

### The Numeracy Minimum Core: Addressing the Needs of Trainee Teachers

#### Aims

To review the participants' skills, knowledge and understanding of adult numeracy relevant to the numeracy section of the *Minimum Core*.

To enable participants to develop an understanding of how these skills may be developed in trainees.

#### Objectives

By the end of the session participants will have:

- identified the range of content in the numeracy *Minimum Core*
- participated in a numeracy *Minimum Core* session with emphasis on
  - self assessment of personal numeracy skills
  - presentation of their personal maths histories
  - methods used in calculations and learners' errors
- identified training issues related to the content and delivery of the numeracy minimum core
- planned the delivery of a session on the numeracy minimum core.

Session Plan	
Activity and Resources	Trainer-Trainer Notes
<b>Starter and Introductions (10 minutes)</b>	
<p><b>Purpose of activity</b> The purpose of this activity is for everyone to be introduced to the numeracy trainer (and to each other) and to provide a non-threatening opportunity to introduce discussion about numbers.</p>	
<ul style="list-style-type: none"> <li>▪ Give their name and significant number.</li> <li>▪ Whole group activity to introduce participants and trainer and identify the use of numbers in everyday life.</li> <li>▪ Flipchart / note paper / laptop for notes.</li> </ul>	<ul style="list-style-type: none"> <li>○ The trainer asks each participant to give their number/name and a 'significant number'. It is useful for the trainer to start, e.g. 'I am ... and I live on <math>nn</math> bus route or...I have <math>n</math> children.'</li> <li>○ Use notes at end to summarise the diversity of examples – encourage humorous interventions.</li> </ul>

Brief overview of minimum core and day (5 minutes)	
<p><b>Purpose of activity</b> The purpose of this activity is to identify the schedule for the day.</p>	
<ul style="list-style-type: none"> <li>▪ Trainer-trainer identifies key elements to the minimum core                             <ul style="list-style-type: none"> <li>▫ a) knowledge and understanding</li> <li>▫ b) personal numeracy skills.</li> </ul> </li> <li>▪ Trainer-trainer points out that the idea is to develop all teachers both                             <ul style="list-style-type: none"> <li>▫ in relation to their own personal skills and understanding, <i>and</i></li> <li>▫ in being able to support their own learners.</li> </ul> </li> <li>▪ Trainer-trainer to note that the morning will have an accelerated version of some of the minimum core activities while the afternoon will enable discussion on these and training issues.</li> </ul>	<ul style="list-style-type: none"> <li>○ It is important that participants are aware that the morning will be a compressed version of the activities that they will then run with their trainees.</li> <li>○ Discussion about the activities and training issues should be kept for the afternoon session.</li> <li>○ Participants should keep notes of issues that arise in the given diary / notebook and raise these later.</li> </ul>
Self-assessment of Personal Numeracy Skills (55 minutes)	
<p><b>Purpose of activity</b> To illustrate example activities from the minimum core (numeracy) To provide an opportunity for self assessment of personal numeracy skills To encourage discussion about numeracy topics and mathematical techniques</p>	
<ul style="list-style-type: none"> <li>▪ Carousel of 10 numeracy activities (see attached list of specific activities).</li> <li>▪ The activities provide examples of the topics in the personal numeracy skills of the Minimum Core.</li> <li>▪ Participants move from table to table, in pairs or threes (in their own time) and complete the various activities most of which are matching and sorting laminated cards.</li> <li>▪ The Trainer-trainer circulates, clarifying instructions and providing suggested approaches to the activities as required. Participants should be reminded to complete the carousel checklist as they go, both to keep track of the activities</li> </ul>	<ul style="list-style-type: none"> <li>○ The Trainer-trainer needs to lay out the activities on empty tables before the session. The layout depends very much on the space and size of tables available. It is ideal to use five medium-sized tables, with two activities on each table, with access to the tables from all sides.</li> <li>○ Some activities can be wall-mounted.</li> <li>○ Each activity has a brief instruction card, and the activity materials themselves. A few activities are improved with some additional resources (see carousel list).</li> <li>○ Each activity has an answer card which can be displayed with the activity, or used by the trainer with their trainees.</li> <li>○ There is an answer booklet for all participants which is usually distributed at the end.</li> <li>○ The participants should be told that the main purpose of the activity is to give them a chance</li> </ul>

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<p>completed, and as an initial self-assessment of skills.</p> <ul style="list-style-type: none"> <li>▪ The Trainer-trainer should ‘mix up’ the cards from each completed activity, as they circulate, for the next group of participants to ‘play’ again.</li> <li>▪ A booklet of answers is available to be given out at the end of the carousel session.</li> <li>▪ It is important that all participants engage with every activity, even if briefly, rather than take a lot of time to complete only a few activities.</li> </ul>	<p>to identify the numeracy skills they have, and ones they will need to work on, to meet the requirements of the minimum core.</p> <ul style="list-style-type: none"> <li>○ The Trainer-trainer should encourage participants to discuss solutions with their partner(s) and discourage any participant from completing the carousel on their own.</li> <li>○ The carousel is designed to be at a suitable level to non-numeracy specialists, but of interest to trainee numeracy teachers as a model for self-assessment.</li> <li>○ Guidance notes about each activity are included in the list attached to this plan.</li> <li>○ Trainer-trainer completes trainer response form.</li> </ul>
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### Checklist of Personal Numeracy Skills (5 mins)

<p><b>Purpose of activity</b></p> <p>To provide information on an activity which will enable trainees...</p> <ul style="list-style-type: none"> <li>to identify the full content of their personal numeracy skills</li> <li>to record a self-evaluation of their numeracy skills</li> <li>to identify their professional development needs</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Hand out the checklist of personal numeracy skills, with self-evaluation tick boxes.</li> <li>▪ Explain this covers all the content of the personal numeracy skills of the minimum core and is to be used as a guide to any further support that may be required.</li> <li>▪ Explain unfamiliar terms on request.</li> <li>▪ Trainers are asked to note trainees will be asked to             <ul style="list-style-type: none"> <li>▫ complete the ‘smiley’ face (or otherwise) boxes and add comments as they wish</li> <li>▫ complete an action plan if required</li> <li>▫ hand in completed forms and note any local arrangements for further CPD on personal numeracy skills.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ The Trainer-trainer explains this activity is not being carried with them, but they will need to plan for some coverage of this with their trainees.</li> <li>○ To save time the checklist can be handed out to be completed in the trainees’ own time.</li> <li>○ The Trainer-trainer should ensure the following points are covered in the context of their own institutions             <ul style="list-style-type: none"> <li>▫ action plans or development plans need to be completed to meet the requirements of the main programme</li> <li>▫ arrangements for participants to receive further support to develop their numeracy skills, where necessary</li> <li>▫ responsibility for any follow-up sessions or consultations arising out of the self-assessment process of personal numeracy skills.</li> </ul> </li> </ul>

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<b>Introduction to Personal Maths Histories (5 minutes)</b>	
<b>Purpose of activity</b> To explain personal maths histories to the trainers	
<b>Activity and Resources</b>	<b>Trainer-Trainer Notes</b>
<ul style="list-style-type: none"> <li>▪ Trainer-trainer introduces the idea of personal maths histories.</li> </ul>	<ul style="list-style-type: none"> <li>○ The Trainer-trainer explains there are two main reasons for using personal maths histories.</li> <li>○ One is for the group to share amongst themselves aspects of their background relevant to the development of number skills and mathematics.</li> <li>○ The second is to introduce the concept of social and personal factors and what these factors might be. Additionally the activity reinforces the importance of talking about mathematics.</li> </ul>
<b>Presentation in different formats (10 mins)</b>	
<b>Purpose of activity</b> To help trainers prepare their personal maths histories To provide examples of different forms of presentation To model the use of different styles of presentation	
<b>Activity and Resources</b>	<b>Trainer-Trainer Notes</b>
<ul style="list-style-type: none"> <li>▪ Trainer-trainer distributes an example sheet of possible forms of presentation, such as spider-grams, time lines, line graphs.</li> <li>▪ Trainer-trainer holds a short whole group discussion on the examples presented to dispel confusion and ensure the task is understood.</li> <li>▪ Trainer-trainer emphasises the formats are to be used to summarise significant events in each person's 'maths history' which can include previous education, situations when numbers or mathematics have been used and reactions to using numbers and mathematics at different periods of their lives.</li> </ul>	<ul style="list-style-type: none"> <li>○ Encourage participants to use a format that they are most comfortable with or that they would like to experiment with.</li> <li>○ Some participants use their own approaches and techniques. For example some have good graphic art skills and will draw, others use diagrams from their vocational expertise, such as wiring diagrams.</li> <li>○ Give a choice of writing materials including coloured pens, squared paper and A3 sheets.</li> <li>○ In the situation in which the presentations are given to the whole group, each one is expected to take 2 to 5 minutes.</li> </ul>

<b>Presentation of and Feedback on Trainers' Presentations (30 mins)</b>	
<b>Purpose of activity</b> To identify the social and personal factors relevant to the acquisition of number skills To raise awareness of the importance of social and personal factors in learning To identify the connections between personal histories and using mathematics	
<b>Activity and Resources</b>	<b>Trainer-Trainer Notes</b>
<ul style="list-style-type: none"> <li>▪ Participants prepare their presentations to discuss in small groups.</li> <li>▪ Ask participants to display their graphs and charts on walls and/or tables and everyone circulates and discusses each other's.</li> <li>▪ Trainer-trainer leads whole group discussion.</li> <li>▪ Trainer-trainer summarises main points indicating examples of the influence of such factors as culture, ethnicity, age, gender and previous educational experience.</li> <li>▪ Trainer-trainer encourages participants to note relevant social and personal factors that can influence the acquisition of number skills.</li> </ul>	<ul style="list-style-type: none"> <li>○ The trainer-trainer explains that this is a shortened version of this activity and that in their session with their trainees they have the option of asking each trainee to give their presentation to the whole group so that the range of experiences can be shared by all.</li> <li>○ This discussion activity provides the opportunity to consolidate the awareness of all participants to the impact of social and personal factors on the acquisition of number skills.</li> <li>○ Some individuals may feel the need to explore further some issues, as this is often the first occasion these personal events will have been discussed in a public arena. Such moments should be treasured. It is unusual for those with a strong and positive attitude to mathematics to meet those with a weak and negative attitude on such equal ground.</li> <li>○ Indicate to trainers that the full trainer plans give further guidance on this activity.</li> </ul>
<b>Numeracy Errors and Misconceptions 1 (5 minutes)</b>	
<b>Purpose of activity</b> To explore the types of typical errors that numeracy learners make	
<b>Activity and Resources</b>	<b>Trainer-Trainer Notes</b>
<ul style="list-style-type: none"> <li>▪ Trainer-trainer introduces the idea of error analysis.</li> <li>▪ Trainer-trainer gives out cards with a selection of examples of possible learner errors. Participants work in pairs or small groups, and each group is allocated a different error card to start with.</li> <li>▪ In pairs the participants check the calculation and note the sort of error that has been made.</li> <li>▪ Each pair then moves on to the next card and complete all examples of errors if there is time.</li> </ul>	<ul style="list-style-type: none"> <li>○ The Trainer-trainer explains this exercise is mainly to look at how calculations are performed and what may be the reason for the mistakes.</li> <li>○ It is useful if each different error card is looked at by at least one pair of participants first, so that if time is short and not every pair looks at every example, at least every example has been looked at by someone. After that the order is not important.</li> <li>○ There is likely to be a wide range of numeracy skill levels. There is some opportunity for differentiation in how the pairs of participants are made, and in the allocation of error cards, if</li> </ul>

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<ul style="list-style-type: none"> <li>▪ The Trainer-trainer circulates and encourages and assists with possible solutions. In some cases basic calculating techniques may need to be demonstrated.</li> <li>▪ Trainer-trainer notes particularly interesting approaches.</li> </ul>	<p>this is considered necessary.</p> <ul style="list-style-type: none"> <li>○ Encourage participants to demonstrate their own methods to their partner where there are differences.</li> </ul>
<p><b>Numeracy Errors and Misconceptions 2 (25 minutes)</b></p>	
<p><b>Purpose of activity</b>          To identify underlying assumptions made about basic arithmetic          To share different calculating methods          To review possible causes for student errors in calculations</p>	
<p><b>Activity and Resources</b></p>	<p><b>Trainer-Trainer Notes</b></p>
<ul style="list-style-type: none"> <li>▪ Trainer-trainer leads a whole group discussion following the pair-work with the error cards.</li> <li>▪ Trainer-trainer asks each pair in turn to introduce what they have discovered in the example they first worked on.</li> <li>▪ Other pairs are invited to contribute to the discussion on each error example in turn.</li> <li>▪ Trainer-trainer and participants discuss the advantages and disadvantages of various methods and techniques.</li> <li>▪ Trainer-trainer encourages participants to demonstrate to the whole group their method of calculations.</li> </ul>	<ul style="list-style-type: none"> <li>○ Encourage participants to think about the underlying reasons for some of the errors. For example if it is an addition sum that is arranged 'incorrectly' in columns, probe for an understanding or knowledge of place value.</li> <li>○ This should not be taken too far, as the participants are not numeracy specialists, but underlying misconceptions need to be explored.</li> <li>○ This and the following activity may be combined.</li> <li>○ This activity gives the participants an opportunity to explain their own methods, which in themselves are a resource for the discussion.</li> <li>○ Indicate to trainers that the full trainer plans give further guidance on this activity.</li> </ul>
<p><b>Summary and Preparation for next session (5 mins)</b></p>	
<p>Participants complete their diary/notebook of the issues that have arisen during the morning session.</p>	<p>Trainer-trainer emphasises that this is the end of the session that they will be delivering to their trainees. The remainder of the training day provides opportunities for support and planning.</p>

Starter (15 minutes)	
<p><b>Purpose of activity</b> This is a kinaesthetic activity to introduce the session with movement To encourage group work in solving arithmetic questions</p>	
Activity and Resources	Trainer-Trainer Notes
<ul style="list-style-type: none"> <li>▪ Trainer-trainer gives out two sets of cards with numerals and arithmetic signs to the participants divided into two groups.</li> <li>▪ Each group in turn sets the other group an answer or 'target number'.</li> <li>▪ The group given 'an answer' chooses appropriate number and sign cards and lines up to form the calculation that would produce the given 'answer'.</li> <li>▪ The first group checks the calculation and then they in turn make a calculation for the other group.</li> <li>▪ Repeat as appropriate for time available.</li> </ul>	<ul style="list-style-type: none"> <li>○ This activity can be varied in many ways. It can be done simply using the numerals 1–9 and the five symbols + × - ÷ = without any extra rules. This may result in some impossible tasks being set, but this may well be a useful discussion point.</li> <li>○ Some rules may be agreed, such as only use single-digit numbers, or a maximum value is agreed for the 'answer' number or also provide a selection of 'answer' cards.</li> <li>○ The numerals or signs available can be reduced to make it a more restricted task or some symbols and numerals can be duplicated to increase the options.</li> <li>○ The level can be increased by including cards with brackets and square roots, or by agreeing that some numerals can represent powers.</li> <li>○ If there are issues raised about how to do certain calculations, ask participants to note these, and return to them later.</li> <li>○ If the group is small then it may be better for the trainer to set the 'answers' for a single group of participants.</li> </ul>
Video of Minimum core (20 mins)	
<p><b>Purpose of activity</b> To allow participants the opportunity to see other groups undertaking some aspects of minimum core training and consider delivery issues</p>	
Activity and Resources	Trainer-Trainer Notes
<ul style="list-style-type: none"> <li>▪ All watch the video and identify issues in delivery that may occur with their trainees.</li> </ul>	<ul style="list-style-type: none"> <li>○ Thoughts from the morning session should influence issues raised.</li> <li>○ It is expected that groups may have different issues and these may differ from the video.</li> </ul>

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Discussion of issues (60 mins)	
<p><b>Purpose of activity</b></p> <p>To answer outstanding queries and concerns about the specific activities</p> <p>To share amongst the whole group some of the insights that some participants have had</p> <p>To identify the approaches that have been used in the series of activities</p>	
Activity and Resources	Trainer-Trainer Notes
<ul style="list-style-type: none"> <li>▪ Small group discussions to be held on the training issues raised by the morning session and the video. Each participant should be given the opportunity to comment on their experience of engaging with the activities.</li> <li>▪ Participants can use the diary and any review sheets to recall their experiences and to make notes.</li> <li>▪ Each group to feedback issues to the whole group and the whole to discuss how the issues could be addressed (if necessary).</li> <li>▪ Summarise the discussion and conclude by indicating that one purpose of the activity was to provide examples of the content of the minimum core (numeracy).</li> </ul>	<ul style="list-style-type: none"> <li>○ Trainer-trainers should encourage a wide discussion, which may bring out issues about participants' previous experience of learning mathematics and training.</li> <li>○ Encourage participants to share their different approaches and techniques.</li> <li>○ If there are some participants who are concerned about their skills and others who are confident try to encourage small support groups to continue during the rest of the training course.</li> </ul>
Preparation for training (65 mins)	
<p><b>Purpose of activity</b></p> <p>To allow time to prepare delivery on the second day</p> <p>To consider what support is needed</p>	
Activity and Resources	Trainer-Trainer Notes
<ul style="list-style-type: none"> <li>▪ Work in pairs to plan how delivery will be achieved on day 2.</li> <li>▪ Use session outlines to identify time on each aspect of the training.</li> <li>▪ Complete the individual training plan to identify issues for day 2.</li> </ul>	<ul style="list-style-type: none"> <li>○ It is expected that the key issue will be on how much time to spend on each activity.</li> <li>○ Also what elements may be followed up on in own institution at a later date.</li> <li>○ Trainer-trainers to discuss individual training plans with each trainer (or pair of trainers).</li> </ul>
Summary and Close (10 mins)	
<p><b>Purpose of activity</b></p> <p>To summarise issues raised and allow for final questions</p>	
Activity and Resources	Trainer-Trainer Notes
<ul style="list-style-type: none"> <li>▪ Trainer-trainer summarises the day and invites comments and requests.</li> </ul>	<ul style="list-style-type: none"> <li>○ Trainer-trainer notes any particular requests and any particular issues that need to be addressed to provide appropriate support to the trainers.</li> </ul>

### Minimum Core Numeracy

#### Trainer Diary

This diary is for you to take notes while trying out the three minimum core components.

You might note down:

- Questions about content that you are unsure of
- Questions about training approach
- Notes of elements that you feel happy / unhappy about
- Areas that you feel confident / unconfident about
- Issues related to aspects of the training

These will be discussed during the afternoon session.

### Participant Notes

#### Minimum core carousel component

#### Purpose of activity

- To illustrate example activities from the minimum core (numeracy)
- To provide an opportunity for self assessment of personal numeracy skills
- To encourage discussion about numeracy topics and mathematical techniques

Topic / Task / etc	Note / Comment / Query

### Participant Notes

#### Maths histories component

##### Purpose of activity

- To explain personal maths histories to trainees
- To identify the social and personal factors relevant to the acquisition of number skills
- To raise awareness of the importance of social and personal factors in learning
- To identify the connections between personal histories and using mathematics

Topic / Task / etc	Note / Comment / Query

### Participant Notes

#### Error analysis component

##### Purpose of activity

- To explore the types of typical errors that numeracy learners make
- To identify underlying assumptions made about basic arithmetic
- To review possible causes for student errors in calculations

Topic / Task / etc	Note / Comment / Query

### Carousel of Activities

This is the list of the activities with comments. A similar list is provided for participants to use as a review sheet.

Activity Name	Comments
<b>Approximation</b> 10 pairs of matching cards	This activity requires approximations to be made just by rounding (38.5cm to 40cm) or rounding and conversion (38.5mm to 4cm). There is one pair (i.e. two cards) that do not match (0.795km and 1m).
<b>Dimensions</b> Sorting activity	This activity approaches the themes of area and volume through sorting 21 cards by the number of dimensions (1, 2 or 3) that they have. There may be some discussion about the real life examples. For example the washing-line is in one dimension as it is sold by length: some may argue that the cross-section is important in the case of a cable or climbing rope.
<b>Data</b> Sorting cards into categories	This activity explores the meaning of qualitative/quantitative and continuous/discrete in the context of 'data'. The contrasting examples of shoe size and length of a person's foot serve well to distinguish between continuous and discrete. 'A person's age' can lead to the most discussion and raises issues of how we measure and collect data.
<b>Equivalence</b> Fraction / Percentage Domino game	This is a domino game, and the tiles form a complete rectangle, when completed correctly. Conversion between percentages, common fractions and decimal fractions is required. Participants unfamiliar with these equivalences should be encouraged to spot the ones they know, such as $\frac{1}{2}$ and 0.5.
<b>Negative Numbers</b> Choose answer cards+ number lines	This is a question and answer activity, with many possible answer cards. It is useful to have a number line (with negative numbers) displayed with this activity and to encourage this to be used to add to, and subtract from, a negative number.
<b>Percentages</b> A3 Cumulative answer sheets	There are three A3 sheets, each with a different type of 'percentage calculation' displayed. The main purpose is to encourage participants to discuss approaches to solving these problems, rather than get a correct answer.
<b>Working with Scale</b> Comparing scales of graphs	This activity looks at the same information displayed on three graphs with different scales. Encourage discussion whether graphs are 'true' and how applicable is the phrase <i>lies, damn lies and statistics</i> .
<b>Standard Form</b> Matching cards	This activity matches numbers written in standard form with their normal decimal form. Participants unfamiliar with this style of writing numbers can be encouraged to look for matching number patterns.
<b>Shapes and Solids</b> Card matching + wooden solids	This activity matches a definition or description of a flat shape or solid with its name. It is better to have models of the solids and shapes displayed with the activity.
<b>What is <math>\pi</math>?</b> Definition sheet	This activity is a set of questions about $\pi$ which explores many of the misconceptions that surround this number. Multiple copies of this sheet are available, so each participant can have their own.

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Date		Venue	
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### Individual Training Plan

This plan relates to this training event and is devised to support you to deliver the minimum core training on the second day. We are looking for ways of identifying issues for how you can be supported in the delivery.

Name of Trainer	
Name of Trainer-Trainer	
Description of training group: institution / relevant information (e.g. areas of teaching / contexts of learning)	
Overall strengths as a trainer	
Strengths in relation to Numeracy Minimum Core <ul style="list-style-type: none"> <li>▪ knowledge / skills / understanding</li> <li>▪ as a trainer</li> </ul>	
Areas for development / support <ul style="list-style-type: none"> <li>▪ knowledge / skills / understanding</li> <li>▪ as a trainer</li> </ul>	
Notes	

# Skills for Life Improvement Programme

## Minimum Core Numeracy Supplement for CPD

### Day 2

#### Aims

For participants to train their own trainee teachers

To evaluate the process of both training and trainer-training

#### Objectives

By the end of the session participants will have:

- prepared for training
- delivered the numeracy minimum core training customised according to group
- reflected on and evaluated the training they have both delivered and received.

Session Plan	
Activity and Resources	Trainer-Trainer Notes
<b>Preparation (60 minutes)</b>	
<b>Purpose of activity</b> To prepare for numeracy minimum core training	
<ul style="list-style-type: none"> <li>▪ Trainers prepare training rooms and materials for the session.</li> </ul>	<ul style="list-style-type: none"> <li>○ Trainers to consider furniture arrangement for their groups.</li> <li>○ Distribute materials for own groups.</li> <li>○ Trainer trainers to help sort out problems.</li> </ul>
<b>Minimum Core Training (240 minutes)</b>	
<b>Purpose of activity</b> To provide numeracy minimum core training to trainee teachers in separate course groups	
<p>See separate training plan for details Each trainer (or pair of trainers) to run a session that looks at</p> <ul style="list-style-type: none"> <li>▪ self-assessment of personal maths histories of participants</li> <li>▪ errors that learners make.</li> </ul>	<ul style="list-style-type: none"> <li>○ Use trainer and trainee packs.</li> <li>○ Support and 'trouble-shooting' by trainer trainers.</li> </ul>
<b>Debrief and Preparation for Next Steps (30 minutes)</b>	
<b>Purpose of activity</b> To consider how the training has achieved its objectives To consider what will need to be followed up in trainers' own institutions	
<ul style="list-style-type: none"> <li>▪ In groups, trainers discuss issues and identify shared issues.</li> <li>▪ In feedback, all to discuss how any issues may be resolved.</li> </ul>	<ul style="list-style-type: none"> <li>○ Trainers should consider how their trainees progressed during the day and what further work needs to be done.</li> <li>○ Trainers should consider what they</li> </ul>

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<ul style="list-style-type: none"> <li>▪ Individuals complete evaluation form.</li> <li>▪ Trainers make notes of what has to be followed up in their own institutions and for any particular trainees.</li> </ul>	<p>themselves may need to do.</p> <ul style="list-style-type: none"> <li>○ Trainer-trainer should note any significant requests or need for numeracy teacher-training in the region.</li> </ul>
<b>Summary and Evaluation (15 mins)</b>	
<b>Purpose of activity</b> To conclude the trainer-training and collect evaluations	
<ul style="list-style-type: none"> <li>▪ Trainer-trainer to summarise two days and invite any final comments.</li> <li>▪ Trainers complete trainer-training evaluation forms.</li> </ul>	<p>Trainer-trainer collects evaluation forms and any special requests or comments that have been noted during the feedback.</p>