

INTRODUCTORY GUIDE



FOR WORKSHOP ORGANIZERS, TRAINERS AND
FACILITATORS



WORLD HEALTH ORGANIZATION
REGIONAL OFFICE FOR EUROPE
GLOBAL PROGRAMME ON AIDS

TARGET 5

REDUCING COMMUNICABLE DISEASE

By the year 2000, there should be no indigenous cases of poliomyelitis, diphtheria, neonatal tetanus, measles, mumps and congenital rubella in the Region and there should be a sustained and continuing reduction in the incidence and adverse consequences of other communicable diseases, notably HIV infection.

Keywords

ACQUIRED IMMUNODEFICIENCY SYNDROME

– prevention and control

HIV INFECTIONS – prevention and control

HEALTH PROMOTION

HEALTH EDUCATION

MANUALS

Introductory Guide

HIV/AIDS HEALTH PROMOTION WORKSHOP SERIES

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World Health Organization
Regional Office for Europe
Global Programme on AIDS
Scherfigsvej 8
DK-2100 Copenhagen
Denmark
Tel: 45 39 17 17 17
Fax: 45 39 17 18 75

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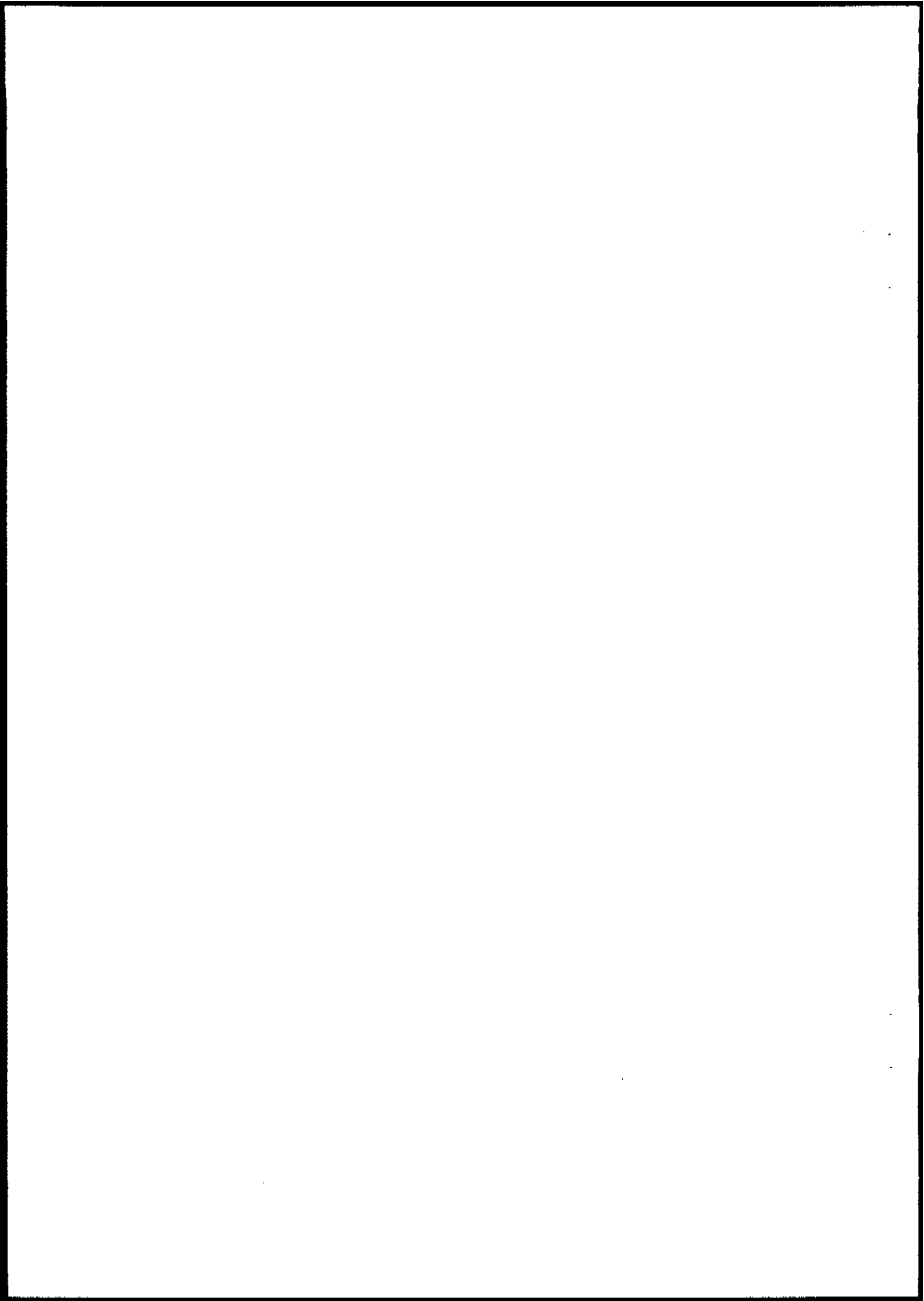
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What is the HIV/AIDS health promotion workshop series?

The HIV/AIDS health promotion workshop series provides guidelines with which to establish training programmes. There are currently five workshops in the series:

1. Mass media
2. Health promotion issues
3. Sexual health issues
4. Development of communication materials
5. Project management for non-governmental organizations

The workshops are intended to be presented independently. This Introductory guide provides information on planning and presenting group training which is important for all the workshops. Background readers to provide information and examples of the workshop topic accompany each workshop guide. A Handout packet is also provided with each workshop. Questionnaires, glossaries, fact sheets, certificates of attendance, and blank agenda sheets are included in this packet. In addition, a Group education exercise handbook has been created to provide alternate group activities.

Who uses the workshop guides?

The guides are for three types of personnel:

Workshop Organizers: National AIDS representatives responsible for organizing and designing the selected workshop.

Trainers: Temporary advisors responsible for assisting local persons in conducting the workshops. Trainers will provide technical support in the form of knowledge and experience throughout the workshop.

Facilitators: Local representatives responsible for leading the workshop with the participants. Facilitators should receive training before the workshop to gain familiarity with the topic and the format of the workshop.

The Workshop guides are intended for organizers, trainers and facilitators to use as guidelines for running a workshop. They are not intended to be absolute step-by-step manuals. Not all exercises included in a workshop guide must be done nor does the order they are presented in have to be followed. Whichever workshop you conduct, the information contained in this Introductory guide applies to all. Similarly, exercises contained in one guide may be useful in another workshop. Be creative!

[Note: the term "trainer" is used throughout but the principles and practical elements are equally applicable to facilitators.]

Cascade model for HP workshops

HIV/AIDS/STD Health Promotion Workshops Cascade Model

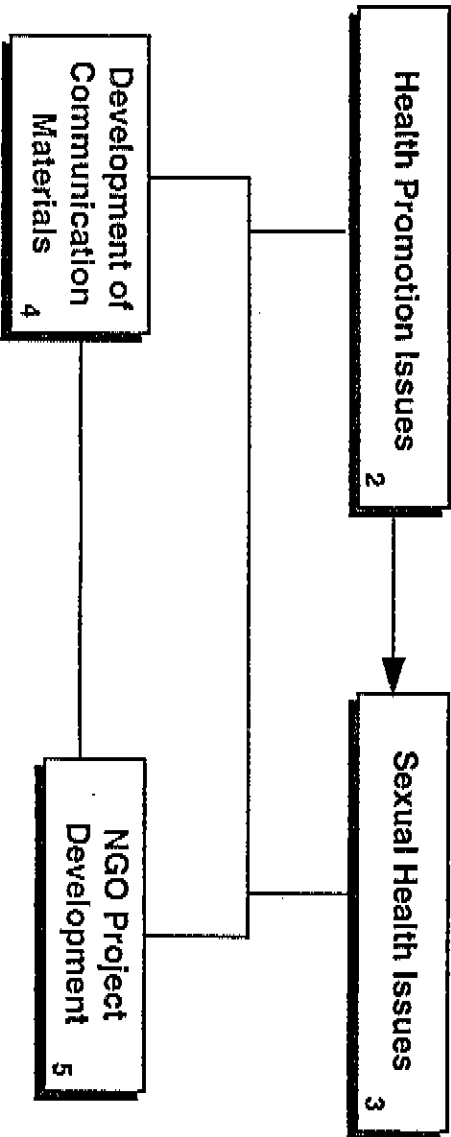
Assessments



Awareness



Capacity Building



Prephase

Phase 1:
Agenda setting
and increasing
political commitment

Phase 2:
Intersectoral
response and
collaboration

Phase 3:
Technical
skill building

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Organization of the workshop

Define the target group and aims of the workshop

Before planning a workshop, it is important to agree on the aims and objectives of the programme. The design of your course depends very much on the needs of the region. The target groups of the training programme may be:

- health education workers;
- family planning workers;
- nurses, doctors, and other health service professionals;
- health planners and administrators;
- professionals of other sectors with impact on HIV prevention;
- many others.

Select the appropriate participants

It is extremely important to be very clear about the selection criteria to ensure that the appropriate people attend the workshop. If selection is done randomly or out of convenience, the workshop will not be effective.

You may want to invite participants with different backgrounds, however it is important that the participants' level of knowledge and experience is relatively uniform. Generally, job responsibilities and authority are more useful criteria for selection than job titles.

To assess the needs and the experiences of the participants, send a questionnaire well in advance of the date of the workshop (approximately six weeks). A Participant selection questionnaire has been included in the Handout packet for this purpose. The number of participants depends upon the number of trainers and facilitators, though it is our experience that small groups work much better than large groups. A group of not more than 20 participants is ideal for one (experienced) trainer.

Design of the workshop

Most of the HIV/AIDS health promotion workshops are intended to be from three to four days in length. (The Mass media workshop is shorter.)

Plan your time carefully. When preparing your agenda, remember to allow plenty of time for questions and discussion. It is also essential to plan time for "hidden" activities such as moving to and from working group rooms, travel time for any field trips, returning from coffee breaks, etc. For shorter workshops it is important to select your exercises more carefully. Choose the sessions which emphasize the most important aspects of the topics.

Even with appropriately selected participants, workshops must be adapted to the specific needs of users according to local, regional or national situations. If you are planning an extensive training programme, it is important to pretest the materials with the individuals who will be facilitators and adapt the programme to meet their needs. Facilitators can provide case studies, questions and problems based on their own situations and clients.

The design of a workshop should address the following elements:

- knowledge: information given by lectures, background readers, etc.
- attitudes: methods of exploring norms and values
- skills: training on how to apply knowledge to one's own professional activities.

Preparation of trainers and facilitators

Trainers are expected to be knowledgeable and up to date in the subject of the workshop. However, background information on the country or region of the workshop may be necessary. It is the responsibility of the workshop organizer to provide the trainers and facilitators with essential background information. Facilitators are expected to be good in leading group discussions. Facilitators should also be available for the entire day before a workshop to prepare with the trainers. The contact between the trainer and the local workshop organizer should also be established well in advance. This will help to ensure adequate preparation and selection of participants, and to limit time lost due to differences in expectations.

At least two interpreters should be available for the entire workshop including, when necessary, the facilitators' preparation.

Choose a good working environment

Hold the meeting in a place where people feel comfortable, private, and free from interruptions. Check before starting a workshop that there will be enough space for the activities you plan, that the temperature is suitable and adjustable if necessary, that there is access to toilets, wash rooms and catering facilities.

A warm friendly working environment enhances training. The way a room is structured can either limit or enhance group interaction. Therefore different rooms are required for lectures or group work. For lectures, plenary discussions, videos or films, ensure that everyone can see and hear well. For a smaller group discussion, arrange the chairs in a circle.

Teaching equipment

For all sessions, the following items should be available:

- Overhead projector with acetate sheets and coloured markers;
- Flip charts with marking pens for each working group and at least one for plenary work;
- Large blackboard with chalk;
- Name tags or cards.

Sample preparation checklist

Make a planning checklist for every training course. Be sure to include all activities and the time frame in which each activity must be completed. Sample checklists for before and after a workshop are shown in the Annex of this guide.

Climate-setting/warming-up

Before the arrival of participants, it is the trainer's responsibility to check that the environment in which the course is to take place is conducive to participatory learning. Ideally, chairs should be arranged in a circle or semi-circle rather than in rows, and heavy furniture such as tables should be pushed to the side.

Establishing a good atmosphere at the start of a workshop is very important if participatory styles of work are to be successful. Participants need to feel comfortable about sharing their feelings and thoughts with one another, and this can only be achieved in an environment in which people respect and trust one another. This can best be created by spending time at the beginning of the course allowing members to get to know one another as well as the trainer.

Knowing each person's name and something about her or him is important for the start of constructive group work. The participants of the group should decide how they want to be addressed (by first name or more formally); maybe the group can find a consensus. The important thing is to encourage people to use whatever feels comfortable (for example "My name is Dr Alexander XY, and I'm happy for you to call me Alex if you like"). The trainer may like to set the tone by suggesting how people are addressed and briefly introducing herself or himself to the group.

Ground rules

If a group is to work effectively and learn together, it needs to have a shared understanding and ownership of the climate of learning. Identifying ground rules is also useful in helping a group to form and begin working together.

- You will use an educational approach where everyone learns from each other through activities and discussion. Each person in the group has valuable ideas and people should feel free to express their ideas and feelings without being judged.
- Participants have a right to challenge ideas but must be sensitive to the concerns and feelings of others.
- People have a right to change their minds and to make mistakes. This is an important part of learning.
- Everyone feels embarrassed when talking about sexual matters at times. It is important for all of us to learn to talk about sexual needs if we are to have safe and happy sex lives and help others to do so as well.
- Because people are able to talk about sexual matters openly does not mean that they are unusually free in their sexual behaviour or that they welcome sexual advances made towards them personally.
- People have a right not to participate when they choose not to do so. Never pressure anyone to take part in an activity or to share personal information.
- Respect confidentiality. Only share your own experience within the group.
- As a courtesy to the other group members, be punctual.

Agenda setting

It is important at the beginning of a course to clarify why participants are attending. It is not unusual for participants to be "sent" on a course by a manager who either thinks they "need" it, or has a specific task in mind for them when they have completed the workshop - e.g., running a course themselves.

Agenda setting exercises enable participants to identify their topics to be discussed at a workshop. They ensure that the range of issues examined are relevant to the needs of a group.

Although an agenda for the workshop is determined beforehand, opportunities should still be provided for participants to identify their own needs within the framework offered. It may also be helpful to discuss practical arrangements such as coffee, tea and lunch breaks at this point.

Leadership styles

The leadership style must be compatible with the needs of the participants. It is essential for trainers to be aware of their own preferred style, and to develop the ability to adjust their style if the needs of the group demand it. A key dimension of leadership is where the leader's style fits on a continuum from authoritarian to participative. There is no "right" and "wrong" style and indeed, most trainers probably operate somewhere between the two extremes, providing some authoritative leadership whilst also encouraging a degree of participation.

1. An authoritarian style

An authoritarian style is directive, with the trainer acting as a "director" who is a source of expertise. If you adopt this approach, you rely on your status, credibility and expertise to ensure acceptance of your views and leadership role. The strength of this style is that some groups of people may feel secure, reassured and protected from harm. The weakness of this style is that participants may become fearful, anxious and reluctant to take independent action. It does not develop their ability to take responsibility for their own decisions and actions. Furthermore, participants may respond by rebelling and rejecting your guidance.

2. A participative style

A participative style involves shifting power from the trainer so that it is shared between the trainer and the participants. This means using all the skills and knowledge of the participants as well as the trainer's. You will need to show warmth and empathy, to encourage participants to express their feelings, and to provide counsel and encouragement. You will need to be tolerant of different viewpoints, showing fairness and impartiality. You will need an ability to confront difficult issues and resolve conflict using a problem-solving approach. The strength of this style is that participants learn to trust their own judgments and at the same time, to appreciate other people's rights and opinions. The weakness of this style may be that strong feelings are uncovered and distress experienced by the clients. This may also be distressing for you as the trainer and hard for you to cope with. Also, participants who are used to being told what to do may feel confused and dissatisfied because they are not receiving the advice and direction they want. They will need to have the approach explained to them and be given suitable learning experiences to show them that it works.

3. Responsibilities

The responsibilities of a trainer will generally include:

- helping participants to identify and clarify their interests, their needs, and what they would like to gain from the group in the short and long term;
- helping to develop a relaxed atmosphere in which participants feel able to be open and trusting with each other and able to participate freely;
- offering expertise to the group on the understanding that members are free to accept or reject the offer;
- accepting and valuing all contributions from participants.

Training methods

Teaching or training techniques are methods used by trainers throughout the learning process to effect a high degree of knowledge retention.

Selection of teaching techniques will depend on participants' needs and abilities, topics to be covered, and time available for learning. To be most effective, methods can be combined. Any method used should include some way - through discussion or writing - for participants to examine the meaning of what has been done. This is essential if behaviour and decision making are to be influenced. Simple knowledge of facts has rarely proved to be enough to affect people's behaviour.

Effective training methods generally:

- arouse interest;
- appeal to a variety of senses;
- encourage active participation;
- provide a degree of autonomy and avoid trainer dominance;
- incorporate appropriate training aids;
- provide feedback to trainees as well as trainers.

Poor training methods are often reflected by:

- trainer's continuous uninterrupted talk;
- a great deal of passive listening by trainees;
- dominance of one method, disregarding the use of a variety;
- information which is not useful to the trainees;
- lack of feedback to and from trainees.

The following is a list with instructions for active teaching methods that are used in the workshops.

Discussion

Discussion is an important part of nearly every learning activity. Discussion is a highly participative method to help learners apply what they have just heard, seen, read or done. It is particularly good for problem-solving, clarifying information, and exploring issues, attitudes, values, and behaviour. Listening to discussion also allows the trainer to evaluate learning, correct misunderstandings and to select points to follow up on.

In the workshops, working or small group discussions are frequently used. The trainer must stay alert to provide guidance in the discussion. Guidelines for facilitating small group discussions include:

- Focus the discussion on major themes and help the group to agree on their priorities.

- Ask open-ended, probing or clarifying questions which encourage people to talk more fully, rather than closed questions which lead to "yes" or "no" answers.
- Ask people to speak one at a time and to listen to each other attentively. Begin by going around the group and giving everyone a chance to speak. Often the group will influence noisy people to quiet down, and quiet people to speak.
- Summarize the discussion so that people can see what they have covered and where to go next.
- Put your own views to one side while listening to those of other people. If people think they are being judged or disapproved of they tend to become more rigid or withdrawn. Encourage people to respect each other's right to express differing opinions and values. For example, saying "a person who does not use condoms is stupid" condemns that person, whereas saying, "avoiding condoms can result in people getting infected" doesn't judge the person.
- Decide when it is necessary and useful to ask participants to report results from working groups back to the plenary group. When issues are very emotional or intimate, it may be better not to report back to the plenary. Time needed for reporting back must also be kept in mind; the larger the group, or number of small groups, the more time will be needed.

Plenary or large group discussion

The trainer leads the entire group in discussion. The advantage is everyone can benefit from everyone else's contributions and the trainer can easily monitor and guide. The disadvantage is participants may be reluctant to speak up in a large group, and more outspoken participants may dominate.

Question/answer

Questions asked by either trainers or participants can be used to clarify information or to improve learning. Always encourage people to ask questions, either privately or in the group. Questions are neither "stupid" nor worth avoiding. To enhance and check learning, trainers may follow a lecture or presentation with verbal (or written) questions. Participants may also form "teams" and challenge each other with questions.

Brainstorming

"Brainstorming" is used to get a large number of ideas from a group quickly. It is a good way of involving the whole group and allowing them to think freely about a certain subject. Provide the group with any question you want to work with. For example, a trainer might want participants to produce a list of risks young people face in everyday life. Participants are asked to call out ideas while the trainer records them quickly on a flipchart. No comment or discussion takes place until after all the ideas are listed. Next you may want to look at the list and clarify or summarize common statements, identify priorities and select common goals. Discussion then centres on the ideas the participants and/or trainers feel are most useful.

Be sure you write down everyone's ideas, asking for clarification when needed to make sure you note them correctly. If someone has plucked up enough courage to make a suggestion, it is important that the suggestion is added to the list, otherwise that person may not speak again and feel rejected by the group or trainer. Everyone's contribution is valuable and can be used in the discussion.

Feedback

Feedback is simply a response to what participants say and do. The purpose is to acknowledge contributions made by participants and to encourage their continued participation. Feedback may also be used to reinforce correct information or desired behaviours, or to make corrections or clarification. Feedback may be verbal or written. It may range from simple encouragement or recognition to more detailed observations about knowledge or behaviours observed and/or the possible meaning.

Feedback should always be stated in positive or neutral terms, rather than as criticism. Participants will feel better about themselves if you praise their progress, achievements, strengths and efforts, however small, instead of concentrating on their weaknesses. You should also not ignore or belittle their efforts nor try to raise motivation through criticism or through raising guilt.

Listening

When we talk to each other, we often don't concentrate on what the other person is saying. We may be busy thinking about what we are going to say next, or sometimes we get excited about the subject of the conversation and have a hard time listening.

It is important to show the other person you are listening and interested in what she/he is saying. Looking at her/him while she/he is speaking, smiling when it is appropriate to do so and occasionally helping her/him along by summarizing for her/him what you think she/he has said will all help to show you are listening.

Lectures

Lectures can be useful for presenting factual information on HIV/AIDS and other related topics. Learning from lectures can be increased by keeping them short and allowing at least equal time for questions and discussion.

While it may be useful to record main points, note taking during lectures may decrease learning as participants may pay more attention to writing than to thinking about what is being presented. A handout of lecture notes is a potential solution to this dilemma.

Guest speakers

Guest speakers are a valuable source of expertise, as well as providing variety during a training course. In order to benefit most from guest speakers, make sure they are well selected and prepared. Inform them beforehand of:

- the amount of time they will have to speak (include time for questions and answers);
- the topics and points you would like them to cover;
- how their contribution fits into the overall content and goals of the training;
- the characteristics (e.g., level of education, professional positions) and learning needs of participants.

Find out from them what facilities, supplies and equipment they will need. Obtain any background materials they would like participants to have and read enough in advance to prepare copies.

Demonstration

Demonstrations are used to show how something can or should be done. It is both a visual and an oral way of training, combined with hands-on practice by trainees. For HIV/AIDS education, the skill being demonstrated might be practical, such as the correct way to use condoms, or it might be a communication skill, such as how to ask open-ended questions or how to lead a discussion.

Whatever the skill demonstrated, learners need to have a chance to practice it. Skill learning can be checked by asking learners for a demonstration in return. This method is highly participative and allows feedback.

Focus groups

Focus groups are group discussions in which a leader presents open questions for discussion by a sample of a population of interest. It is generally important that characteristics of the group members be as homogeneous as possible. An observer-recorder writes down what is said, and how it is said (e.g., mood, non-verbal behaviour) The purpose is to gather in depth, qualitative information about how the group views a particular issue, stated in their own terms. Focus groups can provide useful insights into decision making and behaviour. Workshop 4, Development of communication materials, provides detailed information and exercises on how to run focus groups.

Case studies

Case studies are "real-life" examples of a person or situation. In general, a history of an event or a set of circumstances with relevant details is presented for consideration by the group. They can be designed to give people information, to help them to consider their attitudes and values, or to discuss the skills they might need to deal with the problem.

It is usually most effective to select relevant and familiar cases which will generate differing opinions, or for which there is no simple solution. This method is participant-centered and provides opportunities for the exchange of ideas and for consideration of possible solutions to problems which the participant might face. Enough information should be given so that there are clear points for discussion. Don't make it so complicated that the participants forget who did what, when and how. Conversely, if case studies are too vague, useful learning will probably not happen. It is a good idea to go over the main points to make sure everyone has understood them.

Role-playing

Role-playing is the use of simple drama in which participants act out possible real life situations and roles. It is an effective way to teach communication skills, influence attitudes, and encourage problem solving. Role-playing can be used to help participants understand more about themselves and to think about themselves and others in different situations. Role-playing provides a safe and realistic practice situation for communication and problem solving skills.

In role-playing, participants are given a role and have to speak and act spontaneously, without detailed planning. In role-playing, we take on someone else's character. This is often less intimidating than having to express our own ideas and emotions. Ideas for role-playing might come from the group or from situations that are familiar to you. Be careful, however, not to portray a real-life situation that can be identified as that of someone from the group or local community.

Some of the participants take the acting parts while other members of the group watch carefully. After the play they all discuss their reactions to it.

It is important for the trainer to identify some of the ideas expressed, the feelings shown and some of the behaviour that might have led to difficulties. The sort of questions asked after a role play are: "How do you feel?"; "Were you happy with the way things turned out?"; "What could be done to solve the problem?" Again, much of the learning happens through exploring what has taken place.

Another use for role playing is to practice situations before you meet them in real life. For example, it may be useful to practise going to a pharmacist and asking for a packet of condoms, or talking with your partner about how to use a condom. This preparation will help provide the skills people may need to protect themselves from becoming infected with HIV.

It is very important to take time after role playing to allow participants to talk, as the emotional impact can be quite strong. It is also important at the end of role-playing to "de-role"—that is, to stop pretending to be somebody else and return to reality. Give the players a chance to express their feelings about the characters and situations they acted out. All the players should remove any special symbols they used to play their characters. It may be necessary to have everyone change seats and say their real names. Do not underestimate the need for this.

Audio-visuals

Audio-visual teaching aids include tapes, videos, film, TV, radio, pictures, etc. Any of these may be used to provide information or to stimulate ("trigger") or focus discussion. The purpose and type of discussion is determined by the trainer, who prepares the participants before they see/listen and then guides the discussion by asking questions afterwards.

Audio- and visual-based learning will usually have one of two purposes:

1. Teach or illustrate particular points. For example, to consider the best solution to a particular problem. In this case, the introduction will ask participants to listen/watch for specific points. The discussion afterwards will be focused on these points.
2. Promote or focus exploration of experiences or attitudes related to what has been seen/heard. The introduction will be very open. Participants may only be told

2. Promote or focus exploration of experiences or attitudes related to what has been seen/heard. The introduction will be very open. Participants may only be told to listen/watch what happens. The discussion afterwards will focus on participants' feelings and opinions. There will be no "best" answers.

Audio-visual aids should not be used as a training session without discussion. Leaving a group of people in front of a video without time for discussion does not allow them to work out how they feel about what they have absorbed. Choice of audio-visual materials for the session is very important. Teaching aids (those which give facts and information rather than telling a story) can be taken in small sections; you can stop the lesson every few minutes to check whether the group has understood. Discuss the information as you go along. A storytelling aid has more impact when people can hear/see the story straight through and then discuss it afterwards. Be sure you have heard/seen the audio-visual aid before you present it to your group. Prepare some topics for discussion and think about which questions you are likely to be asked.

O v e r h e a d s

Overheads can either be produced using a copying machine and special acetate sheets, or by writing with markers on clear sheets of plastic or acetate. Important rules for overheads include:

- Limit the information presented on overheads to main points. The point of overheads is to focus the presentation, not to give details that will be covered verbally. No more than 10 sentences is a general rule.
- A general rule for overheads is that they take a minimum of three minutes each. Plan accordingly.
- Type-face or lettering used should always be big enough to be seen clearly from the back of the room.
- Summarize information by using graphics, i.e. use tables, charts, diagrams, etc.
- When speaking, use a pointer and stand to the side of the screen and projected image. Do not stand by the projector and point to the overhead itself as you will be blocking the view of participants. The use of an assistant to change prepared overheads can correct this problem as well as save time.

F l i p c h a r t s

A flip chart is a series of blank pieces of paper for writing ideas and information presented by a group.

If you are going to use a flip chart, it is better to join the series of pieces of paper at the top. Pens, pencils, felt markers, paints, charcoal or coloured chalk can all be used to write on your flip chart.

W o r k s h e e t s

Prepared worksheets can be used to guide activities done individually or in working groups. Worksheets may provide background information for an activity as well as questions to be answered.

For sessions which require worksheets, the worksheets are included in the annexes of the specific workshop guide. If a worksheet is used, be sure to discuss it with the group members after the exercise has been completed.

Problem solving

Trainers often find the prospect of group work daunting, and anticipate inability to cope with problems. A solution is to acknowledge and face these fears, and work out strategies of coping should problems arise. Some common fears and possible strategies for coping are as follows.

Silence

If you are afraid to be left with your group in silence, remember that silence can be useful; it can be time that participants need to think. Silence often does not feel as threatening to participants as it may be to you. You may find it helpful to:

- Run a group with a partner, so that you can help each other out if either of you gets stuck;
- Ensure thorough preparation, so that you have planned activities and questions. Write down a list of questions to ask (e.g., at the end of a trigger film) and don't be afraid to refer to it in front of the group;
- Have spare activities ready to use if your planned activities don't seem to work. Resources such as the Group education exercise handbook illustrate many alternative activities;
- Silence can also be a sign of consternation, disapproval or resistance. Try to find out the reason and discuss with the members of the group how to handle the situation (prolong the silence for a while, change the programme, change leadership style).

Disasters

Unexpected "disasters" include such things as getting lost and arriving late, or finding that too few or too many people have turned up. There is no blueprint strategy to cope with the unexpected, but it will help if you acknowledge what has happened and share it with the group ("I am delighted that so many of you have come along, but I wasn't expecting such a crowd, so we may be a bit squashed this week"). Also share your plans for dealing with the "disaster" ("I am going to try to get a bigger room next time"... "I'm going to start ten minutes late"). Sharing the problem and enlisting cooperation can have the positive benefit of encouraging mutual support; not sharing it can leave your group feeling angry.

Distractions

Distractions can take many forms: noises outside the room (i.e., road works), noises inside the room (i.e., crying babies, coughing), people coming late or leaving early, interruptions. Distractions can also be caused by participants themselves, for example, by becoming very angry or upset.

As a rule, there are three choices for you as a trainer:

- Ignore them. This is seldom a good idea, as it leaves people wondering if you are going to do anything, and this itself is a distraction.

- Ignore them. This is seldom a good idea, as it leaves people wondering if you are going to do anything, and this itself is a distraction.
- Acknowledge and accept them. This is generally best with things you cannot change ("I know the traffic is really noisy, but there is nothing we can do about it, so I think we will just have to put up with it").
- Do something about them, preferably involving the group in the decision ("As so many of you found it difficult to get here by 2 pm, shall we start at 2:15 tomorrow and finish 15 minutes later?").

If someone is showing emotions, such as crying, acknowledge it ("I can see that you are upset"); offer reassurance that it is all right. to show emotions ("There is no need to be embarrassed, we don't mind if you cry"); offer the opportunity to talk about it ("Would you like to tell us what is upsetting you?"); or offer to take some time away from the group, accompanied by you or someone else ("Shall we go outside for a few minutes?"). Do not put any pressure on the person. Help her/him to do what she or he wants to do, whether it is talking, keeping quiet, staying, leaving or being by her/himself. Do not ignore a show of emotion; ignoring it will cause tension and embarrassment.

Difficult behaviour

How participants behave can pose difficulties for the trainer. There are two broad categories of difficult behaviour: non-participation and talking too much. The latter category takes many forms, such as the know-it-all who always chips in with all the answers, people who launch into long stories, people who interrupt, people who do not let other people get a word in edgeways, people who talk off the point and people who always disagree.

A starting point for dealing with these difficulties is to try to think why people behave like this. Are they nervous, threatened, worried? Are they desperately in need of attention? If you can deal with the underlying cause, the situation is likely to improve. Second, note that people often change their behaviour as they get to know others and feel comfortable in a group. Third, try getting people to work in pairs or small groups, which can help quiet participants to join in, and give others a break from the constant talker. Fourth, use structures in your discussion such as "rounds" or make a point of asking for other people's opinions. Finally, it may be necessary to confront the difficult person (not in front of the rest of the group!). For example, you could say: "I have noticed that you contribute a great deal to the group discussions. That makes me concerned about whether other people are getting enough chance to talk. I would like to suggest that you keep your comments to just a couple of sentences. Would you feel all right about doing that?" If the group is very upset about a difficult person, ask the group (including the difficult person) how they want to handle the situation.

Evaluation

Effective training provides an opportunity for learning for both participants and trainers. Evaluation provides a means of measuring how effective any piece of training has been.

To some trainers, evaluation may sound like a complex skill, alarming to those of us who are not experts in scientific techniques such as statistics.

It might be more helpful to look at evaluation as feedback which helps us assess how realistic our objectives have been, how far they have been achieved and which part of the workshop has been particularly effective or needs revising.

Evaluation should precede closure and be allocated sufficient time for participants to recognise it as an important part of the workshop, rather than a tedious formality.

Pre and post-workshop questionnaires have been included in the Handout packet which accompanies each Workshop guide. These evaluations cover the participants' perceptions of the workshop (content, format, etc.) as well as their knowledge and attitudes regarding the subject of the workshop. They can be used by the trainers at the beginning of a workshop as a quick assessment of the participants knowledge and/or attitudes. Similarly, they can be used comparatively at the end of the workshop to measure progress.

Questionnaires for workshop organizers have also been included in the Workshop guides. These are to help organizers reflect on what went well and what may need to be altered in the future. They also provide WHO with an otherwise unattainable evaluation of those recruited by GPA as trainers.

Trainers are also requested to complete similar questionnaires included in the Guides.

Closing exercises

The end of a workshop is as important as the start. Just as time was spent at the start of the workshop creating a supportive atmosphere in which participants could work together, ending it in a similar way offers participants the opportunity to reflect positively on what has been achieved. Closing exercises provide an opportunity for people to acknowledge publicly the support they have gained from other participants.

Closing exercises should be used at the end of every session, no matter how brief.

Annex

Sample Checklists

Activity/number of weeks in advance	6	5	4	3	2	1
Define objectives of workshop and target group	X					
Contact GPA trainer and define the agenda	X	X	X	X	X	X
Send out <u>Participant selection questionnaire</u>	X					
Select participants			X			
Send reminder and agenda to participants					X	
Translate essential worksheets and information			X	X	X	
Copy translated materials				X	X	X
Select facilitators & interpreters			X	X		
Select and reserve location			X			
Invite guest speaker(s)			X	X		
Organize workshop materials and supplies					X	
Arrange refreshments/catering						X
Train facilitators						X

After the workshop:

Activity	Time after workshop
Complete <u>Organizers' questionnaire</u>	1 day
Send copy of completed <u>Organizers' questionnaire</u> to GPA/EURO	2 days
Send summary of <u>Participant surveys</u> to GPA/EURO	2 days
Telephone GPA/EURO to debrief on workshop	2 days
Send any late workshop materials to participants (e.g. translated articles, etc.)	As soon as possible
Send <u>Impact questionnaire</u> to participants	3 months
Send summary of <u>Impact questionnaire</u> to GPA/EURO	Within 1 month after distribution