Train-the-Trainer Manual:

Mentoring Adult Learners

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FOREWORD

The professional development of classroom teachers is a primary goal of Ghana Education Service (GES), USAID, and Chicago State University (CSU), partners in the Teaching Learning Materials Program (TLMP). Each member of the partnership believes that well trained education professionals such as trainers are an essential element of achieving good learning outcomes for Ghana's children.

Ghana's millennium vision for the future included the education of all its children, including the KGI and KGII population. Parents eagerly embraced this vision by sending their children to school in great numbers. This in turn created a need for well informed, well prepared, and well-trained professionals. This *Train-the-Trainer Manual* addresses the need for professionally designed trainings that enhance, extend, and build the capacity of the GES to train a cadre of competent and well-trained mentor/trainers.

The purpose of the Train-the-Trainer Manual is to provide mentor/trainers with competencies that will enable them to effectively mentor, facilitate knowledge acquisition, application, and skills in use of the TLMP Teacher's Guides and Children's Workbooks designed and created as instructional materials for use in KGI through P3 classrooms.

As mentors you will work with a novice or beginning trainer in order to help them become successful. More than likely, as a new mentor/trainer you will be assigned to teach others, and in this capacity you will serve in the role of a teacher, leader, guide, sponsor, and role model for others. Generally, the mentor/trainers work with the new trainer during his or her first year of training.

ACKNOWLEDGEMENTS

INTRODUCTION

The Role of Trainers in Mentoring Adult Learners

This manual is designed to support the professional development of Mentor/Trainers working with future trainers throughout Ghana's public school system and the Ghana Education Service (GES). The purpose of the Train-the-Trainer Manual is to provide mentor/trainers with competencies that will enable them to effectively mentor, facilitate knowledge acquisition, application, and skills in use of the TLMP Teacher's Guides and Children's Workbooks designed and created as instructional materials for use in KGI through P3 classrooms.
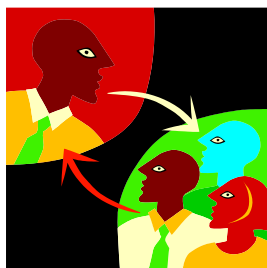
Researchers (Ross-Gordon 2001) have found that *trainers who prepare themselves* for the training/mentoring role by participating in Training of Trainers type workshops increase their potential to enhance the professional growth and development of classroom teachers, and increase learning outcomes for children as well.   Findings from this same study also report that trainers of trainers (TOTs) experience growth in the following areas:

- Exposure to new and diverse perspectives as they work with classroom teachers,

- Improved coaching and listening skills,

- Increased satisfaction with work,

- Leadership skills,

- Professional involvements

The TOTs must actively facilitate learning by applying what is known about how adults learn (andragogy) to enhance the trainer/trainee experience.   Knowledge of how to work with adult learners is essential to effective training. Thusly, its principles are embedded throughout this manual.

TOTs must view themselves as *facilitators of learning*, and as resources as opposed to simple conveyors of knowledge and information. This perspective enables the trainer to assist trainees in thinking deeply about knowledge acquired about TLMP Teacher's Guides and Children's workbooks, and their appropriate application (when and how). And, in doing so the trainer must support a growth process that includes the following behaviors (Brookfield 1986):
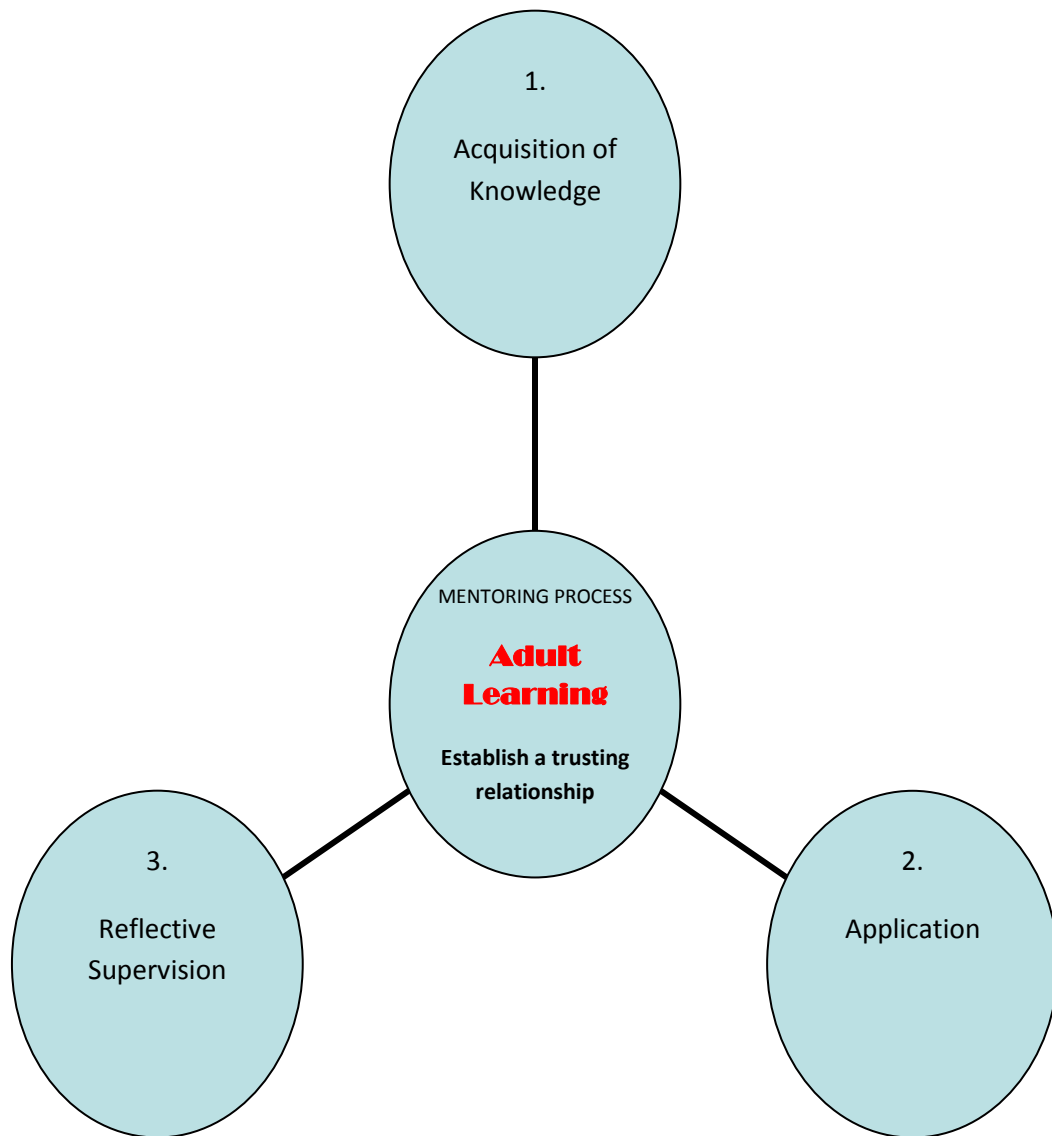
♦ `Establishing` a climate conducive to learning.

♦ `Using` adult learning principles in planning how and what they will learn.

♦ Encouraging learners to formulate their own learning objectives.

♦ Encouraging learners to identify and utilize a variety of resources to accomplish

  their objectives.

♦ Assisting adult learners in evaluating their own learning.

Whether you formally or informally mentor adult learners, adequate preparation is essential. This manual describes the TOTs's journey, provides signposts to navigate the four phases of the journey, and raises reflection questions to encourage more critically reflective training practice.

The Mentoring Process

The mentoring process involves knowledge acquisition, application, and reflective supervision. Mentoring is best described as a reciprocal and collaborative learning relationship between two or more individuals who share mutual responsibility and accountability for helping a mentee (novice trainer) work toward achieving clear and mutually defined learning goals. Successful mentoring rests on building and maintaining a relationship of trust. This means that in addition to the learning, the relationship is cultivated throughout the mentoring partnership.

A number of these guidelines are taken from the Alameda County Public Health Department

MENTORING PROCESS AND ADULT LEARNING

1.

Acquisition of Knowledge

MENTORING PROCESS

Adult Learning

Establish a trusting relationship

3.

Reflective Supervision

2.

Application

ADULT LEARNING PRINCIPLES

Best mentoring practices is consistent with the principles of andragogy (how adults learn), as articulated by Knowles (1980):   Adults learn best when they are involved in diagnosing, planning, implementing, and evaluating their own learning. The role of the trainer is to create and maintain a supportive climate that promotes conditions necessary for learning to take place.

♦ Adult learners have a need to be self-directing.

♦ Readiness for learning increases when there is a specific need to know.

♦ Life's reservoir of experience is a primary learning resource; the life

   experiences of others add enrichment to the learning process.

♦ Adult learners have an inherent need for immediacy of application.

♦ Adults respond best to learning when they are internally motivated to learn.

Preparing for the Training:

Acquisition of Knowledge

Effective training requires knowledge of adulkt learning principles, subject matter content, practice and planning. This section offers tips on advance preparation activities.

Advance Preparation and Instructional Delivery

The most effective trainings are not accidental – they are the result of the trainer spending hours familiarizing her/himself with early childhood education content knowledge, adult learning principles, and instructional materials such as the TLMP Teachers' Guides and Children's Workbooks.

Take the time. The recommended preparation time is three hours for every hour of training.

Learn the material. Be well acquainted with the material, and make your own notes, highlight portions that you want to focus on and stress. This will lend the impression that you are a competent and confident trainer. It will also facilitate effective instructional delivery, and will increase your ability to answer questions correctly that the adult learner might pose.

Use your own words. The training will be better received and more interesting for adult learners and you will be more confident if you know the important points well enough to be able to express them in your own unique style.

Incorporate experiential learning.   Make connections between your own experiences as a former teacher and some of the main points. Make sure to also inquire about the classroom teacher's experiences. Personalizing information with your own anecdotes (stories) will assist in both stressing and expanding points. Remember, for the adult learner life experiences add enrichment to the learning process. And, it will enhance any handouts and/or power point presentations that you use.

Reference Lesson Overview and Objectives. Be sure to incorporate unit overview and course objectives for each Teacher's Guide in your presentation (s) as they establish the framework and context for subject matter (e.g., Mathematics, Environmental Studies, Literacy).

Model and demonstrate at least two lesson plans from each TLMP Teacher's Guide. Be sure to provide enough materials so that adult learners can experience age –appropriate curriculum instruction and delivery (e.g., hands-on learning, discovery learning, directs teaching-see Overview in Teachers' Guides).

Establishing Confidence

Much of what is communicated during training is through the professional behavior of you, the TOT. A TOT is confident in both her/his words and her/his body language will be more effective in persuading the adult learner to trust and adopt the instructional materials (i.e., TLMP Teachers' Guides and Children's Workbooks), and suggested learning applications and approaches. This section covers two important ways to enhance your performance as a confident trainer.

♦ Demonstrating your Credibility

♦ Minimizing Your Stage Fright

Demonstrating Your Credibility

There are seven common steps you can take to ensure your adult students view you as a credible trainer of the TLMP Teachers' Guides and Children's Workbooks. The steps are:

☐ `always` be honest. If you do not know the answer to a question, don't make up one.

☐ `Make` your presentation balanced and as free from bias as possible. Deliver the fact, the Information as printed in the TLMP texts.

☐ `Raise` questions about the information. For example, is the information cross- cultural? Does it apply to African culture?

☐ `Support` the information with your own facts and experiences. Be sure to utilize the adult Learner as a resource; it will help to facilitate the process of learning.

☐ `Cite` authorities that are accepted by your audience, the adult learner. Be sure to cite well-respected African theorists as well.

☐ `Invite` questions and discussion from the audience.

HINT: *Remember, for all of these steps, it's not just what you say, it is how you say it: stand up straight, speak with a big voice, and resist preaching.*

Minimize Your Stage Fright

If you are afraid of public speaking or speaking in a group, you are not alone. Public speaking is often one of the worst fears of many people. The following tips can help you overcome your stage fright.

♦**Remember, you know the materials**. Remind yourself that you are well prepared, that you are familiar with the TLMP materials. Read through the materials, discuss with other trainers, and try some of the suggested activities if you are unfamiliar with them.

♦ **Release the tension**. Take deep breaths. Breathe from your diaphragm and remember to exhale all the way. It also helps to exercise regularly, as unused energy may come out as anxiety.

♦**Rehearse**. Practice, practice, practice some of the lesson, until you feel comfortable.

♦**Know the training room and your equipment**. Test your audio and visual equipment in advance. Make sure that instructional aides such as paper, pencils, flip charts, tape, etc. are   on hand and sufficient in number.

♦**Know the participants**. Check the region(s) teachers are from, their native language, and learn key words and phrases. Greet and talk with them as they arrive for the session(s).

♦**Reassure yourself**. The trainers are not there to see you perform; they are there to learn the material. Future trainers are not there to scrutinize you or waiting for you to make a mistake. Most likely, they want you to succeed because that means an interesting training for them, and as adult learners they will receive information that is applicable.

♦ **Re-frame**. Harness your nervous energy and turn it into enthusiasm.

♦**Resist imitation another's style**. Be natural and relaxed. Use your style.

♦ **Know your first line and the transition to the main point**. Memorizing the introduction to the TLMP training manuals can lower anxiety and help you begin with confidence.

♦ **Concentrate on the message, not yourself**. Focus on what you are there to do. Engage the future trainers in the material, not on you.

♦ **Rest up and eat well**. Being on your feet for several hours can be mentally and emotionally exhausting, so you will need to get plenty of rest. You will need to eat well so that you are physically and psychologically alert.

Some of these guidelines are taken from the Alameda County Public Health Department (www.acphd.org)

SETTING THE TONE

TOTs have the opportunity to set the tone for the training. This is important as one of the key principles of adult learning is establishing a climate conductive to learning. This section covers the following areas that will help you establish an open and honest learning environment:

>**Greeting**
>**Ice Breakers**
>**Management and Rules**
>**Teaching Strategies**

Greeting

A person's first impression of the training can shape her or his whole experience. This is why it is important to complete setting up before participants arrive, this way you will be able to greet the adult learners as they enter the room.

Introduce yourself

Allow adults to help themselves to any refreshments there might be

Ask adults to print their own name tags

Ask adults to sign the class list

This strategy will be familiar as classroom teachers "Greet" children as they arrive to the classroom. This simple gesture sets a positive psychological tone to the classroom and enables the children to begin a day feeling secure, welcome and ready for a day's study and work. The same is true for the adult learner; they also benefit from a positive climate that is conducive for learning; it helps to establish the "trusting relationship" so critical to the process of learning.

Breaking the Ice

Ice breakers are short activities that are often used with adults; they help adults to feel energized and develop a feeling of comfort among each other. Ice breakers also establish an enthusiastic tone for the training and can help ensure that everyone is actively engaged. The following are suggested tips for consideration:

♦ **Know your audience**. Remember that they are adult learners. Review principles of adults learning in the Introduction section of this manual. Also, consider physical and visual disabilities.

♦**Participate enthusiastically**. Only choose those you are willing to be a part of the activity

♦**Everyone must participate**. If a participant is uncomfortable with the exercise, decide on another way she or he can share something with the group. One idea is to ask the ADLs to complete the sentence, "If you really knew me as a classroom teacher (cook, mother, etc.), you would know that I . . ." This is a simple and safe way to introduce oneself. The only exceptions are those who arrive late.

Workshop Management Rules

Sound management makes for an effective training session. The best training and most prepared trainers will fail without sound management strategies and rules. Set rules at the start of the training; they establish the way participants interact with you and each other during the training. Setting rules before the training can serve as a model for future trainers as they return to their districts with TLMP materials in hand. During the training you can also use them to defuse or redirect difficult participants and/or situations. Just as in the classroom a few simple, straightforward and clearly state rules are sufficient. Some sample rules are:

♦ Be a good listener.

♦ Respect the opinions of others.

♦ Listen to and think about what others are attempting to say.

♦ Be honest and open.

♦ It is okay to disagree, but not to be disagreeable.

You can either set up management and rules in advance or allow adults to establish their own rules. If you create the rules in advance, be sure to ask if there is anything they would like to add. This allows them to feel as though their voices are heard (key principle in facilitating adult learning - see Introduction section of this manual). Be sure to post rules around the training room for easy view and reference. Posting rules during the training session can serve as a learning model as participants think out their own future trainings. Remember that adult learners have a need for immediacy of application.

Teaching Strategies

Strategies for promoting effective learning outcomes in a mentoring relationship are consistent with those used to facilitate learning in young children:

♦**Asks questions**. Questions can open a learning conversation or shut it down.

♦**Review statements**. By rephrasing what you have heard, you clarify your own understanding and encourage the adult learner to hear what it is she or he has stated.

♦**Foster discussion**. Discussion extends learning and introduces other perspectives. It allows for reciprocity between learner and learner, and learner and trainer.

♦**Listen reflectively**. This provides an opportunity to process information introduced by the future trainer. Active listening skills are essential for effective discussion facilitation. It builds understanding and consensus in a group. Active listening skills include: encouraging, paraphrasing, clarifying, reflecting, summarizing, and validating

♦**Provide consistent feedback**. Candid and compassionate feedback can be a powerful stimulus for learning. It addresses the adult learners need for immediate application.

Facilitating Discussion

Trainings that are interactive tend to be more effective than lectures because the ADLs' involvement and experiences are actually a part of the learning process. Actively engaged participants are more likely to retain, recall, and remember information about the content of the TLMP Teachers' Guides and Children's Workbooks. The likelihood of the information being transferred outside the training session is great. And, this is the ultimate goal/outcome of the Train-the-Trainer sessions. However, leading an active training can be challenging; it requires the development of four key facilitation skills: Facilitating vs. Directing, Asking questions, Answering Questions, Facilitating Discussion

Facilitating vs. Directing

The key to facilitating effectively is to remember that your roles are to lead the discussion, not direct it. As a leader, you should focus on drawing ideas out of the ADLs, rather than dominating with your ideas and experiences. The following are tips to help you remember to facilitate rather than direct:

♦Be respectful of the participants

♦Be enthusiastic about the topic and the training program

♦Ask and encourage questions and idea sharing.

♦Be clear and direct.

♦Keep your own contributions during group discussions brief

♦Use "Wait Time" - time to think about an answer or response to a question before providing answers. Count to t 10. If you fail to get responses, rephrase the question.

♦Invitation – encourage the participation of those who have been quiet. State the participant's name and ask an open-ended question. For example, "What do you think about the TLMP materials?"

Asking Questions

It is the TOTs's responsibility to pose stimulating and intriguing questions or topics for discussion. Discussion is a teaching strategy that helps learners to think deeply about information, to make answer queries, and to assimilate information into already existing knowledge.   Below are some tips for asking questions that yield powerful responses.

♦**Use open-ended questions that encourage answers beyond yes or no**. Close-ended question: Do you like the TLMP training manuals? Open-ended question: Which of the TLMP training manuals is the most teacher friendly?

♦**Use "think back" questions**. Ask the ADLs to remember their previous experiences/past instead of imagining a hypothetical situation.

♦**Ask clear and concise questions**. Make sure your questions only cover one topic or issue at a time.

♦**Responding to Incorrect answers**. Do not shut down a person who gave an incorrect answer. This may freeze the discussion. To reduce the possibility of embarrassment, acknowledge the effort and then redirect the question to the whole group. For example, you might respond, "Interesting. I can see how you might come up with that idea."

Answering Questions

As a trainer, one of the most common questions you will ask of adult learners is, "Does anyone have any questions?" If, in response, you think the group can answer, redirect them to the group to encourage active learning for as we know one of the key principles of andragogy (adult learning) is that adults learn best when they are involved in diagnosing, planning, implementing, and evaluating their own learning.

♦You're asked a question that you can't answer. Don't be defensive or fake it, just say you don't know, but ask if others in the group might have an answer. If no one does, simply say you'll research it and get back to them later.

♦You're asked a difficult question. Break the question down into manageable parts and keep your answer precise without omitting key details.

♦You're asked a question you don't want to answer. Be honest and say so. Offer to meet with the person after the session to provide your response.

Facilitating Discussion

Adult learners have a need to have their voice heard; they have a reservoir of experiences that serve as a primary learning resource which enables them to contribute to and join in rich discussions on topics presented. The skilled TOT trainer recognizes this fact and builds on contributions made by the adult learners in her workshop. There are various types of discussion types the TOT trainer should keep in mind".

♦Discussion dominators. If someone is doing most of the talking it may prevent others from contributing their thought. Although it may seem intimidating, it can be very easy to reduce the amount of sharing coming from one participant.

‒ Wait for a pause in her speaking, respectfully acknowledge her contributions, and thank her. You can say something like, "I appreciate your comments and ideas."

‒ Then make direct contact with other participants and ask something like, "I know someone else has good ideas too, I'm very interested in hearing how other people are feeling about this issue" or "It's very interesting to get a variety of perspectives especially since we are from different regions, I would think we can all benefit from the variety in this room."

♦No Response. Many group facilitators have stood before a group that simply stares. Groups vary in responses. Even questions that stimulated the most interesting discussions with one can fall completely flat with another. It could be that people are tire of talking about the topics, or they might be bored with the questions and need more stimulating activities to help them think.

♦Interpersonal Conflict. If two or more people begin arguing you must confront the situation before it spirals out of control. You can try to defuse it with humor, or give the participants an easy way out by reframing what they are saying and move on.

Evaluation

It is important to provide closure in order to ensure participants leave feeling positive. Information provided can be used to guide and inform future trainings.

Evaluating the training session is essential to getting feedback from participants on the effectiveness of the training. It is not only beneficial for the TOT, who can use the feedback to improve subsequent trainings; it is a good chance for future trainers to express their thoughts so that they feel their voice is heard. Some guidelines for a successful assessment include:

Review key ideas covered during session. This approach aids in clarifying key ideas discussed during the session.

Written feedback. This can be accomplished through the completion of a written evaluation form which should include a section on constructive feedback related to the current training session.

Trainer as Field-Based Supervisor

The field-based trainer (Supervisor) is the primary liaison between the GES and the future trainer; she/he is charged with establishing and maintains good working relationships between both parties (GES and trainer). The supervisor will facilitate the future trainer's transition into a competent trainer.

In order to evaluate the trainer's competence the supervisor will visit the trainee two (2) to three (3) times throughout a period to be established by the GES. She/he will complete Observation forms, and discuss the contents with the trainee using the Reflective Supervision model (see next session). She/he will submit observation forms to a GES designee, and recommend trainee for readiness to serve as a TOT.

Reflective Supervision
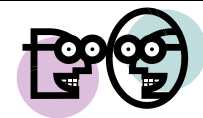
Reflective Supervision (RS) is a collaborative relationship for professional growth that improves instructional quality and strengthens teaching practices and skills (Shahmoon-Shanok, 2009). It is an important companion to the training and observation components of this manual. Reflective Supervision builds the capacity of all involved: TOTs, novice trainers, classroom teachers, and program administrators.

The overall aim of RS in the GES system is to improve the instructional delivery of TLMP curricula and thereby increase the quality of learning for students throughout Ghana's public school system. Adoption of RS by TOTs accomplishes this goal by building the overall capacity of the GES system, and strengthening the professional competence of trainers.

The nature of the relationship between TOTs and the novice trainer should be a secure and trusting relationship. The TOT sets the tone for the developing reflective supervisory relationship. The TOT's instructional delivery of the TLMPs provide the basis for the reflective conversation

Supervision and oversight of the adult learners application of the TLMP Teacher's Guides and Children's Workbook is an essential component of the mentoring process. It is the process by which future trainees begin to think critically about their learning experiences: workshop instruction and training application. By looking back they are encouraged to examine both the good and bad to determine what has been gained, lost, or achieved. In this process conclusions are drawn about future actions such as modification up or down on teaching techniques or instructional delivery, and future trainings.

Benefits and outcomes of RS include: improved instruction, deeper understanding of subject matter, improved ability to engage in higher-level skills, and a growing sense of one's own capacities.

Tips for Facilitating Reflection

♦Review observation notes

♦Establish a timeframe for feedback immediately after observation

♦Prepare a checklist/framework for guiding discussion

♦Clarify responsibilities and expectations for adult learner for next visit.

♦Assess the values, knowledge and skills the learner has mastered by comparing learner and mentor assessments

♦Model and demonstrate any skill that will be required in the future.

♦Create a joint plan for intervention (if necessary). Both learner and mentor should sign off on form.

APPENDICES

Ice Breakers

Silent Interviews

Divide the group into pairs – try to mix the group into pairs of folks who don't know each other well.

Ask the participants to introduce themselves to their partner.

Instruct the groups that from this point forward, speaking is not allowed (including whispering, mouthing words, and making sounds)

Inform the group that they must tell their partner 3 things about themselves without speaking, similar to a charades games. These things cannot be physical characteristics.

Once all of the partners have finished miming to each other, call everyone back into a circle

Ask for each pair to verbally introduce their partner to the group, as well as the three things they learned (or think they learned).

Observe what's missing

Divide the group into pairs – each person should take a close look at what other person is

wearing.

Ask pair to place backs to each other, then remove two items.

Ask each member of pair to face each other, then describe what is missing.

Who's Who Survey

Provide a list of questions to participants (e.g., Who was born in Accra? Who speaks four different

Languages? Who has traveled outside of Ghana?). Each participant should see how many persons

they can find that match the questions, and prepare to introduce them

find on the list within a 5 minute time span. Each person is asked to introduce persons on their list

pair should have their backs touching.

Evaluation Sheet for Training of Trainer Sessions

Date _____

Participant Evaluation

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Workshop objectives were met.   _____

I discovered new content and resources related to training trainers.   _____

I was able to contribute ideas and perspectives to the discussion.   _____

I was able to ask questions and participate in group discussions.   _____

The facilitator of the training was of high quality.   _____

The information provided by the trainer was useful.   _____

The facilitator modeled relevant teaching strategies such as modeling and discussion.   _____

The information provided was relevant.   _____

Please complete the following statements.

My favorite part of the training was

My least favorite part of the training was

What topics would you like future Train-the-Trainer workshops to focus on?

Please share any comments/feedback/suggestions on the content, format or logistics of the training.

Thank you for your time!

Reflective Supervision Form

Trainer _____ Location _____Supervisor_____

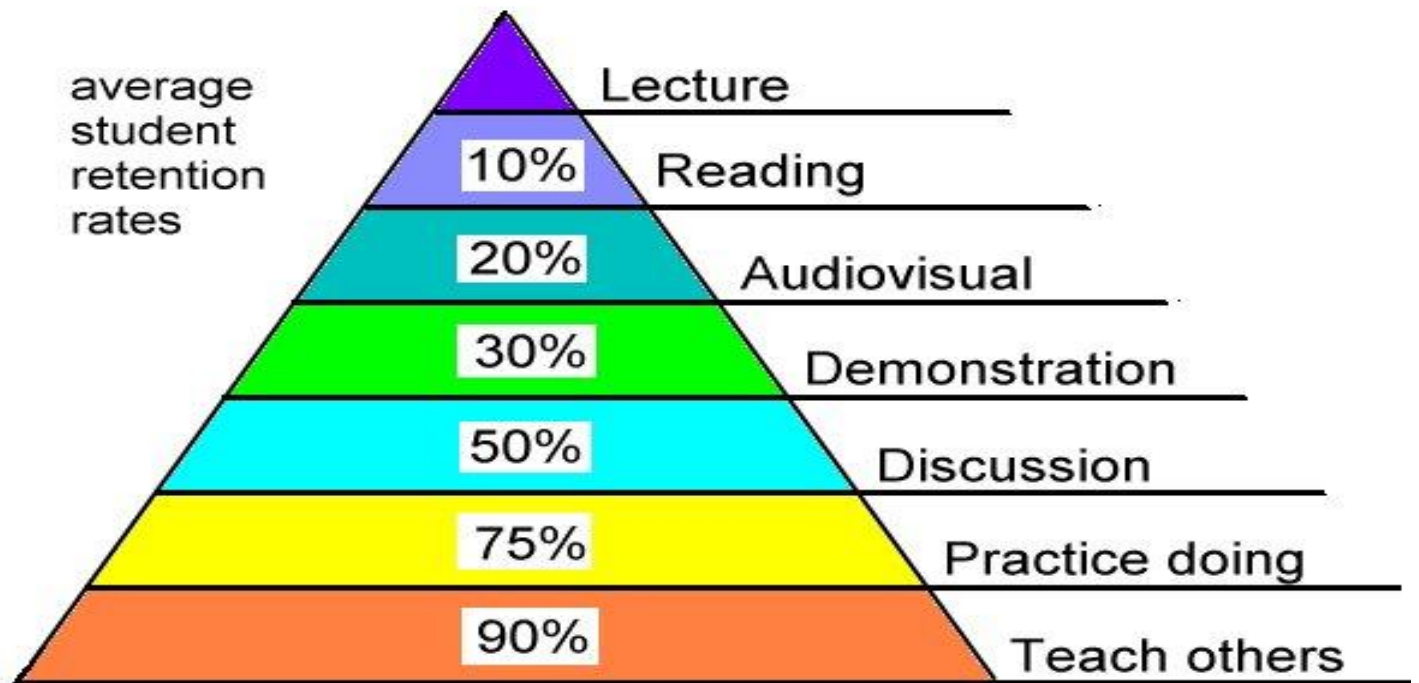| |
| --- |
| **5 The trainer's performance demonstrates excellent progress, consistently beyond basic competence.** |
| **4 The trainer's performance demonstrates very good progress.** |
| **3 The trainer's performance demonstrates competence and meets the basic expectations.** |
| **2 The trainer's performance demonstrates some progress, but requires improvement.** |

Best Practice Standards	Observation 1	Observation 2	Observation 3
Content Knowledge: Trainer understands the concepts, methods of instruction contained within the TLMP Materials.			
Human Development and Learning: The trainer understands how adults learn.			
Planning: the trainer understands instructional planning and designs instruction based upon knowledge of the early childhood discipline, and goals of the TLMP curriculum			
Instructional Delivery: The trainer understands and uses a variety of instructional strategies to develop problem solving, and reflective thinking			
Communication: the trainer uses knowledge of effective written, verbal, nonverbal techniques to foster active inquiry, collaboration, and supportive interaction during trainings.			
Evaluation: the trainer understands formal assessment strategies and uses them to support continuous development.			
Additional comments			

Learning Pyramid

average
student
retention
rates

Lecture

10% Reading

20% Audiovisual

30% Demonstration

50% Discussion

75% Practice doing

90% Teach others

Source: National Training Laboratories, Bethel, Maine

About the Authors

Jean Murphy is a full professor of education at Chicago State University, Chicago Illinois where she teaches courses in Reading and Language Arts, Children's Literature, and Student Teaching. She has been a trainer for a number of social service organizations presenting at local, state and national conferences throughout the United States. She presented at the 2008 CCRD/GES Training-the Trainer Workshop held in Koforidua, Ghana West Africa. Her research interests include "Factors the influence the academic achievement of African-American primary and elementary age children", and "Transference: how novice teachers transfer professional knowledge to classroom instruction". She has had a number of articles published related to these same subjects. Dr. Murphy is a member of the TLMP team that helped to create the TLMP Teacher's Guides and Children's Workbooks for KGI through P3 levels.

Carol Carson-Warner is executive director of the TLMP-Ghana at Chicago State University, Chicago, Illinois where she has been an effective administrator of educational programs for over 28 years. As an adjunct faculty in the College of Education she teaches courses in the Technology and Education Department. She has trained teachers, counselors and tutors in non-school settings, and has presented at numerous conferences from local to international venues. In May 2011, she presented at the Comparative International Education Society conference in Montreal, Canada. She has facilitated the impact assessment on the Textbooks and Learning Materials Program-Ghana and the full version of the report can be found at www.csu.edu/tlmp. Under her leadership the 12 TLMP titles for Kindergarten 1 and 2, which include Literacy, Numeracy, and Environmental Science workbooks and teachers guides were revised and reprinted for distribution on a national level. In addition, 18 titles are being prepared for Primary 1- 3 pupils and teachers in the areas of Literacy, Numeracy and Natural Science. For national coverage in excess of 6 million units will need to be printed.

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