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**Equity in the Classroom
Training-of-Trainers Design**

**The Basic Education and Policy Support
(BEPS) Activity**

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INTRODUCTION

Through the Equity in the Classroom (EIC) Project, a Cooperative Agreement with the U.S. Agency for International Development, Office of Women in Development, Creative Associates International, Inc. (CAII) offers training and technical support to teacher trainers, curriculum developers, policymakers, and other education stakeholders to increase the retention and success of girls and boys in the primary classroom. The project, which is funded to work in seven countries, presently offers support to Benin, Morocco, Uganda, Haiti, South Africa, and Peru. Each EIC country receives four visits under the present agreement: 1) technical assistance and planning; 2) a national training workshop (NTW); 3) follow-on training; and 4) results monitoring and impact assessment.

The EIC workshops are built on a set of socially and culturally adapted “best practices” aimed at increasing classroom equity. They set in motion a systemic movement for critical inquiry and action research around the experiences of teaching and learning in the classroom. Each day has a thematic focus that includes probing questions, analysis, skill building, reflection on practice, practical tools, and action plans. EIC workshops train participants in the use of custom-designed classroom observation instruments, school profiles, textbook assessments, curriculum adaptation, child case studies, and learning techniques that can be transferred to the classroom to improve classroom equity. Following training, participants are then free to share and replicate EIC tools and strategies with colleagues in their respective environments.

One approach to the training that improves relevance and enhances the sustainability of the EIC initiative is the training of master facilitators via a Training-of-Trainers Workshop (TOTW). During the TOTW, a small group of education managers who are selected for their leadership in education and their commitment to promoting equitable and quality education for all children are trained in EIC principles, strategies, and tools and given the opportunity to work as a team to select and adapt activities for local relevance and to facilitate training in the NTW. In addition, the TOTW is a vehicle to build local capacity and leadership for implementing mainstreamed activities at national and provincial levels to improve classroom equity. The TOTW also is an opportunity to emphasize teamwork, reflective practitioner models, and learner-centered, constructivist pedagogy. Trainees examine beliefs and perceptions that support classroom equity. They practice and analyze strategies and tools that can improve the impact of their work as education leaders while allowing them to gain experiential knowledge of effective classroom practices for building equitable outcomes. The master facilitators assist the NTW participants in implementing EIC activities in their respective areas.

IMPLEMENTATION IN SOUTH AFRICA

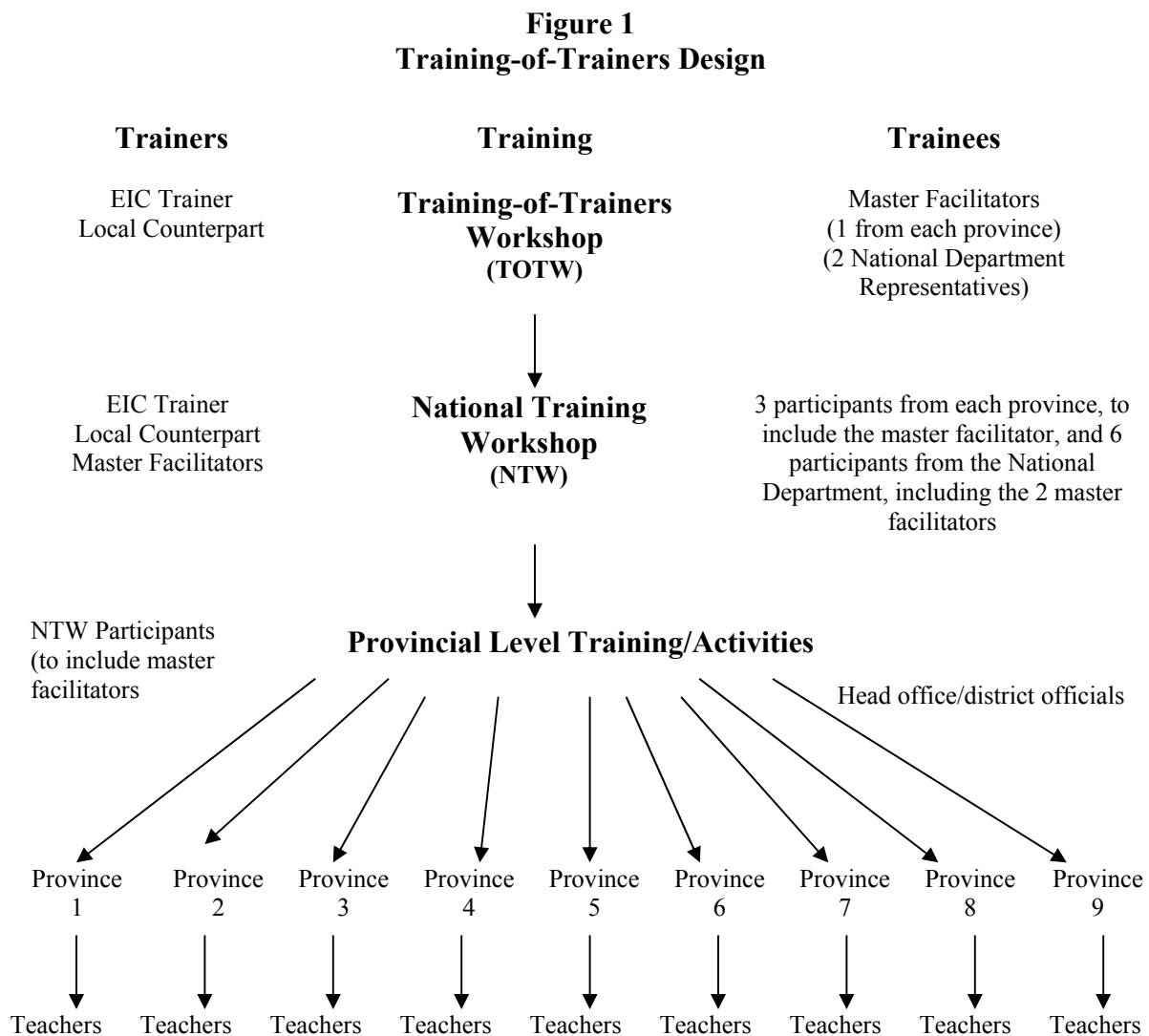
Through USAID’s Basic Education and Policy Support (BEPS) Activity, USAID/Pretoria funded a TOTW in South Africa. Specific objectives of the TOTW were as follows:

- provide tools and strategies to enhance trainees’ abilities as effective facilitators;
- integrate trainees’ ideas for activities into the NTW; and

- prepare trainees to assume the responsibility for leading several activities throughout the workshop.

To ensure that all provinces in the country would be reached, attendees included one participant from each of the provincial departments and one from the National Department. Once trained, these ten participants attended and co-facilitated the NTW, which included two additional participants from each of the nine provinces.

The master facilitator and participants of each province will implement EIC activities in their respective provinces. Each team developed an action plan to train officials drawn from teacher development, curriculum development, and other key functional areas at the head office and the district level. In addition, classroom teachers will be trained via a cascade model. A diagram of the training design is provided in Figure 1.



Scheduling

The TOTW is a 2½ day training activity. To minimize costs and travelling time, the workshop can be scheduled immediately before the NTW.

In South Africa, the dates of the TOTW and the NTW were finalized during the EIC initial planning visit. The TOTW and the NTW were scheduled for October 4-6 October 8-11, 2000 respectively. These dates were selected to avoid the September 25-29 school break because participation by a local school was necessary for two of the EIC activities and also because of a concern that workshop participation might be affected by the schools being closed.

Participant Selection

Policymakers and practitioners who are committed to gender equity in the classroom were invited to attend. Again, one representative from each of the country's provinces was selected.

During the EIC planning phase (February–July) criteria for participant selection were proposed. Nominees were selected from appropriate areas (curriculum development, teacher development, EMD, Equity and Gender Equity, ELSEN, and the Tirisano Transformation Initiative) and rank so that they could be effective in promoting and implementing EIC principles and activities. Having responsibility for policy and programming for primary schooling was also an important criteria in the team make-up. It was recognized that the participants to be trained as facilitators (as well as the participants in the NTW) would need a commitment to implement action plans and a capacity to mainstream and facilitate workshops. During the planning discussions, some concern was raised that Provincial heads might see EIC solely as a gender activity. If so, this could result in a master TOT training team comprised of Provincial Gender Focal Coordinators, thus countering the National Department of Education's (NDE's) attempt to make EIC a mainstream, cross-cutting activity. Letters were sent to each province describing the workshop objectives and requesting each province to select three participants, one of whom would be designated as a master facilitator and participant in the TOTW prior to the NTW.

Special efforts were made, through the letters and follow-up phone calls by the EIC Country Coordinator, the Chief Director, Human Resources Development and Equity, and the Director of Gender Equity, to present EIC not as a gender activity, per se, nor an add-on project but a set of perspectives, strategies, and tools designed to demonstrate how equity could be mainstreamed across directorates and how a focus on classroom equity could serve to break the bottleneck of classroom practices and processes that are creating obstacles to the realization of Tirisano.

Ultimately, provincial departments elected to send high-level representatives who are considered to be change agents. Among master trainers, one was a Gender Focal Coordinator. Of the twenty-seven provincial participants, seven were gender focal persons (GFP). The functional areas of the master trainers were as follows: Transformation (access, equity, and gender) – 2; Curriculum – 2; School education – 2; Management – 3; and Gender - 2. A list of participants in the TOTW in South Africa is provided in Appendix A.

Background reference materials and workshop information/logistics were sent to each participant in advance of the workshop, and reminder phone calls were made.

Materials

Each participant in the TOTW received the following materials:

- a facilitator’s manual, which included all workshop activities typically used in an EIC workshop and reference articles for each theme;¹
- pads and pens (donated by a local company);
- Video, “Window into the Classroom Experiences of Young Children;”
- Video, “Failing in Fairness;”
- Video, “PLA for Girls’ Education;”
- Publication, *Social Forestry in Thailand*; and
- Publication, *Beyond Enrollment: A Handbook for Improving Girls’ Experiences in Primary Classrooms*.

Due to time limitations, the second two videos were not used in training but were kept in-country to be used in follow-on training.

Site

The St. George Hotel, a popular training venue for the National Department of Education (NDE), was selected because of its proximity to the airport and because its costs were lower than the training venue that was initially selected.

Workshop Content

The content of the NTW is a set of activities designed to impact a positive change process in educational leadership and pedagogical practices to improve classroom equity. The workshop methodology does several things: provokes insightful questions about the mission of schools and the role of leaders in the change process; ensures quality by addressing equity; models participatory learning methods and teamwork; and promotes ongoing practitioner research. It moves participants from an education dissemination model that focuses on the delivery of policy, programs, or teaching to an inquiry-based model that investigates the perceptions and outcomes of diverse learners, teacher beliefs and practices, and classroom/school/community dynamics as the basis for policy, program development, and instruction.

Workshop activities are organized around five themes: 1) The Significance of Equity; 2) The Diverse Needs of Children As Learners; 3) Equity Issues in Curriculum and Textbooks; 4) Teacher Facilitation and Equity; and 5) Leadership for Change. Participants in EIC workshops, as national facilitators or participants, have the opportunity to learn, discuss, and practice a variety of participatory strategies for improving classroom management, instructional practice, curriculum materials, and community engagement to improve the learning outcome of girls and

¹ Typically the EIC manual is spiral bound. To enhance the ability of participants to use the manual in future workshops, a notebook was used.

other traditionally underserved pupils. Participants practice methodologies that leaders can use to reflect-on-practice, function as a community of learners, and build sustainable change. Following training, participants can share and replicate EIC tools and strategies with colleagues in their respective environments as part of their action plans.

The set of activities for the 2½ day TOTW was selected from the key themes and activities to be used in the NTW. The activities were selected to help participants gain the perspectives, skills, and familiarity with the activities to enable them to assist in conducting the NTW and to take a leadership role in implementing the activities throughout the country, following the training. In addition, the workshop was modified to include the use of the video, “Window into the Classroom Experiences of Children,” which was developed for the TOTW through this task order. Considerations for developing action plans and a national strategy were discussed during the conclusion of the TOTW but did not form part of the training activities, nor did the participants complete action plans themselves. In the time allotted for training, an emphasis was placed on helping participants develop their own understanding of the concepts to enable them to take a lead role in their team’s development of provincial strategies at the NTW. An attempt was made to go through all activities planned for the NTW, although most of them could not be completed with the needed depth.

Integral to the training is the involvement of trainees in reshaping and enhancing the planned activities. Input on the process, the language, and the value of the concept to local context takes time but is seen as critical subject matter for discussion at the TOTW to assure relevance of each activity to the participants and to incorporate their experiences and ideas into each activity.

The training schedule for the TOTW, which includes the activities selected from the EIC Training Manual, is provided in Appendix B.

CONCLUSION AND RECOMMENDATIONS

The concept of providing a TOTW was useful and perhaps essential for realizing a team of education managers who are knowledgeable and committed to using the classroom as a laboratory for improving quality and equity. By first experiencing and analyzing the new ideas and methods, and then teaching them to others, while continuing to reflect on the content and process in daily team wrap-ups, the concepts of EIC became consolidated in the minds of the master facilitators. It proved essential to have two days between the TOTW and the NTW to allow for preparation, further reading, and reflection. Providing a final reflection and wrap-up for the master facilitators and consultants at the end of the NTW was impossible and perhaps inappropriate following the final session due to exhaustion of the team. However, it was an absolutely essential part of the training of trainers, which did not occur and must be addressed.

A critical component of the way forward will be the opportunity for the team to provide some closure on the experience and share their own reflections about how EIC helped them to see how they can affect more direct impact on classroom equity in their roles as leaders. In the EIC model, this is built in as a six-month follow-up. However, as we begin to fully understand the process of change, we recognize that there must be continual opportunities for the facilitators to communicate, study, and reflect together, and draw strength and encouragement from their team members. Ideally, a mechanism and funding will emerge that enables the Country Coordinator

and internal coordinator to visit the provinces and assist with some of the implementation of the action plans, as well as to provide opportunities for cross-provincial sharing of experiences. (The current EIC budget does not include sufficient funds for this.)

The team of EIC facilitators at NDE is preparing a proposal that synthesizes input from the provinces regarding the way forward for the project. The proposal will be presented at the November meeting of HEADCOM (Heads of Directorates) with the hopes of achieving a significant level of commitment from the Department to support provincial action plans, as well as clarity regarding the directorate where it will be housed, the role National will take on, and the availability of funds for some activities. Although workshop participants view EIC as a cross-cutting, mainstreamed activity that will be integrated into existing programs, they also believe that it should be recognized as a distinct program, with brochures, publicity, and a mechanism of explaining it systemically.

When the project was approved by the Director General in March, the anticipated outcome of the training was exactly what occurred—the generation of a needs-driven proposal from the provinces on how EIC should be structured and moved forward. From their experiences of learning the EIC principles, strategies, and tools during the NT Workshop, the participants from the provinces and NDE concluded that a South African model of the EIC Project was exceptionally useful to them in meeting the challenge of achieving an inclusive, gender equitable, and anti-discriminatory education system.

Appendix A
National Facilitator's Team

Gauteng Province	Vernet Napo
Northern Province	Matthew Mhlongo
North West Province	Daphne Moreosele
Mpumalanga Province	Ntombi Mxenge
Free State Province	Olly Mlamleli
KwaZulu Natal Province	Thabisa Dumisa
Eastern Cape Province	Tsepo Moletsane
Northern Cape Province	Benedette Esterhuizen
Western Cape Province	Esme Passman
National Department	William Tshabalala
	Dikeledi Mosala

