



**GUIDELINES FOR TRAINERS
TO CONDUCT A *REFLECT* TRAINING OF
FACILITATORS (TOF) COURSE**

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Introduction & background

Reflect was conceived and piloted in 1993, named in 1994 and first fully evaluated in 1996. When it was originally developed, *Reflect* focussed on linking adult literacy to empowerment. Since the early 1990s, *Reflect* has evolved rapidly, as organisations have adapted the approach to their own needs and contexts. For example for opposing domestic violence in Peru, mobilising for basic rights in Nigeria, strengthening school governance and management in Mali and Zambia, working with pastoralist communities in Kenya, teaching English to refugees in Canada and strengthening local democracy in South Africa.

Despite the immense diversity of *Reflect* practice (over 500 organisations now use *Reflect* in at least 70 countries) there are strong common threads. *Reflect* practitioners exchange experiences through local, national, regional and international networks. Practitioners include those new to or having extensive experience in implementing *Reflect*, in training trainers of facilitators, in training facilitators, and in facilitating *Reflect* learning processes.

One of the common features of all *Reflect* practice is that practitioners will, at some point (usually in their early encounters with *Reflect*), have participated in a *Reflect* Training of Trainers (TOT) or Training of Facilitators (TOF) course. And it is the initial training aspect of *Reflect* practice that these guidelines are concerned with.

Purpose of these Guidelines and Target Audience

These guidelines have been produced for *Reflect* practitioners who have already undertaken a *Reflect* TOT and who are preparing to train community level facilitators through a 10-12 day *Reflect* TOF course. They have been developed to reflect the structure of a *Reflect* learning unit. That is, there are suggested overall aims for the TOF course provided, and then there are aims for each day of the course together with activities, suggestions for facilitating the activities, suggested time required for each activity, and notes on materials/preparation.

It is important to keep in mind that these guidelines are exactly that – guidelines, and they are not a ‘cast in stone blueprint’ for *Reflect* TOF courses. As with all *Reflect* resources, the suggestions in this document should be selected, adapted, rejected and supplemented according to the specific contextual priorities of participants where the TOF is taking place. Adaptations should also be made to meet the needs of the facilitator(s) of the TOF, as well as the specific overall objectives of the TOF course and the course programme, including the number of days the course is scheduled to be undertaken over – i.e. 10 days or 12, in two blocks of 5-6 days or in 10-12 consecutive days.

However, while you, as a user of these guidelines are strongly encouraged to maintain cognisance of the need to adapt these guidelines to context as mentioned, every attempt has been made to a) draw on the specific content and processes of the TOT course you have undertaken, and b) to ensure that the suggested *Reflect* TOF programme, programme aims, daily session aims and processes are reflective of the core content recommended to cover in a *Reflect* TOF course.

Some Notes on Training and Supporting *Reflect* Facilitators

At this point it may be helpful to highlight that, according to experienced *Reflect* practitioners globally and the original *Reflect* Mother Manual, the widely accepted minimum training standard for *Reflect* facilitators is a minimum 10 day initial training (possibly undertaken over 2 blocks of 5 days) covering such content and skill development areas as:

- The *Reflect* approach and learning process - with the focus on practical simulation
- Adult learning theory and methodologies
- Baseline studies and how to conduct them
- Designing *Reflect* learning units and session plans
- Power and gender awareness/analysis
- Participatory tools and techniques
- Reading, writing and numeracy facilitation strategies
- Facilitation skills (versus teaching skills)
- Managing a *Reflect* circle & responsibilities of a facilitator
- Assessment of participant learning and development
- Participatory monitoring and evaluation

In addition it is widely understood from global experiences of implementing *Reflect* that on-going training is **vital** to the *Reflect* facilitators' success. "Any amount of initial training (even six months) will be inadequate if there is no follow up" (The *Reflect* Mother Manual, p69). On-going support and training workshops are **critical** in developing the facilitator's confidence and abilities, and in maintaining their motivation. Such ongoing training and support is expected to include at minimum:

- **Monthly facilitator meetings** – designed to provide some training on priority areas of concern for facilitators (such as learning unit writing), some opportunity for personal development, some social contact, as well as opportunity to boost the morale and motivation of the facilitators.
- **Quarterly, reducing to bi-annual or minimum annual refresher training workshops** – 3 to 5 days training to provide an opportunity for facilitators to discuss, analyse and address challenges as well as to strengthen their facilitation skills. It is also the ideal space to strengthen unit writing skills together and ensure the facilitator's manual is relevant to the circle members' priority concerns. The workshops must fundamentally look backwards and forwards.
- **Observation and learning exchange opportunities** – particularly for facilitators who live/work in the same area.

As a trainer of *Reflect* facilitators who are working directly with local communities, a core part of your role will be to ensure that activities to support the on-going training and development of facilitators are effectively implemented. However, let us first look at ideas for conducting your initial TOF.

Some Notes about Learning Units

As mentioned on page 1, these guidelines have been developed to reflect the structure of a *Reflect* learning unit. Let us briefly remind ourselves of the purpose and structure of a learning unit so that the relevance of the structure of these guidelines is clear.

How do we guide our participants through the *Reflect* learning cycle on one issue?

In *Reflect* we produce our own *learning units* which are based on the issues identified by our community members. These are usually produced with support from organisational staff, such as project coordinators/trainers/managers - at least until facilitators themselves feel confident to develop their own learning units. Each unit focuses on suggestions on how to facilitate addressing one challenge/issue identified. Therefore, each unit is likely to cover 10-12 meetings. This means that if a group meets twice a week, *approximately eight issues could be covered over the course of one year*. The number of actions, however, could be far more, depending on the type of action(s) the circle members agree to undertake.

What is the relationship between a unit and the *Reflect* learning cycle?

A unit is one full cycle of the *Reflect* learning process around **one** issue. *It is a series of lessons/sessions which guide learning and action around one particular problem or issue.*

Why do we use units?

- They help to guide the learning process in a structured way
- They help us to keep focussed on addressing the issue
- They guide the action-orientated development process
- They are a record of participants' learning for ourselves and others

Structure and aims of a unit

The unit has a particular structure which shapes the way we deal with a given topic. When we write a learning unit, we need to consider what the **aims** of the unit are, and then make sure that the aims for each meeting (session) in the unit correspond with the general aims of the whole unit.

So, in the case of considering a unit to guide us through a TOF course, first we need to consider our **overall aims** for the whole TOF course. Then we need to make sure that the **aims of each day** of the course correspond with the overall aims of the whole course.

In the pages that follow, you will therefore find:

- **Overall aims** of a suggested *Reflect* TOF course.
- Suggested learning **aims for each day** of the training course.
- Suggested **activities** participants will be engaged in to meet the aims of each day.
- Suggested **facilitation questions** to guide participants through the activities and learning processes.
- **Preparation/materials** required for each of the day's activities.
- Suggested **time** that the different activities in the sessions of each day will take. Please note that the suggested time is based on a training with 20-25 participants. Obviously, if there are more participants, the activities will likely take longer, and likewise less time will be needed if there are less than 20 participants.

Remember, that **the ideal size of a *Reflect* training workshop is between 15 and 25** participants. This helps to ensure that there is enough time and opportunity for all the participants to get involved in activities and share their experiences during group discussions.

In addition to the explanations above and the suggested guidelines for your TOF course that follow, you are strongly encouraged to also carefully review the suggestions and guidelines in the South Africa *Reflect* Network (SARN) 2008 published '*Reflect* Training of Trainers (TOT) Guidelines for Practitioners' text. A copy of these guidelines was shared with each of you during your TOT training. Although the SARN TOT guidelines are designed to guide experienced *Reflect* practitioners through a TOT, there is plenty of material in that text that can easily be adapted and applied to a TOF, particularly modules one, three, five, six & seven, eight and nine.

In closing this section, we would like to wish you every confidence and success as you go forward to conduct a *Reflect* TOF. Remember: Select, adapt, reject, and supplement (SARS) to meet your local needs and priorities!

TOF Learning Unit: Guidelines for Facilitating a *Reflect* TOF

UNIT TOPIC: *Reflect* Training of Facilitators (TOF)

OVERALL AIMS OF THE TRAINING COURSE:

By the end of the training, participants should be able to:

- ✓ Understand and explain what the *Reflect* approach is and how it works in practice.
- ✓ Plan a structured learning process for your own context.
- ✓ Use various *Reflect* tools and techniques to facilitate an understanding and analysis of your own context, and to plan for change.
- ✓ Facilitate a *Reflect* circle and understand how adults learn.
- ✓ Facilitate literacy, numeracy and communication skills learning in *Reflect*.
- ✓ Plan, organise and implement the *Reflect* process.
- ✓ Manage, monitor and evaluate the progress of a *Reflect* circle.

On the next page you will find a suggested programme outline for a TOF based on the above overall training aims. This training programme should be flexible and should be negotiated and adapted according to the participants' needs and priorities as the training progresses.

A SUGGESTED *REFLECT* FACILITATOR TRAINING WORKSHOP PROGRAMME OVERVIEW

DAY ONE	<ul style="list-style-type: none"> • Arrival, registration • <u>Introductory session</u>: Welcome, name game, today's programme, hopes, fears and expectations, workshop objectives, timetable, group norms, practical arrangements, nature of the training workshop • Exploring development: Shoe game • Background to the <i>Reflect</i> approach, origins and evolution • What is <i>Reflect</i>? The <i>Reflect</i> learning process • Evaluation of the day
DAY TWO	<ul style="list-style-type: none"> • Revision of the <i>Reflect</i> learning process • Discussion of participants' context for <i>Reflect</i> • Presenting our own realities: Describing our communities and identifying their concerns. Mapping exercise to draw out contextual issues • Identifying and clustering of identified issues • Guidelines to looking at issues • Evaluation of the day
DAY THREE	<ul style="list-style-type: none"> • Ranking matrix of issues from the map • A simulated <i>Reflect</i> learning process using participatory tools (tree) • Important concepts in <i>Reflect</i> (through drama) • Evaluation of the day
DAY FOUR	<ul style="list-style-type: none"> • Adult learning theory • Facilitation skills • Evaluation of the day
DAY FIVE	<ul style="list-style-type: none"> • Power and gender (mind mapping) • Discussion and analysis – power and development issues • River of power and gender negotiations
DAY SIX	<ul style="list-style-type: none"> • Literacy, power and empowerment • Exploring definitions and uses of literacy (mobility map) • Using testimonies to explore literacy in <i>Reflect</i> • Discussion and analysis of literacy in <i>Reflect</i> • Mid-training evaluation (how far have we come, concerns?)
DAY SEVEN	<ul style="list-style-type: none"> • Full <i>Reflect</i> learning cycle simulation • Participatory tools using issues identified (timeline tool) • Facilitating literacy, numeracy and communication skills development in <i>Reflect</i> • Supplementary materials in <i>Reflect</i> • Evaluation of the day
DAY EIGHT	<ul style="list-style-type: none"> • Working with <i>Reflect</i> units • Developing a facilitator's manual and lesson/session plans • Peer observations and supporting each other to learn • Evaluation of the day
DAY NINE	<ul style="list-style-type: none"> • Unit writing practice • Session plan writing practice • Evaluation of the day
DAY TEN	<ul style="list-style-type: none"> • Managing a <i>Reflect</i> circle: Facilitator roles and responsibilities • Baseline study • Monitoring and Evaluation and record keeping • Evaluation of the day
DAY ELEVEN	<ul style="list-style-type: none"> • Implementing <i>Reflect</i>: steps (timeline and planning matrix) • Starting a <i>Reflect</i> circle (What to do in the first few meetings) • Evaluation of the day
DAY TWELVE	<ul style="list-style-type: none"> • The way ahead – future plans • Workshop summary and last questions • Recognition of achievement • Training workshop evaluation

**DAY ONE:
INTRODUCTORY SESSION AND INTRODUCTION TO REFLECT**

AIMS OF THE DAY:

- ✓ To get to know one another – through a name game exercise
- ✓ To discuss and share our expectations and concerns – through a visual hands exercise
- ✓ To discuss and agree the training workshop objectives – through a comparison exercise
- ✓ To discuss and agree how we will learn and work together – through a negotiation exercise
- ✓ To start thinking about what development means and to begin discussing what *Reflect* is about – through an information sharing and plenary session
- ✓ To reflect on and assess the day – through an evaluation exercise

MATERIALS:

- Coloured card (A4 size) for the name/titles game and expectations exercise
- Flipchart marker pens (about 10 red, 10 blue, 10 black, 10 green)
- Flipchart paper
- Participants' notepaper, pens and folders
- Handouts: training programme, course objectives, about *Reflect*, *Reflect* Learning process¹
- Masking tape or prestik/blue tack
- Ball for the evaluation exercise

PREPARATION IN ADVANCE:

- Overall course aims written clearly on flipchart
- Aims of the day written clearly on flipchart

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Welcome, introduction to the course and brief facilitator introductions	<ul style="list-style-type: none"> • Warmly welcome everyone to the TOF and share brief background to why and how the training became a reality (eg: how the training has been conceptualised, supported/funded and by who/which organisation(s) etc). 	5mins
	<ul style="list-style-type: none"> • Provide all participants with a pen, a file, notepaper and the training programme – note that this is the start of their own facilitator's manual – a place to keep all reference material (handouts etc) for ongoing reference. Explain that you will go through the programme once everyone has had a chance to get to know each other and feel relaxed into the course. 	5mins
	<ul style="list-style-type: none"> • TOF Facilitator introduction: Points to note/share: <ul style="list-style-type: none"> ○ Who you are, where you come from and who you work for/with ○ Why you to facilitate this training? (experience, TOT trained, role as support to facilitators etc) ○ Facilitator is also a participant in the learning process – lots of existing knowledge & skills in the room, not just with the facilitator ○ This is 12 days of a learning journey <u>together</u> ○ Add as you wish to self intro, but keep it short 	5mins

¹ All the handouts referred to in these guidelines were given to you in hard and soft copy form during the TOT.

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
<p>Expectations of the training</p> <p>(Creating a conducive environment for learning 2)</p>	<ul style="list-style-type: none"> • Drawing hands: <ul style="list-style-type: none"> ○ Give each person 2 X A4 cards, each of different colours. They draw around their left hand on one colour card, and around their right hand on the other colour card. ○ In the fingers of the right hand, ask participants to write down their <u>fears or concerns</u> about the training. In the fingers of the left hand, ask them to right down their <u>hopes or expectations</u> of the training. ○ Once they have done this, ask participants to work in groups (of 5 or 6) and share their different hopes/expectations and fears/concerns and to make a list of all the <i>different ones</i> shared in the group. ○ One person from each group can then report to the whole group – encourage participants to only share those not already mentioned by a previous group to avoid repetition. ○ As the representatives share the feedback from each group, be sure to capture the different fears/concerns and hopes/expectations on flipchart (again, avoid capturing repetition). ○ It is a nice idea to encourage participants to display the hands in a flower or even hand shape on a designated space on the wall for concerns/fears and expectations/hopes. 	<p>45 mins</p> <p>(10 mins total to draw and write in both hands; 15 mins group activity; 15 mins feedback and capturing; 5 mins to display cards)</p>
<p>Course objectives & ownership of aims & process</p> <p>(Creating a conducive environment for learning 3)</p>	<ul style="list-style-type: none"> • Sharing training objectives: <ul style="list-style-type: none"> ○ Present the overall aims of the workshop (see page 4 above – be sure to have these prepared on flipchart before the workshop begins). ○ Discuss any differences between what you have planned and what participants are expecting. If there are differences, see what is realistic or not to adjust in the programme to accommodate participants’ expectations. (If everyone knows what to expect, it will help to ensure the workshop is a success for all involved). There should be room to accommodate expectations but when you negotiate, be sure to allow flexibility without compromising the overall aims and objectives of the training. ○ It is a good idea to have the overall training aims displayed on the wall throughout the training workshop. • Outlining the training programme: <ul style="list-style-type: none"> ○ Ask participants to look at the training programme in their file and briefly explain the content so that participants can know what to expect over the course of the whole training, including expected and negotiated break times, start and finish times to each day. ○ As with negotiating the training objectives, again ensure any agreed changes to the programme do not compromise the overall aims and participatory processes of the training. 	<p>10-15mins</p> <p>10-15mins</p>
<p>This is probably a good point for a refreshment break of 20-30 minutes</p>		

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
<p>Establishing group norms and agreeing practical arrangements</p> <p>(Creating a conducive environment for learning 4)</p>	<ul style="list-style-type: none"> • Group norms: <ul style="list-style-type: none"> ○ Remind everyone that you will be working and living (if residential training) together for 12 days, and that everyone comes from different backgrounds, maybe using different languages etc, so to help everyone work and learn together, it is helpful to establish some agreed ways of doing so. ○ Ask participants what kind of rules or norms they would like to establish for their time together. Make sure that everybody agrees with a 'rule' before it is adopted. ○ It is a good idea to write up the group norms and have these displayed on the wall of the training room throughout the training workshop. It is also a good idea to agree with the group what they will do if the norms are not adhered to/respected. • Practical arrangements: <ul style="list-style-type: none"> ○ Ensure that everyone understands and feels comfortable with practical arrangements like where the toilets are, what is paid for and not paid for by the organisation(s) supporting the training, where telephones and local shops are (if accessible), who can translate for the languages in the group, what times meals will be served etc. ○ Give people a chance to ask questions so that everyone can feel comfortable with the practical arrangements. ○ It is a good idea to ask for volunteers to take on some of the roles and responsibilities of the training workshop – eg: for timekeeping, for monitoring and evaluating, for recapping, for ensuring the training room is kept tidy and organised, for social activities etc. Such roles and responsibilities should be shared amongst participants as the training progresses day by day and could be captured on a 'shared responsibilities roster' in a matrix. 	<p>15mins</p> <p>20-30mins</p>
<p>Nature of the training workshop</p> <p>(continued on page 10)</p>	<ul style="list-style-type: none"> • Explain the experiential approach to learning: <ul style="list-style-type: none"> ○ Provide a brief input on how you will reach the objectives of the training (ie; practical, hands-on and not lecture style): ○ Explain how <u>we learn best</u> – eg: We learn best when we use all aspects of ourselves – our minds, emotions, senses, bodies (as we engage physically in activities). ○ Explain that tests have shown people remember: <ul style="list-style-type: none"> ▪ 20% of what they hear ▪ 30% of what they see ▪ 50% of what they hear and see ▪ 70% of what they hear, see and talk about ▪ 90% of what they hear, see, talk about and do/discover 	<p>10 mins</p>
	<p>(continued on page 10)</p>	

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Nature of the training workshop continued	<ul style="list-style-type: none"> ○ Briefly explain the <u>experiential learning approach</u>: <ul style="list-style-type: none"> ▪ We start by engaging in the experience (actually doing something) ▪ Then we reflect on that experience ▪ Based on the experience – we form some theory ▪ We act based on new thoughts about the original action (thus begins the cycle of learning) ○ <i>(Refer yourself in advance of the training to pg 10 of the SARN TOT guidelines and draw the diagram on the flipchart as you explain)</i>. Point out that this is the nature of <i>Reflect</i> as a participatory approach to learning and social change, and therefore this will be the nature of this training. ○ Allow space (about 5mins) for reflections/questions. 	15mins
Exploring development: shoe game	<ul style="list-style-type: none"> ● Explain you're going to explore some more principles of <i>Reflect</i> through a fun exercise. ● Conduct exercise: <ul style="list-style-type: none"> ○ Ask everyone to take off their left shoe and place it in the middle of the room. ○ Everyone stands in a circle and they walk clockwise around the shoes for about one minute. ○ When the facilitator says 'go' – each person picks up a shoe <u>that is not their own</u> and puts it on – remind them to take care with it, it is not their shoe. ○ Everyone walks around in a circle again in silence (allow for initial laughter to die down). Ask participants to silently reflect on how it feels as you keep walking. ○ Repeat this process 2-3 times. Then stop and... ● Reflect on the experience: <ul style="list-style-type: none"> ○ Ask: How did it feel? Why? (<i>eg: uncomfortable, strange, unfamiliar, funny because it's someone else's shoe and not my own, it's too big/small/hard/soft/high/flat etc</i>). ○ Ask: How does it feel for the original wearer? Why? (<i>eg: normal, comfortable, familiar because it is his/hers/mine</i>). ○ Ask: How does this relate to development, and to our working contexts/communities? ○ Make sure the discussion covers the following: <ol style="list-style-type: none"> i. Development is about seeing things from different perspectives: sometimes it is easy, familiar and comfortable for us as facilitators/development workers; sometimes it is difficult and unfamiliar, or not the norm for us – but it is for the other people we are working with and whose contexts we are engaging with. ii. This is the first thing to really get to grips with in any development context, including being a <i>Reflect</i> facilitator – we must be able to 'walk our talk' and take time to understand issues from the perspectives of others. Understanding these different perspectives, or taking time to explore/understand is the first critical step to effective community engagement, communication, learning and development. 	20mins (10mins doing exercise; 10 mins reflecting)
This may be a good point to take a lunch break of 45mins-1hour		

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
<p>Background to Reflect</p>	<ul style="list-style-type: none"> • Background, origins and evolution of Reflect: • NOTE: For this session, in advance of the training workshop you as a facilitator should refer to your handout titled: <i>'Reflect: An approach to adult literacy, development and empowerment'</i> and decide how best you want to share this information in a brief plenary input (of about 15-20 minutes). Here are some basics you could cover: <ul style="list-style-type: none"> ▪ <i>Reflect</i> is an acronym for Regenerated Freirean Literacy through Empowering Community Techniques. ▪ <i>Reflect</i> was developed due to failures of literacy programmes which had aimed to empower people. ▪ <i>Reflect</i> was successfully piloted in three different contexts: in Bangladesh, El Salvador and Uganda from 1993-1995. ▪ The <i>Reflect</i> approach to development, empowerment and adult learning draws on two main theories: Participatory Rural Appraisal (PRA), a set of tools and practices for development workers which is mainly associated with a man called Robert Chambers, and 'the world and the word' (conscientisation) and empowerment ideas of the Brazilian educator, Paulo Freire. ▪ The main concepts underlying the <i>Reflect</i> approach are <i>dialogue</i> (discussion), <i>participation</i>, <i>empowerment</i>, <i>development</i>, <i>literacy</i>, <i>sustainability</i>, <i>contextualization</i> and <i>action</i>. ▪ You could explain the above through a diagram on the flipchart like the one below: <div style="text-align: center;"> </div>	<p>15-20mins</p>
<p>What is Reflect?</p>	<ul style="list-style-type: none"> • The Reflect Learning Process: • NOTE: For this session, in advance of the training workshop you as a facilitator should refer to your handouts titled: <i>'Reflect: An approach to adult literacy, development and empowerment'</i> and <i>'The Reflect Learning Process'</i> and decide how best you want to share this information in a brief plenary input (of about 15-20 minutes). Some basics you could cover are on the next page. 	<p>15-20mins</p>

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
<p>What is <i>Reflect</i>? (continued)</p>	<ul style="list-style-type: none"> ▪ <i>Reflect</i> is a structured participatory learning process which facilitates people's critical analysis of their own environment and issues, while placing empowerment at the heart of a sustainable development process. ▪ People come together as members of a group or circle to identify issues that affect their lives, reflect on and analyse the issues, learn more about them and develop skills and plans to take actions to change the effects of the issues on their lives. ▪ The process is facilitated, by you – the facilitator. ○ Ensure you draw up clearly the illustration of the <i>Reflect</i> learning cycle and display it on the wall for the duration of the training as facilitators need to become very familiar with it, and you will refer to it on many occasions throughout the rest of the training. ○ Give participants a copy of the 2 handouts with more detail about the background to <i>Reflect</i> and of the <i>Reflect</i> learning cycle for later reading and reference. 	<p>(as above)</p>
<p>Exercise to consolidate learning of the day</p>	<ul style="list-style-type: none"> • Reflecting on content and processes of the day: <ol style="list-style-type: none"> 1. Ask participants to work in groups (of 5-6) and to think back through the day and then to discuss and share their insights to the following questions (<i>have the questions written on flipchart or on a handout for each group</i>): <ul style="list-style-type: none"> ▪ How (in what ways) did the facilitator provide space for us to get to know each other and start to feel comfortable in the training environment? Why is this important with a group in a learning context? ▪ How (in what ways) did we discuss and agree the training aims and content and the way we will work together during the training? Why is this important to discuss and agree with a group? ▪ What were some of the facilitation techniques we experienced today? What do we think about them? ▪ What have we learned and understood today about: <ul style="list-style-type: none"> - Experiential learning? - Development? - <i>Reflect</i>? ▪ What, if any, questions or concerns do we have at this stage of the training? 2. Allow the groups about 30 minutes to discuss their responses to these questions. They should identify someone in their group to report back. 3. Allow each group to share their reflections (encourage each group to avoid repeating what has already been said, and encourage the presenters to face the whole group, speak clearly, at a moderate pace and to relax and smile as they present – participants are here to learn and grow, not to be tested and demoralised!) 	<p>50mins-1hour</p> <p>(30mins for group work; 5 mins for each group to feedback; 10 mins for summary/round up)</p>
<p>Evaluation of the day</p>	<ul style="list-style-type: none"> ○ Ask participants to stand in a circle and have a ball ready for them to throw to one another. ○ As they throw the ball to one another, they take turns to say one thing about the day (this might be something they learned, or something they liked, or something that they did not like.) 	<p>10 mins</p>

DAY TWO: CONTEXTUAL ANALYSIS AND MAPPING AND IDENTIFYING COMMUNITY ISSUES

AIMS OF THE DAY:

- ✓ To reflect on what we learned yesterday
- ✓ To review our understanding of *Reflect* and the *Reflect* learning cycle
- ✓ To share information about our various work/future work contexts
- ✓ To learn how to use the mapping tool as a way to identify issues and concerns
- ✓ To engage in discussion and begin analyzing issues in more depth
- ✓ To discuss some guidelines for identifying and discussing issues
- ✓ To reflect on the day's learning

MATERIALS:

- 4 x A4 cards, each with: happy, very happy, unhappy, very unhappy and respective symbols on each
- Coloured card (lots of half A4 size and smaller) for the mapping and clustering exercises
- Locally available materials – fallen tree branches/twigs, stones, bottles, cans, bottle tops, cartons etc (for the mapping exercise)
- String or something similar for the clustering exercise
- Flipchart marker pens (about 10 red, 10 blue, 10 black, 10 green)
- Flipchart paper
- Participants' notepaper, pens and folders
- Handout: *Reflect* guidelines for identifying & prioritising community issues, needs & priorities.
- Masking tape or prestik/blue tack
- 4 x A4 cards, each with: 100%, 75%, 50%, 25% & beans or stones for the daily evaluation exercise

PREPARATION IN ADVANCE:

- Aims of the day written clearly on flipchart
- Prepare the recap/reflection & daily evaluation exercises cards

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Recap/reflection of day one	<ul style="list-style-type: none"> • Present and share the learning aims of the day and allow for any questions or clarifications. • Explain that you're going to start by providing space for a recap of learning from day one. <ul style="list-style-type: none"> ○ Explain the cards of happy, very happy, unhappy and very unhappy and place each card in different places on the ground. ○ Ask participants the questions on page 14. After each question, allow participants time to move to the card on the ground which best reflects their feeling in relation to each question. When they are happy with where they are standing, ask them to share a little more about why they are standing where they are (this will help you understand what needs further clarification at this stage in the TOF, especially in relation to questions 3 & 4). ○ It is a good idea to capture the responses (number of people standing next to each card for each question) on flipchart. An example of a matrix you could use to capture the responses is given on page 14. 	10 mins
		15mins

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME															
Recap/reflection of day one (continued)	<ul style="list-style-type: none"> Possible recap questions: <ol style="list-style-type: none"> How did you feel when you arrived yesterday? How do you feel about the level of participation? How do you feel you understand what <i>Reflect</i> is? How do you feel you understand what the experiential learning process is? How do you feel about the way the day was facilitated? How did you feel at the end of yesterday compared to when you arrived? <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Q.</th> <th>😊😊 (very happy)</th> <th>😊 (happy)</th> <th>😞 (unhappy)</th> <th>😞😞 (very unhappy)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>(eg 5 people)</td> <td>etc</td> <td>etc</td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Q.	😊😊 (very happy)	😊 (happy)	😞 (unhappy)	😞😞 (very unhappy)	1	(eg 5 people)	etc	etc		2					(as above)
Q.	😊😊 (very happy)	😊 (happy)	😞 (unhappy)	😞😞 (very unhappy)													
1	(eg 5 people)	etc	etc														
2																	
Review of <i>Reflect</i> and the <i>Reflect</i> Learning Cycle	<ul style="list-style-type: none"> Ask participants to work in groups (of 5/6 people). In their groups, they have 15 minutes to share their understanding of <i>Reflect</i> from day one's input <u>and</u> from the handouts they received at the end of the day. Each group then selects a presenter to share their ideas with the whole group. Make sure you encourage everyone to avoid repeating what the previous group has shared and that you correct any misunderstandings or inappropriate expectations about <i>Reflect</i>. <i>This is also a good opportunity to begin encouraging good presentation skills, without making participants feel intimidated or disempowered in any way (eg: face the audience, avoid the use of 'power sticks' to point at the flipchart, clear and audible voice, eye contact).</i> NB: Every time participants are asked to present their group work in front of the whole group throughout the training, continue to <u>encourage</u> their confidence in presenting in front of a group. For some people, this may be their first time and the TOF should be a safe space to practice and build confidence before facilitating a <i>Reflect</i> circle in the community. 	45 mins (15mins group work; max 5mins each group to present; 5mins wrap up)															
Sharing participants' contexts for implementing <i>Reflect</i>	<ul style="list-style-type: none"> Explain that this exercise is aimed at helping everyone to understand more about each other's areas of work (if they are already working with a project) and in what contexts they might use <i>Reflect</i>. As there may be a diverse range of contexts in which participants work/will work with <i>Reflect</i>, they should do this activity in groups that share similar project activities or geographical cluster groups. Participants are given the following questions to guide their discussions and to prepare a presentation (facilitator may need to adapt the questions according to contextual information sharing needs): <ol style="list-style-type: none"> Where do/will you work (geographical location?) Who do/will you work with (target group)? What are your objectives for implementing <i>Reflect</i>? What are some of the challenges you face in your context? What organisations and other resources currently exist? 	1 hour (20 mins to prepare; 5mins per group to present; 5 mins wrap up)															
<p><i>This may be a good point to take a break of 20-30mins (Note: You will possibly only have time for participants to prepare their presentations before a break and then to present after break.)</i></p>																	

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Sharing participants' contexts for implementing <i>Reflect</i> (continued)	<ul style="list-style-type: none"> Allow each group to present and provide space for the whole group to comment on the presentation or ask for clarification, or any follow up questions. It is a good idea to paste the (mini) contextual analyses presented onto a wall in the training room, as you may need to refer to them during course of the training. 	As above
Describing the community and identifying issues/problems (mapping)	<ul style="list-style-type: none"> Remind participants about the use of different PRA tools within the <i>Reflect</i> learning process which can be used to help people look at and understand community issues/problems better. They are usually visual and are made on the ground by participants themselves. Explain that you will cover as many of these tools as you can during the training, and the first one you will start with is the Map. Agree with participants a community to map (one of the ones from the previous context sharing exercise). NOTE: For this session, in advance of the training workshop you as a facilitator should refer to your handout titled: '<i>Reflect</i> Guidelines for identifying & prioritising community issues, needs & priorities' and ensure you feel familiar with how to facilitate the mapping process. All the facilitation steps are detailed in the handout. Ensure you have prepared the cards and collected locally available materials before starting the mapping. 	1.5 hours
<i>You will probably reach as far as agreeing the completed map graphic and copying it onto flipchart before lunch, then come back to clustering after a lunch break of 45mins-1hour</i>		
Problem finding and clustering	<ul style="list-style-type: none"> Before returning to the map, you could point out that <i>in development we always start with the problems people are experiencing.</i> Invite participants to think about the problems they identified in the community while working to construct the map. Participants write each problem on a different card and present them to the group by placing them on the floor. Again, refer to page 4 of your handout as above to remind you of how to facilitate the problem finding and clustering process. 	1.5 hours
<i>This may be a good point to take a break of 20-30mins</i>		
Guidelines to looking at issues	<ul style="list-style-type: none"> <i>This is really a debriefing session, where participants are asked to reflect back on the process of mapping, clustering and identifying issues/problems in the community.</i> Make sure you spend some time explaining these guidelines, and it is a good idea to write up the key points on flipchart and provide participants with some time to copy them into their notebooks. Although it is suggested you share the handout with participants at the end of the day's training, this debriefing and note-taking session is an opportunity for participants to internalise and review the key points as they write them down. Again, refer to pages 5-7 of your handout as above to remind you of the guidelines you should share and discuss with participants. 	30-40mins

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Evaluation of the day	<ul style="list-style-type: none"> • Make a big 'cross' on the floor with string. Place each of your prepared 100%, 75%, 50% and 25% cards in each quarter of the cross. • Give each participant a bean, stone, stick or bottle top (or something similar). Then explain that you will ask a question about the day and everyone should place their bean/stone in the quarter of the cross that corresponds with their answer. • Possible evaluation questions: <ol style="list-style-type: none"> 1. How well do you feel you understand what <i>Reflect</i> is about? 2. How do you feel about the mapping tool? 3. How well do you feel we are working together? 4. To what extent do you feel what we have done in the training so far is relevant to your work/community? • After each question is asked, you could allow participants to add any comments about why they have placed their bean/stone in that particular quarter. 	20 mins

**DAY THREE:
PRIORITISING COMMUNITY ISSUES, QUESTIONS TO GUIDE DISCUSSION & ANALYSIS, AND
REFLECT LEARNING CYCLE SIMULATION PRACTICE**

AIMS OF THE DAY:

- ✓ To learn how to use two new PRA tools (ranking matrix and tree)
- ✓ To consider different types of questions that can guide a discussion process
- ✓ To revise and practise going through a *Reflect* learning cycle
- ✓ To share our ideas and help each other to learn
- ✓ To explore some important concepts in *Reflect* through drama
- ✓ To reflect on and assess our learning of the day

MATERIALS:

- Coloured card (lots of A4 cut into 3 strips or quarter size) for the ranking matrix and tree tools
- String for constructing the matrix
- Fallen tree branches/twigs for constructing the tree
- Flipchart marker pens (about 10 red, 10 blue, 10 black, 10 green)
- Flipchart paper
- Masking tape or prestik/blue tack
- Participants' notepaper, pens and folders
- Handout: 3 Types of questions to help guide discussion & analysis
- Cards for the daily evaluation exercise

PREPARATION IN ADVANCE:

- Aims of the day written clearly on flipchart

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Recap/reflection of day two	<ul style="list-style-type: none"> • Present and share the learning aims of the day and allow for any comments or questions. 	10 mins
	<ul style="list-style-type: none"> • You could facilitate a quick recap and warm up game where participants are asked (eg: in a team 'speed race' for points) to recall the key steps and factors to consider when mapping and identifying community issues. 	15mins
Prioritising issues (ranking matrix)	<ul style="list-style-type: none"> • Explain that the next stage of the <i>Reflect</i> learning process is to prioritise the issues identified from the mapping exercise. • Illustrate, by example with the group, that asking people "Which problem should we look at first?" often results in a conflict of priorities and/or the loudest 'voice' dominating the process! So, the Ranking Matrix tool can be used to resolve this issue. This is because the discussion process involved in creating the matrix helps us to 'discover' the most interesting, most important issue as well as the order of importance the community gives to the situation. Problems, possibilities and solutions are ranked collectively. • NOTE: For this session, in advance of the training workshop you as a facilitator should refer to your handout titled: '<i>Reflect</i> Guidelines for identifying & prioritising community issues, needs & priorities' and ensure you feel familiar with how to facilitate the ranking matrix process. All the facilitation steps are detailed in the handout on pages 8 and 9. 	1.5 - 2 hours

Once the graphic is copied onto flipchart, this may be a good point to take a break of 20-30mins

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
<p>Simulated Reflect learning process (tree)</p>	<ul style="list-style-type: none"> • Explain to participants that you are going to plant a tree. First invite participants to close their eyes and imagine a real tree and to comment on what they notice about the tree, in particular, what they can and cannot see, and what the health of the branches tells them. • Then explain that we can construct a tree to show income and expenditure but the tree is also an effective tool to analyse cause and effect of a problem identified in a community. Choose a relevant issue that is suitable for looking into cause and effect that participants identified from the mapping and ranking matrix exercises, so you can begin to construct a tree to look into that issue. • Participants gather together broken/fallen sticks and branches from the local environment. They then recreate a tree on the ground and label the trunk '(name of issue eg Corruption)' by writing it on card. • The roots are then labelled 'causes' and the branches are labelled 'effects'. • Participants first discuss the various causes of (Corruption in X community) and write their ideas on card once they all agree with the suggestions raised. These cards are added to the roots of the tree. Note, the more influential the cause as agreed by participants, the thicker the roots can be, and cards can be placed according to the thickness of the roots. • Having explored all the possible causes, the effects of (Corruption in X community) are then discussed in a similar way and cards added to the branches, with thicker branches being used for the more impactful effects. • Once participants agree that the tree construction is a true representation of their discussion, one of the participants can transfer a 'copy' of it onto flipchart paper and everyone can make their own copy of it into their notebooks so that they have a permanent record of their discussion. 	<p>1.5hours</p>
<p>Facilitating discussion and analysis (simulated Reflect learning process contd)</p>	<ul style="list-style-type: none"> • NOTE: For this session, in advance of the training workshop you as a facilitator should refer to your handout titled: '3 Types of questions to help guide discussion & analysis' and ensure you feel familiar with how to facilitate the discussion and analysis process. • Explain that the next part of the simulation is to reflect on the graphic (tree) and move into deeper discussion and analysis. • You will need to guide a lively and concentrated discussion by asking a range of questions in order to stimulate the discussion process. You can ask a range of questions, but be sure you focus on the key 3 types of questions on the next page, as these are important for facilitators to first become familiar and confident with: <p>(continued on page 19)</p>	<p>1 hour</p> <p>(30mins discussion; 30 mins focus on facilitation questions)</p>

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
<p>Facilitating discussion and analysis</p> <p>(simulated <i>Reflect</i> learning process contd)</p>	<ul style="list-style-type: none"> ◆ General questions ask WHAT is the problem about? <ul style="list-style-type: none"> For example: WHAT types of corruption occur? WHO is committing corrupt acts? WHY is corruption a problem? HOW does corruption affect us? WHEN does corruption happen? WHERE is corruption seen most? HOW often has corruption been experienced in the past year? ◆ Coping questions help us to understand what people are doing <u>now</u> about the problem and how they cope <u>now</u>. Point out that often people have very creative ways of coping that can help others and the group can also discuss whether these are good or bad ways of coping. <ul style="list-style-type: none"> For example: <u>HOW</u> are people in this community <u>CURRENTLY</u> coping with corruption? <u>What</u> are people doing <u>NOW</u> about this issue? ◆ Action questions help the group to think about possible actions they can take to address the problem, i.e. things they can realistically <u>do</u>. <ul style="list-style-type: none"> For example: <u>What can</u> we do to prevent corruption? <u>How can</u> we reduce corruption in this community? • As the discussion winds down, ask participants how you guided the discussion. This may prove quite a challenging task at first as participants are often so involved in the content of the discussion that they don't focus on how you are engaging them. This is OK. However, once they have reflected on the discussion and the questions asked, point out that the key to the discussion and analysis process is the facilitator asking a range of questions. • Then facilitate a plenary session and group the questions into the three types of questions used for the analysis and discussion stage. Refer to your handout titled: '3 Types of questions to help guide discussion & analysis' to help you with this plenary. 	<p>(as above)</p>
<p><i>This may be a good point to take a lunch break of 45 mins – 1 hour</i></p>		
<p>Reflect learning cycle simulation practice</p>	<ul style="list-style-type: none"> • Ask participants to recall the <i>Reflect</i> learning process. • Then divide the group into 5 smaller groups and ask each group to select one of the issues identified from the map and the tree already constructed. • Participants are then given a simulation task to discuss and present as follows: <p>(NB: Make sure you as a facilitator write these instructions up on flipchart in advance of this session and remember that these instructions relate to each part of the <i>Reflect</i> learning cycle):</p> <p>(continued on page 20)</p>	<p>1.5 hours</p> <p>(45 mins for group work; 45 mins for gallery walk and feedback)</p>

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
<p>Reflect learning cycle simulation practice</p> <p>(continued)</p>	<ol style="list-style-type: none"> 1. Select a tool you could use to discuss the issue. 2. List: <ul style="list-style-type: none"> -2/3 general questions for the discussion/analysis. -1/2 coping questions -1/2 planning/action questions 3. What kind of literacy, numeracy and communication exercises could you do that are relevant to the issue? 4. What kind of supplementary materials about the issue could you use? 5. What other education could help to understand/solve this issue? 6. List 1-2 evaluation questions that participants can reflect on to assess their learning about this issue. <ul style="list-style-type: none"> • When the groups present, encourage everyone to support each group by offering CONSTRUCTIVE feedback and helping each other to learn. You could conduct the presentations as a gallery walk to add variety to the methods of presentation. • Note, at this early stage of the TOF, this is likely to be a very challenging task, so do be prepared to offer plenty of encouragement and support. 	(as above)
<i>This may be a good point to take a break of 20-30 mins</i>		
<p>Exploring some important concepts in Reflect through drama</p>	<ul style="list-style-type: none"> • NOTE: Four of the participants should be briefed about this drama (ideally during the break) and asked to participate. • The River Code drama: • A simulated river is created with string on the ground and some pieces of card laid across the 'river' to represent stones. • Four people then arrive at the river, one is confident to cross and demonstrates to the other three how to cross using the stones. The other four remain afraid to cross, so the first person carries the second as far as the mid-way stone in the river. S/he can't carry him any further as s/he becomes too tired. The second person remains afraid to move the rest of the way. • Then the first person goes back for the third person and tries to force him/her across the river but s/he is too afraid and falls and drowns half way across the river. • Finally the first person goes back for the fourth person and demonstrates and encourages the fourth person to follow in his/her footsteps. After much encouragement and demonstration, the fourth person finally makes it safely across the river. • After watching the drama, participants are asked to reflect on what they saw and what the important issues were. Make sure the discussion covers the following points: • The purpose of the drama is to illustrate how the second person was disempowered because the first person had carried him half way, thereby creating dependency. This was not sustainable, because the first person was too tired to carry the second person all the way across the river. Also, one of the people was forced to cross the river and not encouraged and shown how to do it for himself. However, when the confident person showed the last person how to cross in an encouraging way, rather than doing it for her, this was a more empowering and sustainable action. <p>(continued on page 21)</p>	30-45 mins

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Exploring some important concepts in <i>Reflect</i> through drama (contd)	<ul style="list-style-type: none"> The drama demonstrates some of the main principles of <i>Reflect</i>: sustainability and encouraging independence - NOT dependency - empowerment and participation. Discuss with participants how drama is another tool which can be used to facilitate discussion, analysis and learning. It is a useful tool to strengthen communication skills as circle participants can use drama or role play to practise asserting themselves for when they plan to take action (eg: discussing community concerns and demands with local government or heads of schools etc) 	(as above)
Evaluation of the day	<ul style="list-style-type: none"> Ask participants to each share their 2 or 3 key learning points (KLPs) of the day. You could use a ball for this process if you wish. Participants are then given two half A4 cards of different colours and asked to write on one card 2-3 things they liked about today and, on the other card, 2-3 things they didn't like about today. You as a facilitator should reflect on the participants' cards/responses during the evening and make any adjustments necessary to the programme or your facilitation style based on the common responses. 	15mins 10mins

DAY FOUR:
HOW ADULTS LEARN, FACILITATION SKILLS, MANAGING DIFFERENT BEHAVIOURS IN A GROUP AND MORE PRACTICE OF THE *REFLECT* LEARNING PROCESS

AIMS OF THE DAY:

- ✓ To explore and discuss how adults learn
- ✓ To discuss and agree what makes a good facilitator and to introduce the body map tool
- ✓ To share ideas of how to manage different behaviours in a group
- ✓ To revise the *Reflect* learning cycle and practise planning and preparing to facilitate a *Reflect* learning cycle
- ✓ To reflect on our learning of the day

MATERIALS:

- Flipchart marker pens (about 10 red, 10 blue, 10 black, 10 green)
- Flipchart paper
- Participants' notepaper, pens and folders
- Handouts: 'What does a facilitator do?' 5-6 copies of 'numbers page' (numbers game) per participant, and 1 copy of 'learning curve chart' per participant; copies of the picture 'pouring knowledge into an empty head' (from pg 29 of the SARN TOT guidelines).
- 4-5 Picture sets of the 'unhelpful behaviours in a group', pages 34-36 of the SARN TOT guidelines

PREPARATION IN ADVANCE:

- Aims of the day written clearly on flipchart
- Make 4-5 sets of the *Reflect* learning cycle (each component on a different card)
- Write up the daily evaluation questions in a matrix

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Adult learning theory	<ul style="list-style-type: none"> • Present and share the learning aims of the day and allow for any comments or questions. • Allow participants to spend about 10 minutes with the person sitting next to them to discuss the following 2 questions: <ul style="list-style-type: none"> • How do adults learn? • How can we as facilitators create a good atmosphere/ space for people to learn? • It is not necessary to allow time for feedback, as you can explain that, before sharing their ideas, participants are going to engage in a fun exercise which will help everyone to reflect on these questions more deeply. 	10 mins 10mins
	<ul style="list-style-type: none"> • The Number Game (Refer to your handouts of the numbers and learning curve chart pages and ensure you have enough copies for everyone in the group. You can also refer to module 3 of the SARN published TOT guidelines given to you during your TOT) • Participants are given a sheet with numbers 1 to 60 randomly printed on it and are instructed that they will each have two minutes (timed) to join the numbers together in numerical order. • Once the two minutes are up, they are asked to make a note of which number they reached in the given time. This is repeated five times on five identical sheets. • Participants are then given a 'learning curve' chart and asked to plot their five different achievements onto the chart and then join the plotted marks together by drawing a line. 	10mins

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
<p>Adult learning theory</p> <p>(continued)</p>	<ul style="list-style-type: none"> • Participants are then asked to lay their charts on the ground, in a big circle, and to walk around the circle, looking at each other's charts and comment on what they notice about how each person has responded to the task across each of the five attempts. • Discuss responses to the following questions with participants: <ul style="list-style-type: none"> ○ How was this exercise for you (easy/difficult etc)? ○ Are you surprised by any of the learning curve shapes? ○ Why do you think most people's learning curves went up and down? ○ What are the different factors that affect the way we learn to do things? • Explain that the purpose of this exercise is partly to introduce the participants to a numeracy exercise they could do with their group, and mainly to highlight that, as adults: <ul style="list-style-type: none"> ○ we all learn and perform differently. ○ we all work at different paces. ○ we have different things on our minds, which can hold back or support how we approach a task. ○ we all get tired and lose concentration at different times. 	<p>20mins</p>
<p>Learning Experiences</p>	<ul style="list-style-type: none"> • Ask participants to reflect on specific things they have learnt in their lives, for example how to bake a cake, how to drive, how to read and write etc. • Then ask participants to discuss/brainstorm in small groups: <ul style="list-style-type: none"> ○ what did the 'teacher' do that helped you to learn? ○ what did the 'teacher' do that didn't help you to learn? ○ what are the different factors that hindered your learning? • Participants then share their ideas with the whole group and this can be written onto flipchart in the form of three mindmaps (one labelled 'how the teacher helped us to learn', one labelled 'how the teacher didn't help us to learn' and the other labelled 'factors that hindered our learning') • Once all the ideas have been shared, discuss the following questions: <ul style="list-style-type: none"> ○ Are you surprised by how many different ways there are that help us to learn? ○ What do you think adult learners are more likely to remember: something they learned in a classroom environment, or something they learned through experience? ○ How can you provide opportunities for your <i>Reflect</i> circle participants to learn experientially? • Debrief: Make sure the following points have been considered during the last two activities: <ul style="list-style-type: none"> ○ Adults learn at different speeds – some learn quickly, while others take longer (and this may be affected by the many things that adults have to cope with in their lives) ○ Adults learn in different ways. Some people like games, others do not. ○ Some adults are quiet, others participate a lot. ○ Adults like variation. When we work with adults, it is best not to do the same activity for too long. <p>(there are some more points about how adults learn on page 24)</p>	<p>1 hour</p> <p>(20 mins small group work; 20 mins mind mapping in plenary; 20mins discussion)</p>

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Learning Experiences (continued)	<ul style="list-style-type: none"> o Adults learn well when something is of interest to them o Adults have a lot of experience to draw on when they are learning, and can usually make important contributions to the discussion. o Through analysing their experience, adult participants can gain a great deal of learning. o Adults like to learn when the learning is focused on a problem that is relevant to their lives. o Adults like to participate in planning their learning. They like to decide for themselves what is important, rather than just being told. o Adults often enjoy working together. o Adults learn best in environments where they feel respected and valued. o Most importantly, adults learn best when they learn something that is useful. Adults' lives are full, and they don't like to waste time learning what will not be meaningful to them in their lives. o There may be certain barriers to adults learning (such as financial, family and work responsibilities, or a lack of confidence, or not knowing how to learn formally). These should be discussed with learners and where possible addressed (for example through preparing thoroughly, helping adults to build their confidence and feel valued). 	(as above)
<i>This may be a good point to take a break of 20-30 mins</i>		
Facilitation skills - Concepts of Learning	<ul style="list-style-type: none"> • Give participants the 'pouring knowledge into an empty head' picture handout and ask them to comment on it, in particular, what is wrong with it? • The learner is passive and the person sitting is being treated as if he has nothing in his head. Yet no-one is empty, everyone knows something (especially adults). This exercise illustrates that adults are not 'empty vessels'. • Ask, so, how do we as facilitators help people to learn more? The following ideas could be discussed: <ol style="list-style-type: none"> 1. Start with what people know. Where are they now knowledge, skills and experience wise? 2. Guide people by asking questions to draw out their knowledge, skills and experience. A good facilitator asks questions, rather than gives answers. 3. Encourage active participation. 4. Encourage discussion, dialogue, talking. 5. Be patient. 6. Respect differences in learning styles, paces and needs. 7. Use pictures, practical exercises etc and vary the learning methods. 8. Be friendly, encouraging and participate by getting involved (but do not dominate). 9. Be presentable, respect other's values in your dress and manner. 	20 mins

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
<p>Facilitation skills - Exploring qualities of a good facilitator</p>	<ul style="list-style-type: none"> • Agree and disagree debating game: <i>This activity provides an opportunity to evaluate participants' depth of understanding of the Reflect approach and underpinning concepts.</i> MAKE SURE YOU PREPARE SOME STATEMENTS IN ADVANCE OF THIS SESSION. • As an energiser and discussion exercise, participants can play the 'debating game'. Ask participants to find a space and choose a point in the training room that represents “strongly agree”, and a point opposite as “strongly disagree”. Ask participants to imagine a line of continuum between the two points. • Then read out statements (one at a time) about the qualities of a good facilitator (some controversial). Participants move to one of the points, or space between the two points, which corresponds with their opinion. A couple of example statements are "a good facilitator has all the answers to the groups' issues." "A good facilitator fully prepares his/her sessions in advance of the meeting/session with the circle”. • If there are any different positions, participants are then encouraged to explain their viewpoint and to try and persuade others to understand and accept their opinion on the given statement and 'win' opposing people onto their 'side'. • As you go through this game, make sure any misunderstandings or misrepresentations of <i>Reflect</i> or being a <i>Reflect</i> facilitator are dealt with. 	<p>15-20mins</p>
<p>Facilitation skills - Exploring qualities of a good facilitator (continued)</p>	<ul style="list-style-type: none"> • Body map: <i>(this is an opportunity to introduce a new PRA tool)</i> • Divide the participants into two large groups and explain what to do: • Tape 4-6 pieces of flipchart paper together and lay it out on the ground. • Ask one of the participants to volunteer to lie down on the paper, face up and arms and hands just apart from their side. Another volunteer (or 2) draws around the shape of the participant with a marker pen (being careful not to get any pen on the participant's clothes or body). • Participants then discuss and ‘map’ on the body parts what they consider are qualities of a good facilitator (eg: eyes that watch for participation, ears that listen carefully, a mouth that asks questions to guide and not teach/dominate, a bottom that sits with the group and does not stand in front of everyone etc etc). • Allow the groups about 30 minutes to discuss and map their body graphic before coming back to share their ideas with the whole group. • During feedback, you could ask everyone to agree and capture on flipchart 6-10 key qualities of a good facilitator (as opposed to a teacher). Below and on the next page are some points to consider: A good facilitator..... <ul style="list-style-type: none"> • Respects the participants • Takes learners' needs into account and is flexible • Is humble and treats participants as equals • Gives participants responsibility • Encourages participation, dialogue and interaction • Manages time and the learning process <p>(continued on page 26)</p>	<p>1 hour (30mins group work; 30 mins sharing and agreeing)</p>

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
(continued from above)	<ul style="list-style-type: none"> Plans sessions well Uses a variety of techniques and methods to facilitate learning (group work, discussion, tasks, tools and activities) Guides, but doesn't dominate Asks questions Is always ready to explain and clarify Helps people in conflict to understand each other's viewpoints Speaks clearly and not too fast 	As above
<i>This may be a good point to take a lunch break of 45 mins – 1 hour</i>		
Facilitation skills - Managing different behaviours in a group	<ul style="list-style-type: none"> Ask participants: <i>Have you ever been in a group situation where someone presented a challenging behaviour? Describe the situation:</i> <ul style="list-style-type: none"> What happened? What did you do? How did you feel? What did the trainer/facilitator do? Was this a good way of handling the situation? Why/why not? What else could have been done? Ask participants to work in 4-5 smaller groups and give each group a set of the 'Unhelpful behaviour in a group' pictures. Ask participants how they would deal with people who show signs of behaving like the animals depicted in the pictures. Allow about 45 minutes for group discussion before sharing ideas in plenary (again, avoid repetition during feedback). 	1.5 hours (45mins group work; 45 mins plenary & sharing)
Review of the Reflect Learning Cycle	<p>The <i>Reflect</i> wheel game:</p> <ul style="list-style-type: none"> This exercise is done in 3 groups – eg: apples, oranges and pears. You will need to prepare the sets of cards of the <i>Reflect</i> learning cycle in advance of this session. Groups are given a set of cards with each component of the <i>Reflect</i> learning cycle written clearly on each card. They 'race' to sequence the cards to reproduce the visual of the <i>Reflect</i> learning cycle. When they have finished and agreed on the sequence of the learning cycle, ask participants to discuss the purpose of each component and check that everyone understands each component in the same way. You could emphasise that the components do not have to be used in any particular order, that they can be adapted and used in the order that suits different circle's needs. One part of the wheel flows into another - the parts are not rigidly separate. The only thing that is fixed is that the issue or problem should come from the community and not be imposed from outside. Some components such as 'education' are not stand-alone but run through the whole cycle. 	20-30mins (10mins group work; 15-20 mins sharing & feedback)
<i>This may be a good point to take a break of 20-30 mins</i>		
Reflect Learning Process Simulation Task (2)	<ul style="list-style-type: none"> NOTE: Participants will probably only have time to <i>prepare the simulation task</i> during the session, and present in day five. Use the same flipchart you used on day three for the instructions. Ask participants to work in groups and to prepare to present their ideas for a <i>Reflect</i> learning cycle on one issue in the same way that they did on day three (see page 20). Participants should work in new groups and could continue their discussions and preparations for a presentation during the evening. 	1 hour (group work)

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME																								
Evaluation of the day	<ul style="list-style-type: none"> Display the questions below on flipchart on the wall and invite participants to mark the chart according to their response to the questions by placing a tick or cross in the appropriate space. An additional sheet can be put up to allow participants to share any other comments they have. You could capture the data for feedback on day 5 in a chart like the one below: <table border="1" data-bbox="459 367 1246 754"> <thead> <tr> <th data-bbox="459 367 1019 434">Day four evaluation</th> <th data-bbox="1019 367 1102 434">☺</th> <th data-bbox="1102 367 1182 434">☹</th> <th data-bbox="1182 367 1246 434">☹</th> </tr> </thead> <tbody> <tr> <td data-bbox="459 434 1019 510">1. How do you feel about our group process and participation and interaction?</td> <td data-bbox="1019 434 1102 510">(15)</td> <td data-bbox="1102 434 1182 510">(5)</td> <td data-bbox="1182 434 1246 510">(3)</td> </tr> <tr> <td data-bbox="459 510 1019 584">2. How do you feel you understand how adults learn best?</td> <td data-bbox="1019 510 1102 584"></td> <td data-bbox="1102 510 1182 584"></td> <td data-bbox="1182 510 1246 584"></td> </tr> <tr> <td data-bbox="459 584 1019 658">3. How well do you feel you understand the <i>Reflect</i> learning cycle?</td> <td data-bbox="1019 584 1102 658"></td> <td data-bbox="1102 584 1182 658"></td> <td data-bbox="1182 584 1246 658"></td> </tr> <tr> <td data-bbox="459 658 1019 732">4. How well do you feel you understand the qualities of a good facilitator?</td> <td data-bbox="1019 658 1102 732"></td> <td data-bbox="1102 658 1182 732"></td> <td data-bbox="1182 658 1246 732"></td> </tr> <tr> <td data-bbox="459 732 1019 754">5. Other comments</td> <td colspan="3" data-bbox="1019 732 1246 754">I think....</td> </tr> </tbody> </table> 	Day four evaluation	☺	☹	☹	1. How do you feel about our group process and participation and interaction?	(15)	(5)	(3)	2. How do you feel you understand how adults learn best?				3. How well do you feel you understand the <i>Reflect</i> learning cycle?				4. How well do you feel you understand the qualities of a good facilitator?				5. Other comments	I think....			15-20mins
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5. Other comments	I think....																									

**DAY FIVE:
GROUP WORK PRESENTATIONS AND EXPLORING GENDER AND POWER RELATIONS**

AIMS OF THE DAY:

- ✓ To practise presenting our ideas about an issue using the *Reflect* learning cycle, and help each other to learn
- ✓ To explore and discuss some important concepts related to *Reflect*
- ✓ To discuss the importance of understanding gender and power in relation to development
- ✓ To share ideas of how we can begin to renegotiate gender relations
- ✓ To introduce the river of negotiations as another PRA tool
- ✓ To reflect on and evaluate our learning of the day

MATERIALS:

- Flipchart marker pens (about 10 red, 10 blue, 10 black, 10 green) and Flipchart paper
- Coloured cards (A4 cut in half or into 3 strips)
- Participants' notepaper, pens and folders
- Masking tape or prestik/bluetack and string
- Handouts: 'Sharpening our critical skills through a closer examination of POWER' and 'Theory & methodology of *Reflect*'.

PREPARATION IN ADVANCE:

- Aims of the day written clearly on flipchart
- Write up the daily evaluation questions numbered 1-6 clearly on flipchart & make a large dice

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Group work presentations	<ul style="list-style-type: none"> • Present and share the learning aims of the day and allow for any comments or questions. • Allow participants about 15 minutes to finalise their group work presentations. • Groups share their work on the <i>Reflect</i> learning cycle and, as before, encourage each other to learn with CONSTRUCTIVE feedback/criticism and encouragement. 	<p>10 mins</p> <p>1.5 - 2hrs</p>
	<i>This may be a good point to take a break of 20-30 mins</i>	
Exploring gender relations	<ul style="list-style-type: none"> • Ask participants to discuss with a partner for 5 minutes the meanings and differences of 'male', 'female', 'sex' and 'gender'. • During feedback, explore if there is a direct translation in the participants' first language of the word 'gender'. <i>(Note, the authors of these guidelines have yet to discover an African language that has a direct translation. Translations are usually actually 'male/female' or 'sex' as in the biological difference between male and female. This is not unusual since gender is a relatively modern concept/set of ideas).</i> • So what does 'gender' refer to conceptually? Provide the following brief input: <p>GENDER IS ABOUT.....</p> <p>VALUES = What society considers a girl/boy should do (eg: be gentle or be strong).</p> <p>ATTITUDES = If a boy does something (eg fall down and cut his knee and start crying), what is the response? If a girl does the same thing, what is the response?</p> <p>BELIEFS = What and how institutions like school and church teach us about our roles (eg: to be housewives or breadwinners)</p>	<p>30 mins</p> <p>(5mins partner discussion; 10mins feedback & input; 10 mins mind mapping; 5mins reflecting on mindmaps)</p>

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
<p>Exploring gender relations</p> <p>(contd)</p>	<ul style="list-style-type: none"> • To illustrate and explore these ideas more, ask participants to close their eyes for a moment and to think of the first three words that come into their minds when they think of “women”. • Ask the group to share all their words as you (or a participant) write them down on flipchart in a mindmap. • Now repeat this process for “men”. • Ask participants to reflect on the words for ‘women’ and the words for ‘men’. What do they notice? • Are most of the words related to men tough, strong and quite aggressive words, with images of power? On the other hand, are the words related to women soft, fluffy, gentle and with images of submission? If so, why is this do we think? Explain that you are going to do an activity that can help us to consider why this is the case, by looking at how we have been socialized by society and how gender is a socially (societaly) constructed set of ideas shaped by culture. Also note that engaging with gender is an important underlying principal of <i>Reflect</i>, which is why we need to understand it well ourselves as facilitators. 	<p>(as above)</p>
<p>Exploring gender relations (contd)</p> <p>- Why do we behave the way we do?</p>	<ul style="list-style-type: none"> • Ask participants to work in 4 groups: 1 group with females under the age of 35, another with females over 35, a 3rd group with males under 35 years old and the 4th group of males over 35. • In their groups, participants discuss and mindmap their reflections to the following questions: <ul style="list-style-type: none"> ○ What does society, my community, people my age EXPECT of me as a woman/man? (Think about behaviour, actions and material position) ○ What do we do to fulfill these expectations? ○ How does fulfilling these expectations make us feel? • Participants present/share their group work. This is likely to lead to more discussions on gender roles, expectations and gender-related power, and this issue often raises questions about our different cultural practices and histories. • Remind participants that this is a sensitive issue and emotions are likely to come out in this discussion. These are very real emotions because we have been taught certain values, attitudes and beliefs for a very long time. The important thing to be aware of as facilitators is to not allow such discussions to become a competition, or even a fight! Rather, as facilitators, we should emphasise how such values, attitudes and beliefs affect both men and women and are disempowering for both sexes. We should also remember that sometimes, as facilitators, we need to be brave and not shy away from the issue of gender and power with our participants. Rather, we need to talk openly about it because it affects us all and it can be a very powerful barrier to development. <p>(continued on page 30)</p>	<p>1.5 hours</p> <p>(45mins group work; 45 mins feedback)</p>

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
<p>Exploring gender relations (contd) - Why do we behave the way we do?</p>	<ul style="list-style-type: none"> For example, unequal gender relations results in suffering for both genders. Women may feel men are lazy but perhaps men feel disempowered because they have not been taught to do certain tasks, or they feel they are not allowed to do them. Similarly, women suffer because they are working longer/harder (due to usually being expected to be responsible for household chores on top of a part time/full time job or income generating activity). Men are expected to do dangerous/life-threatening jobs and are pressured to be the breadwinners. If they cannot find work, this can lead to crime, suicide, alcohol, drugs etc. Sometimes women blame men for this and then men abuse women. In other words, gender relations impacts onto crime, drugs and alcoholism, divorce rates, sexual and physical abuse, poverty, unemployment etc. Therefore, it is important that when issues/problems are discussed within Reflect groups, it is very important to address gender in relation to the issue being discussed, by exploring and analysing how the issue affects men and women, girls and boys differently and why this is the case, and what can be done to change the situation where it causes disadvantage for one group or another. 	As above
<p><i>This may be a good point to take a lunch break of 45 mins – 1 hour</i></p>		
<p>Analysing power</p>	<ul style="list-style-type: none"> Give each participant a card and marker pen and ask them to write down the first word that comes into their mind when they think of “power”. They then work in groups for about 20 mins to use their words to make one agreed definition of what power means. Participants can add or reject words if they want to, as long as they all reach agreement on their group’s definition. Groups then share their definitions with the whole group. During feedback, point out that sometimes power has a positive image/connotation and sometimes it is negative. It is also sometimes described with very opposite words, indicating a kind of contradiction. This can lead to a brief discussion about the contradictions of power. For example, a woman may have a lot of power at work, making important decisions and controlling people’s salaries. Yet, when she is at home, she is abused by her husband and cannot make decisions – not even to protect her sexual health, like the decision to use condoms. Now ask participants to consider what does it mean to be empowered? As participants share their ideas, capture them all on a mindmap, labelled ‘being empowered means...’ on the flipchart and check that everyone is in agreement with the ideas of what it means to be empowered. 	<p>1 hour</p> <p>(2 mins to write word; 20 mins group work; 15 mins feedback & discussion; 15 mins empowerment activity)</p>
<p>Analysing power (continued)</p>	<ul style="list-style-type: none"> Ask participants to work in groups. Each group is given a card with a context written on it, for example; school, church, workplace, home. (Note: Prepare these cards in advance or during the lunch break). The groups are asked to discuss two questions: <ol style="list-style-type: none"> Where can you see/experience power in this context? How does power play out (manifest) in this context? 	<p>1 hour</p> <p>(see breakdown on page 31)</p>

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Power in all contexts	<ul style="list-style-type: none"> • After the presentations and during plenary, discuss how power is played out in a variety of forms by a range of people, but usually men, well educated people, those who have positions of status and those who have access to information, resources and networks of people/ organisations. • Highlight and capture the following key points about power on the flipchart: that power over has negative connotations and tends to be disempowering. That is when someone usually uses some kind of force to have power over decisions, resources and people, and this slows or blocks progress in development. Also discuss how people need to have the power to act and that this can be achieved when individuals and communities cooperate and work together so that they can gain a sense of power with each other. This kind of power can support collective action for addressing community and household issues. • Also highlight how power is not static. It shifts from place to place and from people to people, depending on who claims and/or uses it. If communities are to have the power to act, they need to be able to shift power into their control. Working together in <i>Reflect</i> circles and learning from each other by going through the full <i>Reflect</i> learning cycle on a development issue can help to achieve this. • It is a good idea to provide space at the end of the discussion for participants to make a note of these key points in their notebooks. 	1 hour (20 mins group work; 20 mins group work feedback; 20 mins discussion and note taking)
<i>This may be a good point to take a break of 20-30 mins</i>		
Power and development issues (discussion)	<ul style="list-style-type: none"> • Discuss with the group how, if power is present in all contexts, how power affects development issues. The issue of HIV and AIDS could be used as an example for discussion. • Ask participants to share their insights on the kinds of decisions men and women need to make to protect themselves from HIV and AIDS? (<i>Eg: decisions like when to use a condom, when to go for voluntary counselling and testing (VCT), when to have sex and when not to have sex, when to disclose our status if we are HIV positive etc.</i>) • Also discuss what kind of resources we need to protect ourselves from HIV or to live longer with HIV or AIDS? • Then discuss who controls the power to make and act on such decisions? (<i>It is often not the individual him/herself. For example, often women cannot tell men to wear a condom or tell them they do not want to have sex. Similarly, it is difficult for a man to avoid sex because of the power of his peers or the power of culture telling him he must prove his manhood. Also, it is difficult for both men and women to disclose their HIV positive status because of the power of stigma in the community.</i>) <p>(continued on page 32)</p>	45 mins (30 mins discussion; 15 mins note-taking)

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Power and development issues (discussion continued)	<ul style="list-style-type: none"> • You could summarise the discussion with the following points captured onto flipchart: <ul style="list-style-type: none"> ○ Power can fuel development issues like HIV and AIDS. Different kinds of power operate to make it harder to protect ourselves from HIV, or to seek the support we need when living with AIDS. ○ An awareness of power is important in development because it can restrict or block development progress and access to our rights. ○ It is important for <i>Reflect</i> facilitators to address issues of power when discussing/addressing community issues with our groups/circles. 	As above
The River of Power and Gender Negotiations	<ul style="list-style-type: none"> • Explain that the River of Power and Gender Negotiations aims to encourage participants to reflect on how the different kinds of power that men and women have can block individual and community development, and how those relations are disempowering for both men and women. It is like we are standing on opposite sides of the river. We all want to reach an 'ideal future island' where we are each empowered and can live a quality life. However, there are many 'crocodiles' in the river which block our path to the 'ideal future island'. These crocodiles represent the kinds of community issues that we live with – issues like crime, unemployment, HIV and AIDS, housing etc. Because of the way men often have power over women, and women sometimes have power over men, we are fuelling some of these development issues and creating more and more crocodiles. The aim of this tool is to find ways to 'kill' the crocodiles together so that both men and women can reach the 'ideal future island' together. To achieve this, we need to negotiate ways men and women would each like each other's behaviours and actions to change to be more empowering. • Ask participants to make a river on the ground with string. In the middle of the river, place a large piece of paper, which represents the 'ideal future island' – a place of empowerment and quality of life where all our rights are realised. • You could choose the issue of HIV and AIDS and ask participants to write on cards the different reasons why we are vulnerable to HIV infection, or early death if we are living with AIDS. Place the cards (representing crocodiles) into the river on the ground. • The male participants sit on one side of the river and females sit on the other. In peer groups, the men then discuss what behaviour or action they would like women to change to make it easier for them to deal with each of the issues written on the cards. At the same time, the women discuss the same in their groups. • Once the groups have decided what behaviours or actions they would like the opposite sex to change, the men and women share their ideas and requests. At this point, the negotiation begins and the aim is for both men and women to agree on the changes they would like to see happen. <p>(continued on page 33)</p>	1 hour

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
The River of Power and Gender Negotiations (continued)	<ul style="list-style-type: none"> • When the change is agreed, it is written on different coloured card and placed next to the relevant issue. The negotiated change represents both a 'stepping stone' to the island, and the 'death of a crocodile'. Participants continue negotiating changes until there are enough stepping stones for both men and women to cross the river safely and reach the 'ideal future island' together. • Once everyone is safely standing together in harmony on the 'ideal future island', point out that this PRA tool can be used to negotiate changes needed to deal with any community issue. These changes could be between men and women or between old and young. The tool could also be used for a role play to look at the changes a community wants in the way local government services are provided. 	As above
Evaluation of the day	<ul style="list-style-type: none"> • Before the session, make a large dice from cardboard or by covering a square box with paper and drawing 1 to 6 on the sides like a dice. On a large sheet of paper, write six questions and number them 1 – 6. (Some of these questions will provide feedback to you the facilitator and other questions will help the participants to internalise and apply their learnings and to give feedback.) • These are the 6 questions: <ol style="list-style-type: none"> 1. Mention something you enjoyed about today. 2. What was an important thing that you learned? 3. Mention something you didn't like. 4. How did you find the range of activities you engaged in today? 5. Comment on the process and the content of today. 6. What learning or ideas from today can you use in your work/community? • Put up the questions on a wall in the room. • Ask participants to sit in a circle. Begin by handing the dice to one of the participants. Ask the participant to throw the dice. As a person catches the dice, s/he answers the question which has the same number as the side of the dice which is facing upwards. • After the evaluation process, give each participant a copy of the 'Sharpening our critical skills through a closer examination of POWER' and 'Theory & methodology of <i>Reflect</i>' handouts for their later reading and ongoing reference. 	10-15 mins

**DAY SIX:
LITERACY, POWER AND EMPOWERMENT
(and programme adjustments)**

AIMS OF THE DAY:

- ✓ To explore different uses of literacy and numeracy in our daily lives
- ✓ To introduce the mobility map as another PRA tool
- ✓ To look at the assumptions underlying different definitions of literacy and to agree a common understanding of literacy
- ✓ To explore the meaning of literacy in *Reflect* by reviewing some written testimonies
- ✓ To reflect on and evaluate our learning of the training so far

MATERIALS:

- Flipchart marker pens (about 10 red, 10 blue, 10 black, 10 green) and Flipchart paper
- Participants' notepaper, pens and folders
- Masking tape or prestik/bluetack
- Handouts: 'What is literacy?', 'Literacy as empowerment', Appendices A & B of these guidelines: 'definitions of literacy' and 'using written testimonies to explore literacy in *Reflect*'

PREPARATION IN ADVANCE:

- Aims of the day written clearly on flipchart
- Make copies of appendices A&B for group work (at least 6 copies of each)
- Make a list of 8-10 words from the training so far written up in jumbled up form (for the anagrams game)

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Literacy game warm up and review	<ul style="list-style-type: none"> • Present and share the learning aims of the day and allow for any comments or questions. • Be sure to prepare 8-10 words that have been commonly raised in the training in a numbered list on the flipchart and in jumbled letter order ahead of this session (<i>eg development, gender, power, empowerment, literacy, facilitator etc</i>) • Divide participants into 4 groups. Explain that you will reveal 8 (or 10) words on the flipchart and that they are all words that have been frequently raised during the training so far, but they are each mixed up, the letters are all in the wrong order. The aim of this anagrams game is to work as a team to unravel the letters to reveal the words. The first team to finish should shout 'stop' and then the words will be checked for accuracy. • When a team shouts stop, check each word one at a time and check that all the teams agree. Allow each team to share their answer to a word one at a time (rather than one team giving all the answers). You can also award a point system for finishing first and for each correct answer. • Once all the words are unravelled correctly, you could use this as an opportunity to review participants' understanding of some of the words and concepts (eg: 'What do they understand gender is about?', or 'What do they understand is the relationship between power and development?' etc etc) <p>(continued on page 35)</p>	<p>10 mins</p> <p>20-30mins</p>

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
<p>Literacy game warm up and review</p> <p>(continued)</p>	<ul style="list-style-type: none"> If you have used the word 'literacy' in the anagrams game, this is also a good opportunity to introduce the key topic of the day as well as to get a baseline measure of what participants understand 'being literate' means or what does literacy mean to them? (It is not necessary to 'correct' participants or reach a common understanding of literacy at this point, as this should emerge during the activities of the day). 	<p>As above</p>
<p>Exploring uses of literacy and numeracy - mobility map</p>	<ul style="list-style-type: none"> Explain that you are going to introduce the Mobility Map, which can be used to help gather some baseline information about participants' literacy and numeracy skills and needs. This map helps us to understand when and where we need to use reading, writing and numeracy skills in our daily lives and which reading writing and numeracy skills we would like to improve or develop. It also helps to reveal how frequently we rely on literacy and numeracy skills in our daily lives, highlighting the importance of literacy skills for all of us. To do the map give participants each a piece of plain paper and some coloured pens or pencils. Participants draw their maps directly onto paper. Alternatively you could draw the map on the ground using string, leaves, stones, sand and whatever else is available around you. You can use the objects to symbolise the different places participants read, write and count and the types of reading, writing and counting they do in the different places on a daily or weekly basis. Start by drawing a simple picture of yourself (each participant) in the centre of the paper. Participants then think about all the places they typically visit and services they use during a week, for example; cinema, home, hair salon, shop, taxi, clinic etc. Participants draw pictures or symbols to represent these different places and services around the page. They should then connect these pictures or symbols to the picture of themselves by drawing arrows. Next, participants think about all the literacy and numeracy skills they use, or need to use, at all these different places, for example; counting money for a taxi or at the shops, reading signs in the clinic, reading electricity bills etc. They draw symbols to represent the different kinds of literacy and numeracy skills they need to use in each place or service. Participants should then think about any difficulties they have with literacy and numeracy in any of these places or services. Then they think about which of these difficulties are the most important for them (as individuals) to solve or improve. They can then consider their aims to achieve in 3 months, 6 months and 1 year. These aims can be plotted on a timeline. (Note: you could also plot these aims on a yearly calendar if you prefer). <p>(continued on next page)</p>	<p>1 hour</p> <p>(45 mins individual mapping; 15 mins discussion)</p>

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Exploring uses of literacy and numeracy - mobility map (contd)	<ul style="list-style-type: none"> When participants have finished their mobility maps, ask them to reflect on them and discuss briefly how frequently we need or use literacy or numeracy in our daily lives. You could also discuss other strategies for counting, reading, documenting or writing that people use (like oral testimonies, how some farmers count their goats or cattle using different strategies even if they can not read or write) and that these skills should be our starting point for strengthening literacy skills in <i>Reflect</i> circles. 	As above
<i>This may be a good point to take a break of 20-30 mins</i>		
Exploring definitions of literacy	<ul style="list-style-type: none"> Ask participants to work in small groups (about 5/6 groups). Give each group a copy of the 'definitions of literacy'. If possible, give a copy to each participant in the group (see Appendix A. NOTE: You may choose to replace some of the definitions shown in the appendix with your own definitions or other local definitions). Ask participants to discuss the definitions and to choose the one that best explains literacy for them (they could use a ranking exercise if they wish). During feedback, discuss with the whole group: <ul style="list-style-type: none"> Are any of the definitions perfect? What is missing? What, if any, assumptions are revealed in the definitions? What would you like to change? Who decides what literacy is in your community/context? How can we reclaim the term literacy so that it is defined as we understand it (more broadly to include all the different uses and different types of literacy practices)? 	1 hour (30mins group work; 30 mins discussion)
Using written testimonies/case studies to explore the meaning of literacy in <i>Reflect</i>	<ul style="list-style-type: none"> Participants are divided into small groups (or they could stay in their same groups from the previous activity). Give each group a few copies of the written testimonies (see Appendix B). If possible, give a copy to each participant in the group. Participants should read the testimonies and then discuss them in their groups considering the questions at the bottom of the testimonies. In plenary, discuss the participants' responses. This may lead to a brief discussion about how in <i>Reflect</i>, we see literacy through an expanded lens – that is, that literacy is not simply about being able to read, write and count – it is also about rights, capacity to act and do things for ourselves and control or influence decisions and actions that affect our lives. 	45 mins (15 mins reading; 15 mins group discussion; 15 mins plenary)
Optional exercise	<ul style="list-style-type: none"> If you have time, you could invite participants to interview a partner and to share their own experiences of literacy approaches and methods of literacy learning/skills development. 	(30mins – 15 mins each)
<i>This may be a good point to take a lunch break of 45 mins – 1 hour</i>		
<p>NOTE: This day has deliberately been left with some space to allow for any adjustments to the programme, and to 'catch up' if some of the activities so far in the training have taken longer than planned for, or if any further revision or practice on any of the training topics covered in the first 6 days is required. It also accommodates the time that is likely to have been taken conducting energisers during the training days so far. In addition, you may have negotiated a half day or day off during this 12 day course, or you may be conducting a 10 day course, and this day six, as well as day 12 have been shortened in terms of content to allow for such adjustments.</p>		

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Mid training evaluation	<ul style="list-style-type: none"> • Prepare in advance of this session some questions to provide space for participants to evaluate the training and their learning so far. This is aimed at helping you as a facilitator to ensure you are meeting participants' training needs and expectations and to make any necessary adjustments in order to do so. It is also aimed at providing participants with an opportunity to reflect on their learning so far and this is a process they must also do with their <i>Reflect</i> circle participants on a regular basis. • It is suggested that participants write their answers to the questions on a piece of paper and hand it to you the facilitator for your review in the evening. • Some possible evaluation questions to ask are: <ul style="list-style-type: none"> ○ What has been most useful about this week? ○ What has been less useful about this week? ○ What would you like to change? ○ What have been your 6 key learning points so far in the training? ○ How do you feel about the way the training has been facilitated this week? ○ Do you have any other comments or suggestions about the training so far? • Before closing for the day, be sure to give participants each a copy of the 'What is literacy?' and 'Literacy as Empowerment' handouts for their later reading and ongoing reference. 	30-45mins

**CONGRATULATIONS! YOU ARE NOW HALF WAY THROUGH
FACILITATING YOUR *REFLECT TOF* COURSE 😊😊😊**

LET'S GO ONWARDS TO THE SECOND HALF OF THE COURSE.....

**DAY SEVEN:
INTEGRATING LITERACY, NUMERACY AND COMMUNICATION SKILLS INTO *REFLECT***

AIMS OF THE DAY:

- ✓ To experience a full *Reflect* learning cycle together
- ✓ To learn to use the timeline PRA tool
- ✓ To think about how to facilitate and integrate literacy, numeracy and communication skills into the *Reflect* process
- ✓ To explore how to integrate supplementary materials into the *Reflect* process
- ✓ To actively practise critically reflecting on our learning of the day

MATERIALS:

- Lots of coloured card – cut into quarter A4 size
- String (for the timeline tool)
- Flipchart marker pens (about 10 red, 10 blue, 10 black, 10 green) and Flipchart paper
- Participants’ notepaper, pens and folders
- Masking tape or prestik/bluetack
- Handouts: Appendix C of these guidelines (**and check what preparation/materials you will need for the activities you choose from Appendix C**)

PREPARATION IN ADVANCE:

- Aims of the day written clearly on flipchart

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
<p>Experiencing and facilitating a full <i>Reflect</i> learning cycle</p> <p>- constructing the tool</p>	<ul style="list-style-type: none"> • Present and share the learning aims of the day and allow for any comments or questions. • Explain that today we are going to reach most of our aims of the day by going through a full <i>Reflect</i> learning cycle together. This will help us to experience the facilitation process for the whole cycle and we will start with construction of another PRA tool, the timeline tool. We will use the tool for the issue of [HIV and AIDS] (You may choose to select a different issue, particularly one that emerged from the mapping and ranking matrix processes earlier in the training. You will then need to adapt some of the suggested facilitation guidelines below, and this should not be too onerous to accommodate.) • Explain that the timeline tool is effective for tracking changes in relation to an issue. The timeline can show trends of successful and failed events or actions. It helps us to predict future events by looking back at past events. We can use the timeline to see what has helped to alleviate a problem and what has caused a problem to get worse. We can also look at and plan things that we would like to see happen for ourselves, our projects or our communities in the future. Using a timeline we can make a note of the key dates in which things took place or the key dates we would like something to take place or be completed by. The timeline is important because it helps us to understand our history or plan our future. 	<p>10mins</p> <p>Explaining the tool: 10mins</p>

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
<p>Experiencing and facilitating a full Reflect learning cycle</p> <p>- constructing the tool (contd)</p>	<ul style="list-style-type: none"> • Explain that when you do a timeline, it is not important that the events are given in the correct order. It doesn't even matter if people cannot remember the exact date, as long as people can say when it happened in relation to other events. For example, was it before or after the political violence? Was it before or after the project started? How many months or years after or before? • Constructing the tool: • Start by laying a long piece of string on the ground to represent the timeline. Then ask participants 'when did we first start hearing about HIV and AIDS?' (don't worry if the year is not exact, just as long as everyone agrees the approximate year HIV first started being raised as an issue in their country). When a year is agreed ask a participant to write it on card and place it at the starting end of the timeline. • Now ask 'what happened the year that first raised our awareness of HIV?' Allow time for participants to discuss and agree on a key event or occurrence in relation to the issue for that year. When the event is agreed ask a participant to write it on card and place it opposite the date and on the other side of the timeline/string. • If it is decided the event was a positive event (or success), participants draw it on (eg. green) card and if they decide it was a negative event (or mistake), they draw it on (eg. yellow) card. (It doesn't matter what colours you use, but it helps to use two different colours). • To find out why an event was important or a success or mistake, you will need to discuss lots of questions. Questions such as who was responsible for certain events? Who else was directly involved in the event? Who was most affected by the event? If an event involved money, who paid? Where did the money come from and who decided how it should be spent? Remind participants that they will also need to ask lots of questions when their circle participants discuss events that are important to their community. • The discussion should then draw out all the events that have happened in relation to HIV&AIDS since the starting date. Facilitate this by asking: 'what other events have occurred in relation to HIV and AIDS?' and 'was that a positive or negative event for us and why?' and 'what year/month was that approximately?' • When participants identify and agree an event, they continue to write the events and dates on a card and place them along the line of string. • They could also draw a picture or symbol for the event, and then write it on another card. (Remember that it helps those people who are not good at reading and writing if we draw pictures). • As participants talk about each event, also encourage them to talk about why it was important and what it meant for the community/the country. <p>(continued on the page 40)</p>	<p>2 – 2.5 hours</p> <p>(1.5 hrs constructing the tool and discussion; 20 mins copying graphic; 30 mins reflection questions)</p>

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
<p>Experiencing and facilitating a full <i>Reflect</i> learning cycle</p> <p>- constructing the tool (contd)</p>	<ul style="list-style-type: none"> • After everyone has given their different ideas, encourage them to put the card events into the order they happened. This is the point when the cards can easily be rearranged, rather than focussing on it during the discussion, as this can stifle the flow of the discussion. • Next you can look at how many successful events happened over the timeline period and how many mistakes happened. You may talk about how the successes lead to more successes and how the mistakes lead to more mistakes. • Use pens or string to link the events that lead to mistakes, and to link the events that lead to successes. • Next you can consider possible action by talking about how the mistakes could have been avoided and how the successes or similar successes could be repeated in the future. • Next, stick the cards onto flipchart paper in the same order they were on the ground. So that you have a record of all the important events for the issue over the timeline period. Participants should also make a copy of the timeline in their notebooks. Point out that: <div data-bbox="464 819 1246 1115" style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>It is very important for the facilitator of the <i>Reflect</i> circle to make notes of these things that are discussed because these are the things that tell us what happened and why. If we don't understand why things happened, and what they mean, it is difficult for us to go forward with development. It is important to look back on what has happened, when and why. This helps us to understand where we are now, and plan where we want to go in the future.</p> </div> <ul style="list-style-type: none"> • Finally, ask participants to reflect on the process and the tool and ask: <ul style="list-style-type: none"> ○ How did they feel during this discussion and construction of the timeline and why? ○ How was the level of participation? Could everyone participate or was anyone excluded and if so, why and how can that be avoided? ○ What were the main facilitation steps you went through to complete the graphic and the discussion? ○ What were some of the questions you asked to guide the discussion and analysis? ○ What other issues could this timeline tool be used for? (How else could it be applied?) ○ How far have we come through the <i>Reflect</i> learning cycle? (<i>you have constructed the tool and begun to engage in some discussion and analysis and started thinking about some possible action in terms of how to avoid mistakes and repeat successes</i>). 	<p>As above</p>
<p><i>This may be a good point to take a break of 20-30 mins</i></p>		
<p>Experiencing and facilitating a full <i>Reflect</i> learning cycle</p> <p>- Discussion and Analysis</p>	<ul style="list-style-type: none"> • Explain that you are going to continue to simulate the <i>Reflect</i> learning cycle by considering how we can move through the next elements of the <i>Reflect</i> learning cycle: • Ask participants to reflect on the questions you asked while everyone was constructing the timeline, and ask them to consider other questions you could ask to facilitate discussion & analysis of this issue from the timeline. (Continued on pg 41) 	<p>45 mins</p> <p>(see pg 41 for breakdown)</p>

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
<p>Experiencing and facilitating a full <i>Reflect</i> learning cycle - Discussion and Analysis</p> <p>(continued)</p>	<ul style="list-style-type: none"> • Remind participants of the 3 types of questions you looked at on day three of the TOF and elicit their ideas for these 3 types of questions. Below are some suggestions: <p><u>General questions:</u></p> <ul style="list-style-type: none"> • When did we first hear/learn about HIV and AIDS? • Who (target group) is infected/affected most? • Where is HIV prevalent? • How many people were infected in (1995) and how many people are infected now? • How have the events fuelled the HIV rates and how have they helped to reduce the HIV rates? • Who have been the main people/organisations/structures controlling the message giving about HIV and AIDS? Have their messages been good or bad? Why? <p><u>Coping questions:</u></p> <ul style="list-style-type: none"> • How did people cope with this disease in (1995)? • How do people manage with HIV now? • How are people currently supporting each other to live with HIV or AIDS? <p><u>Action questions:</u></p> <ul style="list-style-type: none"> • How can our community deal with this issue? • How can we get involved in supporting people living with HIV or AIDS? • How can we reduce fear or stigma in our community? <ul style="list-style-type: none"> • It is a good idea to encourage participants to copy the question ideas into their notebooks for future reference (particularly for supporting ideas for unit and session plan writing on day nine). 	<p>As above</p> <p>(30mins to elicit ideas for questions; 15 mins to take notes)</p>
<p>Experiencing and facilitating a full <i>Reflect</i> learning cycle - Planning for action</p>	<ul style="list-style-type: none"> • Remind participants that you have now moved through 2 elements of the <i>Reflect</i> learning cycle (construction of the tool and discussion and analysis) and that you are now going to look at how you can facilitate planning for action. • Point out that it is important to break down the action ideas into something specific and realistic for the community to achieve. We need to focus on specific events from the timeline and select a current issue that the circle members can realistically address. Ask participants to share their ideas of possible solutions to the issue of HIV and AIDS. Some ideas for action that participants of other TOFs have shared in the past include: <ul style="list-style-type: none"> 1. Create a social atmosphere that supports people to live with HIV and AIDS 2. Start support groups for both HIV positive and negative people 3. Don't be judgmental – take responsibility for our attitudes 4. Make ground rules in the circle to assure HIV positive people that they won't be victimized if they disclose their status 5. Teach people how HIV is spread so they are not afraid of touching HIV positive people <p>(continued on page 42)</p>	<p>1 hour</p> <p>(for the whole planning for action session)</p>

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME																																								
<p>Experiencing and facilitating a full <i>Reflect</i> learning cycle - Planning for action</p> <p>(continued)</p>	<ul style="list-style-type: none"> Look again at the ideas and encourage participants to consider if some are more achievable at community and household level than others (this will depend on the ideas shared during your TOF, and you will need to decide if this is the case for the ideas shared by your TOF participants). Highlight that it is important to remember that actions need to be ones that people can actually achieve themselves or as a circle. Then select one of the actions and encourage participants to think more deeply about what would actually need to be <u>done</u> to make the action happen, for example: <p><u>ACTION:</u> Form an HIV support group</p> <p><u>THINGS WE NEED TO DO TO MAKE THE ACTION HAPPEN:</u></p> <ul style="list-style-type: none"> ✓ Go and speak to already existing groups (eg youth groups) to see if they want to form a support group. ✓ Invite people through the community radio station ✓ Organise a drama to attract people ✓ Call a community meeting ✓ Make and put up posters/leaflets or give out to people ✓ Speak to clinic staff to see how they can help <ul style="list-style-type: none"> Next consider the following questions: <ul style="list-style-type: none"> How can we make sure each of the steps we need to take to make the action happen actually gets done? Who will do each step? When will we start and complete these actions? How will we know that we are progressing with our planned action? Introduce the planning matrix as below as a way of organising and tracking progress of action plans: <table border="1" data-bbox="427 1211 1235 2033"> <thead> <tr> <th colspan="5" data-bbox="432 1218 1230 1249">Action: Form an HIV support group</th> </tr> <tr> <th data-bbox="432 1249 596 1509"><u>WHAT</u> to DO?</th> <th data-bbox="596 1249 788 1509"><u>WHO</u> is the PERSON RESPONSIBLE?</th> <th data-bbox="788 1249 916 1509"><u>WHEN</u> will the ACTION be done by?</th> <th data-bbox="916 1249 1075 1509"><u>HOW</u> will it be done? (What RESOURCES are needed?)</th> <th data-bbox="1075 1249 1230 1509"><u>REPORT BACK</u> (when will the responsible person report to the group)?</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 1509 596 1576">1. Speak to clinic staff</td> <td data-bbox="596 1509 788 1576"><i>Eg: Mpho</i></td> <td data-bbox="788 1509 916 1576"><i>Eg: 10/8/10</i></td> <td data-bbox="916 1509 1075 1576"><i>Eg: none</i></td> <td data-bbox="1075 1509 1230 1576"><i>Eg: 12/8/10</i></td> </tr> <tr> <td data-bbox="432 1576 596 1711">2. Speak to already existing groups</td> <td data-bbox="596 1576 788 1711"></td> <td data-bbox="788 1576 916 1711"></td> <td data-bbox="916 1576 1075 1711"></td> <td data-bbox="1075 1576 1230 1711"></td> </tr> <tr> <td data-bbox="432 1711 596 1845">3. Make and put up/give out posters and leaflets</td> <td data-bbox="596 1711 788 1845"></td> <td data-bbox="788 1711 916 1845"></td> <td data-bbox="916 1711 1075 1845"></td> <td data-bbox="1075 1711 1230 1845"></td> </tr> <tr> <td data-bbox="432 1845 596 1935">4. Call a community meeting</td> <td data-bbox="596 1845 788 1935"></td> <td data-bbox="788 1845 916 1935"></td> <td data-bbox="916 1845 1075 1935"></td> <td data-bbox="1075 1845 1230 1935"></td> </tr> <tr> <td data-bbox="432 1935 596 2002">5. Organise a drama</td> <td data-bbox="596 1935 788 2002"></td> <td data-bbox="788 1935 916 2002"></td> <td data-bbox="916 1935 1075 2002"></td> <td data-bbox="1075 1935 1230 2002"></td> </tr> <tr> <td data-bbox="432 2002 596 2033">ETC</td> <td data-bbox="596 2002 788 2033"></td> <td data-bbox="788 2002 916 2033"></td> <td data-bbox="916 2002 1075 2033"></td> <td data-bbox="1075 2002 1230 2033"></td> </tr> </tbody> </table>	Action: Form an HIV support group					<u>WHAT</u> to DO?	<u>WHO</u> is the PERSON RESPONSIBLE?	<u>WHEN</u> will the ACTION be done by?	<u>HOW</u> will it be done? (What RESOURCES are needed?)	<u>REPORT BACK</u> (when will the responsible person report to the group)?	1. Speak to clinic staff	<i>Eg: Mpho</i>	<i>Eg: 10/8/10</i>	<i>Eg: none</i>	<i>Eg: 12/8/10</i>	2. Speak to already existing groups					3. Make and put up/give out posters and leaflets					4. Call a community meeting					5. Organise a drama					ETC					As above
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SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
<p>Experiencing and facilitating a full <i>Reflect</i> learning cycle - Planning for action</p> <p>(continued)</p>	<ul style="list-style-type: none"> • Point out that it is important to ensure that reflection, discussion, analysis and learning about an issue/problem leads to real action. This is because development is unlikely to happen if we don't take positive action, and participants will quickly lose motivation if they don't see that they are progressing. The planning and action matrix helps us to ensure that members of the circle are clear on what they have agreed to do, by who and by when. Therefore this tool is useful for tracking (or monitoring) development progress. Highlight that it is very important for participants to keep reviewing and monitoring how they are progressing with their agreed actions so that they can support each other if they are experiencing any difficulties with the action point they are responsible for. • Quickly review the key steps to take for the planning for action discussion and encourage participants to copy the following into their notebooks: <ul style="list-style-type: none"> → Step 1 Start by deciding and agreeing which action is appropriate and <u>do-able</u>. → Step 2 Think of all the steps needed to make the action really happen. → Step 3 Use the matrix to help you plan. 	<p>As above</p>
<p><i>This may be a good point to take a lunch break of 45 mins – 1 hour</i></p>		
<p>Experiencing and facilitating a full <i>Reflect</i> learning cycle</p> <p>- Literacy, numeracy, communication skills and other education</p>	<ul style="list-style-type: none"> • For this part of the session you should familiarise yourself with the ideas in Appendix C of these guidelines and decide how best you want to facilitate this part of the <i>Reflect</i> learning cycle simulation practice. • Ask participants to consider what numeracy, literacy and other communication skills exercises they could facilitate for their group from the discussions during construction of the Timeline. <i>The important concept to emphasise here is that all <u>numeracy, literacy and communication skills exercises should relate directly to the issue being discussed</u> (in this case, HIV and AIDS).</i> • Explain that, as facilitators, it is important to ensure that the group understand that literacy and numeracy are simply about pictures and symbols and that the facilitator's role is to guide their participants through simple pattern-realisation exercises. • As participants suggest their ideas for literacy, numeracy, communication skills and other education exercises that could be practised, make sure you also discuss how this could be achieved. • This is likely to be a very challenging task for participants at this stage in their experience of <i>Reflect</i>, so try to encourage rather than be too critical of their ideas. • At this point you should introduce participants to the ideas shared in Appendix C of this document. You will need to decide how best to do this, based on the needs and existing knowledge and skills of your participants, as well as the time available. You may like to spend some time doing some of the activities with participants, so that they can experience the ideas themselves. If this is the case, be sure to prepare any materials needed in advance of the session! 	<p>About 2 hours</p> <p>(up until afternoon break)</p>

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Experiencing and facilitating a full <i>Reflect</i> learning cycle - Supplementary materials	<ul style="list-style-type: none"> Point out to participants that the use of supplementary information and materials in <i>Reflect</i> serve a dual purpose, namely to enhance participants' literacy skills, but also to help them to acquire more information about the topic discussed. Theme related supplementary materials assist participants to see the relevancy of literacy skills in their daily lives and ensures that they use their skills outside the context of the <i>Reflect</i> circle. Ask participants to share their ideas of possible supplementary materials they could bring into the learning about HIV and AIDS from the timeline, where they could source them from and how they could realistically use them in a meaningful way. Some examples of supplementary materials are pamphlets and brochures from government departments or NGO's, readers produced for adult literacy students, booklets on topics discussed, forms from banks, instruction pamphlets on medicine or seeds, government policy (eg on ARVs, HIV in the workplace) etc etc. 	20 mins
Experiencing and facilitating a full <i>Reflect</i> learning cycle - Reviewing and evaluating learning and actions	<ul style="list-style-type: none"> Emphasise the importance for participants to regularly review their action plans and to think back and consider what they have learnt, what was useful and what actions were successful or not and why? This helps participants to learn from the past so that they can repeat successes in the future, as well as avoid repeating less successful actions. In addition, this provides a way for participants in the group to monitor or track the progress of their learning as well as their action plans. The process of reflecting on an issue, planning for action, taking action, and then reflecting on successes/challenges can be illustrated with a diagram which you can explain as you draw it on flipchart: <div data-bbox="475 1167 1193 1375" data-label="Diagram"> </div> Explain that, as a way of practising developing review and evaluation questions, the evaluation of today's session will be more actively conducted by participants. 	15 mins
Active evaluation of the day	<ul style="list-style-type: none"> Remind participants of the importance of asking questions to guide discussing and learning and that the aim of this exercise is for participants to practise forming useful questions, as well as to take an active role in evaluating their learning and progress from the day. Divide participants into 5 groups. Each group is given a theme/topic in relation to the day's proceedings and asked to formulate and agree a question they could ask the rest of the group about the topic. The groups then choose a researcher (or two) who circulates around each of the groups to find out their responses to their question. The topics that participants could use to make a question about are as suggested on page 45. 	45mins (30mins group work; 15mins research)

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Active evaluation of the day (contd)	<ul style="list-style-type: none"> • Suggested topics: <ul style="list-style-type: none"> ✓ The process of the day (the way the day was conducted) ✓ The facilitation and pace ✓ The participation/group dynamics ✓ The content of the day's session ✓ The extent to which aims were met and any general comments • The researchers and their group could then prepare a summary of responses to present to the whole group on the morning of day eight. 	As above

DAY EIGHT:
WORKING WITH *REFLECT* LEARNING UNITS AND DEVELOPING A FACILITATOR'S MANUAL

AIMS OF THE DAY:

- ✓ To share our reflections about day seven's learning and to review some key elements of good facilitation skills
- ✓ To review the process we go through to find, prioritise and begin working with issues
- ✓ To discuss and learn how learning units and session plans form a facilitator's manual to help guide the facilitator through the *Reflect* learning process
- ✓ To explore how peer observations can support and strengthen our work as facilitators
- ✓ To reflect on our learning of the day

MATERIALS:

- Flipchart marker pens (about 10 red, 10 blue, 10 black, 10 green) and Flipchart paper
- Participants' notepaper, pens and folders and their reports from the day seven evaluation
- Masking tape or prestik/bluetack
- Handouts: 'Suggested Steps for Identifying, Prioritising and Working through Community Issues' (refer to Appendix D); 'Guidelines & Practice Exercises for Working with *Reflect* Learning Units'
- String - for the evaluation exercise

PREPARATION IN ADVANCE:

- Aims of the day written clearly on flipchart
- Facilitation skills questions written on separate cards
- Cut up 5 sets of '*Reflect* learning cycle from mapping to end of the 1st issue' (see Appendix D)
- Copies x 5 of the various example learning units shared with you during the TOT (and sent again by the author to AAIN for distribution to you)

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Feedback from group work evaluation of day 7	<ul style="list-style-type: none"> • Present and share the learning aims of the day and allow for any comments or questions. • Remind participants of their afternoon/evening assignment from yesterday and ask a member from each of the groups who had researched training evaluation questions in day seven to present: <ul style="list-style-type: none"> ○ their questions and ○ their findings to the whole group • Depending on the range, relevance and effectiveness of the evaluation questions the groups formed, this may be a good point to note that part of the purpose of the evaluation exercise was to practise and learn how to ask questions, because forming questions is a very important skill when facilitating. • You could ask participants to look at the evaluation questions again and discuss which are good questions and why and which are not so good and why? • Following this discussion it may be useful to highlight and agree with the group that good facilitation questions..... <p>(Continued on page 47)</p>	<p>10mins</p> <p>30mins</p> <p>(15mins group feedback; 15mins discussion and note taking)</p>

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME												
Feedback from group work evaluation of day 7 (continued)	<ul style="list-style-type: none"> ✓ Are open questions that prompt the responder to elaborate on their answers (they do not prompt a yes/no answer) ✓ Prompt for specific information ✓ Make the responder think back and reflect on what has happened and how this has influenced them (especially in the context of asking evaluation questions) <ul style="list-style-type: none"> • It is a good idea to encourage participants to note the above key points about question forming in their notebooks 	As above												
Review of good facilitation skills	<ul style="list-style-type: none"> • At this point, it may be helpful to provide participants with an opportunity to critically reflect on, and learn from, your facilitation of the training so far. Part of the purpose of this exercise is to reinforce the importance of how <i>Reflect</i> is fundamentally about reflecting (looking back), critically thinking (analysing) and thinking forward (planning for action). This exercise provides participants with space to reflect on the strengths of you as a facilitator, and to identify the techniques/skills you have used to guide the learning process throughout the training so that they can draw on these skills when they facilitate their own groups. • Ask participants to work in pairs or small groups of 3. Each group is given a different aspect of facilitation skills and they discuss their thoughts on how you have guided this aspect of facilitation. • An example of the questions and some potential responses for feedback (although these will be different according to your participants' responses) are in the table below: <table border="1" data-bbox="440 1111 1246 1861"> <thead> <tr> <th data-bbox="440 1111 708 1173">How did the facilitator(s).....</th> <th data-bbox="708 1111 1246 1173">(Possible) Responses from participants</th> </tr> </thead> <tbody> <tr> <td data-bbox="440 1173 708 1272">Build our confidence?</td> <td data-bbox="708 1173 1246 1272"><i>Encouraged people to speak and to present Praised and thanked people for their contributions</i></td> </tr> <tr> <td data-bbox="440 1272 708 1406">Ensure participation?</td> <td data-bbox="708 1272 1246 1406"><i>Gave group tasks Asked questions aimed at pulling less active participants into the discussions Assigned tasks to individuals</i></td> </tr> <tr> <td data-bbox="440 1406 708 1469">Deal with individual characters?</td> <td data-bbox="708 1406 1246 1469"><i>Patient and polite and never shouted Praised, appreciated all answers</i></td> </tr> <tr> <td data-bbox="440 1469 708 1731">Help us to learn?</td> <td data-bbox="708 1469 1246 1731"><i>Used a variety of tools and energisers Sessions were relevant to our needs Didn't make us feel anxious and allowed use and translation of all languages Respected all opinions and appreciated our existing knowledge Kept reinforcing the Reflect learning cycle in different ways to help us understand</i></td> </tr> <tr> <td data-bbox="440 1731 708 1861">Ask questions to guide us?</td> <td data-bbox="708 1731 1246 1861"><i>Used open questions to enable people to express themselves Patiently repeated questions in different ways Directed some questions to quieter people</i></td> </tr> </tbody> </table> <p data-bbox="440 1861 708 1895">(Continued on page 48)</p>	How did the facilitator(s).....	(Possible) Responses from participants	Build our confidence?	<i>Encouraged people to speak and to present Praised and thanked people for their contributions</i>	Ensure participation?	<i>Gave group tasks Asked questions aimed at pulling less active participants into the discussions Assigned tasks to individuals</i>	Deal with individual characters?	<i>Patient and polite and never shouted Praised, appreciated all answers</i>	Help us to learn?	<i>Used a variety of tools and energisers Sessions were relevant to our needs Didn't make us feel anxious and allowed use and translation of all languages Respected all opinions and appreciated our existing knowledge Kept reinforcing the Reflect learning cycle in different ways to help us understand</i>	Ask questions to guide us?	<i>Used open questions to enable people to express themselves Patiently repeated questions in different ways Directed some questions to quieter people</i>	45 mins (15 mins for small group work; 30 mins feedback)
How did the facilitator(s).....	(Possible) Responses from participants													
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SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Review of good facilitation skills (continued)	Build the group? <i>Mixed the groups up so that people didn't get used to working with the same people all the time</i> <i>Sometimes grouped us according to our work interests or gender or age</i>	As above
	Make the sessions clear? <i>Asked clear and specific questions and gave clear instructions</i> <i>Checked our understanding before we started an activity</i>	
	Lead/guide discussions? <i>Visited groups during group work</i> <i>Clarified what people were saying to ensure everyone was together and understood</i> <i>Reflected on people's points to emphasise the point and create more responses</i> <i>Noticed people and noticed when they had a point to make and checked everyone had a turn to speak</i>	
<i>This may be a good point to take a break of 20-30mins</i>		
Review of the Reflect learning process (from mapping to the end of the first issue)	<ul style="list-style-type: none"> • Make sure that in advance of this session you have prepared sets of cards of the suggested steps in Appendix D of these guidelines. Cut up the parts and paste each part onto different sets of coloured card (so you have 5 sets of the steps, each set on a different colour). • Participants work in groups and each group is given a set of the cards. Explain that each card has a step we need to take from identifying problems/issues with the community to working through a full <i>Reflect</i> learning cycle with the first prioritised issue. The aim of the exercise is to review the content of the training so far by sequencing the steps into order. • Once groups are satisfied with their sequencing, they can rotate to look at other group's work and return to their own group and discuss if they want to make any changes, based on reviewing the sequencing of the other groups. • Each group is then given the handout of the suggested sequence and they compare this with their own answers. • Finally, discuss any areas of disagreement or areas for clarification in a whole group plenary session. 	1 hour
Working with Reflect learning units - Intro	<ul style="list-style-type: none"> • Before conducting this session, it will be helpful to refer to page 3 of these guidelines as well as your handout 'Guidelines for Working with <i>Reflect</i> Learning Units' given to you during your TOT. • Ask participants: <i>How do we guide our participants through the Reflect learning cycle on <u>one</u> issue?</i> Allow participants to share their ideas. • Explain that, in <i>Reflect</i>, we produce our own learning units which are based on the issues identified by our community members. These are usually produced with support from organisational staff, such as project coordinators/trainers/managers - at least until facilitators themselves feel confident to develop their own learning units. <p>(Continued on page 49)</p>	20mins

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
<p>Working with Reflect learning units - Intro</p> <p>(Continued)</p>	<ul style="list-style-type: none"> • Explain that <u>each unit</u> focuses on suggestions on how to facilitate addressing <u>one</u> problem/issue identified. Therefore, each unit is likely to cover 10-12 meetings. In other words, <i>a unit is one cycle of the Reflect wheel. It is a series of sessions which guide learning and action around a particular theme or problem or issue.</i> This means that if a group meets twice a week, approximately eight issues could be covered over the course of one year. The number of actions, however, could be far more, depending on the type of action(s) the circle agrees to undertake. • Ask: Why use units? Make sure the following points are raised: <ul style="list-style-type: none"> ○ <i>They help to guide the learning process in a structured way</i> ○ <i>They help us to keep focussed on addressing the issue</i> ○ <i>They guide the development process</i> ○ <i>They are a record of participants' learning for ourselves and others</i> 	<p>As above</p>
<p><i>This may be a good point to take a lunch break of 45 mins-1 hour</i></p>		
<p>Working with Reflect learning units – Studying units and session plans</p>	<ul style="list-style-type: none"> • Make sure you have made enough copies of the various example learning units already shared with you so that each group can look together through at least 2 example units. • Participants work in groups (of 5/6). Give each group 1-2 copies of at least 2 example learning units each. • Ask participants to go through the units thoroughly and make notes on any patterns they notice emerging, the main section headings and how each 'session' (or lesson/meeting) is structured. You should point out that some of these example units are good and some are not so good, and this is for further discussion – what do participants think of the quality and meaningfulness/usefulness of each unit they look at? • During feedback, summarise that each unit has most of the components of a <i>Reflect</i> learning cycle and that, sometimes, some units are longer than others. The structure emerging from the units is that each unit should contain: <ul style="list-style-type: none"> ✓ The theme/topic or issue/problem of the unit ✓ The learning aims/objectives of the unit ✓ The materials/ preparation that will be needed to go through the unit ✓ Ideas for guiding learning through each of the parts of the Reflect learning cycle; ie the tool and how to construct it, discussion and analysis questions, ideas for action, ideas for literacy, numeracy, communication skills, supplementary materials and additional education ✓ An exercise to evaluate learning and development progress from completing the unit • Developing session plans: • Present the structure of session plans to participants (refer to page 4 of your Guidelines to Working with Reflect Learning Units handout), namely: Topic of the session, learning aims of the session, time, activities & questions to facilitate in the session, and materials/preparation needed for the session. During feedback, note that <i>a session is one part of a unit and one part of the Reflect learning cycle and a session helps us to progress through a learning unit.</i> 	<p>45 mins</p> <p>(30mins group work; 15 mins feedback)</p>

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Developing a facilitator's manual	<ul style="list-style-type: none"> • Explain (and reassure participants) that in day nine of the training, participants will be given an opportunity to practise drafting units and session plans based on these structures. • Explain that all the handouts and notes from this TOF that participants gather should be put into a file or bound folder for on-going reference as they start to facilitate their <i>Reflect</i> circle. In addition, each unit produced is collected into that file or bound folder and this all forms a facilitator's manual. • Facilitators can then select the unit that is appropriate to their circle's learning needs and priorities and develop their own session plans from the suggestions in the unit. • It is suggested that you draw up the visual representation that is on page 4 of your handout 'Guidelines for Working with <i>Reflect</i> Learning Units' onto flipchart as it should help participants to explore how session plans, units and a facilitator's manual are structured and integrated. • Allow participants to comment and/or to ask for clarification, but try not to get too overwhelmed by this topic at the moment – it should be made clearer to participants after they have had an opportunity to practise drafting learning units and session plans in day nine of the TOF. Remember also that it takes time, practice and experience to become confident with writing learning units, and that the <i>Reflect</i> implementing organisations' coordination/management staff should support this process at least in the first year or so of <i>Reflect</i> implementation. That said, facilitators must learn to write units if they are to develop confidently and independently as facilitators. 	20 mins
Facilitator's Guide (suggested optional input)	<ul style="list-style-type: none"> • Remind participants that a report of this TOF training proceedings and outcomes is being written as the training happened (assuming this is the case!). This TOF workshop report should be printed and distributed to each facilitator so that they can use it as a reference guide to support their implementation of <i>Reflect</i> and running their circles. • Clarify that the facilitator's manual contains the TOF handouts and the learning units produced to work through with participants, the facilitator's guide acts as a reference to remind facilitators of how to construct the PRA tools, how to guide discussion, analysis and planning for action, how to work with adults and how to manage circles (in other words, it contains a report and record of how they were guided through their TOF). 	10mins
<i>This may be a good point to take a break of 20-30mins</i>		
Peer observations and supporting each other to learn	<ul style="list-style-type: none"> • Ask participants to work in small groups to consider their responses to three guiding questions: <ul style="list-style-type: none"> ○ What is peer observation? ○ How can peer observations help us as facilitators? ○ What do you think are some of the important things we should look for when we observe our peers? <p>(Continued on page 51)</p>	1.5 hours (20mins group work; 30 mins feedback; 30 mins developing peer obs. checklist)

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
<p>Peer observations and supporting each other to learn</p> <p>(continued)</p>	<ul style="list-style-type: none"> • During feedback, make sure the following points are covered: <ul style="list-style-type: none"> ○ <i>Peer observation is looking (constructively) critically at somebody with the same job to evaluate if his or her aims are being met.</i> ○ <i>Peer observations can help us by:</i> <ul style="list-style-type: none"> ○ <i>Showing how the theory is put into practice through real demonstration</i> ○ <i>Learn how others arrange/plan circle meetings</i> ○ <i>Sharing ideas for success and for overcoming challenges</i> ○ <i>We should observe for the following 5 aspects of a circle session:</i> <ul style="list-style-type: none"> (a) <i>How was the discussion (communication) between</i> <ul style="list-style-type: none"> <i>i) the participants, and between</i> <i>ii) the facilitator and participants?</i> (b) <i>How was the focus? Did the facilitator keep participants focused and did he/she reach his/her learning aim(s)?</i> (c) <i>How was the level of participation?</i> (d) <i>Did any power issues come out? If so, what and how?</i> (e) <i>How well was the session planned (eg: timing, focus, materials and pace of the session)?</i> (f) <i>Are action plans being made and/or followed through?</i> • This may be a good point to discuss how peer observations can work practically across facilitators within similar geographical areas, or even further away if the implementing organisations' budget can provide for this. You may even want to draw up a calendar or timetable for the year for peer observations to take place if this is feasible with your group. • It is a good idea to develop an agreed peer observation process 'checklist' together with facilitators, so that they can use the checklist going forward when they visit each other. Below is an example of a checklist developed by facilitators during a TOF in South Africa: <p><u>Peer Observation Process Checklist:</u></p> <ol style="list-style-type: none"> 1. Agree a date to observe/be observed. 2. Ask the facilitator if there is anything specific he/she wants to be observed on? 3. Observe for the following 5 aspects of the session; <ul style="list-style-type: none"> (g) How was the communication (dialogue) between i) the participants and between ii) the facilitator and participants? (h) How was the focus? Did the facilitator keep participants focused and did he/she reach his/her learning aim(s)? (i) How was the level of participation? (j) Did any power issues come out? If so, what and how? (k) How was the timing and pace of the session? 4. After the session ask the facilitator to reflect on his/her own session. Ask what went well and what could be improved? 5. Then the observer gives feedback on the points above (what the facilitator wanted to be observed on and points 3(a) to 3(e).) 6. The facilitator reflects on the feedback from the observer. Ask what does he/she feel about the feedback? 7. The facilitator sets some goals for strengthening his/her facilitation and sessions in the future. 	<p>As above</p>

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Evaluation of the day	<ul style="list-style-type: none"> • Place a long piece of strong along the ground. Explain that at one end, it represents a rating of 10 (high rating), at the other end, a rating of 1 (low rating), the middle point is a rating of 5 (mid-level rating) and so on (with the numbers in between). • Ask participants to listen to the evaluation questions and, after each question, to move to the point along the line which best represents their rating for their own level of understanding. • Some suggested questions are: <ul style="list-style-type: none"> ○ To what extent do you feel you understand: <ul style="list-style-type: none"> ▪ How to form good facilitation questions that allow for expanded and specific responses? ▪ How to apply a range of facilitation techniques and skills? ▪ The purpose of learning units and session plans? ▪ The structure of a learning unit? ▪ The structure of a session plan? ▪ The relationship between learning units and the facilitator’s manual? ▪ The difference between a facilitator’s manual and a facilitator’s guide? ▪ The purpose of peer observation? ▪ What to observe for when conducting a peer observation in <i>Reflect</i>? • After each question, invite a few of the participants to share why they are standing where they are, especially those who are standing at a 5 or below rating, so that you can assess what may need some further revision or more intensive support in the immediate or short-longer term future. 	30-40mins

DAY NINE:
PRACTICE DRAFTING REFLECT LEARNING UNITS AND SESSION PLANS²

AIMS OF THE DAY:

- ✓ To consolidate our understanding of the parts of a facilitator’s manual
- ✓ To review the structure of a learning unit and session plan
- ✓ To practise drafting a unit and session plan
- ✓ To present our ideas and support each other to learn
- ✓ To reflect on our own learning of the day

MATERIALS:

- List of parts/elements of a facilitator’s manual
- Coloured card
- Flipchart marker pens (about 10 red, 10 blue, 10 black, 10 green) and Flipchart paper
- Participants’ notepaper, pens and folders
- Masking tape or prestik/bluetack
- Handout: 3 page handout with ‘Parts of the facilitator’s manual’ listed on the front page

PREPARATION IN ADVANCE:

- Aims of the day written clearly on flipchart
- Write up clearly a list of the different parts of a facilitator’s manual (NOT in the correct sequence)
- Prepare cards with questions for the evaluation of the day exercise

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Review of the purpose and structure/parts of the facilitator’s manual	<ul style="list-style-type: none"> • Present and share the learning aims of the day and allow for any comments or questions. 	10 mins
	<ul style="list-style-type: none"> • In pairs, ask participants to discuss their understanding of: <ul style="list-style-type: none"> ○ <i>What is a facilitator’s manual and what kind of information is included in this manual?</i> ○ <i>Who is responsible for writing the facilitators’ manual?</i> 	10 mins
	<ul style="list-style-type: none"> • During feedback, clarify that: <i>The facilitators’ manual is a document that provides valuable guidance to facilitators working in the field. There are a number of different parts that make up a facilitator’s manual. Ultimately the facilitator is responsible for writing the facilitator’s manual, after about a year of support from management/the coordination team to develop this skill and confidence.</i> 	45 mins
	<ul style="list-style-type: none"> • Present the list of parts of a facilitator’s manual (make sure you have prepared this in advance of the session clearly on flipchart and written in the following order: <i>tool, numeracy, session, additional education, facilitator’s manual, overall aims, planning, issue/problem, discussion, evaluation, action, supplementary materials, unit, reflection, analysis, literacy, communication</i>). • Working in pairs, participants work together to think about how the provided list of parts related to one another. 	(20 mins group work; 15 mins comparing; 10 mins wrap up)
(Continued on page 54)		

² Suggested ideas for this day nine of the TOF are extracted from module 9 of the SARN published ‘Reflect TOT Guidelines for Practitioners’ (2008)

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
<p>Review of the purpose and structure/parts of the facilitator's manual</p> <p>(continued)</p>	<ul style="list-style-type: none"> • Each part should be written onto a card or onto flipchart paper by the group and arranged into a picture that best represents their understanding of a facilitator's manual and its different parts. Parts can be placed inside each other, next to each other, on top of each other – in any way in which the group sees fit. • The final arrangement of cards that makes up the graphic should provide a picture of how a facilitator's manual works. In other words, the parts should be ordered together in a way that shows <i>relationship</i> of parts to one another as well as <i>sequence</i>. • Participants have an opportunity to walk around and view, hear about and discuss one another's pictures. • During plenary, clarify that the logical sequence (no matter how it is visually shown in the groups' work) should be as follows: <i>facilitator's manual, unit, issue/problem, overall aims, tool, discussion, analysis, planning, action, literacy, numeracy, communication, supplementary materials, additional education, reflection, evaluation, session</i>. • To clarify further (if needed), highlight that the facilitator's manual consists of units and each unit is related to a particular issue/problem. The unit contains overall aims and then ideas for facilitating each part of the <i>Reflect</i> learning cycle (from constructing the tool through to reflection and evaluation). From these ideas, the facilitator develops a detailed plan for each session. Participants may also have remembered that the facilitator's manual also contains their handouts and notes from the TOF (perhaps in a sub-section of the file/bound folder). 	As above
<p>Learning Units</p>	<ul style="list-style-type: none"> • Explain that now that we have a better understanding of how a facilitator's manual is structured, we will spend some time looking at how we write learning units. • Explain that: Learning units are like <i>themed chapters</i> within the facilitator's manual. Each unit has a particular topic and it is this topic that forms the focus for that unit and the meetings or sessions within that unit. One unit might take six to eight meetings (or sometimes even more) to complete. How long it takes depends on how relevant the issue is and how interested the participants are in the topic. • Explain that the unit has a particular structure which shapes the way we deal with the topic. When we write a learning unit, we need to consider what the aims of the unit are, and then make sure that the aims for each meeting (or session) in the unit correspond with the general aims of the whole unit. For example, if the aim of a unit is to address health and hygiene in a community, we should make sure that all the meeting plans within that unit are related to this central aim. • Share the handout (titled 'parts of a facilitator's manual) and ask participants to turn to page 2, which shows is an example of how the aims might be written. • The example is also provided below on page 55. 	30mins

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Learning Units (continued)	<p>Name of unit: Health and Hygiene</p> <p>Aim of the unit: To discuss health problems and strengths in the local environment.</p> <p>Aim of meeting 1: To construct a map that shows elements in the environment which cause bad health, and elements in the environment which promote good health.</p> <p>Aim of meeting 2: To discuss and analyse issues that were brought to the fore during the mapping exercise.</p> <p>Aim of meeting 3: To think about how the group can work together to take action that will improve the hygiene of the village</p> <p>Aim of meeting 4: To generate vocabulary around health and practice collective writing</p> <p>Aim of meeting 5: To explore large numbers, addition and multiplication as participants calculate the cost of building different types of latrines</p> <p>Aim of meeting 6: To read information about the costings of the construction of latrines / wells. To read DIY guides to building latrines / wells</p> <p>Aim of meeting 7: To learn more about building a latrine or well from a builder who has experience of this.</p> <p>Aim of meeting 8: To reflect on what we have learned and evaluate the progress we have made with regard to improving our knowledge about health problems and strengths in the community.</p> <ul style="list-style-type: none"> • Explain that the activities planned for each meeting should help participants to realise the aims for that meeting. Activities can include: <i>Constructing graphics (usually meeting 1), Discussion and interactive group work, Listening, Reading, Writing, Numeracy and mathematical activities (which activities will be determined by the level of the group members), Collecting information, Planning and making arrangements, Field visits to places of (learning) interest and more!</i> • Highlight that: A combination of these activities can be included in any one meeting. It is good to vary activities so that participants practise different ways of learning and do not get bored. (Remember what we said about how adults learn?) <p><i>This may be a good point to take a break of 20-30mins</i></p>	As above
Practise drafting learning units	<ul style="list-style-type: none"> • Ask participants to select 3 - 5 key issues which emerged from the mapping and ranking matrix exercises at the beginning of the TOF. • Working in groups (formed according to similarity of issues or geographical representation), ask participants to write a unit that addresses each of the themes you have selected. • Remind participants that their unit should be structured as per the example given above. <i>Explain that it may help participants to write out the aims for the unit as a whole and for each of the meetings first, before they provide the other details (ideas for each of the elements of the Reflect learning cycle).</i> • Groups should prepare their unit to be presented to the plenary. 	2 hours (1 hour group work; 1 hour plenary & feedback)

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME																						
Practise drafting learning units (continued)	<ul style="list-style-type: none"> During plenary and feedback (which you could conduct as a gallery walk or as more standard flipchart presentations, or in a way of your choosing) make sure again that you encourage positive/constructive criticism – eg: if participants consider that something is weak – encourage them to offer suggestions for strengthening the ideas for a unit, and remind them that giving feedback is about helping each other to learn rather than demoralising or competing with others. 	As above																						
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Practise drafting session/meeting plans	<ul style="list-style-type: none"> Ask participants to recall the structure of a session plan. <i>The structure includes: Topic of the session, learning aim(s) of the session, time, activities & questions to facilitate in the session, and materials/preparation needed for the session.</i> Remind participants that when they plan their meetings, they need to think not only about the aims of the meeting and activities that participants will be engaged in. They also need to think about what preparation is needed for the meeting and the time that the different activities in the session will take. It will also help facilitators if they think ahead about some of the questions they will ask participants as they engage in the different activities. Ask participants to refer to page 3 of their handout for an example of a typical structure of a session plan. The example is also provided below: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">TOPIC: Health and hygiene</td> </tr> <tr> <td colspan="2">AIM OF THE UNIT: To discuss health problems and strengths in the local environment</td> </tr> <tr> <td colspan="2" style="text-align: center;">MEETING ONE</td> </tr> <tr> <td colspan="2">AIM OF THE SESSION/MEETING: To construct a map that shows elements in the environment which cause bad health, and elements in the environment which promote good health.</td> </tr> <tr> <td colspan="2">MATERIALS/PREPARATION: - Materials needed to construct the graphic - Marker pens, cards, flipchart paper - Exercise books and pencils/pens</td> </tr> <tr> <td style="width: 20%;">ACTIVITIES:</td> <td> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 30%;">TIME:</th> </tr> </thead> <tbody> <tr> <td>1. Introduce participants to the topic, explain the aims of the unit and the aims of this meeting.</td> <td style="text-align: center;">10 minutes</td> </tr> <tr> <td>2. Construct the graphic, asking relevant questions as you do so.</td> <td style="text-align: center;">1 hour 30 minutes</td> </tr> <tr> <td>3. Transfer the graphic to flipchart.</td> <td style="text-align: center;">20 minutes</td> </tr> </tbody> </table> </td> </tr> <tr> <td>QUESTIONS:</td> <td> <ul style="list-style-type: none"> What do you think are the causes of good and bad health <i>here in the village/community</i>? Are there areas in the village where there is a lot of rubbish / areas where there is stagnant water etc? Are these risk areas, and if so, why/how? Are there areas of the village where we can find positive health and hygiene things (such as medicinal plants or clean water)? Why are these things positive rather than negative? </td> </tr> </table>	TOPIC: Health and hygiene		AIM OF THE UNIT: To discuss health problems and strengths in the local environment		MEETING ONE		AIM OF THE SESSION/MEETING: To construct a map that shows elements in the environment which cause bad health, and elements in the environment which promote good health.		MATERIALS/PREPARATION: - Materials needed to construct the graphic - Marker pens, cards, flipchart paper - Exercise books and pencils/pens		ACTIVITIES:	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 30%;">TIME:</th> </tr> </thead> <tbody> <tr> <td>1. Introduce participants to the topic, explain the aims of the unit and the aims of this meeting.</td> <td style="text-align: center;">10 minutes</td> </tr> <tr> <td>2. Construct the graphic, asking relevant questions as you do so.</td> <td style="text-align: center;">1 hour 30 minutes</td> </tr> <tr> <td>3. Transfer the graphic to flipchart.</td> <td style="text-align: center;">20 minutes</td> </tr> </tbody> </table>		TIME:	1. Introduce participants to the topic, explain the aims of the unit and the aims of this meeting.	10 minutes	2. Construct the graphic, asking relevant questions as you do so.	1 hour 30 minutes	3. Transfer the graphic to flipchart.	20 minutes	QUESTIONS:	<ul style="list-style-type: none"> What do you think are the causes of good and bad health <i>here in the village/community</i>? Are there areas in the village where there is a lot of rubbish / areas where there is stagnant water etc? Are these risk areas, and if so, why/how? Are there areas of the village where we can find positive health and hygiene things (such as medicinal plants or clean water)? Why are these things positive rather than negative? 	2 hours (20mins explain & example; 50 mins group work, 50 mins sharing & plenary)
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SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
<p>Practise drafting session/meeting plans</p> <p>(continued)</p>	<ul style="list-style-type: none"> • Ask each of the groups who worked together to draft a learning unit to now select a session from their learning unit to draft a detailed session/meeting plan (try and ensure each group works on a different session – or different part of the <i>Reflect</i> learning cycle – as opposed to all working on, say meeting/session one). • During plenary and feedback (which you could conduct as a gallery walk or as more standard flipchart presentations, or in a way of your choosing) make sure again that you encourage positive/constructive criticism – eg: if participants consider that something is weak – encourage them to offer suggestions for strengthening the ideas for a session, and remind them again (if you feel it's necessary) that giving feedback is about helping each other to learn rather than demoralising or competing with others. 	As above
<p>Evaluation of the day</p>	<ul style="list-style-type: none"> • Make sure you prepare and write onto cards a number of questions (see below) in advance of this session, and using prestick or masking tape, tape these questions under random participants' chairs before they arrive in the room (perhaps during the afternoon break). • Ask participants to reach under their chairs to see whether there is a question placed there. If there is, ask them to read the question to the group and then answer the question. • Suggested questions: <ul style="list-style-type: none"> ○ <i>What part of the day did you most enjoy? Explain why.</i> ○ <i>What part of today did you find most useful? Explain why.</i> ○ <i>What part of the day did you find most difficult? Explain why.</i> ○ <i>What did you learn today that will make a difference to your work?</i> ○ <i>Is there any part of today that you are still unclear about? Explain your difficulty and ask if anyone else from the group can help explain the problem.</i> ○ <i>Do you understand the structure a learning unit? If so, explain this to the group. If not, ask another group member to volunteer to explain it.</i> ○ <i>Do you understand the structure of a session plan? If so, explain this to the group. If not, ask another group member to volunteer to explain it.</i> ○ <i>What part of the day did you not enjoy? Explain why.</i> 	20 - 30 mins

**DAY TEN:
BASELINE STUDIES AND MONITORING & EVALUATION³**

AIMS OF THE DAY:

- ✓ To discuss and be clear about what baseline information is, why and how we should collect baseline data/information
- ✓ To discuss how we use baseline information to inform our work in our *Reflect* circles
- ✓ To explore what is monitoring, why we should monitor, when, by who and how
- ✓ To explore what is evaluation, why we should evaluate, when, by who and how
- ✓ To discuss and be clear about the difference between monitoring and evaluation
- ✓ To look at Participatory Impact Monitoring (PIM) – what it is and how it should be conducted
- ✓ To investigate how we can bring PIM into our *Reflect* work with our circle members
- ✓ To reflect on and evaluate our learning of the day

MATERIALS:

- Flipchart marker pens (about 10 red, 10 blue, 10 black, 10 green) and Flipchart paper
- Participants' notepaper, pens and folders
- Masking tape or prestik/bluetack
- Handouts: Copies of the case study and questions (not possible answers) on pg 50 of your pdf copy of the SARN published '*Reflect TOT guidelines for practitioners*'; copies of the picture of 2 farmers on page 68 of the SARN TOT guidelines; copies of the PIM steps on page 71 of the SARN TOT guidelines, copies of the case study on page 72 of the SARN TOT guidelines and copies of the 'bringer PIM closer to home' text on page 74 of the SARN TOT guidelines.

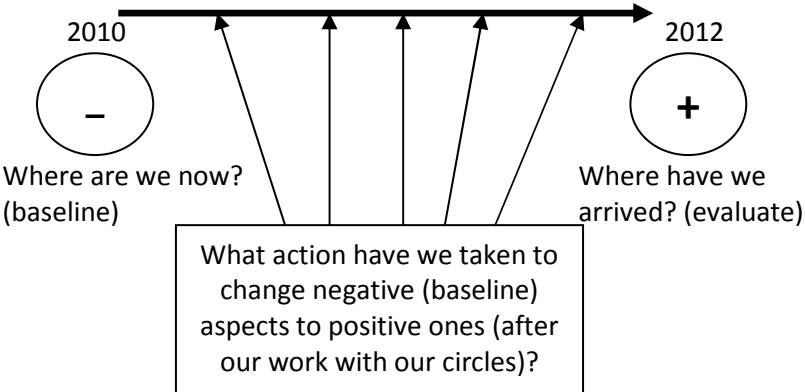
PREPARATION IN ADVANCE:

- Aims of the day written clearly on flipchart
- Consider, plan and prepare an evaluation exercise for the day

As we have now reached day 10 of your TOF, it is expected that you have developed much more confidence, skills and experience by this stage of the TOF to continue really applying your own facilitation skills and insights, including planning and preparing sessions for the day. For this reason, and to encourage you to develop your skills as a facilitator, the suggested activities, methods and questions have been left more open for days 10 and 11 so that you can more deliberately apply your own creativity. As mentioned below, your own reference to the SARN TOT guidelines should also help you to consider appropriate activities for these last 2 full days of your training of facilitators' course.

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Baseline Studies	<ul style="list-style-type: none"> • Present and share the learning aims of the day and allow for any comments or questions. • Participants discuss in pairs what they understand, or have experienced, by the terms 'baseline study' and 'baseline data'. During feedback, make sure the main points on page 59 below are highlighted, and you may also like to draw up the following diagram to help illustrate these points (or you may prefer to use this diagram when you discuss monitoring and evaluation, whichever works best for you): 	<p>10 mins</p> <p>20 mins including feedback</p>

³ **Please note** that most of the suggested exercises for day ten have been extracted from the SARN published '*Reflect Training of Trainers (TOT) Guidelines for Practitioners*', modules five and eight. You are **strongly recommended** to review these 2 modules and to select, adapt, reject and supplement the activities for the day from these 2 modules in a way that best meets your participants', contextual and facilitation needs.

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Baseline Studies	<p>✓ <i>Baseline data helps us to know where we are now. If we know where we are starting from, it helps us to know where we are going to and how far we have come in the future. Baseline information thus provides us with reference points for our learning and development journey.</i></p> <p>✓ <i>But we need to think clearly about these reference points, as these are the points which we will constantly refer back to. For example, if we want to know how Reflect has helped people to improve their literacy skills, but we forget to assess their literacy skills at the beginning of the programme, it will be hard for us to know how much they have learned during or after the programme.</i></p> 	As above
Baseline studies continued	<ul style="list-style-type: none"> • Explain you are now going to look at a short case study to help share everyone's ideas more about baseline information/data, and to practise applying what we know to a practical situation. • Ask participants to work in small groups. Give participants copies of the case study on page 50 of the SARN <i>Reflect</i> TOT practitioners guidelines along with the discussion questions (ensure the suggested answers are not shared at this stage during group work) and ask them to think through their responses to the questions together. • During feedback – be prepared to support participants with any discrepancies and areas for clarification. 	1 hour (30mins group work; 30 mins feedback)
Designing a baseline study	<ul style="list-style-type: none"> • Ask participants to discuss in pairs their understanding of an 'indicator' and what their understanding of what 'an indicator' is in the context of a baseline study. • During feedback, make sure the following points are covered: ✓ <i>An indicator is exactly that – an indicator. It gives you a signal or clue or indication about something. For example, the fuel gauge in a car is an indicator of how much fuel is in the petrol tank. An indicator in the context of a baseline study is information that shows us our starting point before we go on a development or project journey (like the existing level of literacy, HIV prevalence or number of orphans etc in a community <u>before</u> we bring Reflect to that community). In other words, it is a sign of how good or bad a particular situation is before we start trying to make changes with our Reflect circles.</i> 	20 mins including feedback
<i>This may be a good point to take a break of 20-30mins</i>		

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Designing a baseline study (continued)	<ul style="list-style-type: none"> Ask participants to work in their same groups as earlier to discuss and share their ideas to the questions and exercises for the scenario given on pages 51 and 52 of the SARN TOT guidelines. 	1 hour (30mins grp work; 30 mins feedback)
Planning to gather data (baseline study matrix)	<ul style="list-style-type: none"> Recreate a matrix together on the ground with participants like the example on page 53 of the SARN TOT guidelines. Make sure that the information, indicators, sources of information and suggested tools/methods are appropriate to the contexts of where your TOF participants will be working and implementing <i>Reflect</i>. You may like to include a 7th column titled 'who will be responsible for gathering the information'. <i>It is suggested that the logistical arrangements and particularly the timeframe for gathering baseline data for the Reflect programme is discussed and agreed at this point with facilitators.</i> 	1 hour
<i>This may be a good point to take a lunch break of 45 mins-1 hour</i>		
Monitoring and evaluation	<ul style="list-style-type: none"> For the rest of this day ten, you are invited to refer to pages 67-74 (module 8) of the SARN TOT guidelines and you are encouraged to select, adapt, reject and supplement (SARS) the ideas and suggested activities. It is important to note that you will not have time to do all the suggested activities in half a day, as the whole of module 8 is designed to take a full training day. Therefore you will need to 'SARS' according to your needs and priorities for your TOF. 	Consider time for each activity
Evaluation of day ten	<ul style="list-style-type: none"> You are encouraged to plan and prepare an appropriate evaluation exercise for the day's learning content and process. You may want to think back to the ideas we all shared during your TOT. 	Consider time permitting for this activity

**DAY ELEVEN:
MANAGING A REFLECT CIRCLE: FACILITATOR ROLES & RESPONSIBILITIES
IMPLEMENTING REFLECT AND STARTING A REFLECT CIRCLE**

AIMS OF THE DAY:

- ✓ To establish and agree our roles (what we do) and responsibilities (how we do it) as *Reflect* facilitators going forward
- ✓ To discuss and be clear about how and why we are going to implement *Reflect* in our communities
- ✓ To think through what we will do in the first seven sessions with our participants/circle
- ✓ To learn a new PRA tool and different ways to use it
- ✓ To reflect on our own learning of the day

MATERIALS:

- Coloured card & string for the calendars
- Flipchart marker pens (about 10 red, 10 blue, 10 black, 10 green) and Flipchart paper
- Participants' notepaper, pens and folders
- Masking tape or prestik/bluetack
- Handout: Ideas for the first few meetings (see Appendix E)
- Any materials required for the daily evaluation exercise

PREPARATION IN ADVANCE:

- Aims of the day written clearly on flipchart

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Facilitator roles and responsibilities	<ul style="list-style-type: none"> • Present and share the learning aims of the day and allow for any comments or questions. • There are a number of suggested activities in module 10 of the SARN published '<i>Reflect</i> TOT guidelines for practitioners' manual. You may like to select, adapt, reject and supplement some of those activities for day 12 of your TOF according to your priorities and needs. Some ideas to get you started are below, and the suggested time to conduct each activity has been left free for you to determine once you have finalised your plans for day 11 of your TOF. • Remind participants that they, like trainers/coordinators and management staff, all have important roles and responsibilities to carry out in the implementation of <i>Reflect</i>, and that the facilitators are critical/central to successful <i>Reflect</i> implementation. With this in mind, ask participants to discuss what they consider their responsibilities are, now that they have reached day 11 of the training. They could think about this in groups and in terms of the following questions, which they could minmap during their discussions: <ul style="list-style-type: none"> ○ <i>What different types of information/records will you need to keep to help you run your circle?</i> ○ <i>What kind of materials will you need to run your circle?</i> ○ <i>What kind of meetings will you need to have to help you implement <i>Reflect</i> in your organisation?</i> ○ <i>What monitoring and evaluation responsibilities will you need to maintain?</i> • When participants share their ideas, make sure the points on page 62 are covered and agreed in the discussion. 	10 mins

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME																					
<p>Facilitator roles and responsibilities</p> <p>(continued)</p>	<ul style="list-style-type: none"> • Facilitators' responsibilities <ul style="list-style-type: none"> ✓ To introduce <i>Reflect</i> to the community ✓ To establish a circle <ul style="list-style-type: none"> ◆ recruit participants ◆ find a place for the circle to meet ◆ explain the <i>Reflect</i> approach ◆ collect baseline data ◆ to map out the problems/issues in your community ✓ To help set up a <i>Reflect</i> committee (refer to page 87 of the SARN TOT guidelines) ✓ To manage the circle <ul style="list-style-type: none"> ◆ Prepare sessions before the meeting ◆ Register participants ◆ Facilitate the meeting ◆ Record discussion and outcomes of graphic/tool constructed ◆ Record progress of the participants and the circle ◆ Make follow-ups with participants who are absent ✓ To attend monthly workshops ✓ To report back at monthly meetings ✓ To submit monthly reports ✓ To attend further refresher training(s) ✓ To help sustain a literate and action-orientated environment (find ways for people to use their literacy, numeracy, communication skills, and to extend their knowledge of how to access and exercise their rights) 																						
<p>Implementing <i>Reflect</i></p>	<ul style="list-style-type: none"> • You could ask participants to think about and discuss the following questions in their same groups: <ul style="list-style-type: none"> ○ <i>What steps do you need to take to introduce Reflect to your group/community?</i> ○ <i>Who will you need to talk to/ whose support/approval do you need?</i> ○ <i>Who can help you access your target group?</i> ○ <i>In what ways can you introduce Reflect to your community (ie: drama/community meeting etc)?</i> • You could then facilitate activity 1 as suggested on pages 81/82 of the SARN TOT guidelines. Alternatively, you could adapt this activity to be more directly relevant to the practical tasks that facilitators are critically responsible for carrying out, such as those suggested in the table below: <table border="1" data-bbox="432 1496 1241 2056"> <thead> <tr> <th colspan="2" data-bbox="432 1496 1241 1534">Implementation Steps</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 1534 555 1659" rowspan="3" style="writing-mode: vertical-rl; transform: rotate(180deg);">Decision making</td> <td data-bbox="555 1534 1241 1568">Decide on your objectives</td> </tr> <tr> <td data-bbox="555 1568 1241 1601">Decide who to work with</td> </tr> <tr> <td data-bbox="555 1601 1241 1659">Decide <u>how</u> we are going to introduce <i>Reflect</i> to the community</td> </tr> <tr> <td data-bbox="432 1659 555 1785" rowspan="4" style="writing-mode: vertical-rl; transform: rotate(180deg);">First few meetings</td> <td data-bbox="555 1659 1241 1693">Agree on meeting time and date</td> </tr> <tr> <td data-bbox="555 1693 1241 1727">Gather baseline information</td> </tr> <tr> <td data-bbox="555 1727 1241 1760">Register participants</td> </tr> <tr> <td data-bbox="555 1760 1241 1785">Make ground-rules</td> </tr> <tr> <td data-bbox="432 1785 555 1910" rowspan="3" style="writing-mode: vertical-rl; transform: rotate(180deg);">Next few meetings</td> <td data-bbox="555 1785 1241 1818">Decide how many circles we want</td> </tr> <tr> <td data-bbox="555 1818 1241 1852">Identify issues/problems in the community</td> </tr> <tr> <td data-bbox="555 1852 1241 1910">Prioritise issues/problems in the community</td> </tr> <tr> <td data-bbox="432 1910 555 2056" rowspan="5" style="writing-mode: vertical-rl; transform: rotate(180deg);">Manage circles/ keep records</td> <td data-bbox="555 1910 1241 1944">Continue with circle meetings</td> </tr> <tr> <td data-bbox="555 1944 1241 1977">Develop learning units</td> </tr> <tr> <td data-bbox="555 1977 1241 2011">Have facilitators meetings</td> </tr> <tr> <td data-bbox="555 2011 1241 2045">Have Learning Unit training meetings</td> </tr> <tr> <td data-bbox="555 2045 1241 2056">Refresher training(s)</td> </tr> </tbody> </table>	Implementation Steps		Decision making	Decide on your objectives	Decide who to work with	Decide <u>how</u> we are going to introduce <i>Reflect</i> to the community	First few meetings	Agree on meeting time and date	Gather baseline information	Register participants	Make ground-rules	Next few meetings	Decide how many circles we want	Identify issues/problems in the community	Prioritise issues/problems in the community	Manage circles/ keep records	Continue with circle meetings	Develop learning units	Have facilitators meetings	Have Learning Unit training meetings	Refresher training(s)	
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SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
Implementing Reflect – ideas for the first 7 meetings	<ul style="list-style-type: none"> You are encouraged to refer to Appendix E in this document, which suggests some ideas of how facilitators could proceed through their first nine or so meetings once they have established a <i>Reflect</i> circle. It may also be helpful to make copies of this Appendix for each of the participants' future reference. During this discussion, a number of activities will be discussed that will require participants to negotiate and agree certain logistical issues with their circle participants, including when to meet and when to take breaks for holidays etc. For this, you could introduce two PRA tools that could be used to support this negotiation process in a participatory way. These are outlined below: 	
Daily Activity Calendar	<ul style="list-style-type: none"> One of the issues to be addressed in one of the first few sessions with circle members is when to meet. The daily activity calendar can be introduced as an option to reach understanding and agreement for suitable times and days to meet. Simply, each participant draws a weekly calendar and plots his/her unavailable times/days due to workload or other commitments. Participants then discuss their calendars collectively and plot availability onto a 'communal' calendar on the ground. From this, mutually available times and days emerge and can be discussed and agreed. Depending on the circle members' literacy skills, this can be done with either words or symbols/pictures to describe the activity that people are usually engaged with. 	
Yearly (or Annual) Activity Calendar	<ul style="list-style-type: none"> This tool can be used to discuss patterns that occur within a year. Your facilitators could use the yearly calendar for their participants/circle members to discuss and identify times in the year when it is not good to meet because of holidays, such as school holidays, Christmas, Easter, New Year, Ramadan, and other religious or cultural days/festivals or seasonal harvesting times. Participants create a calendar on the ground, with the twelve months of the year down the left hand column, and cards showing four weeks of the month across the top of the calendar. As with the daily activity calendar, participants draw pictures on cards to represent the activities that would prevent them from attending sessions and place these in the grid of the calendar. From this, it becomes clear which weeks of the year the circle will not meet. Participants can then negotiate and agree how they want to best navigate these times that they will not meet in a way that does not mean the circle will lose momentum and motivation to continue after the different holiday (or 'closure') periods. You could also discuss how the annual calendar could be used for plotting planting, growing and harvesting seasons, and for plotting times when there is an increase in illness or disease. You could also discuss how you can plot the national holidays of Nigeria on the calendar and learn about what the holiday is celebrated for and then discuss people's views on celebrating the national holidays. 	
Evaluation of day eleven	You are encouraged to plan and prepare an appropriate evaluation exercise for the day's learning content and process.	

**DAY TWELVE:
TRAINING SUMMARY, LAST QUESTIONS, ADJUSTMENTS, EVALUATION AND CLOSURE**

AIMS OF THE DAY:

- ✓ Ensure you consider and prepare in advance of day 11, your learning aims for the day

MATERIALS:

- Flipchart marker pens (about 10 red, 10 blue, 10 black, 10 green) and Flipchart paper
- Participants' notepaper, pens and folders
- Masking tape or prestik/bluetack
- Any materials required for the exercises you plan to facilitate during the day

PREPARATION IN ADVANCE:

- Aims of the day written clearly on flipchart

SESSION TOPIC	ACTIVITIES, METHODS & QUESTIONS	TIME
	<ul style="list-style-type: none"> • Present and share the learning aims of the day and allow for any comments or questions. 	
	<ul style="list-style-type: none"> • NOTE: This day has deliberately been left for you as a facilitator to decide how best to approach facilitating day twelve, the final day of your TOF. It has also been left with space to allow for any adjustments to the programme, and to 'catch up' if some of the activities so far in the training have taken longer than planned for, or if any further revision or practice on any of the training topics covered in the training is required. It also accommodates the time that is likely to have been taken conducting energisers during the training. In addition, you may have negotiated a half day or day off during this 12 day course, or you may be conducting a 10 day course, and this day 12 has been left flexible to allow for such adjustments. 	
Optional ideas for the final day of your TOF	<ul style="list-style-type: none"> • The string game: The whole group stands in a circle and each participant throws a (big) ball of string to someone in the circle. S/he then expresses a message of appreciation to that person. As s/he does so, s/he ties the string to his/her finger before throwing the string onwards to the next person. This continues, with each person throwing the ball to another participant and expressing their words of appreciation to that person until everyone has shared and received words of appreciation. • When everyone has finished, the whole group is connected by a big, complex web of string. Highlight and demonstrate how, if just one person lets go, the web becomes weak and collapses so that the whole group is no longer connected to each other securely. This could lead into a brief discussion of how it is important for us to work together and keep the network of facilitators strong so that we can feel stronger as a group and have more impact with our <i>Reflect</i> work. • Evaluation form: You could use, or adapt, the evaluation form presented on pages 92 & 93 of the SARN TOT guidelines, and allow participants about 30-40 minutes to fully reflect on their TOF experiences and write these down individually in a quiet space before handing the form to you for your own reflection and learning for future TOFs. 	

DEFINITIONS OF LITERACY

The Concise Oxford Dictionary: *“literacy: n. Ability to read and write.”*

UNESCO, 1958: *“The ability of an individual to read and write with understanding a simple short statement related to his/her everyday life.”*

UNESCO, 1978: *“A person is functionally literate / illiterate who can / cannot engage in all those activities in which literacy is required for effective functioning of his or her group and community and also for enabling him or her to continue to use reading, writing and calculation for his or her own and the community’s development.”*

UNESCO, 2004: *“The ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential, and to participate fully in the wider society.”*

Adult literacy Benchmarks, 2005: *“The acquisition and use of reading, writing and numeracy skills, and thereby the development of active citizenship, improved health and livelihoods, and gender equality. The goals of literacy programmes should reflect this understanding.”*

Reflect Evaluation workshop, Cape Town, 2007: *“The continuing process of acquiring and using reading, writing and numeracy skills together with the critical understanding of the political, social and economic environment which contribute to personal and collective / community development.”*

www.selfknowledge.com, 2009: *“Literacy, n. State of being literate or literate in some field like astronomy or emotional literacy.”*

(Extracted from: ‘Counting Seeds for Change: A framework for implementing, monitoring and evaluating Reflect’. SARN, 2008, page 35)

Using written testimonies to explore the meaning of literacy in *Reflect*

"... Looking around our community we found that there were so many dumping areas next to the houses where people live and that was unhealthy because children were even playing there. So as a group we decided to draft a petition and ask the community how do they feel about living in such an environment ... we took the photos of the bags and because we have dogs running around many of them were split and torn open, and so when the truck comes they just pick the bags and the rubbish falls out but they just leave it...we went straight to the municipality because the community have been complaining about this issue for a long time and our councillor knew about this but has not done anything. . . I did not know where the offices were at first so I went to the Yellow Pages and got the address and then went there. So what they did after cleaning the dumping areas they changed the truck, because we had the small truck that was taking the two bags per house, so they changed it to the big truck and collected all the rubbish . . .the next week all these bins arrived on our doorsteps; 'here is your bin, here is your bin.' Each and every house in Orange Farm got a bin, the whole of Orange Farm."

(Participant in Vukuzenzele *Reflect* Community Organisation, South Africa)

"... The biggest gift that Reflect has given me is education. I will always be very thankful to Reflect for that. Education has changed my life. We had a ten-month programme in which we were taught the basics. All those who attended the circles were illiterate, but now we can all write our names. Being able to write my name was one of the greatest moments of my life. Before I joined the circle, when I used to buy things, shopkeepers used to cheat me with the bills. Now no one dares to do so. We were so far behind from the real world that we had no idea that there were things such as citizenship. Nor did we have any idea about birth certificates that all children should have. I learnt about them through Reflect and because of it, I got my eldest son's citizenship made and he is now earning for himself."

(Stories of Change: Reflect, ActionAid Nepal)

Discussion:

- **Who is each case study by?**
- **What is each case study about?**
- **What does each case study tell you about literacy?**

(Extracted from: 'Counting Seeds for Change: A framework for implementing, monitoring and evaluating *Reflect*'. SARN, 2008, pages 38-39)

APPENDIX C

IDEAS FOR FACILITATING LITERACY AND NUMERACY SKILLS DEVELOPMENT

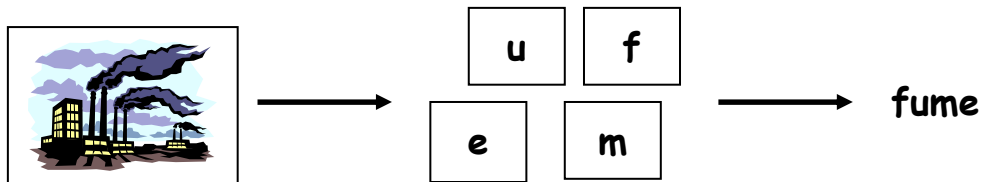
If your participants already know how to read and write basic words, you can do exercises with them to help them develop their reading and writing skills. These exercises can be done after you have used the PRA tools, as long as you connect the exercises to the discussion you have been having. **Always link literacy and numeracy exercises to what is meaningful to the participants.**

Reading letters and words

Once participants already know how to read and write, you can do some of the following exercises to help them practise what they know:

1. Arranging letters

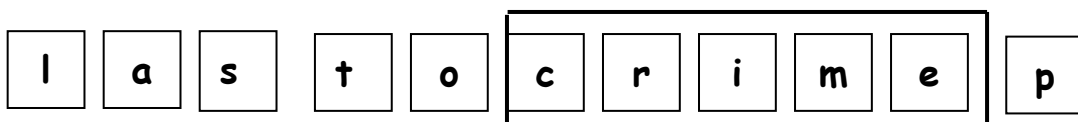
- Use a picture card from the graphic produced or ask participants for a word from the discussion:



- Participants should arrange the letters to make a word that matches the picture. Repeat this with several other picture cards or words from the discussion. You could also 'spice this up' by making it a team game to see which team can do it the fastest.

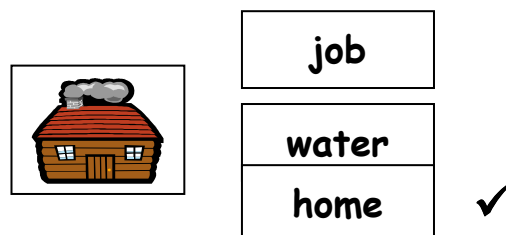
2. Word puzzle

- Write a lot of different letters of the alphabet on cards and ask participants to find the word hidden within these letters:



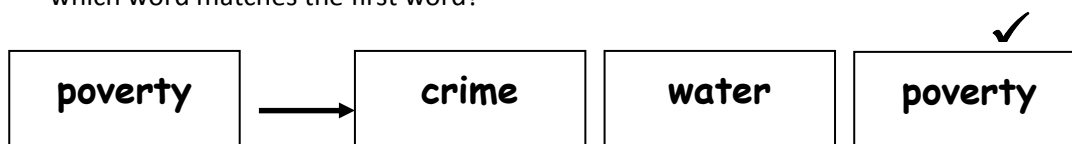
3. Matching words and pictures

- Choose a picture from the graphic
- Write the word out on card, and also write a few other words
- Place them all on the ground
- Participants should choose the word which matches the picture



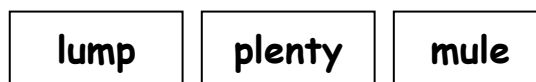
4. Find the same word

- Write a word on a card and ask participants to find the same word that matches that word. Ask "which word matches the first word?"



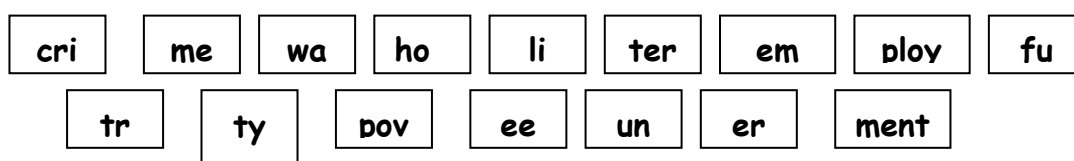
5. The mother word

- Pick a long word which is mostly made up of sounds you have already studied with the circle and write it on the flipchart or on card.
- Give participants a time limit of 5-10 minutes, and ask them to make as many words as possible, using the mother word. They can use the letters in any order to make a new word, but they can not use any letters that are not in the mother word.
- At the end of the time period, participants can read out their words they have, or swap notebooks to get more ideas for words.
- Participants can either state the number of words they wrote to the whole circle or they can write the total number in their notebooks.

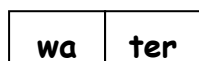


6. Syllable soup

- Use syllable cards that you have already practised with the circle from previous discussions or key words from the graphics. Lay all the cards on the ground. For example;



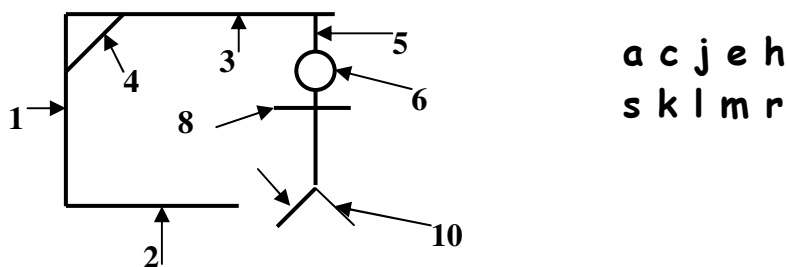
- Make two or three cards for common syllables.
- Divide the circle into two teams. The teams take it in turns to make words from the syllables. One person in the team makes the word, while the rest of the team helps him/her. For example:



- The team holds the cards up for the whole circle to see and agree it is correct. They then place the cards back into the 'soup'.
- Each card used correctly to make up a word gets 2 points (so long words get extra points). An incorrect card loses 2 points.
- One participant from each team keeps the score on the flipchart.
- The game ends when participants can not make any more words.

7. Hangman

- The first time you introduce this game, the facilitator chooses a word that the participants have learned and discussed recently, and writes the correct number of spaces on the flipchart. So for the word 'pollution', the facilitator writes 9 spaces, such as: _____
- Explain to participants that they should guess the word by guessing which letters are in the word. If they are correct, the letter will be written in the correct space. So, if they guess the letter 'i' is in the word, the facilitator writes it in the correct space. In this example, it will be like this: ____
__i__.
- If the letter is not in the word, then the participants will begin to hang themselves! Write the letter on the board and begin to draw the hangman. There are ten lines to make up the hangman, so participants can only call out ten wrong letters before they are hung. For example:



- Participants continue guessing until the word is written completely or the whole hangman picture is drawn.
- The participant who chooses the last correct letter, or guesses the word, takes over the role as facilitator. S/he may need to check the spelling of the next word with the facilitator before s/he writes the spaces on the flipchart.
- If the hangman picture is drawn, the participant has another turn.
- There is no fixed end to this game. Just stop when participants have had enough and want to move on to something else.

8. Word search

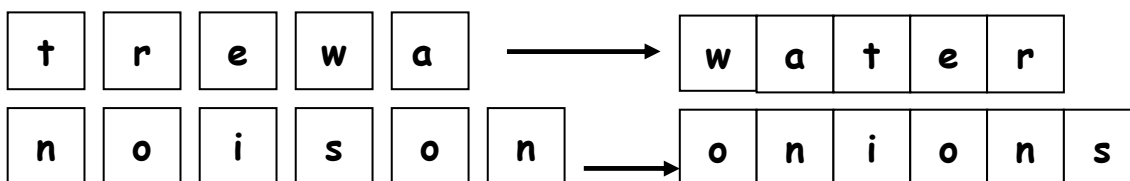
- This is similar to **word puzzle**, but more difficult.
- Draw a big square divided into little squares, eg: 8x8.
- Write 8-10 words which the participants know and can read into the square. Try to choose words from one category, for example, all words connected with health.
- Fill in the other spaces with any letters. This must be prepared before the session and written onto the flipchart. See the example below.
- Ask the participants to look at the letter square and search for words. Tell them which category (eg: health) that the words are connected to.
- They can write the words they find in their notebooks and weaker participants can work in pairs to support each other.
- Do not ask participants to copy the whole letter square into their notebooks as this takes a lot of time and can be very boring!
- When most participants have found the words, ask them to read out the list. Either the facilitator or a participant can write the list on the flipchart for everyone to read and agree.

i	d	o	c	t	o	r	t
m	l	p	b	x	m	p	a
m	o	n	i	g	u	d	b
u	t	u	v	l	w	r	l
n	j	r	f	d	l	u	e
e	m	s	h	i	v	g	t
t	k	e	q	k	o	h	y
m	e	d	i	c	i	n	e

- You try! There are 8 words connected with health in this word search - can you find them? The first one has been done for you.

9. Anagrams

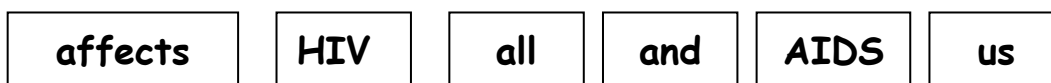
- This is similar to **arranging letters**, but without picture cards.
- Choose new words that have recently been covered in discussion or come up from the graphic.
- Mix up the letters and write it on the flipchart.
For example, the following are all types of food or drink: **oasetmoat**; **noison**; **gabbecas**; **ereb**; **trewa**. (Answers: tomatoes; onions; cabbages; beer; water).
- Ask participants to write the word correctly in their notebooks.
- Give a time limit and make sure one of the participants writes the correct words on the flipchart.
- You could also do this on the ground, using cards with letters written on them, for example:



Reading sentences

1. Arranging words

- Ask participants for a sentence from the discussion. For example:
HIV and AIDS affects us all
- Write each of these words on separate cards and place the cards on the ground, but not in order.



- Ask participants which word we should start the sentence with.
- Ask them which word should follow?
- You can make longer and more complicated sentences as participants develop their skills.

2. Gap filling

- Write sentences from the discussions that have one word missing, and ask participants to choose the missing word from a number of words that are written on different cards:

Burning rubber tyres causes _____	crime
	unemployment
	pollution

✓

3. Matching parts of sentences

- Write parts of sentences from discussions on cards and place them on the ground.
- Ask participants to match the two parts to make one sentence:

We visit the nurse	the toilet pits.
Children go to school	in the clinic.

Men usually dig from 7.30am to 1.00pm.

4. Matching questions with answers

- This is similar to matching parts of sentences:

How much is bread?	About 1 million
How many people live in Harare?	\$1.00
Where is the police station?	It's in Baobab Street

5. Matching information required on forms

26 Princess Avenue	Date of birth
082 393 7864	Address
08.02.69	Telephone number

6. True or false

- Write several statements from recent discussions on card. Make some true and some false, for example: **water is dry.....condoms are not safe....children like playing....pollution is good for our health.....AIDS affects us all.**
- Show each statement card to the whole circle quickly. (This makes reading quickly a necessary skill).
- Ask participants to decide if the sentence they just read is true or false.

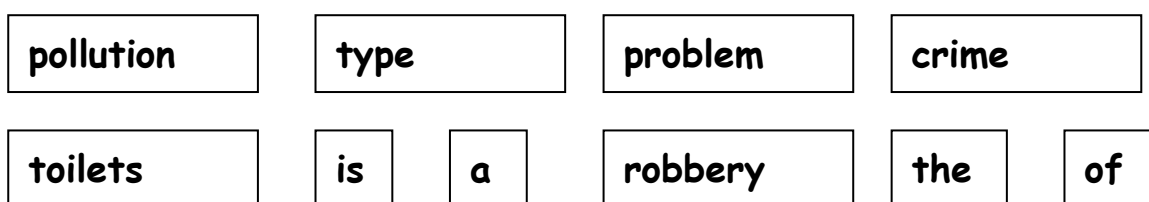
7. Changing things

- Write a simple sentence from the recent discussion that participants are able to read. You can do this on the flipchart.
- Erase one of the words and replace it with another word.
- The aim is to keep a complete sentence, although the meaning can be changed.
- Participants come to the flipchart in turns and make **one word changes** to the sentence. This could also be done in teams and for points. For example:

The clinic was open.
The clinic was closed.
The library was closed.
The library is closed.
The library is big.
The community is big.

8. Sentence soup

- This is the same as **syllable soup**, except that whole words from discussions are written on cards. You also need to write some small linking words on cards. For example; a, the, and, of, because, so, to, from etc).
- This time, whole words are used to make a sentence.
- Each word earns ten points, and incorrect or incomplete sentences loses fifty points. For example:



- Again, one person from a team chooses words to make a sentence and the rest of the team helps him/her.

APPENDIX D SUGGESTED STEPS FOR IDENTIFYING, PRIORITISING AND WORKING THROUGH COMMUNITY ISSUES

Construct a map to show all the roads, resources, houses, buildings etc in the community

Look at the map and discuss what is useful and good and what is a threat or bad. Ask why?

Try to find the real problem/issue, not the absence of a solution, by asking why something is a problem

Specify the problem/issue by asking why, where, how?

Make sure the problem/issue is relevant to that community

Participants select the main problems/issues from the map and write them on cards

Put all the cards on the floor and participants cluster similar problems/ issues together and show linkages between related problems/issues

Construct a ranking matrix to compare problems/ issues and see which are more important and why

Count and prioritise the problems/issues

Discuss and analyse the first prioritised problem/issue

Ask general questions to describe the issue/problem

Ask coping questions to learn good and bad ways of dealing with the issue/problem

Ask action questions to find solutions that the community can realistically do

Develop an action plan for each realistic solution to the problem/issue, using an action planning matrix

Do literacy and numeracy exercises that are relevant to the issue/problem

Develop communication skills needed to deal with the issue/problem

Introduce supplementary materials relevant to the problem/issue

Arrange opportunities for further education that are relevant to the issue/problem

Participants reflect on and evaluate their learning and the successes or challenges of their action plans

Repeat the *Reflect* learning cycle using the next prioritised issue from the ranking matrix

APPENDIX D (HANDOUT VERSION)

SUGGESTED STEPS FOR IDENTIFYING, PRIORITISING AND WORKING THROUGH COMMUNITY ISSUES

Construct a map to show all the roads, resources, houses, buildings etc in the community
Look at the map and discuss what is useful and good and what is a threat or bad. Ask why?
Try to find the <u>real</u> problem/issue, not the absence of a solution, by asking why something is a problem
<u>Specify</u> the problem/issue by asking why, where, how?
Make sure the problem/issue is <u>relevant</u> to that community
Participants select the main problems/issues from the map and write them on cards
Put all the cards on the floor and participants cluster similar problems/ issues together and show linkages between related problems/issues
Construct a ranking matrix to compare problems/issues and see which are more important and why
Count and prioritise the problems/issues
Discuss and analyse the first prioritised problem/issue
Ask general questions to describe the issue/problem
Ask coping questions to learn good and bad ways of dealing with the issue/problem
Ask action questions to find solutions that the community can <u>realistically do</u>
Develop an action plan for each realistic solution to the problem/issue, using an action planning matrix
Do literacy and numeracy exercises that are <u>relevant</u> to the issue/problem
Develop communication skills needed to deal with the issue/problem
Introduce supplementary materials <u>relevant</u> to the problem/issue
Arrange opportunities for further education that are <u>relevant</u> to the issue/problem
Participants reflect on and evaluate their learning and the successes or challenges of their action plans
Repeat the <i>Reflect</i> learning cycle using the next prioritised issue from the ranking matrix

APPENDIX E

STARTING A REFLECT CIRCLE: THE FIRST FEW MEETINGS

Now that you have been trained as *Reflect* facilitators, and your organisation has prepared to implement *Reflect*, you as facilitators can soon start to meet with your circles in your communities. However, you will not start with a *Reflect* unit during the very first meeting. There are several introductory meetings that must happen before you can start working through units.

FIRST MEETING

If the group is a new group, rather than a group that already exists, the facilitator will do the following during the first meeting:

Newly recruited learners

- ☆ Welcome and opening
- ☆ Explain the purpose of the meeting
- ☆ Icebreaker and introductions (name game)
- ☆ Explain what *Reflect* is in detail (and also what it is not – i.e. participants will not be paid, get formal training certificates etc)
- ☆ Register participants who want to join
- ☆ Agree on a time and place for the next meeting

Already existing group

- ☆ Welcome and opening
- ☆ Icebreaker
- ☆ Explain the purpose of the meeting
- ☆ Explain what *Reflect* is in detail
- ☆ Explain how *Reflect* links with existing activities the group is already doing
- ☆ Agree on date and time of next meeting

NB: The first meeting will be shorter than the usual 2 hour meeting. It is largely about sharing information on *Reflect*. Ask and answer questions to help people understand *Reflect*.

SECOND MEETING

- ☆ Welcome and opening
- ☆ Purpose and aims of the meeting
- ☆ Register (you could draw this on the ground using the name cards from meeting one)
- ☆ Hopes and fears (using pictures if circle members are not yet literate)
- ☆ Participants' expectations
- ☆ Objectives of the *Reflect* process – compare these with participants' expectations
- ☆ Agree on individual and group objectives
- ☆ Do some writing – e.g. participants write their names, objectives (this will help you to see what level of literacy participants have)
- ☆ Decide on and arrange a venue for the next meeting

THIRD MEETING

- ☆ Welcome and opening/aims of the meeting
- ☆ Decide on ground rules with the group and how to handle problems like absenteeism, etc.
- ☆ **River code drama** to explain the role of the facilitator and the participants, as well as important issues about development.
- ☆ Complete a **daily activity calendar** with the participants to determine how busy participants are during the week, and decide on the best times to meet every week (see example below).

Day of the week	Morning	Afternoon
MONDAY		
TUESDAY		
WEDNESDAY		Church meetings
THURSDAY		
FRIDAY	Collect corpses from the mortuary	Collect corpses from the mortuary
SATURDAY	Funeral	Clothes washing
SUNDAY	Church	

- ☆ Literacy and numeracy activity (such as copying the activity chart or writing short paragraph about development – depending on participants’ literacy levels)
- ☆ Decide on when and where to meet again.

FOURTH MEETING

- ☆ Welcome, opening and aims of the meeting
- ☆ **Annual calendar** to look at busy times in the year and to decide on how to meet during these time periods
- ☆ Complete a **profile form** of new participants (this form will give baseline information needed about the people joining the circle – names, ages, gender, education levels, etc) *If participants are not yet able to read and write, this activity may have to be done orally.*

FIFTH MEETING

- ☆ Welcome and aims of the meeting
- ☆ Register
- ☆ **Group Mobility Map** to collect baseline data about participants’ literacy skills and needs. First do this activity as a group and then individually in meeting seven.

SIXTH MEETING

- ☆ Welcome and aims of the meeting
- ☆ Register
- ☆ **Individual Mobility Maps** to collect baseline data about individual participants’ literacy skills and needs. First do this activity as a group and then individually in meeting seven.
- ☆ Also ask participants to show on their mobility maps if they are **members of any kind organisation**. If so – which organisation(s) and what position they hold (if any).

SEVENTH MEETING

- ☆ Welcome, opening and aims of the meeting
- ☆ Register
- ☆ **Mapping** to identify issues in the community

EIGHTH MEETING

- ☆ Welcome, opening and aims of the meeting
- ☆ Register
- ☆ Reflect on the map and extract issues (questioning is important here)
- ☆ **Clustering** and **linking** of issues

NINTH MEETING

- ☆ Welcome, opening and aims of the meeting
- ☆ Register
- ☆ **Ranking Matrix** to prioritise issues

From here onwards, the facilitator can start with the *Reflect* units that will be written around the issues that have been prioritised in the ranking matrix.

Also remember:

- ☞ The graphics should be copied from the ground to flipchart as a record of the circle's work and decisions. Participants can also refer to these in later discussions.
- ☞ All the graphics and writing activities that are done in the first 9 sessions/meetings should be copied into the facilitator's record book and in the participants' exercise books.
- ☞ Keep a register of attendance for each meeting
- ☞ Monitor participation, progress, motivation levels and any gender or power related issues