); university (4))	selection of methodology, technical terms and assessment tools
work experience (2 to 5 years (1); 6 to 10 years (2); 11 to 20 years (3); more than 21 years (4))	use of technical terms, selection of case studies, type of learning activities
organisation or institution (public authorities, trade unions, employers, women's organisations, etc.)	identification of problems, selection of activity modality (awareness-raising, training)
job position (head or manager, official, administrator, assistant)	definition of the objectives of the activity
level of interest (high, medium, low, none)	identification of content and level of depth in which they are covered
level of motivation (high, medium, low, none)	selection of methodology, determination of the activity time-table
most common attitudes and prejudices displayed by participants (attitudes: refuses to work in a group, reluctant to accept other opinions, inability to listen, aggressive and sexist verbal and body language, discriminatory behaviour between men and women, embarrassment at expressing feelings and emotions, lack of curiosity; (prejudices: about job position, class, race and/or ethnic origin, gender)	selection of methodology, activities, case studies, examples, printed and support material
level of awareness of the gender perspective (high, medium, low, blind)	selection of modality (awareness-raising, training)
number of people (large, medium-sized, small group)	deciding on the size of the meeting room, defining the work of promoting the activity and inviting the target
geographical distribution of people	identifying an easily accessible place

✎ Practical Exercise

Now draw up your own table (1.3) describing the characteristics of the people with which you will work. This will help you identify your target and design your activity appropriately. If you identify other characteristics not included in this table, please add them.

Table 1.3

Characteristics	My target
level of formal education	
work experience	
organisation or institution	
job position	
level of interest	
most common attitudes and prejudices	
level of awareness of the gender perspective	
other	

UNIT 2
IDENTIFYING AND SELECTING THE ACTIVITY MODALITY

Specific Objectives

📁 By the end of this unit you will be able to:

📄 identify the differences between awareness-raising and training activities;

📄 select the modality most appropriate to your target.

1. Activity modality

Our intentions as facilitators may change from one activity to another, depending on the:

The term modality is used to refer to the form and characteristics of an activity.

- target group and its characteristics (public authorities, trade unions, employers, women's organisations, etc.);

- methodological and technical skills we possess as facilitators;

- type of issues to be dealt with;

- support from the authorities for the delivery of the activity;

- project's framework;

- available resources (human, material and financial);

- time required and available for the delivery of the activity.

The following table describes different modalities and their aims.

Table 2.1

Modality	What does it involve?	Aims
Awareness-raising	Activities to disseminate and stimulate the raising of awareness on gender, poverty and employment and the relationships between them.	- To awaken the interest in the issues; - To discuss on gender, poverty and employment dimensions; - To gather opinions on the issues; - To identify people interested in becoming involved in training activities from their workplace.
Training	Activities targeted at people whom have undergone awareness-raising activities and are interested in acting as trainers, multipliers and disseminators.	- To acquire methodological competences for the design, delivery and evaluationt of awareness-raising and training activities; - To contribute to the development of institutional capability and the sustainability of policies, strategies, programmes and/or training activities at local and national level.

Practical Exercise

- On the basis of the classification presented and taking into account your capabilities as a facilitator, the characteristics of your target and other factors relevant to you, please select the modality of your activity.

- Explain the reason of your selection.

UNIT 3
IDENTIFYING AND SELECTING THE OBJECTIVES AND CONTENTS

Specific Objectives

📂 By the end of this unit you will be able to:

▤   set the objectives of your activity;

▤   select and organise the contents corresponding to the objectives.

1. The objectives

1.1 Why do we formulate objectives?

Setting the objectives of the activity allows us to specify clearly where we wish to end up. This is fundamental to ensuring that the activity is a success:

Also, if you set objectives, you know exactly what you have to do as a facilitator and the participants know why they are meeting are working together.

(Figure 3.1)

If we do not know where we are going..., we can easily end up somewhere else, without even realising.

Mager

Objectives are guidelines for the:

selection of content

definition of learning activities

selection of the necessary resources

definition of the type of evaluation
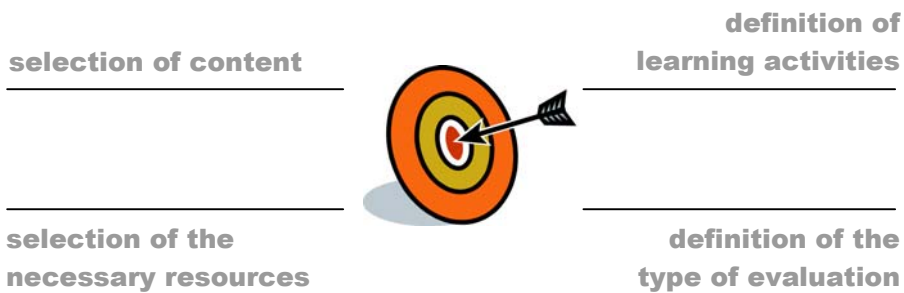
1.2 What should we consider when setting objectives?

Knowing how to communicate what we wish to achieve is essential to ensuring that other people become involved in the process.

Two requirements must be fulfilled in order to set effective objectives:

- clarity of communication;
- description of the behaviour of the people involved.

When an objective is ambiguous, the facilitator will work without direction and the participants will be disorientated.

Remembering these requirements, take into account that:

a. The objectives are set out in terms of what the participants should be able to do or will be able to do by the end of the activity. The *subject* of the action described by the objective is therefore the *participant* and his or her behaviour. This is important if we agree that participants are central to the activity and if we assume that they will play an active role during the delivery of the activity.

- *Example.*

  By the end of the activity **you** (the participant) will be able to:

  ↓

subject
(The subject appears in singular in the message)
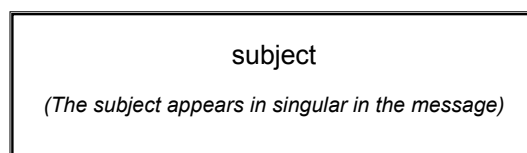
b. The *behaviour* is expressed by verbs that indicate an observable, monitored action. The *object* of the action should also be specified. You will find examples of verbs to be used in the table in the Annex (no. 1) to this unit. As you can see, the verbs listed are connected with the cognitive, afftective and psychomotor domain[1].

- *Example.*

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[1] In the Annex (no. 2) to this unit, you can also find how objectives within the *affective* domain (typical of an awareness-raising activity) are classified into various levels according to the expected complexity of the final task.

By the end of the activity you will be able to:

identify   **aspects of gender discrimination**

↓   ↓

| verb that indicates an observable action | object |
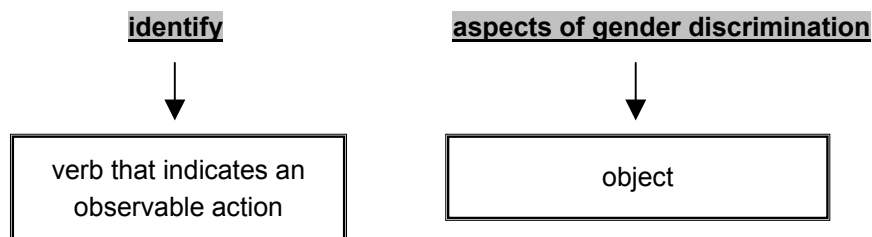
c. The objectives should include the conditions under which the behaviour is performed

▪ *Example.*

By the end of the activity you will be able to:

Identify aspects of gender discrimination
in text produced in the workshop

↓

| condition |
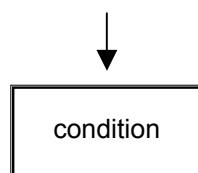
d. Lastly, an objective may also include *criteria* that you hope will determine the behaviour. These criteria may be qualitative or quantitative.

▪ *Example.*

By the end of the activity you will be able to:
Identify aspects of gender discrimination in text produced in the workshop
by **paying attention to less evident aspects.**

↓

| qualitative criterion |
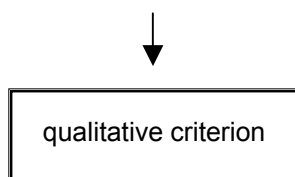
Please remember that, when you set objectives, you should consider the time available. It may be frustrating to set ambitious objectives that can not be achieved within a short space of time.

Practical Exercise

Formulate the objectives of your activity. Remember that the objectives should be clear and always refer to the behaviour of the participants.

2. The contents

2.1 What information is in the contents?

- The *knowledge* of individuals comes from facts, concepts and principles that shape their experience. Their network of knowledge can be extended through their comprehension of these aspects. This is the *learning* of each person.

- *Abilities* or skills are developed when people practise performing a given activity. It takes the form of knowledge put into practice. This is the know-how of every person.

- The *attitudes* are the result of the values possessed by individuals. They are reflected in a tendency to behave in a particular way when faced with certain situations, objects, events or people. This is the way of being of each person.

Human behaviour manifests itself because we know (we have certain knowledge), we know how to act (we have certain skills) and because we are predisposed to act in a certain way (we have certain attitudes).

The contents of an activity must correspond to the set objectives and must allow the objectives to be achieved and promote personal development, with reference to the three aspects required to perform a task successfully.

2.2. How are the contents organised?

If we organise the information of the contents in a logical order, it will be easier to assimilate them and achieve the objectives.

☞ **To organise the contents effectively, we should:**

- take into account the activity objectives;

- identify major thematic areas;

- list each topic and then place them in order from simple to more complex, from easy to more difficult, from known to unknown;

- relate the content to specific facts of day-to-day life;

- take into account that certain contents overlap: the unnecessary repetition of information causes people to lose motivation;

- remember that too much or too little content rises to problems;

- take the time into account: choose between essential information and supplementaryinformation.

Use the following diagram to choose the contents of your activity

(Figure 3.2)

What content should you include in your activity?
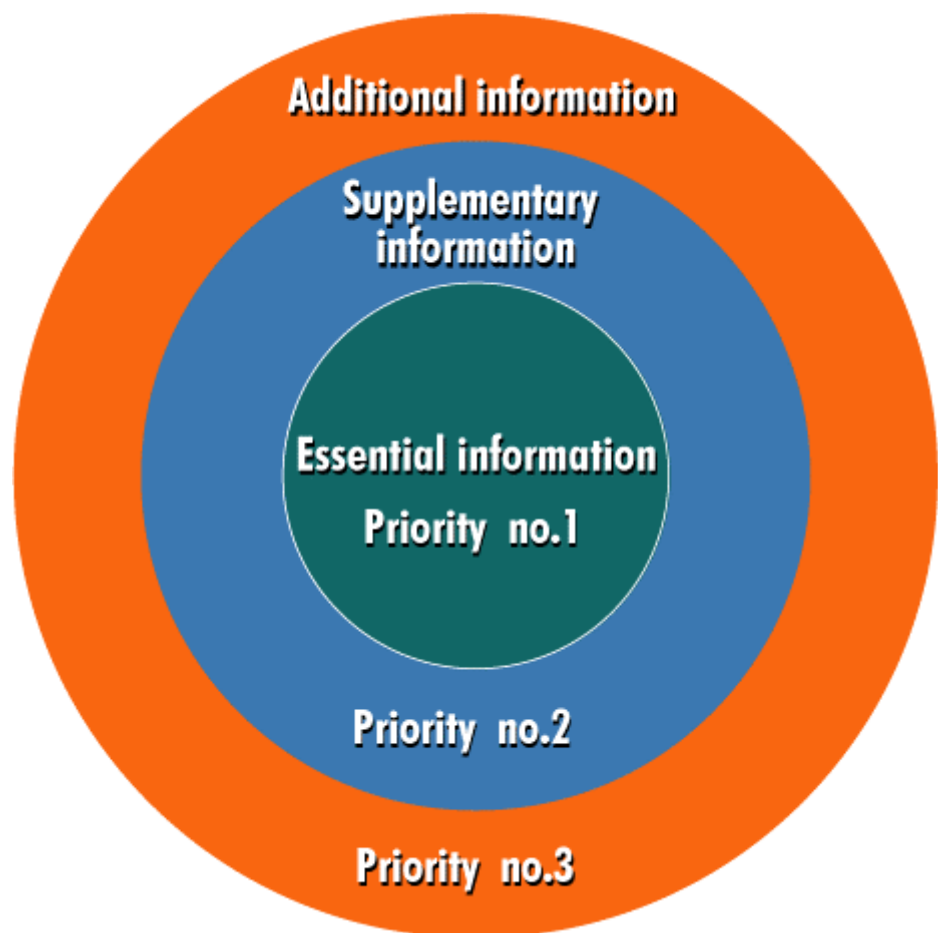
Practical Exercise

Select contents for your activity and draw up a map of it as in the example shown below

(Figure 3.3).

```
┌──────────────┐     ┌──────────────┐     ┌──────────────┐
│ Poverty, power│ ◄── │ Organisation │ ──► │ What type of │
│ and gender    │     │ to alleviate │     │ organisation?│
│               │     │ poverty      │     │              │
└──────────────┘     └──────────────┘     └──────────────┘
                            ▲
                     ┌──────────────┐
                     │ Empowering   │
                     │ through      │
                     │ organisation │
                     └──────────────┘
                            │
                            ▼
┌──────────────┐     ┌──────────────┐     ┌──────────────┐
│ Do           │ ◄── │ Create a     │ ──► │ The legal and│
│ development  │     │ favourable   │     │ political    │
│ projects     │     │ environment  │     │ environment  │
│ create new   │     │ for the      │     │              │
│ forms of     │     │ design and   │     └──────────────┘
│ dependency?  │     │ development  │
└──────────────┘     │ of new       │
                     │ strategies   │
                     └──────────────┘
    ┌─────────┐        │         ┌──────────────┐
    ▼          │       ▼          ▼
┌──────────┐  ┌──────────────┐  ┌──────────────┐
│ The role │  │ Mixed        │  │ Trade Unions │
│ of       │  │ organisation │  │              │
│ external │  │ or           │  └──────────────┘
│ aid      │  │ independent  │
└──────────┘  │ women's      │
              │ organisation?│
              └──────────────┘
```

ANNEX 1

Verbs associated with Objectives in the cognitive domain

1. Knowledge		2. Comprehension		3. Application	
define	reproduce	classify	identify	apply	calculate
name	list	describe	justify	select	construct
memorise	underline	discuss	select	demonstrate	use
recount	highlight	explain	indicate	predict	operate
repeat	recognise	express	represent	choose	practice
select	write	identify	formulate	illustrate	prepare
		locate	translate	interpret	
		review	inform		

4. Analysis		5. Synthesis		6. Assessment	
analyse	differentiate	combine	construct	assess	predict
categorise	identify	synthesize	create	judge	support
compare	select	summarise	design	determine	evaluate
criticise	separate	discuss	manage	support	implement
draw up	compare	deduce	plan	defend	attack
depict	justify	organise	propose	criticise	defend
distinguish	resolve	relate	discuss	select	recognise
examine	subdivide	generalise		estimate	
list					
discern					

Verbs associated with Objectives in the affective domain

1. Reception		2. Response		3. Assessment	
listen	accept	respond	develop	assume	accept
perceive	receive	complete	obey	support	indicate
wait	promote	write	approve	participate	decide
prefer	show tolerance	record	deduce		develop
	be alert				

4. Organisation		5. Characterisation	
organise	select	review	judge
judge	correlate	change	demonstrate
relate	associate	tackle	identify
meet	determine	accept	practise

Verbs associated with objectives in the psychomotor domain

1. Perception		2. Disposition		3. Guided response	
turn	listen	concentrate your attention	arrange	move	imitate
balance	smell			stop	respond
take	touch			restart	repeat
angle	taste				demonstrate
	observe				

4. Mechanism		5. Complex response	
use		change	co-ordinate (movement)
utilise		execute (easily)	
touch (an instrument)			

ANNEX 2

Objectives within the affective domain

Learning objectives within the affective domain (typical of an awareness-raising activity) are classified into various levels according to the expected complexity of the final task:

1. **Receive:** The participant perceives the phenomenon and becomes interested in it. The tasks at this level involve forms of behaviour that range from receptive attention to selective attention. For example:

   The participant voluntarily listens, indicates, names...

   At the end of the learning unit, 100% of participants will name the essential aspects of a gender-orientated approach.

2. **Respond:** the participant displays active attention, interests are outlined, assimilation begins. The final activities range from formal fulfilment of the task to satisfaction upon responding. For example:

   The participant voluntarily approves, adapts, co-operates, informs, offers, prefers...

   At the end of the learning unit, 80% of participants will identify acts of discrimination against women that co-exist in the work environment.

3. **Assess:** The participant attaches value to the topic and adopts an attitude to it. The external behaviour is the result of a "subjective compromise" which arises due to assimilation of the values. For example:

   The participant voluntarily supports, discusses, shares, criticises, defends, chooses, justifies, improves, improvises, counter-argues, selects, joins....

   At the end of the learning unit, 70% of participants propose ways of including the perspective of gender in their institution or company.

4. **Organise:** The participant organises the values in a system, determines their inter-relationships and establishes priorities. The tasks range from establishing priorities to their consistent organisation. For example:

   The participant voluntarily harmonises, defends, discusses, integrates, arranges, organises...

   At the end of the learning unit, 60% of participants organise the inclusion of the perspective of gender in their institution or company by means of a work plan.

5. **Character:** A system of values is established that permanently determines the person's behaviour. The task is characterised by the adoption of a strategy, a philosophy. For example:

> The participant voluntarily acts, expresses, exhibits, reviews, resolves, checks....

> At the end of the learning unit, 50% of participants become members of a training and information network on gender, poverty and employment.

UNIT 4
IDENTIFYING AND SELECTING METHODS

Specific Objectives

📂 By the end of this unit you will be able to:

- identify methods and techniques for delivering an activity;

- select a methodological strategy for your activity.

1 . What are the methods?

Methods consist of techniques and procedures used to deliver the activity. They help people to approach the topics to be discussed, reflect upon them and promote changes in their way of thinking and acting.

The purpose of a facilitator is that the participants play a part in in the delivery of the activity, assuming an active role and establishing relationships between the topics to be tackled and the day-to-day situation that surrounds them. Promoting group participation makes the discussion of a topic simpler, straightforward and focused. In order to achieve participation, it is always a good idea to start with the practical situation, i.e. what people know, experience and feel. The method used to deliver an activity must be consistent with this premise.

We should also remember that other more conventional methods are available (such as the *presentation* and *demonstration*), which establish a vertical relationship (top - down) between the facilitator and the participants. We can move on from these methods, which see people as unreactive sponges that merely absorb information, to other methods with a higher participative component such as the *Socratic method* up to higher levels of interaction as in the case of the *facilitation of discussion* and in *participative techniques*.

(Figure 4.1)

> Methods are structured tools that allow us to organise the activity
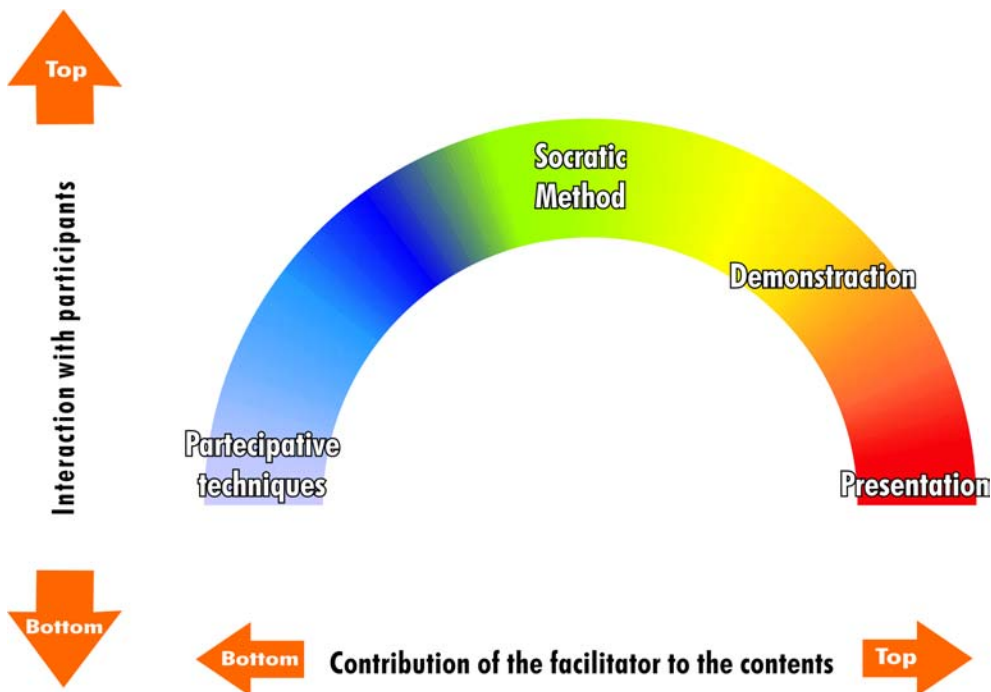
2. Description of the methods

Presentation and *demonstration* are examples of conventional methods that involve a low level of participation and may be practical in some instances.

▪ *Presentation*. This method focuses on the facilitator. People listen and may take notes. The level of interaction is therefore low and people assume a passive role. The method may be applied in an activity aimed at a large group with minimum cost.

▪ *Demonstration*. This method also focuses on the facilitator. The participants watch a demonstration but have little opportunity to take part in the activity and react.

More participative methods with their respective aims and some examples are shown in the following table:

Table 4.1

Type	Purpose	Methods
a. *animation and introduction*	allows a fraternal, participative and horizontal environment to be created during the activity work	- Introduction in pairs and using a spiderweb - Concentration: remembering something. - Animation: telling a story
b. *analysis*	may be used when covering any topic	- Socratic method - Discussion - Simulation - Role play - Brainstorming - Case study
c. *synthesis*	develop capacity for synthesis and abstraction about a situation	- Abstraction: figures - Objectivity and subjectivity - Summarise: key words - Chain of associations

a. *Animation* and *introduction* **methods.**

These methods promote participation and create a relaxed, intimate environment. For these reasons, we suggest using them at the beginning of the activity in order to allow participants to mingle and after intense, tiring sessions to draw people together. Misuse of such activities may, however, affect the seriousness of the activity. For this reason you must be clear about the aim for which you wish these methods to be used.

- *Introduction in pairs.*

  The facilitator asks people to introduce themselves in pairs. The participants pair up and talk to one another for a few minutes, exchanging information of general interest, for example: name, jobs, some personal information, the reason why they are attending the activity and their expectations. Then each participant introduces the other person in the pair to rest of the class.

- *Introduction using a spiderweb.*

  The facilitator must warn the participants of the importance of listening to what everyone says when they introduce themselves. Everyone forms a circle and the facilitator gives one person a ball of string. That person must say their name, where they come from, their work experience, their interest in taking part in the activity, etc. Then that person takes the end of the string and throws the ball to another colleague, who in turn must introduce themselves in the same way, and so on until all the participants are enmeshed in a sort of spiderweb. The last person who ends up with the ball of string must give it back to the person who gave it to them, repeating the information given by his or her colleague and the next person in turn must do the same so that the ball goes back the same way but in the opposite direction.

- *Concentration: remembering something.* We suggest using this method to introduce a problem to make the participants think about it.

  The facilitator must suggest a problem (for example: "a woman with children who needs to work in a factory") and asks a participant to say something related to this topic out loud. The rest of the participants then state what this situation makes them remember.

- *Animation: telling a story*. This method is used to entertain and relax people and also to prompt them to develop creative and imaginative skills around a specific topic.

  The facilitator begins to tell a story about a topic, for example an instance of gender discrimination and, after saying a few words, breaks off to let the next participant take their turn, who then continues before allowing another participant to have a turn and so on.

b. General analysis methods.

The common feature of these methods is that they allow different topics to be worked on in accordance with specific interests. We suggest using them when the aim is to share ideas in an orderly fashion, summarise or synthesise discussions, promote wide-ranging discussion on a topic and establish relationships and interpretations of the topic in question.

- *Socratic method.*

  The facilitator asks questions and then reformulates the answers to direct participants towards the desired results.

- *Discussion*.

  The facilitator co-ordinates an exchange on the topics raised. This gives rise to answers and the raising of doubts on the basis of specific questions. This method takes time and may be used most effectively with small groups.

  Simulation. This method is appropriate for the examination of any topic based on a true-life situation or fact.

  It takes the form of an action that places people in a fictitious situation that is, however, close to real life. It is useful because it allows people to experience a situation that could occur. In order to use this method, the facilitator must be very clear about the topic he or she is going to introduce and why this is appropriate at that particular moment. Then the participants have to talk about the topic as though they were the people experiencing it and living through it. The facilitator must provide basic information to allow the people to assume different roles and also guidelines for delivering the simulation.

- *Role play.*

  This is similar to the simulation but places emphasis on the attitudes of people, the characteristics of their jobs or professions and the way people think.

  Examples of "roles":

  - a female worker who is the head of her household;
  - a sexist manager;
  - a sympathetic colleague.

- *Brainstorming.* This technique is used to share a set of ideas or knowledge that each of the participants has on a topic.

  The facilitator asks a question and people respond from the viewpoint of their own situations and experience without discussing the ideas that emerge. Only during the second stage, when all the responses (or ideas) have been written down on the board or on cards, does the group start to discuss them and then they draw up a summary or reach various conclusions.

- *Case study.* This method involves the participants resolving a set problem.

  The people work in small groups and have to study a set problem, discuss it and come up with ideas, possible solutions or interpretations. In this way, people can examine a real situation under the guidance of someone who is competent in the particular topic and see the problems from inside, i.e. they discover aspects and details that would remain hidden if the situation were presented in another way. The facilitator intervenes only if consulted and notes down on the board any significant contributions and possible solutions that emerge during the discussion. A final conclusion is drawn up on the basis of these notes. Once the discussion ends, the points are summarised in the form of problems and suggested solutions. The group then considers the relationships between the cases and solutions - and the real lives of the participants.

🖊 Practical Exercise

Examine the following case study.

- What would you do if you were one of the people in this story?
- How would you support Julius, Rose and Mary in their local neighbourhood project?

Think of at least two support actions.

We are in a neighbourhood quarter on the outskirts of a South Africa city. Julius, Rose and Mary work here.

Julius is a 28 year old man who works as an operator in a car parts factory. At night he studies Law at the university. His girlfriend Paula could not complete her secondary school studies because she had to stay at home while her mother went out to work as a housemaid. Paula's father then effectively left the family and her mother became the head of the household. Paula had no choice: she had to take care of her two little brothers and the household chores. The law does not protect Paula's family in any way. Julián, who studied with Paula in secondary school before he became a skilled worker, is very unhappy about the fact that his girlfriend has not been able to continue her studies because that was her greatest desire. Julián wishes to be a lawyer and his aim is to improve the situation in which he lives in some way.

Rose has worked as a baker for 20 years. Her workplace is her home. A modern cake shop has opened directly opposite her. Rose knows her job very well and does not fear competition but she realises that her working tools are already old and her premises also need to be changed. Rose would like to invest in her business but she has spent all the money she had saved up to keep her family and pay off a debt that she had with a rich man who was a friend of her ex-husband. This man lent her money when she wanted to buy the room in which she lives and works, but at a very high interest rate. No bank agreed to give her credit because she could not put up any guarantee. In the same way, she cannot obtain credit today because she is not considered a reliable risk as a single woman and head of her household.

Mary works in a small factory making beauty products. Her background is very simple and commonplace. She began working at the age of 15 to help her parents. Mary handed over all her salary to them as they believed that she did not need it: as a woman, she would not have to save for her future family because her husband would take care of that as soon as she married. Now Mary is 20 years old and still working in the same factory but without any possibility of being independent or making plans that depend on her money. Because she is a woman, her salary is also 20% less than that of the men who work in the same factory. Mary is active in the factory trade union where she is fighting to ensure the problem of gender discrimination is taken into account in the policies and actions of workers.

Julián wishes to set up a workers' meeting centre with his two neighbours, Rose and Mary. Their aim is to promote and facilitate the spreading of basic ideas of equality between men and women, particularly in the workplace. The ultimate aim of the centre is to help to increase the number of job opportunities for women and improve the quality of their employment through awareness training activities.

The three sit around a table and begin to exchange ideas.

c. Methods of synthesis.

These methods enable to develop abilities of abstraction, synthesis and conducting an objective and subjective analysis of a situation.

- *Abstraction*: this method is used to develop a capacity for abstraction in order to differentiate between subjective and personal aspects that are present when we observe a fact or situation and analyse a true situation. The method allows us to introduce basic elements so that we can investigate any aspect of a real situation in a proper, objective manner.

    The facilitator gives each participant a sheet with figures and everyone has to draw what comes to mind when they look at the figures. The facilitator notes each opinion on the board. At the end, the activity moves on to a stage of reflection and a discussion is held to consider the fact that there are many different ways of seeing or interpreting one initial drawing. This depends on the different values, approaches, experiences and tastes of each participant.

- *Objectivity and subjectivity*. The application of this method allows us to highlight the difference between objective and subjective. We suggest using this method for training activities, more specifically when analysing the truth behind facts and interpretations.

    Any object is chosen and a volunteer is asked to describe it without saying what it is. The participant will generally mix objective and subjective descriptions. The facilitator has to explain the difference between the objective and the subjective, separating one from the other.

- *Summarise*: keywords. This method allows to synthesise or summarise the central aspects of an idea. The participants practice summarising their thoughts by selecting the aspects that they consider most important. We suggest using it to develop a particular topic in order to summarise the essential aspects of a discussion or when we begin to consider a topic in order to make a diagnosis of what the participants think about the topic.

    The facilitator introduces a problem and asks everyone to write or use a single word (or, if appropriate, a short phrase or drawing) to say what they think about the topic introduced. Afterwards, a short discussion may be held around what each word means to the participant.

- *Chain of associations*. This is used to analyse the different interpretations of a particular term on the basis of the specific experience of the participants. We suggest using this method before or during the activity when tackling a topic in order to see what the group understands by a certain word or at the end of the activity in order to summarise or draw conclusions about a concept that has been studied.

  The facilitator chooses certain key words of interest to the group. For example, you could use words or concepts such as "man, woman, equality, gender, discrimination". People must say other words that have some sort of meaning to them. The facilitator notes down the different relationships that the participants suggest and then uses them as a basis for a discussion of the reasons why one word has been related to the other. At the end, a summary is drawn up of what the group understands by this word.

3. How are the methods selected?

Selecting a methodological strategy means choosing the most appropriate methods for delivering an activity. To do this, we should take into account the activity modality, the target characteristics, the objectives to be achieved, the content to be covered and the available resources.

To find out whether the method/s is/are consistent, we suggest asking the following questions:

Table 4.2

Selective method:		
	YES	**NO**
Objectives		
Does the method help create the conditions necessary to achieve the objectives?		
Target		
Are the characteristics of the method appropriate to the target?		
Does the method help the target in achieving the objectives?		
Does the method help with the assimilation of the content?		
Facilitator		
Are you capable of using this method?		
Does the method leave space for introducing changes?		
Resources		
Is the necessary material available?		
Is the necessary physical space sufficient?		
Do you have enough time?		

If your answer to any of the above questions is no, we suggest going back to read the activity objectives and the selected method. Then consider the possibility of choosing another/other method/s or complementing them with another/other method/s.

Remember that it is important to consider the time factor when choosing the methods. For example, if you decide to work with role-play, people take 10 minutes to read, 15 minutes to consider and discuss and 20 to act out the role-play. Another 20 minutes will be required to share the conclusions.

Practical Exercise

Choose the methods for your activity according to the target population, the set objectives and the selected content.

UNIT 5
IDENTIFYING AND SELECTING HUMAN AND MATERIAL RESOURCES

Specific Objectives

📂 By the end of this unit you will be able to:

▤   identify and select the human resources for your activity;

▤   select, prepare and/or adapt material appropriate to your activity requirements.

1. Human resources

1.1 Who are the human resources in the activity?

The human resources in the activity are all the people who are involved in it directly or indirectly.

- People directly involved:

    - facilitator;
    - content specialist.

- Support people:

    - audiovisual technicians;
    - maintenance staff;
    - secretaries.

> The human resources are the people involved in the activity and who help deliver quality during the activity

1.2 How are the human resources selected?

If you are thinking of asking other people for support (assistants, specialists, etc.), who will be directly involved in the activity, you should select them in accordance with certain criteria, namely:

A. *Competence* in their job:

- Is the person competent in the selected topic?

- Does he/she have experience in his/her job?

- Can he/she guarantee that the job will be carried out?

B. *Ability to address themselves to a target,* facilitating the raising of awareness and consideration of the topics to be covered:

- Does the person relate with other people in a participative way or does he/she impose his/her knowledge and ideas on others?

- Does the person have communications skills?

- Is he/she able to motivate a target?

C. *Assimilating the perspective of gender:*

- Does the person take into account a perspective of gender in their way of speaking, relating with others, acting and working?

Practical Exercise

1. What other criteria would you consider? Why?

2. Think of someone who you would invite to take part in your activity.

 Do you think that this/these people can satisfy your requirements?

2. Material resources

2.1 What is the material used for?

The achievement of set objectives depends not only on the content and its relevance but also on your dynamic commitment as a facilitator to involve people by using learning and reference material in specific situations that are associated with real life. To be effective, this process depends basically on your creativity and your ability to combine methods and use them to achieve the purpose of your activity.

Material resources fulfil the following functions:

- act as a complement and/or supplement to the activity content;

- extend the dissemination and assimilation of topics: if people are given material (e.g. printed text, photos, etc.) to take home after the activity, they are more likely to continue thinking about the topics covered.

The material may be of different types:

- *printed*: material based on the lecture. This takes the form of books, articles, etc.;

- *audiovisual*: material for viewing and listening and, in general, requiring certain types of installation. It takes the form of slides, audio and video cassettes, etc.

2.2 What must the material be like?

The material must be appropriate for:

- the *activity objectives*;

- the *characteristics of the target*: the material may be less effective or completely ineffective if it is used for a target other than the one for which it has been chosen. It is important to compare the characteristics of the resources with those of the target (level of education, work experience, etc.);

- the available *physical resources*: when you prepare the material, you must take into account the physical resources required for its use and ensure that they are available to you. For example, preparing slides will be a waste of time and energy if you cannot use a computer and projector while carrying out the activity.

The final decision depends on the cost of material in relation to its effectiveness:

- the purchase cost;

- the modification cost;

- the number of people who will use the material;

- the time during which the material will be used;

- the maintenance cost;

- the benefits expected from its use (time saving for the facilitator and participants, facilitation, etc.).

UNIT 6
IDENTIFYING, SELECTING AND PREPARING EVALUATION TOOLS

Specific Objectives

📂 By the end of this unit you will be able to:

- select tools for assessing the achievement of the objectives and the effectiveness of the activity;

- adapt evaluation tools for your activity.

1. What is evaluation?

Evaluation is an investigatory practice that involves a set of strategies, procedures and instruments that constitute an integral part of the activity. These are used to determine the achievement of set objectives, detect weaknesses, strengths and problems and take decisions to promote a more effective, higher quality activity.

According to the way it is designed, the evaluation may refer to the activity as a whole or may be used to assess the learning of participants.

The evaluation of an activity as a whole involves the collection of people's opinions on the achievement of objectives and activity delivery and also to determine their level of satisfaction.

The aim of assessing the level of learning is to assess or measure the knowledge, skills and attitudes acquired by the participants.

In both types of evaluation, tools (questionnaires, practical exercises, etc.) will be used that allow objective information to be collected and obtained.

> The purpose of evaluation is to generate information on the effectiveness of the activity.

2. Tools for evaluating the activity

However the activity is delivered, it is advisable to collect the opinions of the participants in relation to it.

To ensure that the participants give honest answers without being afraid of their own opinions and/or those of other people, it is important for the questionnaire to be anonymous.

Two examples of questionnaires are given below. These ask the participants for their opinion of the activity with regard to different aspects. You may use them as a model.

The first evaluates the different components of the activity by setting closed and open questions. The participants must enter a cross to answer the closed questions positively or negatively. The open questions allow them to answer more freely.

The second example, although anonymous, requires participants to give certain information about themselves and is more detailed in structure. The title clearly indicates the component of the training activity that is being evaluated (organisation, content, methodology, etc.) and the participant is asked to put a cross on a sliding scale to answer each question.

1st Questionnaire

Please answer these questions by putting a cross in correspondence to the answer that you consider appropriate or that expresses your opinions. Your comments will help us to improve the activity.

1. Were the training activity objectives achieved?	**YES**	**NO**
2. Do you think that the content was presented in a logical sequence?	**YES**	**NO**
If not, briefly explain why		
3. How would you advise ways in which the information presented could be more applicable to yourself?		
4. Did the exercises and activities carried out help achieve the objectives?	**YES**	**NO**
If not, briefly explain why		
5. Was the material used at the appropriate times?	**YES**	**NO**
If not, briefly explain why		
6. Did the material used help achieve the objectives?	**YES**	**NO**
If not, briefly explain why		
7. Comments		

2nd Questionnaire

Please could you provide us with some personal information and then evaluate your level of satisfaction with the following aspects of the activity. Your answers will help us to improve the activity.

IDENTIFICATION INFORMATION:	
GENDER:	AGE:
MALE	PROFESSIONAL AREA:
FEMALE	

Organisation

	ENTIRELY SATISFACTORY	NOT VERY SATISFACTORY	SATISFACTORY	VERY SATISFACTORY
The contribution of the specialists and authorities was				
The activity duration and timetable was				
The material was				
The physical space was				

Contents

	NOT AT ALL	A LITTLE	MODERATLEY	QUITE WELL	EXTENSIVELY
The choice of content was discussed					
The level of depth was satisfactory					
The content was useful and practical					
The content fulfilled your expectations					

Specialists and Authorities

	NOT AT ALL	A LITTLE	MODERATLEY	QUITE WELL	EXTENSIVELY
The selection of human resources who contributed to the activity was satisfactory					
The contributions were clearly made					
They managed to hold your attention					
They contributed new ideas					
They helped the discussion					

Methodology

	NOT AT ALL SATISFACTORY	NOT VERY SATISFACTORY	SATISFACTORY	VERY SATISFACTORY
The selection of methods was				
The application of methods was				
The exercises were designed and elaborated				

General evaluation

	NOT AT ALL	A LITTLE	MODERATELY	QUITE A LOT	EXTENSIVELY
The activity met your expectations					

	NOT USEFUL AT ALL	NOT VERY USEFUL	USEFUL	QUITE USEFUL
Your participation for your job and your life was				

	POOR	MODERATE	GOOD	VERY GOOD
General evaluation of the activity				

Observations

In addition to a questionnaire of this type, you could complement your evaluation of the activity as a whole with a tool such as the following to organise your thoughts about the performance of the participant.

Put a cross in correspondence to the types of performance that you noticed.

3rd Questionnaire

Behaviour. The participants:	Always	Nearly always	Occasionally	Never
ask questions				
show interest in the topics				
show empathy for the problems posed				
have sexist attitudes				

3. Evaluation of training activities

During the training activities, we suggest assessing the learning: the level of assimilation and understanding of the content and the changes in the behaviours of the participants.

For this reason, we suggest techniques and instruments that you can adapt to the objectives and content of your activity, for example: written and/or oral questions. These questions may be structured in different ways, i.e. you may give people many, few or no instructions on how to organise their answers.

In the case of written questions, you can choose between two different types:

a. questions that require a short answer (e.g. the type that requires a sentence to be completed by one or more words or asks whether the contents of the sentence are true or false or asks to choose one or more answers from several possibilities);

b. questions that require an answer that illustrates an ability to memorise, the power of analysis and creativity.

Another tool that may be used to assess the learning is the production of an action plan or a project proposal. In this type of tool, the knowledge is summarised in a practical manner. In this case, it is important to provide participants with a guide to direct them.

✎ Exercise

- Prepare an evaluation questionnaire for your activity.

- Are there any questions that you consider important and wish to add to the questionnaire? What are they?

- If you are designing a training activity, select and prepare tools for assessing learning with regard to the contents covered and the set objectives.

UNIT 7

Drawing up a budget

Specific objectives

By the end of this unit you will be able to:

- identify resources (human and material) required to deliver your activity;

- define the cost of your activity.

1. What do you need for the activity? How much does it cost?

For any activity you have to design, you will need to define the human resources taking part and the material resources to be used. You will, in general, be able to call on a minimum budget or count on the support of the organisation within which the activity is to be delivered for these resources.

Every activity involves costs.

A list of human and material resources are suggested in the following table. Identify the resources you need, estimate the cost and/or put a cross in the box if the organisation will provide backing.

Table 7.1

Human resources	What must be paid for and how much will it cost?		Backing from the organisation
	What?	**How much?**	

Who will take part in the activity delivery?
 	
  - Specialist in a topic
  - Administrative assistant
	- Will they need paying for their participation?
	- Will they need paying for travelling expenses?		

Material resources			
What materials do you need for the activity?			
Books, paper, pencils, photos, radio and video cassettes, overhead projector, recorder, video player, computer, projector, etc.	- Do you have to buy the material? - Is the existing material good enough or does it need improving? - Do you have enough copies to hand out?		
Physical space			
Where do you plan to deliver the activity?			
	- Will you need to hire a space? - Will you need to hire chairs and tables?		
Financial resources			
Will you need money?	- Do you plan to offer the participants refreshments?		
Unforeseen costs	Do you envisage other costs?		

Activity

The work plan: What is it? Why do you need one?

We have covered all the activity design components in this module. Now we would like to propose you to combine the information in a table to build up a work plan.

A work plan is a detailed record of what you are going to do and when you are going to do it.It is used to guide the action of the facilitator and ensure nothing is left to chance.

This record will guide you through your activity and will help you to apply what you designed with certainty.

An example of a workplan for an activity that you may use as a model is given below.

Example of a work plan for an *awareness-raising* activity:

Table 1

Awareness-raising activity:	Introducing the perspective of gender
Group (institution):	National Women's Association
No. of participants	25
Place, date and time the training activity is to be held	Town Hall, second floor, Room 6, 3 March 2003, 5pm.
Facilitator:	Livia Chorro
Specialist/s	Pedro Rodríguez

Objectives:
By the end, you will be able to:
- identify and define gender concepts and tools

Content	Methodology	Materials	Assessment	Time	Budget
- What is gender?	- Brainstorming - Explanation of the topic - Discussion in small groups - Plenary sessions	- Overhead projector - Cards - Coloured labels - Articles - Laws	- Observation techniques - Questionnaire	1½ hours	

The plan is not restrictive and may be modified during the delivery of the activity: it is a guide and not a "strait-jacket".

Lastly, take into account that, if you are designing a *training* activity, your work plan should also consider the full set of sessions to be carried out[2]. You may draw up a summary table such the one below, which gives the specific objectives and the content of each session.

Table 2

Training activity:		
Session	**Objectives**	**Content**
1		
2		
3		
...		

2 One session is equivalent to the duration of each meeting between the facilitator and the participants.