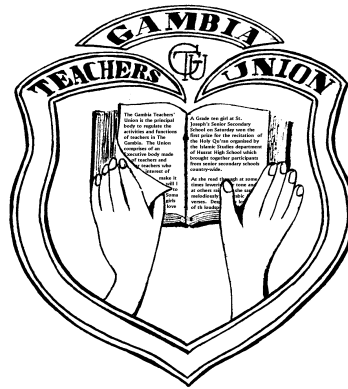


GAMBIA TEACHERS UNION



A GUIDE FOR GTU FACILITATORS

Last Revised March 2007

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PREFACE AND INTRODUCTION

The task of building a stronger and more effective teacher union is a challenging one. It requires the systematic involvement of as many players as possible. The systematic involvement in the activities of the Union depends to a great extent, on the provision of trade union education and leadership skills for our dear staff and valued volunteers. This will enlighten the leadership on the activities of the Union and related professional guidance with the view to providing a basis for commitment to, and support for the Union.

The major link between the Union and the general membership at grassroots level is the grassroots structures, that is, the School Representative, District as well as Regional executive Members. To enhance and ensure proper representation, it is prudent to provide our personnel with the appropriate leadership and trade union education. This will adequately inform and equip them with some basic techniques of union leadership. Through the training, they will be able, not only to solve school problems but also help their colleagues acquire positive attitudes towards themselves, their culture, their work and the process of community and national development. It is towards this objective that this Guide for the GTU facilitator has been produced.

It is important to note that, the subject of the course has been chosen according to the priorities of the Union and as such we hope that the Facilitators will be loyal not only towards the purpose of the course but also very much towards the content of the course. Generally, we will be employing the Study Circle Concept and Approach which was imported and tailored to our needs and desire. This approach will help to provide our valued volunteers with the opportunity to broaden their outlook awaken their consciousness and sensitise them to active participation thus making the teacher organisation a more viable trade union organisation with active and enlightened membership.

The Facilitators' Guide is intended to provide that necessary reminder of who and what is expected of a GTU Facilitator/Trainer. It introduces the Facilitators to the general concept and approach used in Study Circle matters as well as provides some basic guidelines for the Facilitators in conducting his/her role. Despite the suggestions, Facilitators are expected to use their initiatives and experience, coupled with the basics in the Guide, to provide the necessary training and capacity building as so desired. We hoped that the Facilitators will effectively impart the information by professionally demonstrating the requisite skills and knowledge of the issues as indicated in the Training Timetable.

It must be stressed that the information and the methodologies provided are not exhaustive. The trainer should not hesitate to add more information and should be at liberty to use alternative methods which are suitable to the course as highlighted above. Similarly, the trainer may use any other material which will facilitate his/her work as a trainer.

We look forward to fruitful deliberations and wish to thank you so much for your anticipated efforts.

**ESSA SOWE
PROGRAMME SUPERVISOR**

1.0 CHAPTER 1: THE CONCEPT AND PRINCIPLES OF FACILITATION AND TRAINING

1.1 INTRODUCTION

Facilitation is the art of stimulating and managing discussion among learners, so that they can share, discover, learn and make choices of their own. It is done by advocating for fair, open and inclusive procedures to accomplish a group task.

In this programme, the Facilitator or Trainer will ensure that the strategic objectives of the project are achieved. He/she must endeavour to create a conducive environment where the trainer and learner freely share experiences with the view to making informed choices of their own.

This programme is a structured learning process designed for our Volunteers and it will enable learners to acquire knowledge, skills and positive attitudes relevant to their work and lives as school representatives/Study Circle Convenors, Local Female GTU Leaders, GTUCCU Promoters as well as School Managers.

1.2 THE ROLE OF THE FACILITATOR OR TRAINER

The role of the Facilitator/trainer is to give support to everyone to do their best thinking by encouraging full participation, promoting mutual understanding and cultivating shared responsibility. In so doing, participants or trainees will search for inclusive solutions thus enhancing sustainable agreements.

For effective facilitation, the Facilitator or Trainer should:

- Pass on the content of the course;
- Help the trainees to be focussed on the task by being on track to achieve its goals in the time allotted;
- Encourage interaction between trainees more than with himself;
- Be prepared with all relevant facilitation materials and dialogue tools to deal with difficult moments;
- Trainers are psychologically prepared to enhance their meaningful participation;
- Codify the purpose, scope and deliverables of the lesson or course/workshop;
- Trainees are helped with sound ground rules that everyone including the Facilitator/Trainer should follow and reminding them of these when they are not followed;
- The environment is safe for trainees to feel comfortable when contributing ideas;
- Guide the group through processes designed to help them listen to each other and create solutions together;
- Ask open-ended questions that stimulate thinking;
- Tentatively paraphrase or repeat verbatim individual contributions to confirm understanding and ensure they are heard by the whole group;
- Record agreements reached or current issues with the group in large script on the chart so all can see and accept the wording;

- Evaluate the performance of the group to assist in continuous improvement

1.3 SOME THINGS THAT FACILITATORS/TRAINERS DON'T DO

- ❖ Back a particular opinion voiced in the group;
- ❖ Offer their own opinions;
- ❖ Let the group unconsciously shy away from a difficult area. S/he must encourage his/her co-trainers to assist wherever necessary;
- ❖ Lead the group towards what s/he thinks is the right direction.

1.4 FACILITATION SKILLS

It is critical to the Facilitator's Role to have the knowledge and skills to be able to intervene in a way that adds to the group's creativity rather than taking away from it. Basically, the skills of a facilitator are about meeting the following practices:

- ✓ Timekeeping;
- ✓ Following an agreed-upon agenda;
- ✓ Keeping a clear record;
- ✓ Watching the group and its individuals in light of group process and dynamics;
- ✓ Ability to paraphrase (good listening skills);
- ✓ Stacking a conversation;
- ✓ Balancing participation;
- ✓ Making space for more reticent group members

2.0 CHAPTER 2: THE PARTICIPANTS - ADULT LEARNING

2.1 INTRODUCTION

A wide range of materials and literature can be found about training of teachers. Here we will only highlight the one thing in particular, which is considered as the difference between teaching of children and teaching of adults.

The basis of experience is much greater for adults than for children. The experience of adults can be used by the trainer when educating the adults, which can be beneficial for the quality of the training course. However, the basis of experience can also have a negative effect on the courses as the adults can be reluctant towards the trainer in cases where the content of a course is not conform to the experiences and convictions of the adult. In both scenarios, it applies for the trainer to respect the individual values of the adult, while not allowing those values to compromise the overall purpose of the course.

With the knowledge that in this training we are dealing with adults, it is important for the facilitator/trainer to be well informed about Adult Learning including the characteristics of adult participants; various ways of motivating and activating them as well as the teaching methods to facilitate the training programme.

Remember that you should be present to welcome the participants. Shake hands and try to make them feel comfortable and welcomed. You should be sure that the training hall is prepared the way you want it and most importantly, start the training on time.

One of the first things you have to do is to introduce yourself. Tell them your name (even though they may have known), your experiences of being a Facilitator/trainer and explain some of your background, for example, mention if you have experiences yourself of being a volunteer.

In your introduction, you must never try to give excuses - *I am glad and proud to be here, but it is my first time as Facilitator/trainer on a course of this sort, but I am sure I will do my best.*

Have confidence in yourself. You have been chosen for the job because of your skills!!!

NOTE: You may have an "Ice Breaker" before allowing the participants to introduce themselves.

2.2 WHO ARE THE PARTICIPANTS?

The participants are the GTU Trained and the Untrained School Representatives, Credit Union District Promoters, District and Regional Executive Committee Members as well as National Executive Committee Members of the GTU, GTUCCU, GTUWW and Cluster Monitors found in the regions. They are of varied age, educational background and social status with a variety of life and work experiences. ***The trainer in taking all these and other characteristics into consideration must give considerable respect to the participants, help them cope with the study material and make them feel at ease.*** It is always useful to make learning lively by changing teaching methods, making eye contacts with different participants and avoiding long speeches.

The trainer must do whatever is possible to keep the participants well motivated and in a state of willingness to actively participate in the training programme.

In short, the trainer must handle the respective participants with care to enable them be a part of the GTU team.

2.3 SETTING AN ENABLING ENVIRONMENT

It is important to create a friendly learning environment. The following are some characteristics of a good learning environment:

- ✓ It encourages a spirit of mutual respect which each participant needs
- ✓ It is supportive and caring. Participants feel safe and free to express themselves openly to reveal their real feelings.
- ✓ It is warm and friendly. Everyone feels respected and liked.
- ✓ It has a climate of mutual trust and responsibility. The participants see the facilitators as colleagues not as authoritative figures to control or manipulate them. The participants accept responsibility in making decisions that affect their learning.
- ✓ Emphasis is on learning and not teaching.

When a learning environment is safe, acceptable and supportive, active participation and growth in knowledge can be assured.

2.4 COPING WITH DIFFICULT PARTICIPANTS

Normally you will not experience any problems with the participants during a course. Most of the participants sign up for the course with a positive attitude and with the ambition of benefiting from the course. If the course lives up to or exceeds their expectations, they will also be positive during the course.

However, it will always appear that a participant is not taking part in the course in an optimal way. You may experience different kind of problems depending on which kind of stereotypical participant you are dealing with. The following section features stereotypes of the different kinds of people you may meet at the courses and suggestions on how you can deal with each of them. It should be noted, that as these are theoretical suggestions only, they should not be transmitted directly as solutions to unique situations and problems you may run in to in the classrooms.

2.4.1 THE SILENT TYPE

On the face of it, this type of participant does not cause any problems for the trainer, but as every participant on principle should benefit as much as possible from the course, this type is worth paying extra attention to. As a trainer you can try to get the silent type to participate more actively in the following ways:

- Make sure to give the floor to the silent type, when he/she asks for it.
- Ask directly to the opinions of the silent type, when you are summing up.
- Remember the silent type, when assigning tasks.
- Make conversation with the silent type during breaks and in the evening. This makes him/her feel confident.

2.4.2 THE ASKING/TALKATIVE TYPE

It is wonderful, when the participants are showing commitment, asking questions and commenting on the things you are teaching them. But it can be problematic if one or several participants on the same course are asking questions or making comments all the time. Basically the asking/talkative person is positive, but may also have a special need for attention. In any case, this is a problematic type that many trainers find difficult to handle. Here are some suggestions for handling the asking/talkative type, you may find useful:

- Bypass them some times, even though they are indicating to want the floor. As many asking/talkative types know that they can be rather dominating in the classroom, most of them will accept to be bypassed once in a while.
- Demand for short contributions/questions.
- Kindly reject questions not related to the subject you are teaching.

If none of the above listed hints are helping you can talk to the person during a break. Explain that you are happy for the commitment the person is showing, but ask him/her to be less dominating during the course on grounds such as keeping up with the time schedule and taking the other participants into consideration.

2.4.3 THE KNOW-IT-ALL TYPE

As a trainer you are not necessarily the expert on all the subjects included in the course. It can appear that a participant actually knows an individual subject better than you. In such case you should use his/her knowledge to supply your own. It is not a problem for you as a trainer, that participants know more about one subject than you do!

2.4.4 THE 'FUNNY' TYPE

Humour is always a good thing during a course, but sometimes you meet participants who are trying to be funny all of the time. However, in many of those cases, the funny person is only really considered to be funny by himself.

- Ignore the funny comments and calmly continue your teaching.
- Return the funny comment, if it is possibly without offending the person in question.

Talk with the participant during a break. Explain that while it can be fine with the funny comments, it also tends to remove focus from the issues relevant to the course and moreover, the course has a tight schedule to be followed.

2.4.5 THE AGGRESSIVE TYPE

Is the participant discontent about the course? Perhaps he or she did not want to participate in the first place? Maybe it is just part of the personality of the participant? Participants can behave aggressively for many different reasons. The best mean for you to curb the aggressions is to be friendly and forthcoming. Personal contact during breaks can also be a good way to prevent or curb the aggressions. In particular instances, the aggressions can be too extreme to go through with the course in a reasonable way. In that case, there is only one option for you to choose: Either the participants calms down and appears positive during the remaining part of the course, or the participant chooses to leave the course.

3.0 CHAPTER 3: THE GAMBIA TEACHERS UNION

3.1 INTRODUCTION

Formal education started in The Gambia in 1823 and recruitment of teachers during this period was monopolised by Christian Missionaries mainly the Methodist, Anglican and the Catholic Missions. During this period the Colonial Government showed little or no interest in education. Therefore, no machinery was created during the period to protect the interest and welfare of teachers. Low salaries and poor conditions of service became the order of the day. These circumstances compelled some teachers to form a cohesive body that would represent the interest of its members, then the formation of the Gambia Teachers' Union (GTU) on February 9th 1937.

This Chapter is intended to provide the SR/SC with some relevant information on the history, challenges and achievements of the Organisation.

Reverend John Colly Faye who masterminded the formation of the GTU declined a position in the first Executive but instead stayed in the corridors of power from where he made his mark.

MEMBERS OF THE FIRST EXECUTIVE COMMITTEE INCLUDE:

Rev Henry Newman Hunter	-	President
Mr. C W Downes-Thomas	-	Secretary
Mr. J H Bolingbroke-Fowlis	-	Member
Mr. J E Mahoney	-	Member

In 1950, three members of the Executive: Messrs Ezekel Asamoah, Tamasa S Jarra and A S C Abel-Thomas, sat on the WHITELY COUNCIL (WC) which was established to look into teachers' conditions of service. The formation of the WC was as a result of the relentless force and pressure the GTU exerted on the Government.

Since its inception, the Union gained recognition both nationally and internationally was affiliated to: WCOTP (1960), AATO (1980), IFFTU (1988) and later with Education International (EI)

EI the world's largest teacher organisation with millions of members the world over.

From the 1950s, GTU struggled to maintain its structures and sensitized its members to appreciate the need for a Union until the late 1980s when GTU as it is known today began to emerge as a force to be reckoned with. Between the 1980s and the 1990s, due to the switch of world attention to gender issues, GTU created the Women's Wing which fraises on women and the girl-child. Around the same time, as a result of GTU's concern for teachers' socio-economic development, created the GTUCCU which specialises in this area.

3.2 THE VISION STATEMENT

A national teacher organisation that embraces all other education workers; seeks to ensure a highly trained, skilled, qualified, protected and well motivated membership through dialogue, relevant social services and other advocacy strategies with high moral and democratic values.

3.3 MISSION STATEMENT

To effect an organisation of all teachers and education workers within a national union of teachers which is the ultimate guarantee for the protection and promotion the rights of its members. As an organisation we will endeavour to enhance the status and working.

Status and working conditions of our members through collective bargaining and the provision of social and other relevant services.

3.4 MAIN OBJECTIVES

In our drive to achieve the noble vision above, GTU shall commit itself to the following: to

1. associate, unite and secure complete organization of all teachers of The Gambia regardless of grade, qualification, race, sex, colour , religion, creed or nationality;
2. bring about closer cooperation and promote mutual understanding among teachers;
3. provide the means whereby the collective views, opinions and decisions of members affecting the interest of education in general and those of the teaching profession in particular can be expressed;
4. offer members advice and assistance in education and professional matters and also to assist them in legal proceedings of trade union nature;
5. maintain the democratic character of the Union and to protect it from both internal and external hostile forces and infiltration by subversive and reactionary elements opposed to democratic and free unionism and also to safeguard the autonomy of the union;
6. secure effective representation on all executive and advisory bodies having powers to make decisions that may affect the teaching profession;
7. establish, promote and maintain a high standard of professional qualification, loyalty to established principles and unswerving devotion to the proper education of children

3.5 ORGANISATIONAL STRUCTURES

Two main structures operate within the GTU. These are:

- i. The **Political hierarchy** which has responsibility for the formulation of policy guidelines and executive direction;
- ii. The **Administrative set-up** which is the Secretariat and Headquarters that implement the policies and programmes of the Union.

3.5.1 THE POLICAL (STRUCTURE) HIERARCHY

This is based on effective representation where the representatives carry the mandate of the members they represent. It is therefore necessary for members at the various levels to be seriously involved in electing worthy representatives.

The various levels of the Union are:

a. GAMBIA TEACHERS UNION (GTU)

- i. Basic Unit – The School(School Representative and study Circle Convenor – SR/SC)
- ii. District Executive Committee (DEC)
- iii. Regional Executive Committee (REC)
- iv. National Executive Committee (NEC)
 - ✓ Finance and Budget Sub-Committee
 - ✓ Arbitration and Condition of Service Sub-Committee
 - ✓ Welfare Sub-Committee
 - ✓ International and Legal Matters Sub-Committee

b. GTU CO-OPERATIVE CREDIT UNION (GTUCCU)

- i. District Promoter
- ii. Regional Director
- iii. Board Of Directors (BoD)
 - ✓ Technical Committee
 - ✓ Education Committee
 - ✓ Loans Committee
- iv. Supervisory Committee

District and Regional Officers are integrated into the Main Structures at regional level.

c. GTU WOMEN'S WING (GTUWW)

- i. Regional Secretary
- ii. Women's Executive Committee (WEC)
 - ✓ Technical Committee
 - ✓ Welfare Sub-Committee

Regional Officers are integrated into the Main Structures at regional level.

The Basic Union of the GTU at the grassroots is the educational institution (i.e. school, education office). All teachers and other education workers (i.e. officers, caretakers, secretaries, bursars, etc) are legible members of the Union. School Representatives elect a leader and a committee. The District Committee embraces all the basic units in any specific locality.

The Regional Committee is constituted by the elected members during their respective Regional delegates Congresses. They are headed by the GTU Regional Secretary. All matter concerning welfare (finance) and gender-related issues and presided over by the GTUCCU Regional Directors and GTUWW Regional Secretaries in their various locations.

The NEC and WEC are elected during National Delegates Congresses while the BoD is elected at Annual general Meetings.

3.5.2 THE ADMINISTRATIVE SET-UP

The Secretariat is headed by the General Secretary as the Chief Executive. The Manager of the GTUCCU presides over the Credit Union administrative matters. Both positions are by appointment and are permanent until retirement. Each of the Executives are assisted in the performance of their duties by deputies and other officers who have specific schedules at the national levels. Administrative functions in the regions are handled by Regional Officers in the case of the GTUCCU.

The Desk Officer at the Secretariat is the head of the Gender Unit of the Union and she advises on gender matters.

3.6 ACHIEVEMENTS

In spite of the many hurdles GTU had to surmount over the years, services rendered by the Union to members include but not limited to:

- The establishment of the Women's Wing.
- The Establishment of the Cooperative Credit Union Wing and instituting economic services
- Unification of majority of teachers in
- The Upgrading of teachers to attain qualified status.
- Participation in the development of national policies and programmes, e.g. the Education Policy (1988-2003) and the Unified Teaching service Act.
- The construction and furnishing of GTU Secretariat.
- Improvement of the status of the teacher.
- Representation on relevant Boards, Committees and Commissions.
- Achievement of the upward revision of teachers' salaries in 1979.
- Regular Publication of Newsletter.
- Printing and (free) distribution of Calendars annually.
- Playing a key role in the development of the National Education Policy (2004-2015)
- Construction of the GTUCCU Secretariat
- Sensitisation of stakeholders on the provisions of the National Education Policy.
- The provision of Extra Mural classes for its members to upgrade their academic and professional standards.
- The decentralisation of the Extra Mural Classes at Regional Levels
- The establishment of the Best Teacher Award Scheme.
- The strengthening of the Regional branches.
- Strengthening of the Secretariat Staff
- Provision of Vehicles.

3.7 CHALLENGES

Notwithstanding the above giants strides, the following challenges continue to pose a threat to even greater achievements:

- Developing authority to regional branches

- Strengthening the regional structures
- Properly coordinating the recruitment process.
- Membership recruitment
- Establishment of a Teaching Service Commission (TSC)
- Achieving a collective bargaining agreement certificate.
- Adequate funding for GTU Programmes.
- Raising the academic and professional standards of its members and employees
- Establishment of Teachers (social) Bank.
- Effective monitoring of regional operations
- Changing composition of the local representatives and its implications for union policies and programmes
- Insufficient information and education among the rank and file about the Union;
- Promoting and upholding the unity and solidarity of the Union

4.0 THE STUDY CIRCLE CONCEPT

4.1 INTRODUCTION

Unity is strength!

To build a strong union you need to have trained and active members at grassroots level. The Study Circle method is an effective way to reach the grassroots members at low cost within a short space of time.

A Study Circle is a group of people who gather together to find solutions to their common problems. The Study Circle method promotes reading, discussions of social- and labour-related topics, research, and actions and is an effective and modern non-formal education approach.

The Study Circle activates many members. The active contribution by members is fundamental in upholding the democratic values of the organization. It also gives more self confidence and removes conservative influence towards new ideas. For example: women teachers' participation in The Gambian Teachers' Union activities.

During the 19th Century the society in Europe was divided. One small group of wealthy, rich and well-educated people formed the powerful ruling upper-class, whilst the other groups were the mass of labour-force who were poor and uneducated. Millions of people from the European communities migrated to America to find better living conditions. To improve working and living conditions, people needed to be skilled, educated and well trained. Access to education at that time was a privilege for the rich people. To acquire education with less expense, people gathered together to exchange experiences and learn from each other. *The Study Circle was born!*

Sharing experiences concludes that joint efforts are always stronger than the strongest individual. The Study Circle method has successfully strengthened unions not only in Northern Europe but in many parts of the world. The Study Circle remains a tool in the hands of the popular movement for the effective training of members at low cost and within a shorter space of time.

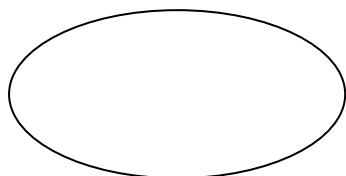
4.2 THE CONEPT

A Study Circle is a small group of people with common needs, interest and purposes, who voluntarily agree to meet regularly in an atmosphere of cooperation and understanding.

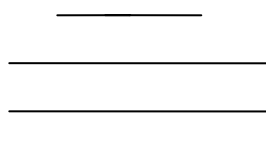
The Study Circle method is a non-formal education and a way to promote democracy through the techniques used.

4.3 DIFFERENCES BETWEEN THE STUDY CIRCLE AND FORMAL EDUCATION

1



2



Study Circle/Non formal education	Traditional classes/ formal education
Convenor sits amidst the group members as one of them. Equality is a main principle! You cannot obviously notice who the leader is.	Teacher stands or sits higher up than the students. The students may be equals among themselves but the teacher is superior. You can easily recognize the teacher.
Decide on a plan of studies themselves – accept, reject or amend. The members have supreme power.	Generally presented with subjects and a syllabus which must be accepted. The teachers have more power than the students.
Usually have 6-15 members	Usually have more than 40 students.
The members are seated so that they can see one another, for instance, in a circle.	Mostly the students are seated in rows. They can easily see the teacher, but have difficulties in seeing each other.
People work together (co-operate) towards mutual goals.	People work alone (or compete) towards individual achievement.
Are trying to solve problems and to look for solutions, thus developing self-reliance in members and stimulating their inquiring minds.	Students often expect to be given solutions and facts by the teacher thus increasing their dependence on authority.

4.4 TEN BASIC IDEAS ABOUT THE STUDY CIRCLE

1. The participants are adults; they already have a lot of experience!
2. Equality among participants and democratic procedure.
3. Cooperation and friendship amongst the participants.
4. Independence of the Study Circle and its right to set its objectives/goals.
5. Continuity over time
6. Active participation by all.
7. The Study Circles are producers of knowledge much more than consumers.
8. Printed study materials are necessary
9. Liberation and empowerment for the participants is an outcome of this approach circle
10. Action and change are the results of the circle

4.5 DIFFERENCES BETWEEN AN STUDY CIRCLE CONVENOR AND A TRADITIONAL TEACHER

The Study Circle Convenor	The Traditional Teacher
Is one of the members constituting the group and is approved by the circle members themselves.	Is introduced from outside the group, i.e. the class and appointed by an authority, for example, a school governing body.
Guides and works together with a group of people who join at their own free will.	Teaches pupils who must attend sessions based on due to statutory law.
Works according to agreements arrived at with the members of the Study Circle.	Works according to instructions or regulations provided by the authorities.
Can never act in an authoritarian manner.	Often uses authoritarian methods.
Should encourage co-operation among the members and stifle competitive attitudes.	Generally encourages competition. Often regards co-operation among pupils as cheating.
Is a resource person when it comes to organizing study, but seldom an expert on the subject/topic.	Is a resource person who conveys special information structured, as he/she or the authorities consider proper.

4.6 COMMON PROBLEMS THAT MAY ARISE IN A STUDY CIRCLE AND SOME SUGGESTED SOLUTIONS

As a Convenor of this Study Circle programme, there are many problems that you are likely to face. Practical problems that can be envisaged in establishing Study Circles in schools and localities depend upon circumstances. The following are some of the problems and suggested solutions:

PROBLEMS	METHOD OF SOLUTION
1. Participants take the convenor to be a teacher	<ul style="list-style-type: none"> • Discuss the Study Circle concept • Activate all participants • Work in groups
2. In case of difference in knowledge and experiences among the participants.	<ul style="list-style-type: none"> • Help each other; • Working in subgroups; • Provide services of knowledgeable persons as resource persons; • Proceed in small steps, following a clear outline; • Proceed from the well-known to the unknown, and from what is simple to what is difficult; • Refer to the experiences of the members;
3. When few participants talk too much.	<ul style="list-style-type: none"> • Discuss the Study Circle Concept; • Activate other participants;
4. Shy and withdrawn participants.	<ul style="list-style-type: none"> • Work in small groups; • Create a good atmosphere; • Support and encourage them.
5. Aggressive and quarrelsome participants.	<ul style="list-style-type: none"> • Talk personally; • Let other participants react; • Discuss the Study Circle Concept.

4.7 ADVANTAGES OF A STUDY CIRCLE

The cheapest way to educate a large number of members.

Improves recruitment.

Activates members.

Promotes cooperation and companionship.

Encourages independent thinking among members.

Promotes strong and democratic union.

Strives for change and action.

Well! Now that you know the great task that lays ahead of you the following chapters will help equip you with the tools you need to be an efficient and effective School Representative.

5.0 CHAPTER 4: TRAINING METHODOLOGY AND TECHNIQUES THAT CAN BE USED IN THE STUDY CIRCLE APPROACH

5.1 INTRODUCTION: PLANNING IN GENERAL

The structure of a plan for a Study Circle meeting in general is as follows:

- The convenor needs to read and plan each topic to be taken up before the meeting.
- The convener should collect supplementary materials if needed.
- Resource persons can be invited by the convenor if the group had decided upon that during the last meeting. But the resource person must be informed in advance about the concept of the Study Circle so that he/she will not act as an expert or teacher.
- The topics for the meeting will be introduced by the convenor, or one of the participants assigned for the task.
- After the introduction of the topic, there will be open comments from the participants before the discussion starts.
- Discussion can take many forms. (See under “Methods”)
- Summarise the discussion and allow participants to correct the summary.
- Discuss actions and suggest possible recommendations.
- Give assignments for next meeting.
- Evaluate at the end of each meeting.

5.1.1 THE STUDY CIRCLE MEETING

a. Recruitment of Study Circle Participants

The convenor must be an active listener in the school to be able to pick up the problems the members are addressing. These things can be a good starting point for a Circle! The group must be small i.e. minimum 6 and maximum 15 participants including the convenor. The group meets regularly during a determined period, for example 10 times in every 5 months.

b. FIRST STUDY CIRCLE MEETING

The first meeting is crucial to the success of the Study Circle and it should be handled carefully. A good start makes for a good continuation and ensures a good ending.

The convenor must be well prepared for the first meeting. The study material must be ready to be handed over to the participants. The following nine steps are to be taken note of:

1. **SITTING ARRANGEMENT:** Make the arrangement in the form of in a circle. That is why it is called a Study Circle! In that way you ensure that everyone sees one another (Jakarlor). This promotes equality and good communication.
2. **WELCOMING:** Greet each participant to ensure that everyone feels welcomed.
3. **PRESENTATION:** As the group is going to work together for a long period of time, everybody must know each other well and also feel comfortable in the group. The presentation can be of two different types; (a) self introduction to the whole group, (b) interviews in pairs followed by the introduction of one another to the rest of the group.

4. **PRACTICAL PROBLEMS:** Ask each of the participants to find out if there were any problems concerning transport, time, place and duration for the meeting. Try to solve the problems within the group. Help each other!
5. **INTRODUCTION:** To introduce the Study Circle Concept, the convenor can use the diagram of formal and non-formal education and the characteristics for a study Circle group found in the Study Circle Material.
6. **DISCUSSION AMONG THE PARTICIPANTS ON THE CONCEPT:** Make sure that all participants get the opportunity to make their comments.
7. **INTRODUCTION OF THE MATERIAL:** Let the participants go through the material and indicate which topics they are interested in. It should be agreed by all. After listing the topics, the group will have a framework for the coming meetings.
8. **PREPARATIONS AND ASSIGNMENTS FOR THE NEXT MEETING:** The convenor must make sure that everyone has agreed on when and where the next meeting will take place and the topics to be discussed as well as the assignments to be prepared.
9. **EVALUATION:** This is the last part of a meeting. Be sure there are no doubts among the participants. For further information on how to conduct an evaluation, see below.

5.2 STUDY CIRCLE AND FACILITATION METHODOLOGY AND AID

- 5.2.1 **DISCUSSION IN PLENARY:** Discussion in the whole group can be used when you need quick decisions, but be aware that everybody should get the chance to speak. Discussions must be purposeful and focused. The facilitator must decide the reason for the discussion and what he/she want to achieve, control the dominant talkers and encourage the quieter ones to participate.
- 5.2.2 **BEEHIVE/BUZZ GROUP:** Can be used to solve smaller assignments. Discussion between pairs. Report can be in plenary or one pair reports to another before plenary. One advantage with the beehive is that all participants, (even the shy ones), take part in the discussion. But be careful that sometimes controversy may occur. If that happens, the convener has to moderate, but also tell the participants that it is okay to disagree (see below how to solve problems).
- 5.2.3 **BASE GROUP OR INTERACTIVITY:** Can be used to solve more complicated issues because more members are involved. The whole group is divided into three or four groups. The convenor is also a member of one of these groups and the group should therefore act like one member only.

Engaging in interactive discussions puts everyone – facilitator and participants – on equal footing. \the facilitator cannot arrive with canned answers, and the participants cannot participate unless they are prepared to think in real time. Learning can become indelible because the classroom becomes an organization where a decision must be made and a course of action defended.

Interactive techniques:

- ✓ Offer variety, increasing motivation, interest, and attention;
- ✓ Stimulate thinking, reasoning and reflection;
- ✓ Improve understanding, learning and memory;
- ✓ Encourage learners to practice specific skills that needs to be improved and developed;
- ✓ Help develop teamwork, interpersonal communication and insight into group dynamics and individual differences.

5.2.4 **CROSS GROUP:** Give every member in each Base Group a number for corresponding with the Cross Group. The advantage with Cross Group reporting is that everyone gets to know what has been discussed in the whole group. After Cross Group work, plenary session can be used for finding out any new results. The convenor summarises what has been reported.



Working group



Cross-group



5.2.5 **ROLE PLAY OR DEMONSTRATION:** The convenor can use different characters or situations as a role play to facilitate a better understanding of a certain situation for the participants. Example; negotiation between the Headmaster and the School Representative. Role play is an excellent method for "learning by doing". Furthermore, the facilitator, by actual performance, can show the participants what

to do and how to do it, and with his/her associated explanations indicates why, when and where it is done.

5.2.6 CASE STUDY OR ANECDOTES: A case study can be a real case or a created one. A case should be short and only present the problem but not solutions. It is up to the participants to discuss the causes of the problem and different solutions in a Beehive or in a Base Group. Interesting and often amusing stories, true or fictional, which are designed to illustrate a point. They must be appropriate to the specific audience to be meaningful and useful. Anecdotes should provide enough colourful details to bring the story alive for listeners but not so much that they lose the point of the story or fall asleep waiting for the punch line. Tell the anecdote for a reason, not merely to be witty.

5.2.7 BRAINSTORMING AND QUESTIONING: Can be used in plenary and the participants give suggestions to the convenor. All suggestions are encouraged and criticism is not allowed at this stage, although contributors are later invited to explain their ideas. When all suggestions are listed, the group will discuss each suggestion in order to delete or cluster them. Brainstorming is a technique often used for finding solutions by means of stimulating ideas. A small group of people, with or without conscious knowledge of the subject, meet and contribute any suggestions or ideas that come into their heads, no matter how fantastic or impossible it may sound.

Clear questions could be asked but must be concise. The facilitator may put one question at a time, and give time for the participants to think and respond, reward the answerer.

5.2.8 ANALOGIES: An analogy is the comparison of one thing to another, emphasizing the similarities (which outweigh their differences), so that listeners can compare the known to the unknown and apply previous knowledge to a new situation. Make analogy to something concrete or familiar.

5.2.9 FRAMES OF REFERENCE: The existing set of attitudes, point of view, or knowledge which individuals must build upon their existing frame of reference to master new knowledge. As a facilitator, it is important to present new information in terms of the participant's previous experience.

5.2.10 PRACTICE: "Practice with feedback makes perfect". The practice sessions ought to be as job/content specific as possible. It is more effective if the practice sessions are spaced over a period of time or at regular intervals rather than all at once.

5.3 NECESSARY CONDITIONS

5.3.1 DIALOGUE

Study Circles use a dialogue approach as an essential element to promote equality, self-confidence and to encourage the participants.

- To be together, listen to each other and to make use of each others views
- To talk with and not for fellow members.
- To try to find out what we have in common instead of emphasizing differences;
- To encourage anybody or all to contribute in the conversation;
- To critically examine what the Circle has done in order to find possible ways and means towards solutions of problems;

To further the dialogue, means not to talk in order to be praised but to look for solutions.

5.3.2 MOTIVATION

In order to have a successful Study Circle Session, participants must be highly motivated. Study Circle methods must be based on: motivating learning and not teaching. Here are some keywords for motivation:

- Good working atmosphere
- Cooperation
- Support and encouragement
- Discovering your own progress
- Variation in working methods

5.4 SOME GENERAL ASPECTS TO KEEP IN MIND WHEN SUMMARISING AND EVALUATING A SESSION

- What did we want to achieve with our participation in the Study Circle? To what extent did we succeed or fail? And in the case of perceived problems: What may have caused them?
- Did we all enjoy the Circle meetings? Whatever the answer: Why?
- What can we improve upon example; materials, methods and manner of working together?
- How do we consider the study materials used? Did they suit us? Did we have problems in using them? If so, what kind of problems?
- How did we relate to the Study Circle Convenor and to each other? What should be changed or left as it was?
- To what extent can we use what we have learnt? Do we need additional knowledge? What?
- What do we think about the meeting arrangements: day, hour, length and number of sessions, venue?

5.5 REPORTING

Report to Regional Secretary who passes it on to Headquarters.

Name of convenor

Name of all participants (indicate gender)

Attendance list on each meeting

Date, duration and location and theme on each meeting

Some notes on the “result” or suggestions from the group on each subject.

5.6 GIVE THEM A BREAK

- Describe the break schedule in your opening remarks.
- Break every 1½ - 2 hours unless involved in a participatory activity.

- Allow 10 - 15 minutes for a break. Less than 10 does not allow enough time. More than 15 minutes tends to lose them.
- Check watches - My watch says....
- Give specific instructions to start up again and stick to it!
- Start and end course on time.

5.7 HUMOUR

Consider a course, a meeting etc., in which somebody makes a funny comment which brings laughter to all participants. As a participant it is pleasant that a course takes place in a humorous atmosphere. Hard and difficult material can be easier to get on with at courses held in a humorous atmosphere.

Only the skilled trainer can create such an atmosphere. While many trainers try to be funny, only few succeed. Instead of being humorous, they turn out to be embarrassing.

In any case, you should try to teach in a way that brings laughter to the participants. However, it is important to use humour in a way, which allows the participants to laugh when they find it funny only. It should not be embarrassing for them not to laugh, when you are trying to be funny. The purpose of using humour is not having you doing clown acts in front of your participants. Keep in mind not overdo the use of humour.

You must never be funny on the expense of others. It might be that some participants find that funny, but it also creates insecurity among the participants to make fun at the expense of others. Each individual fears that they will end up as your next laughing-stock. They might lose confidence and in worse case the participants turn against you as a teacher, because they feel that you are abusing your role as a trainer by being funny at their expense.

The best kind of humour is at your own expense. Thereby, I refer to your expense only, neither the expense of your partner, children nor friends even though the person you are referring to is not present in the classroom. If possible, you can use concrete examples from real life in which you have made a fool of yourself and relate it to the subject you are teaching.

You can also experience that the participants are laughing at your expense, but without knowing the reason for their laughter. Something you have said or done have made them laugh at you, but you do not know why. It is probably obvious to the participants that you are wondering why they are laughing, which only makes the situation more amusing for them. Maybe you have to ask them why they are laughing. It can be a negative experience for a trainer to unconsciously cause laughter in the classroom, but in any case you should keep in mind that the only thing that has happened, is that the participants had a good laughter.

5.8 BODY LANGUAGE

Your body language is an important part of the communication between you and your participants. For that reason it is crucial that your body language is congruent and not disturbing to the message you are giving while you are teaching. If it is possible to get a video recording of you teaching in the classroom, this can be a helpful tool for you to work with your body language. Besides that, feedback from a colleague can also be an excellent tool.

Good tips:

- Keep eye contact with the participants while talking to them. During a lecture you should change your focus from participant to participant to avoid focusing on one or a smaller group of participant only.
- Calmly, move about in the classroom and avoid constant fast movements. Some trainers have a tendency of moving too much about, which can be disruptive to the teaching they are providing.
- Locate yourself at a place visible to all participants, and where it is possible for all participants to see the blackboard or other visual tools you are using.
- Use your hands and arms to highlight the message you are giving.

- Always have an object in your hand to use as pointer – a pen, your glasses etc.
- Be open-minded in your body language. Avoid to fold your arms over your chest or to hold them together on your back as it gives the participant a signal of you being reserved and distant.
- If you are at least two trainers in the classroom, you should step aside when you are not teaching. When you are two trainers in the classroom the attention of the one should be focused on the participants whom the “main” trainer is not focussing at.

5.9 CUES ON EFFECTIVE QUESTIONING

Ways to Engage, Enhance, and Extend Thinking

- Ask open-ended questions - rephrase questions to eliminate yes/no responses.
- Develop questions carefully - a few higher- order questions are more productive.
- Use precise language - this enables participants to associate specific language with thinking process. Cues for student responses.
- Practice "waiting time" - provide 3-5 seconds of silence after question and after response.
- Call on participants randomly.
- Acknowledge all responses -Passive (nod) and active (paraphrasing) acceptance demonstrates that a response is valued.
- Withhold criticism - respond to participant answers non-judgmentally.
- Paraphrase more often than praise - this communicates that you've heard and that you understand.
- Use praise sparingly - when used give criteria.
- Rephrase rather than repeat - when participants don't understand, rephrase own question. Ask participants to rephrase response when clarification is needed.
- Ask participants to "think about thinking" -provide opportunities for reflection and 'thinking aloud'.
- Plan for productive interaction - "think-pair-share" and small group cooperative learning encourage thoughtful participant-participant interaction.
- Encourage question - asking provides opportunities for participants to develop questions.
- Thinking skills improve with practice - remember, thinking processes are developmental, so hang in there!

6.0 CHAPTER 5: PREPARATION OF WORKSHOPS

6.1 INTRODUCTION

A well-prepared Facilitator/Trainer has already made most of his/her work before the beginning of the course and in particular before entering the training hall.

The trainings given at the Training Of Trainers Workshop were meant to provide sufficient knowledge about the subjects to be taught during the course. Facilitators are expected to go through each part of the Handbook and consider exactly how it should be presented. Unlike the previous approach, we have decided this time around not to prescribe any form of presentation. In case you are to present the topic(s) with a partner, it is important that you go through the materials together so that you will have the same perception of the presentation styles you intended to adopt.

Finally, the most important issue to be considered is to imagine how the course will turn out. The quality of the training solely depends on the Facilitator/Trainer, and for that reason, you should be able to provide the necessary environment which will facilitate participation and general interaction between the participants, the Facilitator/trainer and the materials.

6.1.1 TIPS FOR THE CO-TRAINER

- ✓ Be the time keeper and signal time intervals
- ✓ Assist and support devices and charts
- ✓ Chip in to clarify issues especially reading quotations from relevant documents
- ✓ Cunningly rectify the lead trainer. Never correct him openly if he/she makes a mistake or argue with him
- ✓ Brief consultations can bring about desirable agreements
- ✓ Do not be a nuisance to the session
- ✓ Never condemn the lead trainer

6.2 THE TRAINING VENUE

Always make sure that:

- ✓ The room/hall is tidy and everything is set out appropriately and neatly;
- ✓ There is enough chairs needed;
- ✓ The hall/room is spacious enough;
- ✓ You have all the equipment you need for that particular session at the moment;
- ✓ Ensure that there is adequate sources of light for the participants to read and write
- ✓ You liaise with the Course Coordinator – in case you need something along the line.

6.3 SETTINGS

The ideal setting of a Study Circle nature is the chairs set in a circular form in the centre of the training hall.

- ✓ Use a circular sitting arrangement;
- ✓ If possible, avoid use of tables;
- ✓ Ensure that participants face each other;
- ✓ Ensure that participants can sit comfortably for longer periods;
- ✓ Ensure adequate supply of fresh air;
- ✓ Secure sufficient room and/or space for group works/discussion;

6.4 PROGRAMME

A proposed generic Study Circle Training workshop sequence and distribution is suggested as below:

- ✓ Situational Analysis (40%)
- ✓ Stakeholder Analysis (10%)
- ✓ Problem Analysis (30%)
- ✓ Strategy (10%)
- ✓ Objective Analysis (10%)

6.5 MATERIALS

To facilitate a Study Circle Workshop, you may need the following materials:

- ✓ Flip chart and stand;
- ✓ Assorted markers;
- ✓ Sellor tape;
- ✓ Handbook for participants;
- ✓ Study Circle Materials;
- ✓ Trainers Guide;
- ✓ Pair of scissors;
- ✓ Vanguard different colours if possible);
- ✓ Plain sheets of paper;
- ✓ Supplementary materials;
- ✓ A dictionary;
- ✓ Any other material Facilitator feels relevant.

6.6 THE THREE “R’s” OF ANXIETY MANAGEMENT

REHEARSE!

- ✓ Your participants will know if you do not know your material;
- ✓ Rehearsing will minimise 75% of all anxiety;
- ✓ 95% of your success is determined before you even begin instructing your course.

RELAX!

- ✓ Be refreshed;
- ✓ Be internally cheerful – talk to yourself;
- ✓ Practice calming exercises – breathing in and out; opening and closing fists, psyche yourself up - Yes! Yes! **Yes!**

REFRESH!

- ✓ Avoid any massive changes from what you rehearsed;
- ✓ Get a good night's sleep;
- ✓ Eat properly – maintain a high energy level;
- ✓ Exercise and take good care of yourself.

6.7 ANXIETY CHECKLIST

I plan to:

- ✓ Organise my materials;
- ✓ Visualise myself delivering a successful presentation;
- ✓ Rehearse by verbalising and using all my visual aids;
- ✓ Focus on relaxing and breathing deeply before speaking;
- ✓ Arrive early to set up materials;
- ✓ Compose myself 5 minutes before I start;
- ✓ Relate with my audience and maintaining good eye contacts;
- ✓ Move when I speak to stay relaxed and natural.

7.0 CHAPTER 7: A SAMPLE LESSON PLAN – THE STUDY CIRCLE APPROACH

7.1 SUGGESTED PRESENTATION PROCEDURES

7.1.1 BEGINNING

- Stimulate and maintain the will to learn by making use of relevant and appropriate Ice breakers, stories games etc.
- Always start with a learning ‘Hook’ or attention
- Outline course coverage and stress the results to be achieved (Beginning During and after the course)

7.1.2 DURING

- Present each new skill/learning in digestible chunks using appropriate visual hearing and feeling resources.
- Demonstrate skills and/or show how knowledge applies to them.
- Allow participants to Exercise each skill or to give feed back of their understanding of new knowledge
- Guide participants to realise how well they have learnt and in the process correct any inadequacy

7.1.3 ENDING

- Recap learning points
- Agree on application of facts and skills (Knowledge)
- Clarify any misconception (Reflection and feedback)

7.2 MANAGING THE TIME

To produce effective results, the available time must be well planned and in logical sequence:

- a) Select the subject matter. Note that there will be a lot of materials which may be relevant to the session, break them down into:
 - **MUST KNOW:** Vital points necessary to achieve the aim of the period
 - **SHOULD KNOW:** Desirable but not essential
 - **COULD KNOW:** relatively unimportant

He **MUST** have to be included in the period, include the should according to the time available and the could if only you have time left after all the others.

- b) Time every stage of your presentation including Group work. The example below shows how to time a Group work:
 - Introduction 10 mins
 - Distribution of Materials 5 mins
 - Moving into home groups 5 mins

- Group discussion and work period 15 mins
- Moving back to plenary 5 Mins
- Group Report 5 mins (*Depending on the Number of groups and the tasks*)
- Feedback on reports 5 mins

(Time required for this session is 50 minutes)

7.3 INTRODUCTION TO THE SAMPLE LESSON

It is important that you use all the different methods that can be used in the study circle. Every participant needs to have first hand experience on the methods. Then it will be more likely that the study circle convener will use them.

When you talk about the role play, do a role play with the participants on a first meeting. Make sure that you as the trainer act as a perfect convener (see the handbook, Chapter 10). When you use the Beehive method explain the ideas and advantages of the method.

7.4 LESSON OBJECTIVES

1. It is hoped that by the end of the module Representative acquires basic knowledge of the concept of the SC approach
2. The School Representative should be able to conduct study circles.

Material: Picture of a Sc or traditional class, Handbook, etc.

Key subjects when you train a person to become a study circle convener:

1. What is a study circle?
2. What should the characteristics of a study circle convener?
3. Some basic aspects of adult learning.
4. Goal settings in study circles.
5. The typical duties of a leader.
6. How the study material can be used?

Example of how to plan sessions to train conveners (following the subheadings in the handbook chapter 10)

Introduction and Background

1. Use the lecture method to briefly present the content.
2. Organize Beehives for 5 minutes for the participants to make comments and ask questions.
3. If there are few questions, the trainer should plan some open questions to provide a discussion.
4. List all the questions and discuss them.

Time: 40 minutes

7.5 THE STUDY CIRCLE CONVENOR

1. Present a picture of the difference between a study circle and a traditional class in plenary. But give no comments on the picture at this stage!
2. Divide the participants into groups of four or five and ask each group to list down advantages and disadvantages of the different approaches.
3. Organize cross-groups for reporting.
4. Finalize in plenary by listening to the short reports from the cross groups, and then present the table in the handbook showing the differences.
5. Present the ten basic ideas of a study circle.

Time 90min

7.6 STUDY CIRCLE METHODS

Time 10mins

1. Indicate that we already have used four methods i.e. plenary, beehive, base group and cross group.
2. The other methods are shown below.

7.7 ROLE OF THE CONVENOR

Time: 60 mins

1. By lecturing, present the differences between the role of a study circle convener and a traditional teacher.
2. Make groups to discuss and find solutions on the problems indicated in the table in Chapter 10 of the SR Handbook. Make sure that the participants don't have access to the listed solutions in the handbook.
3. Summarize in plenary the suggestions from each group and then add new ones (if any) to the list given in the Handbook.

7.8 CONDUCTING A STUDY CIRCLE

1. Make a role play on how to run the first meeting. Give 6 participants different roles to play. One can be a sleepy person, the other can be aggressive, one shy and untrained, one a talkative, one having problems to attend meeting and one being very enthusiastic. Write down each participant's assignment and develop each role by including other possible problems. Make sure that both sexes are represented.
2. Precede the role play by going through the nine steps given in the Handbook.
3. Summarise and explain why the convener acted in the way he/she did by showing the nine steps to the participants.

Time: 60mins

7.9 PLANNING

1. Divide participants into base groups. Give each base group a chapter of the Study Circle Material with the task of planning and developing a study circle meeting on that particular chapter. Every group presents the plan on a flip chart. Make sure that the participants take into account the important steps in summarizing and evaluating.
2. Select a group to present their plan in a role-play on it.

Time: 90mins

8.0 ANNEX

I. ICE-BREAKER

1. Read everything before doing anything.
2. Put your name in the upper right hand corner of the paper.
3. Circle the word 'name' in the second sentence.
4. Draw few small squares in the upper left hand corner of the paper.
5. Put an X in each square mentioned in number 4.
6. Put circles around each square.
7. Sign your name under the title of this page.
8. After the title write 'YES, YES, YES'.
9. Put a circle around sentence number 7.
10. Put an X in the lower left hand corner of this page.
11. Draw a triangle around the X you just made.
12. On the back of this page, multiply 70 x 30.
13. Draw a circle around the 'paper' in sentence number 4.
14. Loudly call your first name when you get to this point in the test.
15. If you think you have carefully followed the directions, call out 'I have'.
16. In the reverse side of this paper, add 107 and 178.
17. Put a circle around your answer to this problem.
18. Count out in your normal speaking voice from 1 to 10 backwards.
19. Punch three small holes in your paper with your pen/pencil point here.
20. If you are the first person to get this far, call out loudly, 'I am the leader in the following directions'.
21. Underline all even numbers on the left side of the page.
22. Now that you have finished reading carefully, do only sentence one and two.

II. WORKING TOGHTER

After – or during – the introduction of the workshop the following exercise could be useful:

Exercise: When working together we achieve better results than when we work individually. Instead of a long speech about the value of working together, we will demonstrate through an exercise.

(Picture of triangle)

This triangle is a handout for the participants.

INSTRUCTION:

- 1) Individually – count the number of triangles (without talking to your neighbour) (3 minutes).
The trainer lists the number of triangles counted by each participant on the Blackboard
- 2) In groups of two – count the number of triangles in consultation with one another (3 minutes)
– list on the blackboard
- 3) Whole group – count the number of triangle consulting one another and agree on the number as a group.
- 4)

Individually	In twos	Whole Group

CONCLUSION

The exercise demonstrates that working as group produces better results that working as an individual.

QUESTIONS TO PARTICIPANTS

What does this conclusion mean in union context?

FOR THE TRAINER

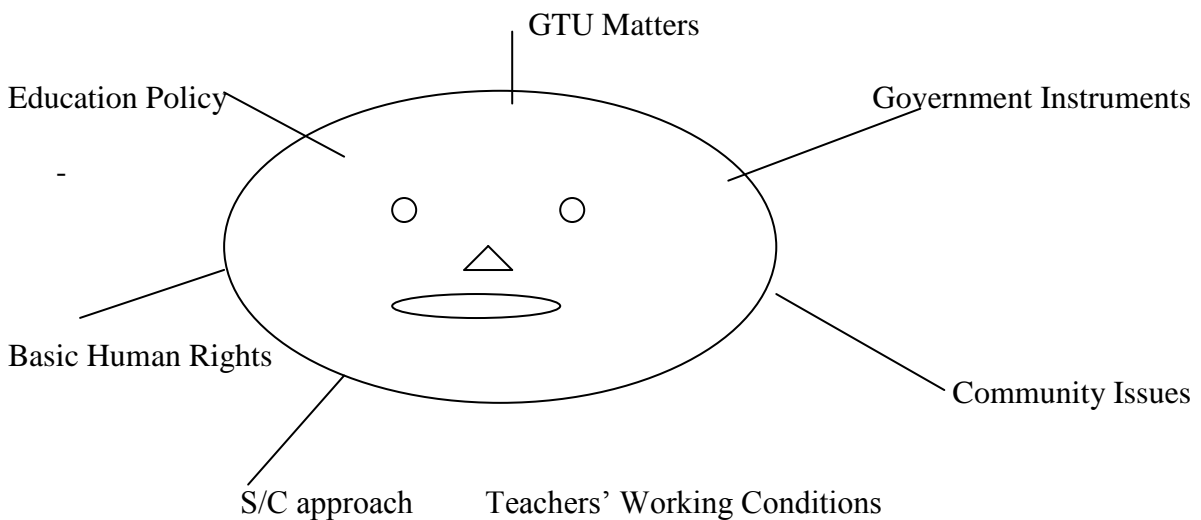
- 1) Make full use of available human resources
- 2) Share responsibilities
- 3) Enhance individual participation.

ANSWERS

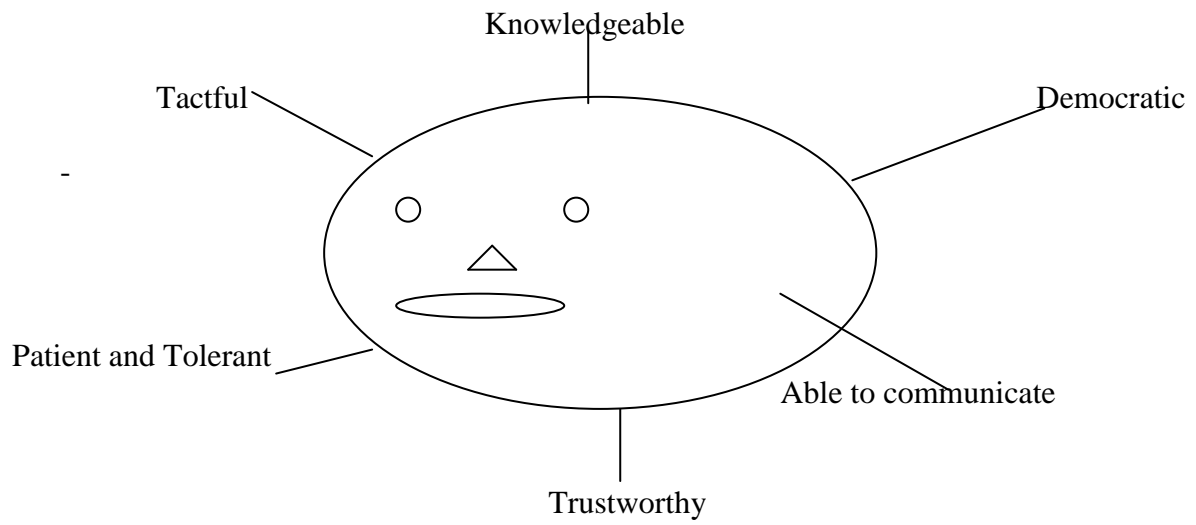
- 27 triangles
- 1 Big
- 16 Small
- 3 Medium
- 7 Medium small

III. WHAT AN IDEAL GTU VOLUNTEER SHOULD KNOW

The ideal GTU Volunteer must *know*



IV. WHAT AN IDEAL GTU VOLUNTEER SHOULD BE



V. BIBLIOGRAPHY

- ✓ *MAMMY HADDY TEACHERS' GUIDE*
- ✓ *SLTU TRAINERS' GUIDE*
- ✓ *GOPP FACILITATORS' COURSE*