



**Initiative Africa**

# **WORKSHOP/ MEETING/ EVENT ORGANIZATION GUIDELINE**

{To be Adopted by IGF Beneficiaries}

# STEPS IN ORGANIZING PROJECT LAUNCHING WORKSHOPS

## STEP 1: DESIGN YOUR PROJECT LAUNCHING WORKSHOP

OK, this step has a lot built into it. It is important to get together with your team that wants to organize the Launching workshop with you right at the beginning to answer the following important questions to guide the vision and organizing of the workshop:

- What are our goals of the workshop?
- Who do we want our workshop to reach? How will we get them there? How many people?
- What skills and sessions are most important to our participants?
- How long of a workshop do we want to/can we organize?
- What is our budget for the workshop?

Once you have the answers to these key questions in place and a basic vision, it's time to start reaching out and nailing down the details.

## STEP 2: CHOOSE A VENUE

The primary factor in selecting a venue is likely going to be where you have free access or affordable price. If you do have some flexibility or choice in the matter, we have a few recommendations to consider:

- Look for venues that provide all the services (refreshment, lunch, and meeting hall with the necessary materials) are available at the same compound.
- If there is an available and affordable venue, being away from the city in a natural setting can go a long way in providing focus, quiet for reflection, and inspiration to the group. Don't forget the costs associated! The further you go the greater is your expense.
- If you're organizing a multi-day workshop, we recommend trying to have people stay overnight in the same place together (if your budget allows you!), as evening free time often becomes important bonding time.
- Finally, most workshops benefit from having slideshows or power points or videos displayed during the workshop, so having an LCD projector, sound system, and microphone is pretty important.
- Ideally, the following conditions should be met in respect to the location for a training workshop:
  - The workshop should be held in a location away from the normal place of work of the participants
  - The room used should be large enough to hold all participants comfortably
  - Seating facilities should be comfortable

It is advisable to check the training venue in advance for the availability of relevant resources. Check for:

AC	Does it exist and who is responsible for turning it on / off?
Lighting	Is this adequate and are there blackout facilities if you need to show a film?
Electricity	Where are the electrical outlets, will you need an extension cord and an adapter?
Furniture	Are there enough chairs and tables and is it possible to move them around?
Walls	Is it possible to post materials on the walls or will you have to bring flip chart stands/use blackboard?
Equipment	What equipment is available, is it working, are there Flip Chart Stands, LCD projector? TV antenna (if needed)?
Kitchen	Can food be prepared at the venue (are there cups, etc.) or will it have to be brought in (i.e. Tea/coffee/water/lunch...)?
Toilets	Do they exist, are they clean, will they be open? Is there a toilet paper?
Access	Is it easy to find or will participants need a map? Car parking? Disabled access?

After you decided on which venue, get confirmation, in writing, from the venue providers that they have agreed on the terms and conditions (See Appendix VIII for Venue Confirmation Sample). Letter if there is a prepayment schedule, make sure that you have covered it.

### STEP 3: CHOOSE WORKSHOP DATES

We often find workshops have some of the best results when there is a clear, short-term trajectory for the group's work following the workshop. By timing the workshop shall be organized 2 - 4 weeks prior to the major project activities, just in case the participants might want to change the types of the project activities or their duration or the extent of the activities, so that you will have time to adjust the activities and the budget with the major partners (Initiative Africa or the signatories). You can provide a powerful opportunity for collaboration following the workshop that will help cement the bonds formed by participants.

The only other major thing to consider is to choose dates that work for your target audience, to make sure you get the people there that you want to reach.

### STEP 4: SELECT APPROPRIATE PARTICIPANTS

Ensuring highly motivated participants in your target audience is possibly the most important step in organizing your workshop – here are our recommendations for making sure you get great participants:

- In our experience for workshops, anywhere from 20 – 25 participants can be a good size. It's enough people to have a diversity of perspectives and quality discussions, but still small enough to have more intimate experiences and develop real, lasting relationships and bonds in the group.
- In case of events, the size is determined by the theme and exclusivity of the program. (Always note that amount of participants present may vary from paper so always have a contingency ready).
- We recommend using the answers to the following questions
  - Which government offices are the signatories to this project?

- Who has stake in this project?
- Who can influence the implementation of the project activities?
- Who can be representatives of beneficiaries?
- Seek to get a diverse set of perspectives into the room – it will make for a richer and more educational experience for everyone!

### ***Sending Invitations***

Invitation letters to the selected workshop participants shall be sent a week earlier to the workshop date (See Appendix I for sample invitation letter). It shall be sent in writing to be handed personally or via postal service or via email. Invitations through telephone calls or SMS messages are also possible. In any case, what is important is the selected participants have clear messages on the following:

- the workshop date(s)
- workshop objectives
- what is expected of them

Your letter must clearly state the number of representatives and the qualifiers if you are requesting an office to delegate concerned participants. You may send the agenda along with the invitation letter if you want your participants to come prepared to the workshop on the topics planned for discussion. Remember! You need to request for their confirmation of attendance.

## **STEP 5: DESIGNATE THE FACILITATORS/ SPEAKERS**

Having effective, energizing facilitators are keys for running a successful workshop. Here are some recommendations for considering your facilitation team:

- You'll want more than one facilitator, so you don't get totally exhausted. For small groups (15-20 participants) 2-3 facilitators is sufficient. A couple more is also usually fine especially for large groups, though you want to be sure that facilitators don't overwhelm the group dynamic.
- It can be helpful to make sure facilitators don't have logistical considerations on their plate as well - this will distract from their ability to be able to prepare sessions appropriately.
- It can be important to have at least one facilitator with workshop facilitation experience.
- Make sure your facilitators know they are responsible for keeping the workshop on time, for preparing and covering all the material and group exercises and making sure everyone participates. Be sure to design how to present the project objectives, results, and activities as well as how each participant can get his/her role in the implementation of the project. Also check out how to answer possible questions as well.

Facilitators are not teachers in the traditional sense; their role is rather to facilitate the process of learning by the participants, to be an intermediary between new knowledge, fresh ideas, and the group. The responsibility of a facilitator is to build a relationship with the group participants. In most cases, facilitators work in pairs – as a training team.

Facilitators can either be from outside or inside of the organization requesting the training/workshop. Combining inside and outside facilitators as a team creates can especially be effective in the training/workshop, as each facilitator brings different skills and knowledge to the sessions. For example, an outside consultant facilitator can bring the overall knowledge and skills for facilitating a

training workshop on a particular issue, while the internal facilitators bring knowledge of the organization and the country specifics in relation to the training issue.

It is important that the selection of facilitators be based on the following criteria:

The facilitator(s) must have:

- expertise in the subject matter.
- ability to use interactive presentation methods.
- professional credibility and appropriate reputation.
- awareness of their own values, biases, and comfort with diversity.
- understanding of group learning processes.
- flexibility while conducting exercises and the unanticipated situations that arise in them.
- ability to establish an informal, warm, and supportive atmosphere using a relaxed approach.
- ability to handle participant resistance and denial and to deal with highly-charged emotional issues.
- ability to remain open to the feedback of participants.

## **STEP 6: PREPARE THE BUDGET AND ORGANIZE THE LOGISTICS**

### ***DETAILED BUDGET PLAN***

Securing the venue, knowing the dates, having the number of participants, and referring the budget line you agreed with the lead partner/donor (Initiative Africa) and the procurement policy, leads you to have a detailed budget plan. (See Appendix II for Sample Budget Template)

Alongside, the budget plan you shall make ready the payment sheets (Per Diem Sheet, Transport Reimbursement Sheet ...) (sample formats are attached in Appendix VII)

### ***LOGISTICS***

Making sure things run smoothly is an important part in setting participants up to focus on learning and bonding with their fellow organizers.

- **Food:** Providing food on site will enable participants to focus and keep them from getting hungry and distracted. Mealtimes are also a valuable, informal team-building time and it is usually best to have group meals together. Providing tea and coffee to keep people awake, and for breaks is very helpful as well. Make sure to ask people about food allergies!
- **Travel:** Make sure you know when people are arriving and communicate to them about what support you can provide, and where to go when they arrive.
- **Lodging:** Let participants know what type of lodging they'll be staying in, whether they need to bring bedding, if there will be showers, etc.

The necessary materials and equipment will depend on the training methods that are used. Some might be needed for preparation (e.g. computer, printer & photocopiers) and others during the workshop itself. No list of materials would ever be complete but here are some ideas to begin with - you can brainstorm and create your own checklist!

### **Materials**

- large papers/flip chart papers
- small sheets of paper/ notebooks
- pens, markers of different colors

- scotch tape
- chalk
- overhead transparencies/videos/cassettes/slides

### **Equipment**

- adequate number of chairs and tables (including extras)
- video equipment (if necessary), overhead projector, etc.
- board, tripod or stand, or somewhere to put large sheets of paper on the walls. An option is a flip chart by the wall where there is open access (flip-charts are the large white writing pads with holes that allow them to be fixed to the special stand) (see Picture 1).

In case some resources are unavailable, make necessary arrangements ahead of time, or use your creativity to find substitutes to support the workshop/ training exercises.

After identifying the type of costs your project covers and based on the budget line you agreed with the donor, you need to prepare a budget and secure it to cover the costs.

### **PRINTED MATERIALS**

Prepare adequate time with your facilitators to decide on the type of printed materials workshop participants should be offered (could be project summary, excerpts from related research papers, power point presentations...). We recommend printing out all necessary materials per participant so that people can follow along, make notes, and refer to the agenda throughout the workshop sessions.

## **STEP 7: CRAFT THE AGENDA**

Once you have the logistics together and your participants selected, it's time to map out exactly how you'll use your time together. Look at the sessions on this site for ideas. Here are some things to consider:

- Less is more: the more you pack in, the more you'll need to rush, and the fewer participants will actually learn. Cut back as much as you can so you can learn things in greater depth.
- Ask your participants: survey your participants to see what they most want to prioritize learning
- Build in breaks: Free time, breaks, and informal socializing is key for bonding and to keep up motivation and focus. If you don't give your participants breaks, they will rebel!
- Plan an open session: Let your participants plan their own session, whether it's a skill share, a chance to share their work, or a discussion they'd like to have as a group.
- Know that you'll go overtime: It just happens – plan to be flexible.

## **STEP 8: MEDIA COVERAGE**

Once the venue and participants are confirmed, the organizing team must contact the media house by phone or either a formal invitation letter to attend and cover the event.

## **STEP 9: RUN YOUR WORKSHOP/ EVENT**

Have a great time, remember to breathe, and spend time getting to know the people who come – they're who you're building this movement with! A few other reminders:

- Stay energized - make sure to play plenty of games and energizers throughout the training to keep people's spirits up
- Document - make sure to take photos and videos to remember the workshop – and send them to us too!

### ***DURING THE WORKSHOP:***

1. Deliver brief presentations; adhere to time limits and to the assigned topic.
2. Make practical recommendations.
3. Use examples. Newspaper articles and hypothetical examples to help illustrate your point more clearly.
4. Use visual aids, such as handouts, flipchart with textual graphics, charts, maps, films, videotapes, posters, photographs, audio-visual equipment, etc.
5. Encourage active group participation withholding your judgments.
6. Build on the Ideas Put Forward by Others
7. Encourage participants to bring out their ideas with emphasis made on the quantity of suggestions, not quality

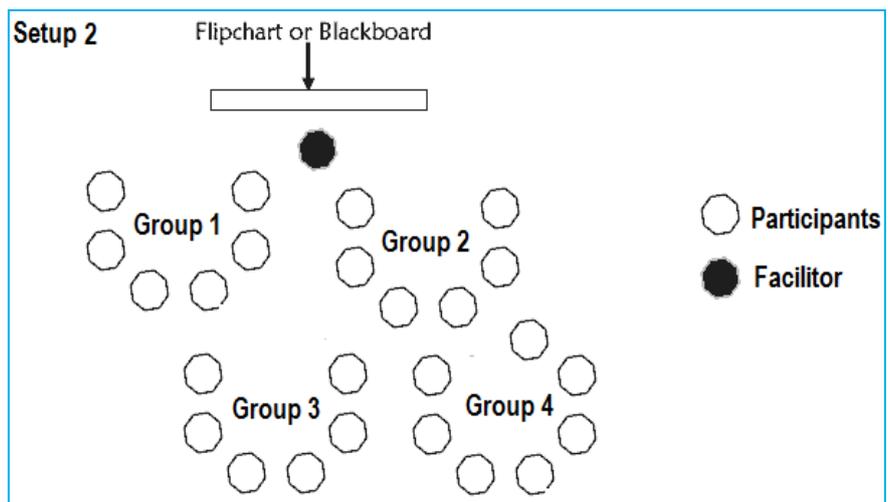
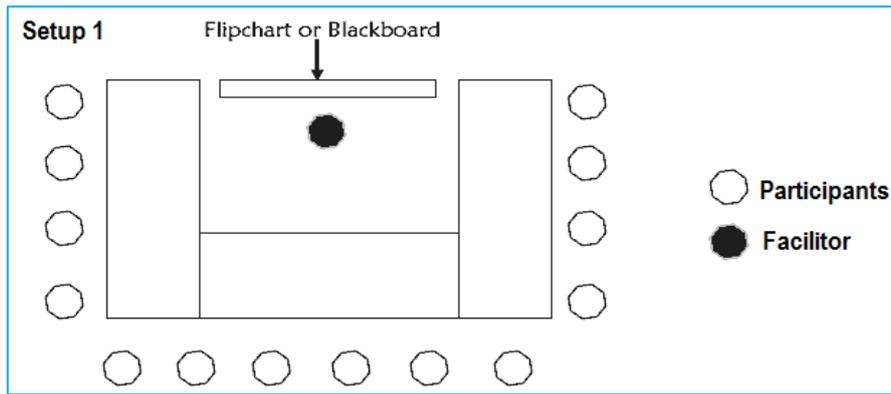
### ***SUGGESTIONS FOR SET-UP***

Certain ways of arranging a room facilitate an open and equal learning environment for all the participants of the training session (including the training team).

It is advisable to arrange the furniture so that the participants are able to face one another. This kind of set-up promotes open communication and the sharing of ideas. One common way to facilitate this is to organize the table and chairs in a U-shape, with the facilitator and visuals located in the front, as seen below in Picture 1.

Another effective arrangement for smaller groups is a circle, as seen in Picture 2. Chairs should be easily moveable around the room, depending on the conditions and types of training activities (for example, to conduct smaller working groups).

Facilitators should use their own judgment for whether or not tables are necessary in the set-ups presented in setup 1 and setup 2. A traditional classroom set-up with tables in rows, however, is generally not effective. A more relaxed set-up is better for encouraging open communication. Two of the most common schemes for arranging tables and participants are illustrated below:



### ***CONDUCTING GROUP EXERCISES***

The purpose of the group exercises and activities is to facilitate the learning process. For the group exercises to be successful they should meet the following requirements:

The exercises should:

- have an objective.
- a topic to discuss with and share ideas or strategies.
- be strategically placed within the training.
- occur within a specific time frame.

Therefore, besides a general workshop facilitation plan, it is necessary to develop a more detailed plan of how each exercise will be conducted.

While planning a group exercise, it is advisable to take in account priorities, i.e. all important issues should be addressed at the beginning of the session, and secondary issues may be combined and summarized for the remainder of the time.

Each exercise is divided into specific consistent logical steps:

1. Facilitator's introduction leads the participants to form groups and into the main topic of the exercise (could be approaches to the project activities implementation).
2. Then, through various techniques, the facilitators gradually facilitate reaching the goal of the exercise.
3. The exercise concludes with the Facilitator's commentary or debriefing, which allows the training team to summarize the results of the discussion, briefly review the group's accomplishments and emphasize the most important points regarding the subject of the exercise. The facilitator's commentary is a response to the objectives set forth for the exercise.

Some flexibility is necessary, however, to ensure active participation, otherwise the group's grasp of the subject matter may be insufficient, and they will not master any new information.

## **STEP 10: EVALUATE THE WORKSHOP**

At the end of the workshop thank participants for their participation and time. Then, ask them to reflect on the overall proceeding of the workshop and get some feedback orally. But it is better to use a questionnaire to get all participants' feedback in detail (See Appendix III for Sample Evaluation Sheet). The aim of the evaluation is to learn from the current workshop and improve the coming ones. The following three are the areas that need evaluation:

1. Quality of the Workshop
2. Facilitators' Skill
3. Services Provided

The responses from the evaluation questions can be summarized in the form of tables or charts and can be included with the workshop report or be developed as a separate document.

## **STEP 11: MINUTES/REPORT OF THE WORKSHOP**

Within two days of the workshop you must have either the minutes or the report of the workshop. As time goes on, notes might be lost, and ideas proceedings of the workshop might disappear from our mind. Thus, consulting the notes you have taken and the video recordings (if any) you should produce the report immediately with the flavor of the incidences of the workshop (See Appendix IV for Sample Workshop Report Format).

## 1. Minutes of the Workshop

The minutes should be organized according to the following structure. The minutes should be included in one single document.

Section	Contents
Programme	Please provide the list of contents of the programme of the workshop together with the information about the experts delivering the contents
List of Experts	Please provide the list of experts delivering the workshop programme together with their affiliations
List of Participants	Please provide the list of participants together with their affiliations.
Minutes	For EVERY item listed in the programme please report what happened during the workshop in terms of: <ul style="list-style-type: none"> <li>- Contents delivered</li> <li>- Feedbacks</li> <li>- Conclusions</li> </ul>

## 2. Template for the production of the Report of the Workshop

The report should be organized according to the following structure. Please provide a separate folder for each section indicated below

Section	Contents
Introduction	Please provide an introduction document with the following information: <ul style="list-style-type: none"> <li>▪ Description of the strategy used to involve the participants (e.g., direct telephone contacts, mailing, publication of newsletter etc)</li> <li>▪ Type of target groups addressed (e.g., experts in the field, directors of prisons, etc)</li> <li>▪ Geographical areas where the information about the workshops was promoted</li> <li>▪ What material did you use for informing the potential participants? (E.g. power point presentations ; Leaflet ; brochures etc.)</li> </ul>
External Experts involved	For every expert in charge of delivering the workshops please provide a short CV (about 8 lines each) detailing their expertise and experience as well as their affiliation.
Participants involved	Please provide the list of participants involved and their affiliations
Proof of Participation	Please provide a scanned document collecting the signatures of each of the participants

Materials	Please provide materials used and delivered during the workshop (e.g. PPT used, documents distributed etc.)
Photos	Please provide pictures taken during the workshop (6-10 pictures)
Conclusions	Please describe the overall conclusions and final decisions adopted
Evaluation	Please write one page describing the results of the evaluation. In order to do so, at the end of every workshop please deliver the evaluation form attached at the end of this document. The form may be changed and adapted.

## **STEP 12: PRESS-RELEASE**

After the workshop, press release is mostly recommended. Draft the main highlights of the event and send to the respected media to compile and rewrite them for their programs and print media's.

## **STEP 13: FOLLOW UP**

After the workshop, aside from providing time for people travel home, rest, and digest the material, it's good to build off the positive energy and momentum created in the workshop experience to continue engaging everyone, and ideally transitioning into real action. This requires creating clear and efficient communications channels - email list serves, face book groups, Google groups etc. - and it requires modeling constructive use of those tools. When a workshop ends, no matter how tired you are, try not to disappear. Take a deserved rest but capitalize on the moment and both model continued leadership by initiating more work, and also continue in your role as a facilitator, attempting to draw out and support other's leadership, not simply falling back to the same organizing team you began with when you started.

Go through the report, the feedbacks and your notes and see if there is anything that changes your project activities, schedule, or budget. If there is, prepare a justified revision plan and discuss with IA's PMT. If there is no major change that brings a change of plan or budget submit your report and move on for your project implementation capitalize on the success report.

## APPENDIX II: Workshop Budget Sample

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Capacitating the Youth to Get Engaged in Social Action Projects



# HOLLA

*Horn of Africa Leadership and Learning For Action*

### Launching Workshop in Addis Ababa

**Venue:** Monarch Hotel

**Date:** December 18, 2015

**Participants:** On this consultative meeting, there will be about 30 participants drawn from concerned bodies of this project. Their composition will be:

- Representatives of AA Finance, Education and Youth & Sports Bureaus (3)
- Representatives of Sub-cities (6)
- School Directors and Teachers (16)
- Representatives British Council (2)
- Project staff and documentation (IA) (4)

### Budget Estimate

The following table shows suggested budget estimate which could be covered by IA from its World Vision account.

S. No	Budget Title	Budget Estimation	Total Amount
1.	Venue Rent	Birr 280/half day/person	9,800.00
2.	Transport for participants	30 participants x Birr 150	4,500.00
3.	Rollup Banner	Birr 1200 (lump sum)	1,500.00
<b>Sub Total</b>			<b>15,800.00</b>
<b>Contingency (5%)</b>			<b>790.00</b>
<b>Total Budget</b>			<b>16,590.00</b>

APPENDIX III: Workshop Evaluation Sheet Sample (English Version)



**HORN OF AFRICA LEADERSHIP AND LEARNING FOR ACTION**

**Training Feedback Questionnaire for Trainees**

Dear Participant, this questionnaire helps us to evaluate the training offered by HOLLA in collaboration with Initiative Africa. Please use the following rating scale below and put √ in the cells.

- 5 – Very high
- 4 – High
- 3 – Moderate
- 2 – Low
- 1 – Very low

**I – Quality of Training**

<b>Characteristics</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Motivating / Interesting to participants					
Participant's involvement					
Relevance to participant's training expectations					
Relevance of the training material					
Usefulness of training contents					
Adequacy of time					

**II – Ability of Trainers**

<b>Aspects of evaluation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Presentation skill					
Facilitation					
Language usage					
Time management					

**III – Training Service and Coordination**

<b>Type of Service</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Venue (training place & hall)					
Refreshment					
Lunch					
Stationery					
Program Promotion kit					

IV – General Comment(s)

A/ Write three ideas you learnt from this training

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

B/ Write two things that interest you from this training

1. \_\_\_\_\_

2. \_\_\_\_\_

C/ Write two things that disappointed you during this training

1. \_\_\_\_\_

2. \_\_\_\_\_

Any other comments for further improvement:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank You!

\_\_\_\_\_

Workshop Evaluation Sheet Sample (Amharic Version)

**የሥልጠና ውጤታማነት መገምገሚያ ቅጽ**



ውድ ተሳታፊዎች ይህ መጠይቅ በኢኒቬቲቭ አፍሪካ የተሰጠውን ሥልጠና ለመገምገምና ለወደፊት ማሻሻያ ማድረግ እንዲያስችለን ነው። ስለዚህም በሚከተለው መለኪያ መሰረት በሳንቶኖቹ ውስጥ የሚጠቀሙትን ስምዕናት በማድረግ ሃሳባችሁን እንድትገልጹ እንጠይቃለን።

- 5 – በጣም ከፍተኛ
- 4 – ከፍተኛ
- 3 – መካከለኛ
- 2 – ዝቅተኛ
- 1 – በጣም ዝቅተኛ

**፩ – የሥልጠናው ጥራት**

ባህርያት	1	2	3	4	5
ለተሳታፊዎች አነቃቂና ፍላጎት ማሳደፍ					
አሳታፊነቱ					
የሥልጠናው አግባብነት					
የማሰልጠኛው ጽሁፍ ጠቀሜታ					
ለሥልጠናው የተመደበው ጊዜ በቂነት					

**፪ – የአሰልጣኞች ችሎታ**

የመገምገሚያ ነጥቦች	1	2	3	4	5
አቀራረብ					
የማመቻነት ችሎታ					
የቋንቋ አጠቃቀም					
የጊዜ አጠቃቀም					

**፫ – የሥልጠና አገልግሎት**

የአገልግሎት ዓይነት	1	2	3	4	5
የሥልጠና ቦታና አዳራሽ					
የሻይና ቡና መስተንገዶ					
የጽሁፊት መሳሪያና ቁሳቁሶች አቅርቦት					

**የሥልጠና ውጤታማነት መገምገሚያ ቅጽ**

**፬ — ጥቅል ግምገማ**

**ሀ/ በዚህ ሥልጠና ከተማሩት ነገሮች ውስጥ ዋና ናቸው የሚሏቸውን ሶስት ሃሳቦች ይጻፉ።**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**ለ/ ከዚህ ሥልጠና ከተደሰቱባቸው ጉዳዮች ውስጥ ሁለት ነገሮችን ይጻፉ።**

1. \_\_\_\_\_

2. \_\_\_\_\_

**ሐ/ ከዚህ ሥልጠና ከተበሳጨባቸው ጉዳዮች ውስጥ ሁለት ነገሮችን ይጻፉ።**

1. \_\_\_\_\_

2. \_\_\_\_\_

**የማጠቃለያና የወደፊት ማሻሻያ ሃሳብ ካለዎት አጠር አድርገው ያስፍሩ።**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**እናመሰግናለን!**

## Workshop Report Sample (English Version)



*ALL CHILDREN READING PROJECT: An Action Research Approach to Improve Reading Skills of Students Using EGRA Results*

### Report on the School Leadership Training

#### 1 – General Information

##### 1.1 Introduction

In November 2012, Initiative Africa has got a grant from World Vision for the “All children Reading Project” to be implemented in three regions, namely: Amahara, Oromia and Addis Ababa. Consequently, Initiative Africa (IA) has signed operational agreements with North Shewa Department of Finance and Economic Development of Amahra Region, East Shewa Department of Finance and Economic Development of Oromia Region and Department of Finance and Economic Development of Addis Ababa on the project titled “*An Action Research Approach to Improve Children Reading Using EGRA Results*”. With these agreements, Initiative Africa has started to implement the project in 30 selected schools of the three target regions. The project is a two year project and aims at improving the reading skill of Grade 2 and 3 students in the selected target schools.

One of the activities listed on the project document is organizing capacity building trainings for teachers and school leaders. Hence, this report presents the practices of the two days training on “how to support teachers in classroom action research” organized by the project staff.

##### 1.2 Training Objective

The major objective of this training was to build the capacity of school leaders of the selected schools in supporting classroom action research and on some methods of teaching reading to improve reading skills of children.

##### 1.3 Training Period and Venue

The training was conducted at Arat Kilo Sports and Education Center (Former YMCA) and the training dates were June 15 –16, 2013

##### 1.4 Trainers and Participants

###### 1.4.1 Trainers

The training was given in collaboration with Thinking Schools International. The training manual was developed by the Thinking Schools International via Eminence Social Entrepreneurs and Thinking Schools Ethiopia. In this training the following capable and professional trainers were selected by the Institution.



1. Mr. Robert Price
2. AtoBereket Awoke (Coordinator)
3. Ms. AtsedeTsehaye(Amharic)
4. Ms. Ruth Menbere(Oromiffa )

###### 1.4.2 Participants

Out of the invited 44school directors, supervisors and woreda education experts 43of them attended the training. (See Appendix A for the list of participants).The participants were drawn from the 30 selected schools and their respective woredasof the three target regions.The following table shows the participants by region by gender.

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Table 1: Number of participants by region

Region	No. of Participants		
	M	F	Total
Addis Ababa	18	3	21
Angolela (Amhara)	8	2	10
Boset (Oromia)	9	3	12
<b>Total</b>	<b>35</b>	<b>8</b>	<b>43</b>



### 1.5 Summary of the Training

After the registration of participants that arrived in the training venue, Ato Eshetu Desta, from IA explained about the project in general and the training objectives and introduced the program of the training (See Appendix C for the training schedule). The opening speech was given by Ato Yehualashet, ACR Project Manager at IA. After the keynote speech, Mr. Robert Price, founder of Thinking Schools International, expressed his gratitude of being invited to facilitate the training and the actual training commenced.

The training program was conducted according to the training guide (adopted for this training) which was categorized into the following three broad sections:

- Section 1: Introducing New Language for Leading and learning
- Section 2: Learning the New Language
- Section 3: Communicating with the New Language

On the introduction session, the trainers focused on how the training helps in improving the reading skills of students explaining the following six points in brief.

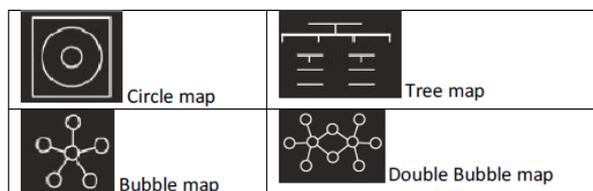
1. Visual Tools,
2. Reflective Questioning,
3. Collaborative Networking
4. Developing Dispositions,
5. Thinking Skills,
6. Structuring Environment

Then, the three categories of visual tools (**brainstorming webs, graphic organizers and conceptual mapping**), each with specific purposes and visual configurations were subjects of the discussion on the first part of the training. In section 1, Introducing New Language for Leading and learning, the following points were considered with the participants' full participation.

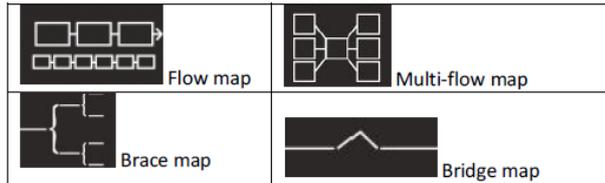
- Building personal and professional fluency with thinking process
- Facilitating organizational change processes and student achievement
- Facilitating communication, problem solving and decision making across a range of leadership areas

In section 2, about Learning the New Language, the trainers facilitated the group and plenary discussions on the following important ideas.

- Essential leadership questions
- Thinking processes facilitated
- Thinking maps as tools



The eight thinking maps were practiced by participants associating the maps with the language teaching in general and reading in particular. The participants also practiced the action research cycle. Using the thinking maps participants tried reflective questioning and narrowing action research questions.



In section 3, Communicating with the New Language,

- Collaborative problem solving and decision making
- Creating action plans using maps
- Using thinking maps for supervision and coaching

Towards the end of the training, the project staff presented on the action research selection criteria which will be used to evaluate the individual action research whereby the winners will be awarded and published as a model for sharing to other teachers. The project staff also introduced the coming action research activities schedule as was done in the teachers training. Then, the training concluded asking the participants to give their feelings about the quality of the training, the trainers' ability and the training service that was offered. Finally, the closing remarks were given by Ato Yehualashet, ACR Project Manager at Initiative Africa. In his remarks he thanked the trainees for their active participation attending the training eagerly in their weekends and for the desire they showed to change the existing problems students faced regarding reading skills. He also stressed that school leaders should help teachers on the action research using the knowledge and skills gained from this training.

## 1.6 Achievement and Challenges

### 1.6.1 Achievements

- The selection of the Institution that offered the training (Thinking Schools International) was found to be worthwhile.
- Training guide and its contents were well thought of. Thus, the quality and relevance of the training materials were maintained.
- Arrangement of the training venue at Arat Kilo Sports and Education Center is appreciated
- 98 % of the invited school leaders attended and completed the training.
- The participants became familiar with "Thinking Maps", "Classroom Action Research", and "Methods of Teaching Reading".
- Trainees were not reserved due to language barriers as they were using three languages - Amharic, Oromiffa and English

### 1.6.2 Challenges

- Finding accommodation for all participants in the same place and not far from the training venue
- Some irregularities in the distribution of the training guide
- There was a shortage of time for all the activities in the training guide

## 2. Training Evaluation

The trainees responded by indicating the extent to which they felt about the quality of the training, the trainers' ability and the training service. The scoring was on a scale of 1 to 5, where 1 = Very low; 2 = Low; 3 = Moderate; 4 = High; and 5 = Very high.

### 2.1 Quality of Training

The quality of the training was rated using the following five characteristics:

1. Motivating / Interesting to participants
2. Participant's involvement
3. Relevance to participant's training expectations
4. Relevance of the training material

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