MINISTRY OF EDUCATION, ARTS AND CULTURE

Information and Communication Training Manual
SENIOR PRIMARY PHASE

2015
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## WORKSHOP PROGRAMME

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<td><strong>Day 1</strong></td>
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<tr>
<td>08:30</td>
<td>Registration</td>
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<td>09:30</td>
<td>Opening &amp; Welcome</td>
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<td>Domestic chores</td>
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<td>Ice breaker</td>
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<td>Outline of the syllabus</td>
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<td>Group A Media Literacy</td>
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<td><strong>LUNCH</strong></td>
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<td>Group A The library</td>
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<td>15:30</td>
<td>Publisher and PowerPoint</td>
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<td>16:00</td>
<td>Question time</td>
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<td>Feedback (Day 1)</td>
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<td>Group A More library stuff</td>
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<td>Wrap up</td>
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- **Please note:** All presentations and more will be made available on DVD
ROLES AND RESPONSIBILITIES OF FACILITATORS

As a Regional trainer for Information and Communication, your role is crucial for the success of implementing the syllabus. Therefore it is important that you fully understand the content of the training and what desirable results should be.

As from 2016, Information and Communication will be taught from Grade 4 to 12 as a compulsory support subject. It must be assessed and the symbols must appear on the report card of the learners, although it will not contribute to the promotion mark.

Your first obligation is to fully understand several things:
- The scope and sequence of Senior Primary Information and Communication
- The content of the syllabus
- The urgency of developing key skills with each learner
- How to construct teaching and learning in an integrated manner
- How to prepare learners to develop basic investigative skills
- The importance of learning support materials and preparations for teaching

As a selected trainer you are charged with a great responsibility. You should:
- Be willing to learn how to present all the above issues to the teachers you are going to train
- Be willing to make sacrifices and put real effort into the training to make it a success through professional commitment
- Reach out to and show patience with all trainees, no matter how demanding they may be
- Act professionally at all times and focus on the task at hand
- “Deliver the goods.”
What is the real responsibility of the trainer?

Remember, once the training starts, you will be on your own. The trainees will expect from you to guide them to improve their skills and become excellent Information and Communication teachers. This could be a daunting task if you are not fully prepared for the challenge. You will direct the training and you should think of yourself as the facilitator of the affairs.

The training manual will not guarantee a successful outcome by handing it out and expecting trainees to understand it all, but it is there to ensure consistency across phases on the training content. You are in charge of your training sessions and should arrange a conducive environment where it will be easy to deliver the content in a convincing manner. As you know well, trainees will only learn and accept the content if they participate and do things and become owners of the skills and information they need to have.

You may have to adapt to local circumstances or to the level or pace of the group(s) you are working with. Your commitment, perseverance and creativity could be challenged. You will set the standard for your groups and success will depend on your leadership throughout the training week.

What else to know or do

As a trainer, you are not responsible for everything. The Regional Office will arrange logistical arrangements for accommodation, meals and transport. However, you will need to ensure that everything is done and in place for the training. (For example, if you have a session where you will instruct participants to paste newspaper clippings on an A3 paper, you must ensure that participants bring along the newspaper, a pair of scissors and glue. You must request A3 paper from your Regional Office.) You will need to take care of the specific refinements and the layout of the training rooms and furniture to meet your needs and training style. (Ensure that there are enough working computers and that they have the necessary programs loaded and that there is Internet access if needed.) You will consider ways to present some of the topics in an interesting way. You already know which parts of the training programme may be difficult to present or difficult for trainees to grasp. If you are mentally prepared for these, you will handle the training with greater confidence and care.

Goals

What are goals? Goals are broader statements that indicate what the trainer would like to achieve by the end of the training programme. It expresses the intentions of the trainer and the training exercise. The following are goals for training:

- Deliver training to all Grades 4 - 7 Information and Communication teachers in Namibia
- Introduce the syllabus content to the teachers
- Help teachers to understand and apply the syllabus in their teaching
Objectives

What are objectives? Objectives are statements which indicate what the teachers should know and be able to do at the end of the training. The following are the objectives that the trainer is aiming to achieve in the training:

By the end of the training the teachers should be able to:

- know and understand the aims and rationale for the Senior Primary syllabus
- use all curriculum documents appropriately and with confidence as a teacher
- understand the syllabus (learning content and assessment)
- understand that teaching at Senior Primary Level is primarily about conceptual understanding, development of skills and attitudes
- realise that the inclusion of cross-curricular issues require proper planning (where appropriate)
- realise and appreciate the significance of investigation in total development of learners

Programme – Timetable

Your timetable is the pace setter to ensure that you get through the content and to allow people to work faster and diligently. You should not spend too much time on one aspect and rush through the next. It may well happen that you save time on some topics and only then you can add time to the next ones.

Content

What is the content of training? These are issues selected to train teachers on. You will see to it that they are exposed to important curriculum policy documents, guided to do lesson planning, assessment and so on. The content refers to the work to be done during the training, which implies the covering of the entire scope of the syllabus and will help teachers across the country to understand and teach in a similar manner.

Activities

What do we mean by activities in the context of training? The training is designed to be trainee-centred and the idea is to allow trainees to have hands-on experience of the things they are expected to do in the real situation. For instance, they will study the syllabus and then plan and prepare a lesson. They will learn how to teach Paint by doing an activity.
PART 2
PREPARATION

The facilitator carries the overall responsibility for the success of the implementation of the workshop. This includes the planning, organisation, implementation, monitoring and evaluation of the workshop. Specifically, the facilitator needs the following:

Before the workshop begins:

- study all the resource material (DVD) and consider whether there are any confusions or other difficulties which can be cleared up in advance
- study the programme carefully, and modify it in the light of local conditions (starting times, ending, length of sessions, etc.) and the expected participants
- make sure the venue is available and suitable for the duration of the workshop
- find out what facilities and equipment are available at the venue and make sure that there is enough stationery and other material available
- inform participants well in advance what they should bring along
- make whatever arrangements are needed for meals and accommodation
- prepare a registration form
- prepare a daily attendance register
- make sure you have copies of all the material you need for the workshop - including multiple copies of those materials needed by the participants
- You will have to make sure that you have enough DVDs. If you cannot burn them yourself, arrange well in advance to have someone do it for you.
PART 3
THE WORKSHOP

Activity 1: Registration

- participants will have submitted completed registration forms when confirming to attend the workshop. Compile these into a spreadsheet with a blank column for participants to sign as they register and confirm their details.
- copy the registration spreadsheet for all participants as it is likely that there will be requests for the contact details of the other participants.
- give all participants a name tag.
- hand out references/resources/course materials.

Notes for facilitators

- the registration spreadsheets from each course will form part of the workshop report.
- make sure that the registration proceeds smoothly (have a pen handy for those who have to search for one).

Activity 2: Opening session (Day 1) 1 hour

- all workshops of the Ministry of Education, Arts and Culture are opened by the singing of the national Anthem (track to be found on your DVD); AU Anthem optional.
- most facilitators also have a devotional/inspirational/motivational message every morning; some examples included on the DVD.
- at the start of the workshop emphasise that participants need to be on time for all the sessions, and tell them that a daily register will be kept.
- set up the house rules during this session.
- participants (and trainers) need to introduce themselves (there are many creative ways of achieving this so that participants feel at home).
- participants need to voice their expectations for the training workshop; if it is in writing, one can monitor at the end of every day whether expectations were met.
- present the aim of the workshop; discuss the programme.
Objectives

At the end of this session, the participants will:

- have met their fellow participants
- understand the purpose and objectives of the workshop and the range of expectations
- commit to abiding by a set of ground rules for the duration of the workshop
- understand all the arrangements for the workshop especially the programme, meal arrangements, etc.
- feel comfortable in the training surroundings and accept the norms for the training
- describe issues and questions that may arise

Introducing the trainer lets participants trust that person’s ability to lead the workshop. Remember the word “brief”! Anything more than a five minute welcome will diminish the power of a participatory workshop.

An introduction game allows people to interact. People feel included when they hear their names mentioned and when they successfully complete a group task. This task helps participants get rid of their worries and distractions. It moves them into learning action.

Review of the objectives, schedule and housekeeping reinforces the participants’ need for safety - a factor in enhanced learning. They are more comfortable because they know what will be happening.

Personal expectations allow participants to make decisions about their own learning. Ideally, expectations are dealt with after sharing the workshop objectives and schedule, not before. This is because expectations inform the programme, but they do not form the programme. Personal expectations are negotiated between the trainer and the participants.

Setting group norms is a way of preventing group tensions and conflicts during the training workshop. This is because everyone agrees to ways of behaving BEFORE starting. When group conflicts emerge DURING the workshop, it is too late to agree to norms. In such cases, the facilitator can remind participants of what was agreed upon earlier.
Some hints and tips:

Introductions and forming groups:

There are many creative ways of doing introductions. Here is one option that also allows the facilitator to randomly allocate participants to groups:

1. Put a post-it pad on each table (5 tables).
2. Instruct each participant to take one sheet and draw on it anything (bird, animal, plant, object, etc.) that best describes him/herself. Have a tight timeframe for this – 2 minutes.
3. Each person, in any order, then introduces him/herself to the group by saying (i) their name, (ii) where they work, (iii) what they have drawn, and (iv) why?
4. The facilitator then either takes the post-it sheet and sticks it on one of 4/5 flip chart pages hung on the walls, or instructs the participant which sheet to stick it on. This can be according to themes/commonalities or randomly, but must end up with participants allocated to four/five equal groups.
5. The groups are then identified and the table at which they will sit. Participants pick up their belongings and move to the table and group to which they have been allocated.
6. Some more hints can be found on the DVD.

Establishing house rules / ground rules:

"Ground rules" are set up with participants at the start of the workshop (at the very start). This would help participants understand from the start what behaviour is expected from them throughout the workshop. Facilitators should encourage participants to develop their own rules, to create a sense of ownership. These rules are then posted in a prominent place so they can be referred to during related situations.

- brainstorm a list of ground rules – such as cell phones off, keeping to time, all to participate actively, only one person to speak at any one time, respect for one another's views and so on
- record on a flip chart page
- once listed, get consensus that everyone agrees to abide by them
- display the list of ground rules and refer to them if necessary during the training
- share any logistical details that participants need to know about – such as tea and lunch times and arrangements, what is paid/not paid for, bathroom facilities, and so on
**Group work**

- have the groups present their comments on the questions (from the flipchart pages)
- conclude with input from the facilitator to consolidate the key points
- one person from each group then report to the plenary
- clarify any points and correct any misinformation

**What to do?**

Often issues will be raised early on that will be covered at some later point in the course. It is thus useful to have a place to “park” issues that cannot immediately be dealt with. These must however be attended to at some point.

**Keep in mind:**

- try to get to know the names of all participants as soon as possible, and keep in easy conversation with them throughout the workshop
- early on identify participants who are shy and less forthcoming and, at mealtimes and on other informal occasions, engage with them in friendly conversation and try to make them feel welcome
- when small groups are set up for the various activities, try to arrange for the membership of those groups to change from activity to activity
- ensure that the programme keeps on track and remains productive – regarding both time management the main purposes of the programme
- in the closing session make sure that all participants complete their workshop evaluation forms and hand them to you
- keep record of the proceedings, and make good use of feedback

**After the workshop:**

- review the workshop in the light of the way it went, informal comments from the participants, and the formal evaluation in the final session
- write a brief report on the workshop and what its highlights were
- make recommendations about how the workshop can be improved when it is offered in future
Examples of ice breakers:

### Ice Breaker 1

Give each participant a sheet of paper and ask them to close their eyes. Give the following instructions:

- Do not talk, and keep your eyes closed during the activity
- Hold the paper in front of you
- Fold the paper in half
- Fold the paper in half again
- Fold the paper in half again
- Tear off the lower right corner
- Turn the paper over
- Again tear off the lower right corner
- Open your eyes
- Unfold the paper and hold it up

Papers will look different.

Discuss with participants how this activity illustrates the differences and similarities between learners.

Perceptions and understanding of the same instructions might be different.

Briefly discuss with participants how different learning abilities will affect teaching.
Ice Breaker 2

Summary: Quickly search your purses, pockets and wallets for the called item.

Goal: Be the first to bring up the items called and get the most points.

Preparation:
- Print the list

How to play purses, pockets, and wallets game:
1. Break everyone into groups of five.

2. Explain the game. You will call out a common object. The first team to bring you the called object wins a point for their team. Each team must show items that they have in their purses, pockets, wallets, and whatever is on them. The first team that earns 10 points wins the game.

Variations:
- Instead of having a list of items to call out, you can ask each team to find an item for every letter of the alphabet (e.g. Hairbrush for H, water for W, etc.) One item per letter. The team to bring up as many items as they can that fits within the alphabet within 10 minutes, wins the game.

- Instead of having one point per item, you can assign different point values based on the difficulty of the item. For example, a shoelace can be worth 3 points while a 5c can be worth 1 point. The team to reach 20 (or so) points wins the game.

Possible items:
- Bottle of water
- Mirror
- Toothpick
- Dental floss
- Business card
- Till slip
- Toffee
- Shoelace
- 5c dated before 2000
- Hairband
What is this subject all about?

Teachers need to know what they are going to teach. Information and Communication is a blend of the old Basic Information Science (BIS) and Information and Communication Technology (ICT) Literacy.

What are the main sections of the syllabus?

The question to this activity indicates that the syllabus has main sections. In groups (if time allows), study the revised syllabus to identify the main sections of the syllabus. Because of time constraint, it might be a good idea to ask teachers to study the syllabus during the first evening and raise any burning issue the following morning.

You may want to have the following:

<table>
<thead>
<tr>
<th>Order of challenging Topics in Grade 4</th>
<th>Order of challenging Topics in Grade 5</th>
<th>Order of challenging Topics in Grade 6</th>
<th>Order of challenging Topics in Grade 7</th>
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If time allows, you may address some topics that were mentioned as challenging. Also, future annual regional planning should accommodate training on topics that were deemed challenging throughout the workshop to provide continuous support to teachers and make follow ups to monitor the progress. It would be advised to keep communicating with other regions. They may have similar challenges and you may be able to share resources. You may, of course, always communicate challenges to the NIED official (Olga Maartens).

Participants are expected to realise that the syllabus consists of main sections that are all essential towards a successful implementation of the syllabus. It has been observed that in most cases some syllabus implementers only regard the learning content section as the

*Information and Communication training manual, Senior Primary phase, NIED 2015*
important part of the syllabus and other sections are ignored. It is of utmost importance for a syllabus implementer to be aware of both the aims and assessment of the syllabus because being knowledgeable about them shapes the teaching and learning process in the classroom.

Syllabus implementers should be discouraged from keeping learning content pages only as their copies of the syllabus and ignore other sections of the syllabus.

It has become a common trend that the preamble section is often overlooked and ignored by teachers. It is worth noting that the preamble section consists of very essential information to all the syllabus implementers and hence the practice of overlooking and ignoring this section should be highly discouraged.

The section addresses a number of useful aspects for the curriculum of this phase e.g. aims, rationale, and end of phase competencies. It is very essential that the syllabus implementers are fully aware of the curriculum aspects highlighted under this section in order to be able to guide the teaching and learning process into the envisaged direction.

Participants are expected to go through the following aspects in the preamble section. At this juncture the facilitator(s) will emphasise the importance of this section of the syllabus and discourage the practice of overlooking and ignoring this section

Participants are expected to look at the following aspects:

Introduction
Rationale
Aims
Inclusive education
Links to other subjects and cross-curricular issues
Approaches to teaching and learning
End of phase competencies
Summary of the learning content
**PART 5**

**PLANNING**

**Materials:** Lesson preparation templates, Year planner templates, Senior Primary Information and Communication syllabus, School calendars, paper, pencils, pens, highlighters and erasers.

**CREATING A SCHEME OF WORK**

**Step one: Periods**

Know how much teaching there is. Use a **Year Planner**.

The facilitator explains the use and importance of a Year Planner to the participants. The facilitator completes a year planner with the assistance of the participants.

**Step two: Content**

Allocate topics for the year, making sure that there is adequate time to deal with the sections chosen.

Remember that some topics will take longer than others. Given the limited time, choices will need to be made about the emphasis that will be given to the topics.

It will be very difficult to cover all of the topics in one year in any meaningful way. For the learners to really engage with the issues in the knowledge focus, they need to go into less content in more detail. Furthermore, if you try to cover everything in the same amount of detail, it will not be possible for learners to develop the necessary skills required to perform to the assessment objectives.

**Step three: Structuring the scheme of work**

Plan the Continuous Assessment (CASS) work to be covered and allocate time for the CASS tasks.

Teachers should consider when such events as fieldtrips and visits from outsiders would be most beneficial to learners and they should allocate time for these on the year plan.

Consider the dates of parent evenings on the school’s year plan and dates for reports to parents and make sure there will be enough information about the learners’ progress for feedback on learners’ progress and achievement thus far on these occasions.
Step four: Evaluating the scheme of work

When you have finished, take a moment to check the following:

- Have all assessment been addressed in the context of different content selections indicated for specific grades?
- Has the time been realistically and adequately allocated to activities?

LESSON PREPARATION

Explain how to plan an Information and Communication lesson. Explain what essential information must be covered in the lesson plan. Participants plan a lesson (if time allows) and complete a lesson preparation form. Each teacher must complete a preparation form on his/her own. The facilitator emphasises the importance of proper lesson planning.

Activity: Individuals choose a topic and complete a lesson preparation form.

Group members evaluate one another's lesson plan. Discuss with all participants what is expected when completing the lesson preparation forms, and how to complete each section.

ASSESSMENT FORM

The facilitator explains how to complete an assessment form. The facilitator completes a mock assessment form.

The facilitator explains the following:

Learners do not write tests or examinations for assessment marks.

Learners receive two assessment marks per term during the first, second and third term. Each assessment mark must be for a different task.

Two tasks will be assessed for a mark on the continuous assessment form, namely:

1. Investigation or topic task
2. Topic test

Activity: Each participant completes a mock assessment form on his/her own. Syllabus topics have to be specified, e.g. Topic test: Types of media

ADMINISTRATION

The facilitator explains the following:

As with any other subject, some administrative work is necessary to enable the teacher to teach effectively. An Information and Communication (IC) teacher needs the following files (see the National Standards document):
Administration File
The administration file contains important subject information and other school-related information.

Preparation File
The preparation file contains the written preparation done by a teacher and includes all relevant information.

Information and Communication Subject File
The subject file serves as a source of information for the Information and Communication teacher, and is the property of the school.

Information and Communication Resource File
Each IC teacher is responsible for compiling their own IC resource file and for its safe keeping. The resource file is the property of the school. These files need to be monitored by the management/HOD or subject head responsible for Information and Communication.
The facilitator asks participants if they have any questions concerning the subject **Information and Communication**.

The facilitators, together with the participants, discuss these questions and find solutions.

The facilitators urge the participants to take the subject seriously and remind the teachers of the roles and responsibilities of the IC teacher.

Before presenting this pledge the facilitator needs to familiarise him/herself with the content of the pledge.

**Material:** Copies of the teacher’s pledge for each participant, a candle and a box of matches.

**Activity:** Participants stand in a circle, with a burning candle in the middle. Participants say the pledge together.

> **With great pride and satisfaction, I call myself a teacher. I pledge my dedication and passion to my profession. Warmth, sympathy, and understanding will always guide my actions in class. I pledge to make full use of my skills and talents in order to offer the best guidance to learners. I will exercise patience and tolerance in my classroom. I will foster a supportive environment for all my learners. I will remember that I do not teach a lesson plan, but human beings. My aim will be to teach the whole child in order to help that child to develop in mind and spirit. I aim to always act in accordance with my calling as a teacher and to find joy in teaching those who seek my help.**
Annexe 1: Registration form for Information and Communication training workshop

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Information and Communication training manual, Senior Primary phase, NIED 2015
Annexe 2: Attendance List

Information and Communication training workshop

Attendance List

Region: ........................................ Date: ........................................

Facilitator(s): ................................. Venue: .................................

<table>
<thead>
<tr>
<th>Surname &amp; Name</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
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<td>Signature</td>
<td>Signature</td>
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</table>
Annexe 3: Evaluation form

MINISTRY OF EDUCATION, ARTS AND CULTURE
National Institute for Educational Development (NIED)

EVALUATION FORM

Please complete the questionnaire.

1. You are not on an island. Will you be able to ask for assistance when needed, e.g. from your principal, and/or colleagues at other schools and/or Regional Educational Office?

   Yes [ ]  No [ ]

   If no, give reasons for your answer.

   ……………………………………………………………………………………………………….
   ……………………………………………………………………………………………………….

2. Will you be able to prepare your year planner and lessons well in advance?

   Yes [ ]  No [ ]

   If no, give reasons for your answer.

   ……………………………………………………………………………………………………….
   ……………………………………………………………………………………………………….
3. Will you be able to use different teaching methodologies in class?

Yes  ☐  No  ☐

If no, what support will you need?

........................................................................................................................................
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4. Will you be able to address sensitive topics in class?

Yes  ☐  No  ☐

If no, what support will you need?

........................................................................................................................................
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5. Will you be able to use different classroom arrangements for different lessons?

Yes  ☐  No  ☐

If no, what support will you need?

........................................................................................................................................
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6. Any suggestions about how to ensure that Information and Communication teachers will be more able to teach Information and Communication after this workshop?

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Thank you for your co-operation
Annexe 4: Summary of evaluation form

MINISTRY OF EDUCATION, ARTS AND CULTURE
National Institute for Educational Development (NIED)

SUMMARY OF THE EVALUATION FORM

REGION: ……………………………………………………………………………………………………………………………

DATE: ……………………………………………………………………………………………………………………………

VENUE: ……………………………………………………………………………………………………………………………

FACILITATOR/S: …………………………………………………………………………………………………………………

NUMBER OF PARTICIPANTS: ……………………………………………………………………………………………

NUMBER OF EVALUATION FORMS RECEIVED: ……………………………………………………………
1. Will teachers be able to ask for assistance when needed, e.g. from their principal, and/or colleagues at other schools and/or Regional Educational Office?

Yes ☐ No ☐

Reasons given for “no” answers.

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4. Will teachers be able to address sensitive topics in class?

Yes □ No □

Reasons given for “no” answers.

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5. Will teachers be able to use different classroom arrangements for different lessons?

Yes □ No □

Reasons given for “no” answers.

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6. Suggestions about how to ensure that Information and Communication teachers will be more able to teach Information and Communication after this workshop?

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**Alternative evaluation form:**

**EVALUATION OF IC TRAINING WORKSHOP HELD AT (VENUE) ON (DATE)**

How confident did you feel about teaching this subject before the workshop?

____________________________________________

Was this workshop necessary? ________

Do you now feel more confident about teaching the subject? _____________

Please rate the following: (5 = highest, 1 = lowest)

<table>
<thead>
<tr>
<th>Notice</th>
<th>Travelling arrangements</th>
<th>Venue</th>
<th>Accommodation</th>
<th>Meals and tea breaks</th>
<th>Competence of facilitators</th>
<th>Relevance of presentations/topics</th>
<th>Effective use of time</th>
<th>Subject material made available</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Any recommendations / future needs?

___________________________________________________________

___________________________________________________________

___________________________________________________________

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___________________________________________________________

Other comments:

________________________________________________________________________

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*Information and Communication training manual, Senior Primary phase, NIED 2015*
FEEDBACK ON THE REGIONAL INFORMATION AND COMMUNICATION TRAINING

1. Workshop conducted on: ……………./……………………………./………… (date)

2. Region:

……………………………………………………………………………………………………

3. Names of facilitators:

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

4. Number of participants: Males: ……………………………………………………….

   Females: …………………………………………………………………………………

5. Attach a copy of the registration form and the attendance list and forward it to:

SEO: Computer Studies and IC

Private Bag 2034

Okahandja

Fax No.: 088640386
e-mail: omaartens@nied.edu.na