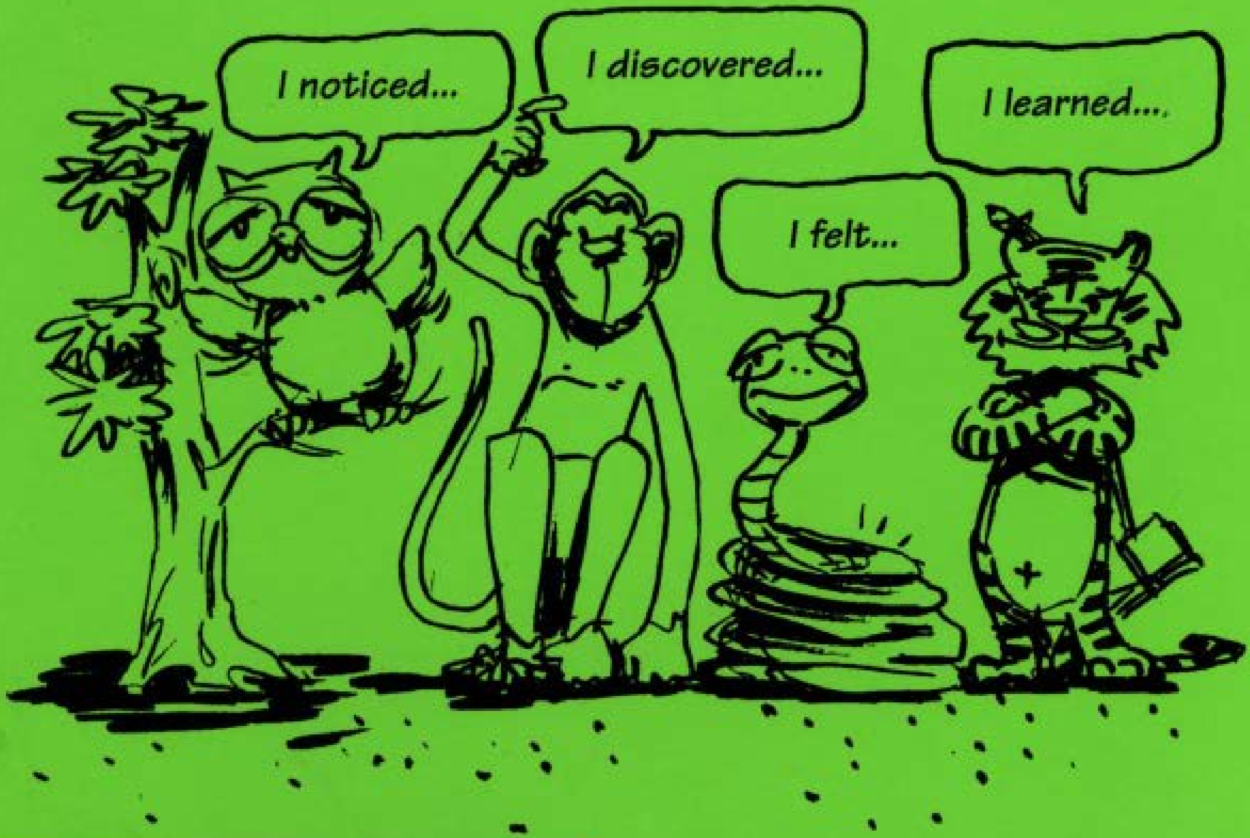
RECOFTC

The ART of building training capacities



By Lydia Braakman

RECOFTC Training Materials

RECOFTC has developed a range of series to catalogue the documents of RECOFTC and its partners. The training Materials Series includes manuals, guidelines, case studies and other materials for training purposes in the context of community forestry development.

As community forestry development is based on participatory processes, methods and tools, so are these training materials. The materials build on participatory learning techniques and adult learning principles to encourage contributions from all learners and for participants to build on their experiences. A participatory approach encourages mutual respect, confidence building, cooperation, and shared decision making during the training just as participants should do in the field. The product that is now in your hands was developed and tested in collaboration with partners in Asia over a period of time. It might appear as though it has reached its final stage. However, it has not. Feel free to adapt, translate, photocopy and distribute what you need from this manual, as long as the original text is properly acknowledged and the objective is not for profit or gain. Please give us your feedback in order to improve later editions and send copies of any materials which draw from this manual to RECOFTC.

RECOFTC

ABOUT RECOFTC

The Regional Community Forestry Training Center for Asia and the Pacific (RECOFTC) is an international organizations which works in close collaboration with partner organizations to actively support community forestry development in the region.

As a learning organization, RECOFTC designs and facilitates learning processes and systems that support the capacity development of community forestry institutions and organizations. RECOFTC seeks to constructively promote dialogue between multi-stakeholders to ensure equitable management of forest resources. Located in Bangkok, Thailand, RECOFTC was established in 1987 in response to the growing awareness that community participation in resource management could assist in protecting forest area as well as further rural development.

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The Art of building training capacities

in community forestry development

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✪ ACKNOWLEDGEMENTS

The manual would never have been possible without the creative and constructive inputs and feedback of many people in and outside RECOFTC. I am particularly grateful to:

- **Karen Edwards** and **Ronnakorn Triraganon**, who were in many occasions my co-trainers and through the synergy of this team work many creative ideas developed on which this manual is based,
- **Kaji Shresta** who demonstrated the effectiveness of following the learning process of the participants instead of any pre-set agenda or schedule,
- **Sejal Worah** who provided me with lot's of innovative training methods and techniques,
- **Marco Miagostovich** who challenged me to make this manual more accessible for less experienced trainers and
- **so many other colleagues** who contributed to this manual and encouraged me to keep going.

Another group of people, who contributed to improving the training, were the participants of all the various training activities. Many volunteered as 'guinea pigs' in trying out newly developed methods and providing useful feedback without ever losing their sense of humor. I would also like to thank the participants and institutions that helped me during workshops in their countries.

There are many sessions, exercises and games listed in this manual which draw upon material from sources, as well as sources known to me. It should be made clear, however, that these sources are not necessarily the inventors of an exercise. Almost every trainer makes adaptations and changes, and the notion of an inventor completely uninfluenced by others is rather unlikely. However, if a reader feels that an exercise is incorrectly attributed, then I would be pleased to hear from them, and I will make the appropriate changes to later editions of this manual.

INTRODUCTION TO THE MANUAL

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✪ HOW THE MANUAL DEVELOPED

This trainer's manual has been developed through a series of training of trainers initiatives organized by Regional Community Forestry Training Center (RECOFTC) in Bangkok, funded by a number of donors like DANCED, Ford Foundation and SIDA. These training initiatives brought trainers (to be) together from various countries in Asia (Indonesia, China, Cambodia, Vietnam, Laos and Nepal) over a period of more than three years. During this period the materials have gradually evolved through 'field testing' in different contexts, for a variety of target groups and purposes by various trainers. Feedback from colleagues and other users has helped me to improve the manual.

✪ FOR WHOM THE MANUAL IS DEVELOPED

The manual is designed for organizations, trainers, facilitators and teachers, who have an interest in training others in training needs assessment, training design or facilitation skills in the context of community forestry development. As the users of the manual will train others in participatory training, they need to be more than just familiar with participatory training themselves. Although the manual includes some tips on how to prepare for the training, it is beyond the context of this manual to include the 'training of the trainer of the trainers of trainers'.

✪ WITH WHOM THE MANUAL COULD BE USED

The training sessions in the manual can be adapted to develop training activities for different groups of people involved in designing and/or training community forestry initiatives. They have been effectively used with a range of target audiences from all over Asia, including NGO staff, field workers, extension workers, government staff, decision makers and college teachers alike. Some ideas and tips about how to use and adapt the manual for different target groups are explained in the next section.

As a training of trainers program is very intensive by nature, it is advisable not to exceed about 15 participants at any one time.

✪ HOW TO USE THE MANUAL

This manual can be used in many different ways, depending on the type of training program you are running, the objectives, the target group, and the money and time available, etc. It can be used intensively over three to four consecutive weeks, working through all the steps of training needs assessment, and design and implementation in the classroom in one go. It can also be used in bits and pieces to reinforce certain skills, and include field exercises or time for participants to go home and practice on the job. The manual includes ideas for these different options for different purposes and target groups. Look at the suggested purposes, flows and agendas and adapt it according to your needs and available resources (see section 2).

It is not necessary to read this manual from beginning to end before you begin. It is designed for dipping into, for providing ideas, to give you a taste for what is possible. It contains suggestions for sessions covering a wide range of topics, written up in session plans to guide you through certain flow activities which includes exercises and handouts. Although the sessions are written up in quite a detailed manner, it is not meant to be a blue print. The guidelines presented in this manual are an example. It is meant to be flexible. As you read over the manual, be critical and creative. There are many ways in which the same information can be dealt with effectively. You may know about some other method which is 'just perfect' for the particular group you are dealing with. Use it! If the training is not tailored to your particular group of participants, it will be inappropriate and ineffective. Please draw upon both your own experiences and expertise and the experiences and expertise of the participants in order to make it more meaningful and relevant for them.

✪ WHAT TO WATCH WHEN ADAPTING AND TRANSLATING THE MANUAL

The following hints and warnings are based on the experience of facilitating others when translating and adapting the manual.

SPECIFIC CULTURE-RELATED CONCEPTS

You will face a real challenge during the adaptation of culture-related concepts. On the one hand you would like to bring about change as a result of your training, so you will have to challenge the black and white thinking and ingrained behavior of your participants. On the other hand, you don't want to create too much resistance, which will make them turn away from you. This is a real balancing act.

Most of the resistance we met challenging trainers in the region related to the misconception of the value of so-called western models or ideas or techniques in an Asian context. It is important to realize that most Asian countries adopted an actual western model of education and training based on lecturing a long time ago. Many 'ancient' philosophies (such as Buddhism and Confucianism) that were developed in Asia that have diminished in importance, follow the same adult and experiential learning principles that are being advocated in this manual.

Certain areas that are likely to meet with resistance but need to be challenged are: adult learning principles, certain roles of trainers like that of the challenger, learning through openness and constructive feedback, and the energizers and games suggested.

SPECIFIC COUNTRY/ CONTEXT RELATED PARTS

Certain parts of the materials or methods must be adapted to your context to increase the likelihood that your participants can relate to it.
Examples of country/context related parts that may need adaptation are: case studies, group norms, and energizers involving body contact (depending on culture and gender), etc.

SPECIFIC TRAINING TERMINOLOGY

The training terminology in this manual has been carefully selected. It is consistent with the philosophy of participatory training and experiential learning to avoid some of the preconceptions towards conventional training. Therefore, do not use the conventional terms even if these are better known, as they carry the wrong connotations. Use new terms instead and explain their meaning (see the list of terms in the annex). For example:

- adult learning and not adult education,
- training/ trainer and not teaching/ teacher,
- session / session plan and not lesson/ lesson plan,
- participants and not trainees or students

SPECIFIC ENGLISH TERMINOLOGY

Certain terminology or words used in this manual may not exist in your own national language. There are several options for dealing with these foreign terms:

1. Look for the word in your language that is closest to the original meaning.
2. Make up a new word in your own language and explain the meaning.
3. Use the original English term but describe the meaning in your own language.

You will probably have to judge which option is best on a case by case basis. Examples : ice breaker, warm-ups, fish bowl, snow balling, paraphrasing.

COMMUNITY FORESTRY TERMINOLOGY

Another category of terms is related to the community forestry context. It might be difficult to find the right translation if you are not familiar with community forestry concepts, issues and principles.

Example: tenure.

WHO WOULD BE BEST TO TRANSLATE THE MANUAL?

Preferably you would look for a non-conventional trainer with excellent translation skills and thorough understanding of English with some understanding of community forestry. However, you might not find all these qualities in one person. You could try to identify a number of people who have these qualities and have them translate and review the manual on a team basis.

HOW THE MANUAL IS ORGANIZED

The manual is organized into 12 main sections. Apart from the first introductory two sections and the last two sections, each section provides a number of training sessions related to the same topic. Although the sections follow a certain logical flow, this does not mean that you have to follow this flow from beginning to end. The sessions within the sections also follow a logical flow. However, most of the sessions within the sections can also be used independently, based on the objectives and target group of your training. Many session plans also contain 'attachments' in the form of exercises, case studies, games, transparencies and handouts. These are examples that should be adapted or replaced to make them more appropriate for your own training situation. A brief description of the contents and rationale of the different sections is provided in the following table.

	Section	Contents
2.	Preparing	Does not consist of session plans, but provides you with ideas, tips and hints to adapt, design and prepare for your specific training context.
3.	Setting the context	Contains sessions that are essential for enabling free and open participation right from the start of your training program. The sessions will help you as the trainer to prepare the groundwork and break the ice.
4.	Basics About Learning & Training	Contains session plans relating to the key principles of adult learning and participatory training. It intends to build up a general understanding among the participants of what is required from a trainer in a participatory training setting
5.	Training Design Cycle	Introduces the overall flow of the training design cycle, which can be used as a general overview for all the following sections. The other two sessions deal with how to conduct participatory monitoring and evaluation exercises in a training setting.
6.	Situational Analysis & TNA	Contains a series of sessions that shows participants how to work through a number of (simplified) steps when conducting a Training Needs Assessment, including situational analysis. Depending on your training approach, you can run these classroom sessions in combination with a mock or on-the-job field exercise.
7.	Training Design	Contains a series of sessions that shows participants how to work through a number of (simplified) steps when designing a training activity, preferably based on the information gathered during a TNA exercise as described in section six.
8.	Participatory Methods	Contains sessions that help participants understand the need for, and the variety of, participatory training methods that will help them both during training design and training implementation.
9.	Training & Facilitation Techniques	Contains sessions related to training implementation. It gradually builds up the facilitation skills of the participants through practice, starting from the more basic communication skills gradually evolving to the more complex skills of supporting group dynamics.
10.	Extra sessions	Contains a variety of sessions that are not considered 'core material'. Again, depending on your training context, you can select the appropriate warming-up sessions and other extra curricula sessions to use. Most of these sessions are fun and can therefore lighten up the more intensive sessions of the other sections.
11.	Annexes	Contains a variety of background materials that can help you to prepare for your training.
12.	Add your own notes	This manual, as already emphasized, will only be useful if you tailor it to your needs. Add here your notes, session plans, adapted and extra materials.

✪ MARGIN ICONS

To make browsing through this manual easier, margin icons are used to indicate different types of materials:

HANDOUT

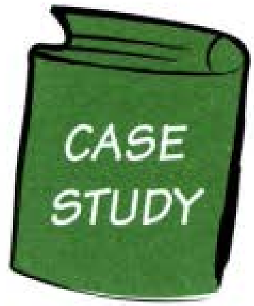
Most session plans have a handout attached. These handouts summarize the key learning points of the session. The major purpose of the handouts is to give them out to all participants at the end of the particular session. The handouts also can guide you, as the trainer, to check which learning points you have to get across during the session.

EXERCISE

Some sessions have an exercise attached. These exercises give the participants an opportunity to practice individually or in groups.

EXERCISE KEY

Some exercise have an exercise key with the answers attached. They are meant to help the trainer in giving feedback to the participants after they have formulated their answers.



CASE STUDY

Other session plans have a case study attached. These case studies provide examples for participants either as reading materials or as an exercise to analyze in groups.

ROLE-PLAY

Some sessions include role-play, the scripts for the role-plays, describing the different roles to be acted during the role-play are described here.

OVERHEAD

Few sessions include guidelines for overhead or transparencies. They provide information to be presented to participants. However the information can also be transferred on to a flipchart or white board, what ever is more convenient or appropriate in your context.

PREPARING

PREPARING

A training of training event can have many different focuses, depending on the specific needs of the institution and the participants for whom you are running the course. In this chapter some ideas are presented on how to design your training program.

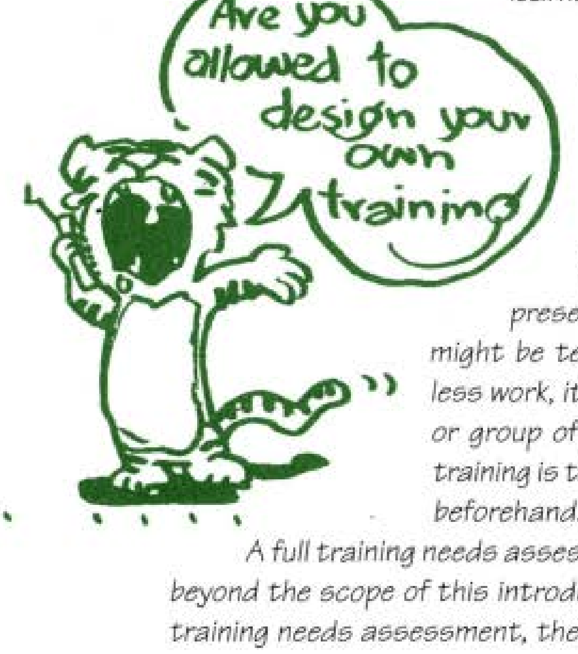
✪ HOW TO ADAPT THE TRAINING PROGRAM TO DIFFERENT GROUPS

There are several different types of courses that can be used for training trainers. Different types of courses will be appropriate for different groups of trainers. Each training program has different objectives and it is critical not to confuse them. The clearer you are about the focus of the training program and its realistic objectives, the clearer the participants will be about what they should learn. Some groups of trainers are only interested in improving their practical training skills, while others might need to develop a much wider range of skills from training needs assessment to training evaluation. Exposure courses may be appropriate for relatively senior personnel who are unlikely to use the participatory training skills in their work, but need to know its purpose in order to encourage their use.

The following different types of target groups can be distinguished:

- decision makers or designers who do not train themselves;
- trainers with the responsibility or freedom to design or adapt training programs;
- trainers without the mandate or freedom to design or even adapt training programs

As soon as the training sessions move beyond practical training skills into training approaches and training design, the impact of your training event will depend largely on its institutional context. The bottom-up approach of training design followed in this manual may conflict with the culture and structure of the (training) organizations of your participants. For example, if participants work for governmental training institutions of which the curricula are set in stone at central level, what is the point of doing a training need assessment at local level? The problem remains that a training of trainers program is unlikely to convert conventional, top-down bureaucratized training institutions into a more learner-centered strategic training organization.



Therefore, institutional constraints must be taken into account while selecting participants, and planning and implementing the training program, as they may well make your training task particularly difficult.

Before any training begins, the most important step for you is to find out a way of understanding the needs of relevant institutions and individuals, and the constraints present in those particular institutional settings. Although it might be tempting to use a blueprint training program, and certainly less work, it is rarely going to fit the specific needs of a new institution or group of participants. The best way to adapt and finely tune your training is to find out as much as you can about the institutional context beforehand.

A full training needs assessment (TNA) of an organization is an elaborate process and beyond the scope of this introduction. However, if you are in a position to be involved in the training needs assessment, then section six outlines the major steps required.

EXAMPLES OF DIFFERENT TRAINING SCENARIOS

Depending on the focus, objectives and target group, a different curriculum for the training of trainers' event can be developed. Each requires careful design and a different approach in preparation and follow-up. A great deal will depend upon the time you have available. Sample training scenarios which describe agendas for three days, one week, ten days, two weeks and four months, are shown below. These are only meant as examples and not as blueprints, which you should adapt to your own specific circumstances.

In annex three you will find the following examples of training types with different focuses and geared to different target groups:

Duration	Training Type	Main focus	Target Group
3 days	TOT Module integrated into regular training	Training/ facilitation skills	Trainers or facilitators (to be)
1 week	Course in classroom	Training implementation and facilitation	Trainers or facilitators (to be)
2 weeks	Workshop including fieldwork	Training Needs Assessment	People with mandate to assess training needs
2 weeks	Course in classroom	Training design	Trainers with mandate to design
4 months	Training program including 2 workshops and homework	Training Needs Assessment, Training Design and Facilitation	Trainers with mandate to design own training programs

These training types are not mutually exclusive. They can be used in sequence as part of an overall training strategy.

HOW TO MAXIMIZE THE IMPACT OF A TOT

BE A ROLE MODEL

You can only be an effective trainer of trainers as long as you train the way you tell others to train. Or in other words practice what you preach! Your participants will probably listen to what you will have to say. However, they will be convinced about the merits of all the new training ideas and techniques you introduce only if you build on them and use them throughout the training event.

Be a role model:

➤ while designing the training course by developing an information note, trainer agenda, smart objectives, and session plans, all based on adult learning and participatory training.

➤ while implementing the training course by being a participatory trainer who doesn't just talk about it but uses all possible participatory training methods and facilitation techniques.

USING MISTAKES AS LEARNING OPPORTUNITIES

All this information can make you very nervous as a trainer. It might give you the impression that everything has to be perfect and that you are not allowed to make mistakes. Do not worry. Even the most experienced trainers do things wrong and face difficult moments. The training of trainers' context provides you with the excellent possibility to turn these situations into opportunities. Mistakes are excellent learning opportunities not only for you, but also for the participants as long as you share them openly and don't try to cover them up.

REFLECTION OF THE PROCESS

Spend at least as much time on the process as on the output of the sessions. For example reflect on approach, methods, facilitation techniques, group dynamics etc.

✪ HOW TO MAKE LOGISTICAL ARRANGEMENTS FOR PARTICIPATORY TRAINING

Without exception, trainers in Asia are excellent hosts and even the smallest logistical details are well prepared. This paragraph will therefore not deal with cookies and coffee but with some logistical arrangements that need special attention while running a participatory training event.

➤ SELECTION OF TRAINING VENUE (SEE FOR CHECKLIST ANNEX FOUR)

Although participatory training can be accommodated almost anywhere, it is good to understand certain basic requirements that help it run more smoothly and more comfortably for you and the participants.

The most important feature is probably flexibility. As the participants will constantly move around you will need a room with a fair bit of space and movable furniture, such as table and chairs.

➤ PURCHASE OF TRAINING EQUIPMENT AND STATIONARY (SEE FOR CHECKLIST ANNEX FOUR)

For a training course based on lecturing you would only need an overhead projector with transparencies. However for the sessions described in this manual you will need some other materials, especially lots of flipchart paper, markers, good sticking tape and post-its or cards.

➤ DOCUMENTATION OF THE TRAINING

Process documentation

A training activity is never right the first time you run it. The best way to improve is by constantly keeping notes of what is going on. You can either do this during the breaks and the evening hours or ask someone (preferable somebody you are co-training with) to do it for you.

It is important that it gets done as soon as possible as the best ideas are often created on the spot.

Output documentation

All the brainstorming, sharing, daily feedback and other exercises done in small work groups will generate lots of valuable outputs that the participants will most probably want to take home. Typing up flipcharts is a laborious job. However, it is an important aspect of participatory training.

Both types of documentation can be done in different ways and by different people. However it is important to think about what and how you want to document something, and who can do it and prepare accordingly.

SETTING THE CONTEXT

OBJECTIVES

At the end of the session the participants...

- ☑ will know more about the strengths and weaknesses of themselves and of other participants as trainers
- ☑ can explain the importance of knowing themselves and others in a training setting

MATERIALS

Flipcharts with example (see next page)

TIME

1 hour

STEPS

"He who knows the others is wise;
He who knows himself is enlightened;
He who conquers others is strong;
He who conquers himself is mighty;
(Ch'u Ta-Kao, Tao Te Ching)

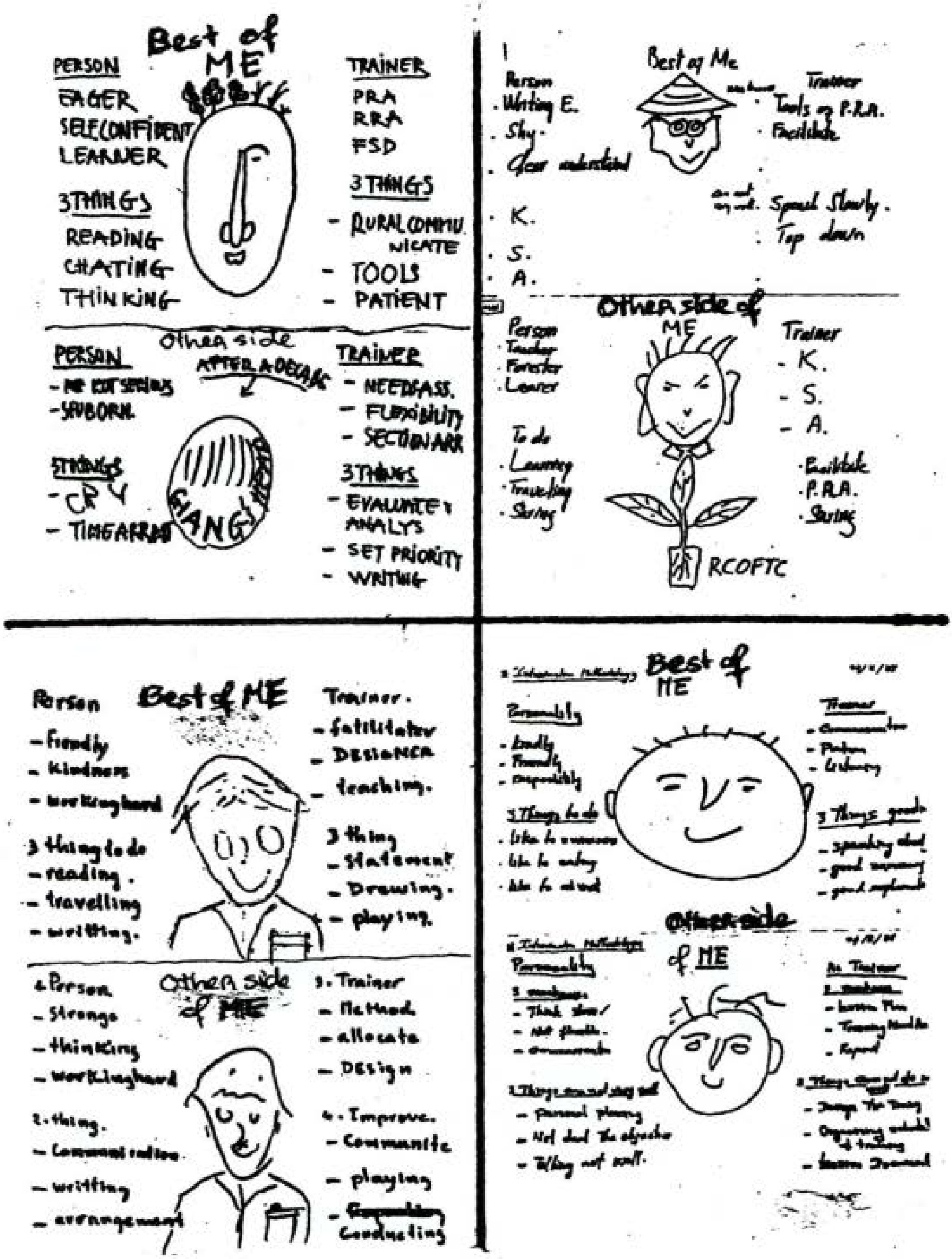
1. Introduce the session by explaining the importance of introducing ourselves before the program begins, in order to get to know each other better. Explain that the methods we use will probably be new to most, but that it is a creative and fun way of getting to know not only each other but also ourselves. Stress that both are important for us as trainers.
2. Present an example of 'the best of me as a trainer' and ask participants to prepare a similar flipchart about themselves. Ask them to stick the flipchart with masking tape onto their body. Invite participants to stand up, walk around and share their flipchart with the rest of the group.
3. Assemble participants and show an example of 'the other side of me as a trainer'. Explain the importance of reflecting upon our weaknesses and on aspects we would like to improve so that we gain the most value from the training event. Once again invite participants to share their flip with the rest of the group.
4. Assemble participants again and reflect on the exercise: What did they learn about themselves and about others? Why is this a useful exercise? Could you only do this in a TOT setting?
5. Introduce the concepts of reflection and sharing as tools for learning about ourselves and others. We can reflect on :
   - our identity, how we think, on values and beliefs
   - qualities and abilities, strengths and weaknesses
   - experiences and lessons learned.

   Stress that self-reflection is a process which encourages us to think about our experiences in order to learn from them. This is an important part of self-development and can lead to new feelings, insights and abilities, etc.
6. Summarize by stressing that there will be plenty of opportunities during the training for getting to know each other and ourselves better.

COMMENTS

This method of getting to know each other is both reflective and dynamic. When dealing with participants who are new to this kind of training, you should be aware that feelings of confusion, resistance or embarrassment may arise. Therefore, careful introduction and good reflection are important parts of the exercise.
(Source: adapted from PACT, see references page 308)

4 EXAMPLE OF BOTH FLIPCHARTS:



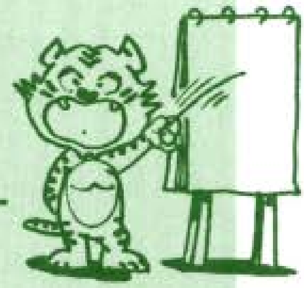
OBJECTIVES

At the end of the session the participants...

- ☑ can explain the flow and approach of the training
- ☑ will have agreed on their role and the role of the trainer
- ☑ will have a sense of ownership for contents and approach

MATERIALS

1. Training flow on a series of large flipcharts
2. Purpose/objectives/ outputs of the training on flipchart(s)
3. Daily schedule
4. List of logistical matters



TIME

1 hour

STEPS

1. Explain that we are going to set the stage by looking at the purpose, objectives, flow and approach of the training. We will discuss the why, what, how, who and when in a participatory way.
2. Explain the why by posting the purpose and objectives and explain how these were determined. The purpose will probably include learning about learning, or mega learning. Clarify any questions and post in a prominent place in the training room for the duration of the training.
3. Explain that we will move on to the what of the workshop and place the prepared flipcharts showing the flow of the workshop in the middle of the room. Ask for volunteers to sort the flipcharts into their right sequence and organize themselves such that the flipcharts face the remaining participants in the right order. Explain the flow and clarify any questions.
4. Explain that we will now look at how the training will be conducted. Ask them to guess what percentage adults can remember from what they hear alone (20%), from what they see and hear (40%), and from what they experience (80%). Explain that the approach used, therefore, will be participatory.
5. Explain that the who is closely related to the how. Ask what they think will be their role as the trainer, and what will be their role as participants. Stress that all participants come to the sessions with rich experiences and that most learning will take place during sharing sessions, for example in small group work.
6. Explain the **when** of the training by posting and reviewing the schedule.
7. Finish with any logistical matters relating to food, accommodation, money, etc.

COMMENTS

If the training course is part of a longer-term program, start with the objectives and flow of the overall program. Emphasize the importance of commitment to the whole process from all sides (trainers, participants, and employers).

OBJECTIVES

At the end of the session the participants...

- ☑ will have formulated their individual expectations
- ☑ can explain when they think their expectations will be met or why they won't be met

At the end of the workshop participants...

- ☑ will have reviewed their expectations and determined whether these were met

MATERIALS

Post-its

TIME

30 minutes

STEPS

1. Refer to the training agenda. Explain that this agenda has been developed using past experiences (some of it may be the outcome of the questionnaire). Point out that as participants have gone through the agenda in detail, they may now have specific expectations including things they want, or don't want to happen.
2. Distribute post-its and ask each participant to write down two things they most want to happen at the training and two things they don't want to happen. Stress that they should try to be as specific as possible and write clearly.
3. After all have finished, invite them to stick up their post-its and read each others' outcomes.
4. With the help of one or two facilitators or participants, quickly cluster these responses as they are placed on the white board.
5. Comment on what and when things will happen, linking them to certain days or sessions. Explain which expectations are beyond the context of the training and why.
6. Reflect on the session by asking participants why they think we included this session on the first day of the training.
7. At the end of the training, summarize the main expectations from this session on a flipchart using keywords and initiate a discussion to see which ones were met and why others weren't.

COMMENTS

Linking expectations to specific sessions: if the expectations are well formulated and specific enough, you can paste them on the agenda flow. This will clearly show participants when their expectations will be met and will remind you to refer to certain expectations during different sessions in the training.

Encouraging self-directed learning: another idea is to ask participants to paste their expectations on their own picture made during the session 'getting to know each other', to encourage them to focus and monitor their learning during the training.

OBJECTIVES

At the end of the session participants...

- [x] will have agreed on guidelines for group functioning during the training

MATERIALS

Flipchart with some suggested norms

TIME

30 minutes

STEPS

1. Explain that as most of us don't know each other very well yet it is useful to agree on how we want to work together. Stress that agreeing on certain guidelines or norms is important.

2. Explain that you will give some examples and then the group must come up with more. Display a number of norms one by one and ask the group if they think they are useful.
   Examples:
   - Everyone has the right to understand
   - Any question is a good question
   - Everybody should have the chance to participate
   - Everybody has a responsibility to participate
   - We help each other learn
   - No smoking in the room

3. Ask participants to think for a couple of minutes of norms they want to add and then share these in buzz groups (they can reflect on other training experiences).

4. Ask the buzz groups, one by one, for other suggestions for norms. Add the norms if everybody agrees.

5. Explain that as the training evolves we can refer back to these norms in order to remind each other, and/or change or add to them if necessary.

6. Reflect on the exercise by asking whether participants have done this before, what they think the purpose of the exercise is, and whether they would use it for their own training.

COMMENTS

Ownership of the norms is very important. If participants see them as rules forced upon them, the exercise will be counterproductive. It is important that participants formulate their own norms and agree on these as a group. Paste the norms permanently in a visible place. If problems with group dynamics arise refer back to the norms. Welcome suggestions for new ones.

OBJECTIVES

At the end of the training participants...

- ☑ will have practiced observing, and reflecting on, another participant's behavior.
- ☑ will have received positive and constructive feedback on their behavior

MATERIALS

Copied feedback cards for all participants and trainers

TIME

10 minutes to introduce early in the training

15 minutes to discuss on the last day

STEPS

Introduction on first day

1. Explain the purpose of the activity. Explain that participants will be given a card containing the name of one of the other participants or trainers (show the card).
2. Explain that for the duration of the training program they should observe this person, writing down any positive comments about them based on what they see and hear.
3. Shuffle the cards then distribute. Stress that they should not show the cards to each other.
4. Explain that at the end of the workshop the cards with positive feedback will be collected and given to the people whose names are on them as a farewell present, although they will not know who has written them.

Distribution on last day.

1. Collect the cards at the beginning of the last day. Glance through them in private to ensure that none of them contain negative remarks.
2. Close the training on a positive note by distributing the feedback cards. Tell them that they should cherish this present and refer to it whenever they feel down and in need of a boost of confidence.

COMMENTS

It is very important that during the introduction people understand that this is **NOT** an opportunity to anonymously write negative things about the person being observed!

OBJECTIVES

At the end of the session participants...

- ☑ can explain what daily feedback is
- ☑ are prepared to rotate in daily feedback teams

MATERIALS

Copied handouts

TIME

30 minutes

STEPS

1. Introduce what daily feedback is (see handout).
2. Ask participants whether, in their role as trainer, they have ever asked for feedback from participants (note their names for selecting the first group). Ask them why they did this and how.
3. Explain that we will have daily feedback exercises at the end of each day to keep our fingers on the pulse, but at the same time to give participants the opportunity to experiment with different ways of gathering, analyzing and sharing feedback. Briefly explain this procedure.
4. Distribute the handout about daily feedback and explain the main sections (what, why, who, how). Explain that the trainers, the participants, or both, depending on the type of training, can collect the feedback.
5. Tell the participants that they will be responsible for collecting, analyzing and sharing the daily feedback from tomorrow onwards. Explain that this is to provide them with the opportunity practice mornitoring learning in a safe environment. Introduce the idea of daily feedback teams and explain their role and tasks (see handout). Distribute the handout about the daily feedback team.
6. Explain that you will provide the feedback on the first day, but that tomorrow morning you will select the first team. Ask if there are any questions.

COMMENTS

- Make sure you check the feedback before the start of each day, so that you can prepare adjustments if needed.
- As the workshop proceeds, try to encourage teams to improve their skills in collecting, analyzing and presenting feedback.
- There is a tendency for teams to present feedback in the form of closed questions. In case this happens discuss the advantages of using open questions for the feedback sessions.
- Point out to the group how they are improving and encourage them to vary the methods they use, depending on the activities of the day, energy levels, the openness of the group, etc.

HAND OUT

DAILY FEEDBACK TEAMS

- *Take your chance!*

This is a great chance for you as a trainer, especially if it is your first time using these approaches, to experiment with different ways of collecting, analyzing and sharing daily feedback in a non-threatening training setting.

Don't just use one method of feedback. Try to choose new and more challenging methods. You will find these in the daily-feedback handout.

- *What is a daily feedback team?*

A daily feedback team is a group of two or three selected people taking care of the feedback of a specific day. Every day we will have a different team, so that everybody gets the chance to practice.

- *What should a daily feedback team do?*

The team is responsible for:

- *being alert all day to how people feel, what they think, how they react, etc.,*
- *choosing and preparing the feedback method,*
- *collecting the feedback,*
- *analyzing and summarizing the feedback,*
- *sharing feedback with trainers before the training starts and discussing what actions should be taken,*
- *presenting the feedback the next day, and suggesting changes on the basis of the feedback,*
- *selecting the members of the next feedback team.*

- *When and how should you prepare?*

As soon as you are selected as part of a review team, you should get together and, based on the team's experience and preference, agree on the method to use (read the handout carefully to get (new) ideas). If you need assistance from other trainers or participants, don't hesitate to ask. Plan who will do what and prepare the method and materials you might need.

Tip: do not only rely on the 'formal feedback' exercise at the end of the day, but keep your eyes and ears open during the whole day.

HAND OUT

- *What is daily feedback?*

Ending each day with a short and sometimes anonymous feedback activity provides trainers, facilitators and participants with the opportunity of assessing how the training is progressing for everyone.

- *Why bother with feedback?*

Although experienced and interactive trainers might be able to get a general idea of how the training is progressing by observing participants, overhearing conversations and asking questions during breaks, it does not provide feedback of all participants and does not provide the opportunity to share.

A daily feedback exercise helps trainers understand all participants better by getting an idea as to how they are feeling, by observing their reactions and by gaining insight into what they are learning. Daily feedback also provides an opportunity for participants to offer their opinions and suggestions. It also helps trainers assess how well the training course is progressing and whether results are being met. Daily feedback provides information which trainers and facilitators can then adjust present and future training programs to the extent possible. .

It also helps participants to feel that their opinions and suggestions are important and that they are being "heard' by facilitators and planners. Daily feedback strengthens training design and increases feelings of ownership.

- *Who will collect, analyze and report the feedback?*

Facilitators, trainers and also the participants can run the daily review themselves. Including participants is especially appropriate in a training for trainers setting.

- *How will the feedback be collected?*

There are many different ways of collecting the feedback depending upon the degree of participation, interaction and level of detail. The choice will depend on the purpose, the group, the available time, etc. Daily feedback takes at least ten minutes at the end of the day and ten minutes at the beginning of the next day, but can easily last up to half an hour in both instances if you prefer to present the feedback orally or need to discuss how to adjust the training program on the basis of the feedback.

Encourage participants to be specific about "the what" and analytical about "the why" of daily feedback. At the start of the workshop participants may be unfamiliar with daily feedback. As training progresses participants will gain more experience in reflecting on their own learning and feelings, and will become more analytical. Feedback questions should be easy to respond to in the beginning, and then gradually move to more analytical questions.

- *How is feedback analyzed?*

A simple way to do this is to count the number or responses which relate to particular aspects of the day then summarize the responses. The count, the numbers or responses, tells both the trainers and the participants which aspects were of greatest interest of the participants and the summary of the comments tells more about the reasons.

HAND OUT

- *How is feedback presented?*

At the beginning of the next day present a summary of responses and comments. Invite people to respond. If the outcomes include suggestions it is important that trainers explain whether they intend to make any changes or not, and why.

Do not include particularly negative or embarrassing comments directed at particular persons (participants, resource persons, or trainers). If there are a number of comments about a particular person, you may wish to discuss the issue privately with the person involved.

- *Ideas for daily feedback.*

The following ideas can complement more informal approaches of feedback such as observations, individual talks with participants and 'overhearing' conversations between participants. Just as good research design includes different methods for studying and verifying a situation, good training monitoring should include a variety of approaches to determine daily progress and moods.

Some of these monitoring ideas rely less on the spoken word and more on creative expression. Many involve using drawing to enable individuals and groups to express their ideas and feelings. Such approaches generate data which is often complex, subtle, expressive and revealing.

Groups and individuals often struggle when answering direct questions and may simply say what they think the trainer wants to hear. Using creative expression is a more indirect way of gaining information that is usually richer, deeper, more honest and complete.

☑ *Are we on target?*

1. Preparation:
   - draw five concentric circles on a board (similar to a dart board)
   - make several pie-like divisions to indicate the training aspects you wish to evaluate e.g. content, methods, facilitators, etc.

2. During feedback time, ask participants to rate their satisfaction by placing their pins or stickers on each pie (the closer to the center the more impressed or satisfied).

3. After all participants have placed their pin or sticker on the pies, invite them to take note of their general placement and investigate any that fall outside the general choice of position.

4. Give a summary of the results of the group.

Variations:

- If there is a particular hierarchy of learning objectives you can write these in the circles, with the highest in the center. Ask participants to draw an arrow from the outside of the circle toward the center as far as they feel they reached with their learning.
- Ask participants to add to their pins or arrows by adding post-its with explanations of why they placed the pin or arrow at that point, and/or suggestions for improvement.

HAND OUT

Words remembered

Ask participants to write down words which, for example:

- best describe what you have learned or represent the training experience so far

These questions can be followed with questions like:

- Why did you choose these words? or Can you say more about the words chosen?

Piggy bank or saving box

Arrange coins of different values (10, 25, 50 and 100 cents) to choose from and provide a saving-box to collect the coins in. Ask participants to select the coin that best represents their satisfaction with the day e.g. if fully satisfied they put a 100 cent coin in the box, if half satisfied 50 cents etc. They are only allowed to use one coin.

Using metaphors to capture feelings and learning experience

Ask participants to compare their training with a meal and write down the meal that best represents the training experience so far, and why this meal was chosen.

Using drawings

Get participants to draw their feelings about the day and ask them why they drew this picture

Feedback cards

Distribute cards or post-its. Ask participants to write a brief answer to the following:

- What was most helpful today? Why? or
- What was most useful, interesting, difficult today? What did you like the most?

You can add questions like:

- What was least helpful, useful, difficult? What didn't you like?
- What could have been improved? or Any suggestions?

After the cards are collected, there are different ways to use them.

1. If there is time, shuffle, redistribute and have people read the answers aloud.
2. Post the cards and ask participants to cluster them as they are posted. Discuss the answers after they have all been posted and clustered.
3. Take the cards and summarize overnight, presenting the feedback in the morning.

Tossing the ball

Write a number of key questions on a sheet of paper about aspects you would like to monitor. Form a ball with the paper. Ask participants to stand in a circle and toss the ball around for as long as you have turned your back to them. Turn around and call stop. Ask the person who has the ball to open it up and answer the first question. If necessary you can ask the others to help. Repeat the procedure until all questions have been answered. As this is a rather direct way of getting feedback, do not touch on sensitive issues with your questions. Rather, focus on what they have learned.

Variation: use music to signal when to toss the ball and when to stop.

HAND OUT

☑ Complete the sentence

Display (or photocopy for each participant) open-ended sentences directed at the training aspects that you want evaluated. For example:

- I find the training effective because...
- The training could be improved by....
- The facilitators could be more effective if...

You can have participants answer all the questions displayed or choose the ones they would like to respond to.

☑ Mood meter

Prepare a mood meter sheet with a happy, neutral and sad face on it. Explain the symbols to the participants and post this sheet at the exit of the room. Ask participants to indicate their mood with a sticker or a marker pen.

A variation is to use post-its onto which participants write comments to clarify the moods indicated. It can be useful to use different colors for participants from different regions or institutions; this can reveal sharp differences in perceptions. Take care not to break anonymity by making groups too small.

Another variation is to have a continuous mood meter for the whole length of the training course and measure the moods at the end of each morning and afternoon.

☑ Resentments and appreciation

Arrange the participants in a circle so they all have eye contact with each other. In turn each participant completes the sentence: I didn't like it when...

This may refer to anything that happened during the day. Each person may choose to say nothing or complete the sentence as many times as necessary. No one should pass judgment or comment on what others have said. You, as the trainer, should begin the round and be as honest as you expect the participants to be. After everybody has answered this question, the procedure is repeated for what they appreciated. This time complete the sentence: I liked it when... The exercise finishes with "the likes", so participants finish on a positive note.

☑ Mural

Using symbols, group members create a mural, which represents their collective feelings or thoughts about the day. The mural should answer only one question.

☑ Human continuum

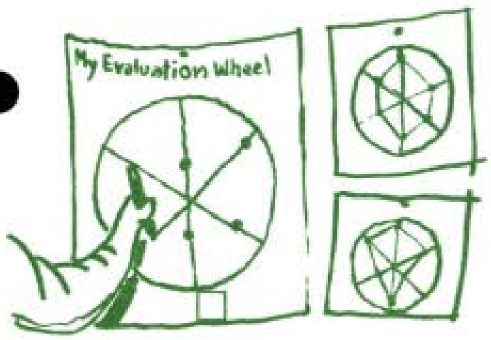
1. Along a long wall post a sign at one end labeled 'nothing learned' and at the other a sign labeled 'fully competent' at the other end.
2. Explain the continuum on the wall and ask participants to think where they were at the beginning of the training in terms of knowledge, comfort and skill level.
3. Ask them to then stand up and place themselves on the continuum. After they have stopped moving, ask for three or four participants to share why they placed themselves where they did on the continuum.
4. Next ask them to think about where they are now at the end of the training and to place themselves at the appropriate spot on the continuum.
5. Again ask for a few volunteers to explain why they placed themselves where they did.
6. Ask the group to value the activity, making sure to comment on how graphic their self-assessment is.

Poster exhibition

At the top of different posters write the aspects of the day you would like to have feedback on. Stick the posters up. Give participants a marker and ask them to walk around the posters, writing down their feedback relating to the aspects mentioned on the posters.

Fishbowl

Part of the group sits in an inner circle facing each other and the others are on the outside. Invite discussion by asking them questions such as "what were the most helpful parts of today and why?" Only those in the inner circle can speak. Those in the outer circle listen. After a few minutes, have them change places (inner circle people go to the outer circle and outer to the inner). You can also change the questions being asked. If the group is large (over fifteen persons) use three rounds, one group first, then the second, then the third.



Monitoring wheel

Decide which eight aspects of the day will be monitored either with the participants or by yourself. Write those aspects along a wheel with eight spokes and copy this wheel for all participants. Ask participants to score each aspect (center is low, outer circle is high) drawing a dot on each spoke accordingly. The dots are then linked, so that a web is created. Post all wheels and if time permits invite discussion on the outcomes.

Reviewing and ranking learning objectives

Ask individuals or small groups to rank cards containing learning objectives, according to learning, usefulness, etc.

Opposite scales

Choose a number of aspects you would like feedback on e.g. the degree of difficulty, usefulness etc. Draw a scale for each aspect from one to five and assign scores to these responses (for example, a positive score might rate a five and a negative score a one). To make the answers more informative you could add the reasons why you gave it that score, plus any other comments suggestions.

Dividing a paper

Ask the participants to think about what they have learned today. Ask them to divide a blank page into sections, each relating to an aspect of the day which they found useful. They should label each section accordingly and explain why they chose those aspects. The different sizes of the sections should reflect the usefulness of that aspect of their learning.

HAND OUT

☑ *Faces*

*Distribute this handout and ask participants to indicate **how** they feel at the end of the day and why?*

HOW DO YOU FEEL TODAY?
PLEASE MARK THE FEELINGS THAT APPLY:

Source: Collected from many different sources

OBJECTIVES

At the end of the session participants...

- ☑ have formulated and shared the basic elements of their training projects within and between training teams

MATERIALS

Copied handouts

TIME

two to four hours depending on the training program (see comments) and the number of training teams

STEPS

1. Introduce the session by explaining that during the course each team will work on their own training projects. The first step in this process is for the team to develop a common vision about the training course, initially by sharing ideas team members probably already have.
2. Distribute the handout and explain the exercise.
3. Ask groups to document answers to these questions on a flipchart, to be shared later with the other teams.
4. Allow at least one hour for group work, depending on pre-workshop preparations.
5. Invite groups to gather. Introduce the reasons for sharing in small group work during the entire training program. Stress that this is not done to show off the results of your group or an opportunity to criticize the presentation of another group. It is intended to improve shared learning and improve performance.
6. Invite the teams to make their presentations, or display their outputs, making sure that the answers are specific enough to give you a clear idea as to what type of training they have in mind. If needed try to make them more specific and check their feasibility (relation between output, duration and budget sources).
7. End the session by saying that we just shared our initial ideas about the training, but that these are based on many assumptions. Explain that during the rest of the workshop we will present tools which will enable us to check the assumptions we made in order to make our training more effective.

COMMENTS

This session is based on the assumption that participants will work in teams developing their own training projects. You will have to adapt this session according to how your training program and participants are organized.

The purpose of this session is not only to provide team members with the opportunity to develop and articulate their shared initial ideas of how they would like the training course to develop, but also to provide useful peer feedback.

HAND OUT

IDENTIFICATION & SHARING OF TRAINING PROJECTS

• **Topic**	:	*what is the training about?*
• **Rationale**	:	*why is this training needed?*
• **Output**	:	*what must the training achieve?*
• **Target group**	:	*who needs to be trained?*
• **Trainers**	:	*who will implement the training?*
• **Estimated Duration**	:	*how long do you think the training will be?*
• **Budget sources**	:	*where does the money for implementation of the training come from?*

BASICS ABOUT LEARNING & TRAINING

OBJECTIVES

At the end of the session the participants...

- ☑ will have identified the basic adult learning principles based on their own learning experiences as an adult
- ☑ can argue that these principles are universal in time and place

MATERIALS

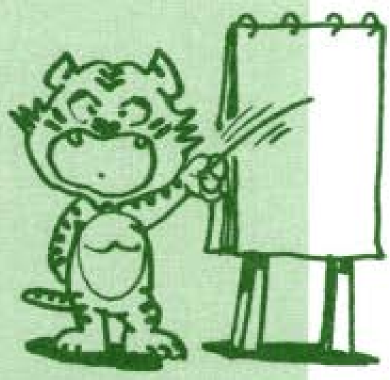
1. Transparency or flipchart with adult learning principles
2. Selected examples of sayings related to learning written on a flipchart
3. Copied handouts

TIME

2 hours

STEPS

1. Introduce the session by saying that before we can learn more about training, we first need a better understanding of how we actually learn. We learn continuously throughout our lives from the moment we are born through to adulthood. Explain that this session will focus on the way adults learn, because all of us are trainers of adults. We will do this by reflecting upon and analyzing some of our best learning experiences
2. Invite every participant to think back for a few minutes and select one event or experience in their adult life which they remember as a very good learning experience. If needed give an example of a learning experience like learning to drive or to swim.
3. After each participant has selected one event, ask them to share it in pairs by asking each other the following questions:
   - What did you learn?
   - How did you learn it?
   - Who helped you to learn? What was their relationship to you?
   - What was the situation in which you learned it?
   - Why did you learn it?



4. While the participants are sharing their experiences, prepare a table on the board with five columns: what, how, who, where, why.
5. After 20 minutes ask at least six to ten pairs to answer the questions and record the answers in the table. When the table is filled with a number of examples, ask participants to summarize the how, who, where and why of our best learning events.
6. Introduce these summaries* as the main adult learning principles: participatory/ reflective/ experiential, respectful, safe and comfortable environment, meets immediate needs (see transparency).

7. Ask participants if they can relate these principles to their own experience. Ask the following questions:
   - Do you think these are only true for adult learners in some parts of the world or are they universal?
   - Do you think that these are modern ideas?

   Illustrate these principles with sayings/proverbs from Asian philosophers and point out that in fact these are not new, or from the west. They are based on very old wisdom, and are central to many religions and philosophies. Stress that these principles are universal in time and place.
8. Focus on the importance of experience. Adults (in this case farmers) learn best when what they are learning is directly related to their own day-to-day experiences and that they can use most of what they discover themselves. As trainers we should utilize this fact and encourage this as much as possible.
9. Explain that later in the workshop these new insights about learning will be linked to their implications for our approach to training**.
10. Distribute the handout.

COMMENTS

*The trick of this session is to extract the adult learning principles from the participants' own experiences in stead of presenting them as some kind of abstract theory. If you succeed in this, there will be very little resistance. They will realize that although these principles are universal, most conventional training and education do not include these principles.

**A good way of making the link with the training is the 'Trainer self-assessment' session.

PRINCIPLES OF ADULT LEARNING

Adult learning occurs best when it:

- ***Is participative***
  Participation in the learning is active not passive.

- ***Is experiential***
  The most effective learning is from shared experience; learners learn from each other, and the trainer often learns from the learners.

- ***Is reflective***
  Maximum learning from a particular experience occurs when a person takes the time to reflect back upon it, draw conclusions and derive principles for application to similar experiences in the future.

- ***Fills an immediate need***
  Motivation to learn is highest when it meets the immediate needs of the learner

- ***Is self-directed***
  Adults can share responsibility for their own learning because they know their own needs

- ***Shows respect for the learner***
  Mutual respect and trust between trainer and learner help the learning process.

- ***Provides feedback***
  Effective learning requires feedback that is corrective but supportive.

- ***Provides a safe atmosphere***
  A cheerful, relaxed person learns more easily than one who is fearful, embarrassed, nervous, or angry.

- ***Occurs in a comfortable environment***
  A person who is hungry, tired, cold, ill or otherwise physically uncomfortable cannot learn with maximum effectiveness.

OVER HEAD

SAYING OR PROVERBS ABOUT LEARNING

ASIAN SAYINGS

'Take teaching seriously. Note how much you try to impress your audience with your expertise and dazzle them with stories "from the trenches". They may enjoy your anecdotes, but what are they learning? (Chinese hermit-philosopher)

'Seek cooperation at every step. You can no more teach without the learner than a merchant can sell without a willing buyer' (Chinese hermit-philosopher)

'The trainer only helps all creatures to find their own nature, but does not venture to lead them by the nose' (Chinese hermit-philosopher)

'The novice teacher shows and tells incessantly; the wise teacher listens, prods, challenges, and refuses to give the right answer. Ideally, students remember what they have learned, not what the teacher told them' (Chinese hermit-philosopher)

'When they think that they know the answer, people are difficult to guide. When they know that they don't know, people find their own way' (Chinese hermit-philosopher)

'He who knows, does not speak, he who speaks does not know' (Chinese hermit-philosopher)

'To understand is to stand under, which is to look up, which is a good way to understand'

'Go with the people:
live with them,
learn form them,
love them,
start with what they know,
build with what they have.
But of the best leaders,
when the job is done, the task
accomplished,
the people will say;
"We have done it ourselves"
(Chinese hermit-philosopher)

'Learning without thought is labor lost. Thought without learning is intellectual death'. (Chinese philosopher and teacher)

'Acquire new knowledge whilst thinking over the old, and you may become a teacher of others' (Confucius, Chinese philosopher)

'To pursue learning is to gain knowledge; to pursue Tao is to get rid of ignorance. The more one knows the more one has to get rid of. Therefore, to increase is but to decrease.' (Li Chia-mou)

'The role of the educator is to present to the people, in a challenging form, the issues they themselves have raised in a confused form' (Mao Zedong)

Teach you? I cannot teach you. Go, experience yourself' (Gautama Buddha)

'Do not search for the truth; only cease to cherish opinions' (wandering Buddhist monk)

'Watch me.......repeat.....then forget what you saw me do. Find your own way. Trust your body it remembers' (Asian dancer and philosophical entertainer)

OVER HEAD

FORESTRY RELATED

'Forestry can be taught in schools, but is learned in the forest'

'Believe one who knows. You will find something greater in woods than in books. Trees and stones will teach you that which you can learn from masters' (French theologian and mystic)

EXPERIENCE RELATED

'Experience is the best teacher'

'Experience is a hard teacher because she gives the test first, the lesson after' (American baseball player)

'Experience seems to be the shining of a bright lantern. It suddenly makes clear in the mind what was already there, perhaps, but dim' (English poet and novelist)

'We learn by trail and error, not by trial and rightness. If we did things correctly every time, we would never have the change directions - we'd just end continue the current course and end up with more of the same'

'The real voyage of discovery consists not in seeking new landscapes but in having new eyes' (French Novelist)

'The use of traveling is to regulate imagination by reality, and, instead of thinking how things may be, to see them as they are' (English critic)

'The object of reflection is invariable the discovery of something satisfying to the mind which was not there at the beginning of the search' (French Priest)

'The real voyage of discovery consists not in seeking new lands, but in seeing with new eyes.' (French novelist)

"In fact nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry; for this delicate plant, aside from stimulation, stands mainly in need of freedom; without this it goes to wrack an ruin without fail' (Albert Einstein)

'Learning is not a spectator sport' (Anonymous)

HAND OUT

PRINCIPLES OF ADULT LEARNING

ADULT LEARNING OCCURS BEST WHEN IT:

- ***Is self-directed***
  Adults can share responsibility for their own learning because they know their own needs

- ***Fills an immediate need***
  Motivation to learn is highest when it meets the immediate needs of the learner

- ***Is participative***
  Participation in the learning is active not passive.

- ***Is experiential***
  The most effective learning is from shared experience; learners learn from each other, and the trainer often learns from the learners.

- ***Is reflective***
  Maximum learning from a particular experience occurs when a person takes the time to reflect back upon it, draw conclusions and derive principles for application to similar experiences in the future.

- ***Provides feedback***
  Effective learning requires feedback that is corrective but supportive.

- ***Shows respect for the learner***
  Mutual respect and trust between trainer and learner help the learning process.

- ***Provides a safe atmosphere***
  A cheerful, relaxed person learns more easily than one who is fearful, embarrassed, nervous, or angry.

- ***Occurs in a comfortable environment***
  A person who is hungry, tired, cold, ill or otherwise physically uncomfortable cannot learn with maximum effectiveness.

HAND OUT

REMEMBER...

- Adults learn throughout their lives. Training is only a small element; a person 40 years old has 40 years of learning experience.

- Adults are more afraid to fail. A safe and open environment is needed and a lot of time should be spent on getting to know each other and building group norms.

- Adults like their learning to be focused on their own specific situations. Try to relate those in a training. Give specific examples related to the working areas of participants.

- Adults decide for themselves what is important to learn. Give adults a say in the training agenda. Include a session on expectations.

- Adults draw from past experiences. Refer to those past experiences and encourage exchange among trainees by working in groups and by asking them to link things to their own working situations. Use reflection exercises.

- Adults question the truth or usefulness of information they receive. Before a session explain the need and usefulness of the session for the participants.

- Participation in learning for adults is voluntary. If they are convinced of the usefulness of material they are more motivated.

- We can remember of.....................

what we ourselves do and explain	90%	i.e. simulation game, exercise in class or field using new insights or skills and a presentation of results
what we ourselves explain	70%	i.e. participants asked to present information
what we see and hear	50%	i.e. a lecture with visual aids and demonstration
what we see	30%	i.e. a poster with no explanation or demonstration without explanation
what we hear	20%	i.e. a lecture with no visuals
what we read	10%	i.e. training materials, handouts with no accompanying explanation (if read!)

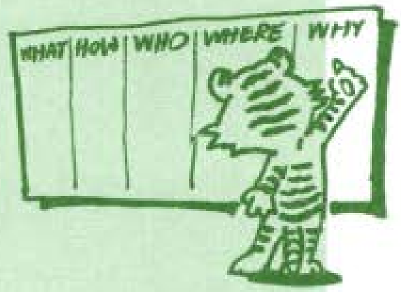
OBJECTIVES

At the end of the session the participants...

- ☑ Can mention at least five differences between both approaches
- ☑ Can list reasons why participatory approach is more effective for training adults

MATERIALS

Copied hand out



TIME

1.5 hours

STEPS

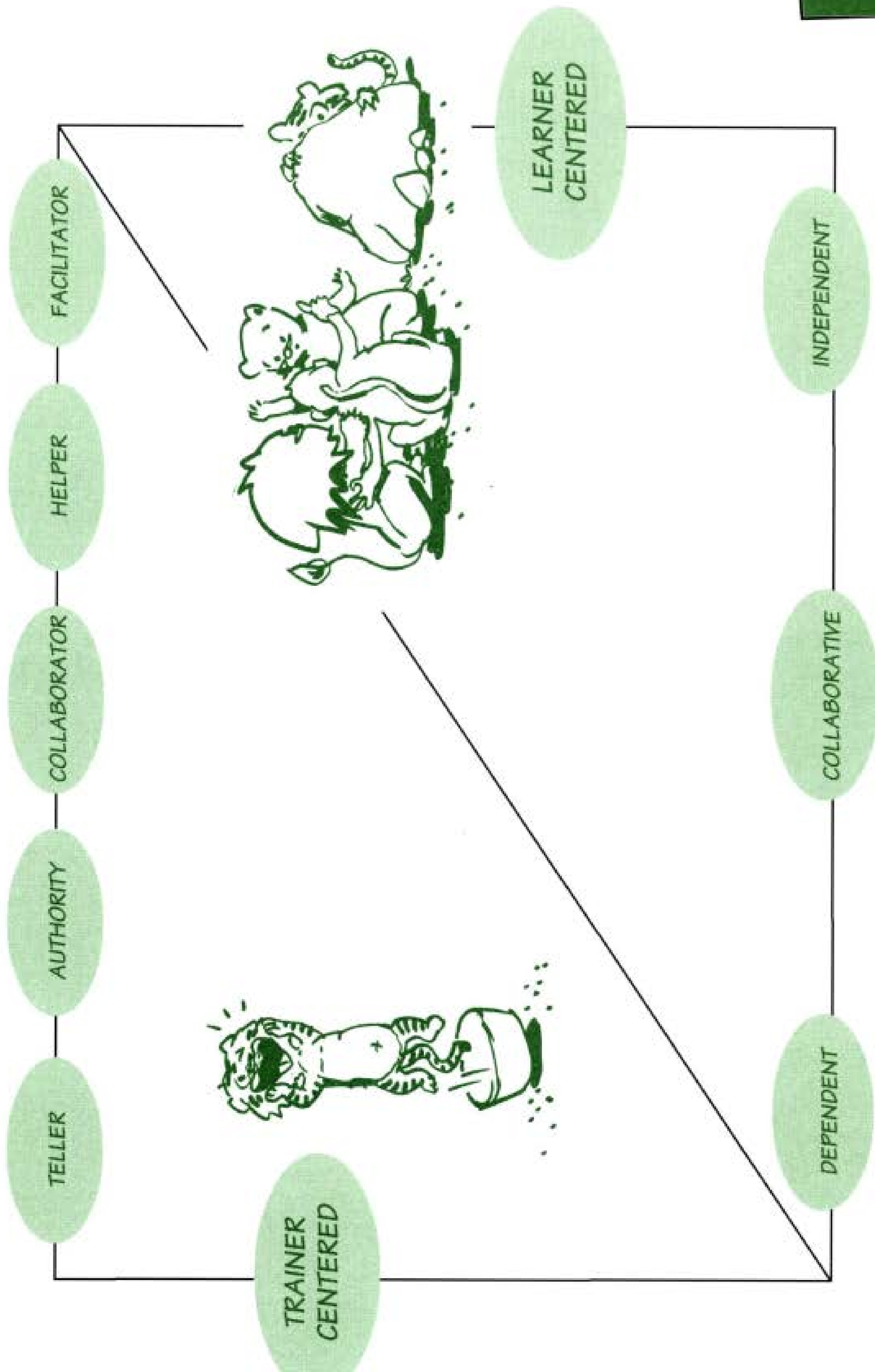
1. Remind participants that in the current workshop we use a participatory training approach, which is different from traditional methods of teaching. Explain that in this sesion we will take a closer look at the differences and ask our selves which approach is more suitable under which type of circumstances.
2. Run a quick brainstorm on how the participants would define traditional and participatory training and note some of the key words on a flipchart in 2 columns.
3. Explain that now everybody has a clear idea about both approaches one group will have to think about advantages and disadvantages of traditional approaches, while the another group concentrate on paticipatory approach.
4. After 15 to 20 minutes invite the groups to post their results, and invite each group to read the outcome of the other group and write down (specific) questions and comments on post-its (using the Delphi technique).
5. Walk through the questions and comments and ask each group to explain/ defend their output.
6. Discuss under which circumstances each of the approaches are suitable eliciting that it depends on : Skills and experience of the trainer, Learning habits of the learners, Number of learners, Training habits of the institute, Time available for preparation and training. Remind them that the effectiveness of learning by adults sharply increses using participatory methods (remember 20/40/80%!) We have to try to at least move towards more participatory training as much as we can and is possible (present it as a continuum rather that a dichotomy)
7. Wrap-up by presenting the trainer-learner centered continuum, explaining that differences are not a black- white picture, but a gradual continuum which allows us as a trainer to gently move from left to right.
8. Distribute the hand out.

COMMENTS

This session is only needed when participants are unfamiliar with, or show resistance to, participatory training.

TRAINER-CENTERED VS LEARNER-CENTERED CONTINUUM

HAND OUT



OBJECTIVES

At the end of the session the participants...

- ☑ Can mention at least five qualities of a good trainer
- ☑ Can do a mind-mapping exercise

MATERIALS

copied handouts

TIME

1 hour 30 minutes

STEPS

1. Introduce the purpose of the sesion.
2. Introduce the method of the sesion: mind-mapping. Run a quick mind-mapping exercise on any topic (for example the qualities of a community forester) to show how to do it.
3. Ask participants to think back for three minutes and identify somebody, who they admire as a good trainer. Ask them why they think she/he is so good.
4. In groups of four people invite the participants to share the qualities of good trainers as a mind mapping exercise.
5. Display the flipcharts with the mind maps and invite the participants to look at them.
6. Ask if anybody has any questions or comments to make about the mind maps eg. does anything in particular stand out and what are the similarities and differences between them?
7. Summarize some of the most important ones by discussing the handout on training qualities.
8. Reflect on the method mind mspping by asking questions such as; Did you like the method? Why? When do they think the method would be useful? When not? What are the advantages/disadvantages?
9. Distribute the mindmapping handout.

COMMENTS

This session is useful for fairly inexperienced participants.

A good follow-up of this sesion is the sesion on Trainer self-assessment, to give participants the opportunity to assess their own training skills and focus their learning during the training.

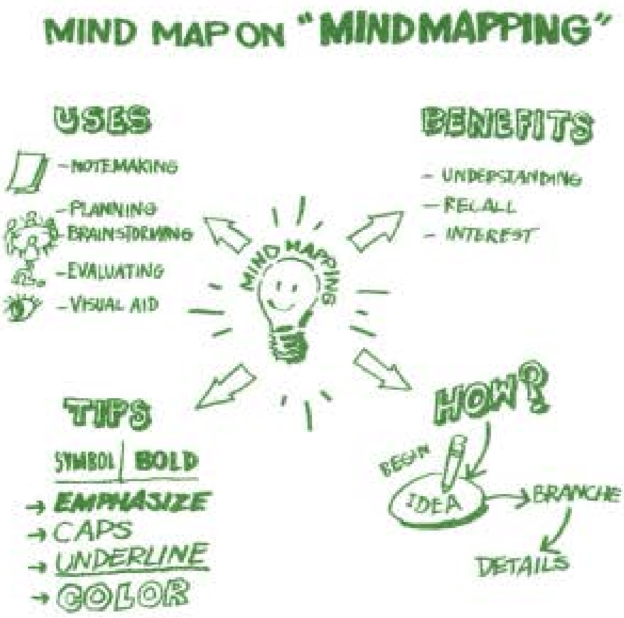
MIND MAPPING[1]

HAND OUT

What is mind mapping?

Mind mapping is a creative exploration, by an individual or a group, of a entire concept through unfolding linked sub-topics and ideas in one presentation on a single sheet of paper, using symbols, words, lines and arrows.

Why and when is mind mapping used?



- ***Brainstorming/ reflection tool:*** *participants can draw a mind map to explore what ideas are triggered by one key concept*
- ***Monitoring or evaluation tool:*** *participants can draw a mind map to illustrate what they recall and understand, either individually or as a group*
- ***Visualization tool:*** *the facilitator can use a mind map to visualize a new key concept while introducing or summerizing it*
- ***Note making technique:*** *while participants are brainstorming or discussing a certain concept, a mind map can be use todocument the key points.*
- ***Speaker guidelines:*** *instead of traditional list of key points a speaker can use a mnd map to outline a speech or lecture for the speaker's personal use.*

How is mind mapping done?

1. *Write the main concept, topic or idea in the middle of a sheet of paper or white board and enclose in a circle, square or other shape.*
2. *Unfold the amin concept by asking questions like; What contributes to this? Why is it so? How does it happen? What influences it? Add a branch extending out from the center for each key point or idea. The number of branches will vary with the number of ideas or segments. Use a differenct color for each branch.*
3. *Write a keyword or phrase on each branch and add details. Keywords are those that convey the heart of an idea and trigger memory.*
4. *Add further branches, stemming from the first set of keywords, as you explore the topic in greater depth.*
5. *Connect ideas which are closely related to eachother through the use of more arrows, lines or branches.*

[1] Adapted from Creative Training, VSO and IIRR

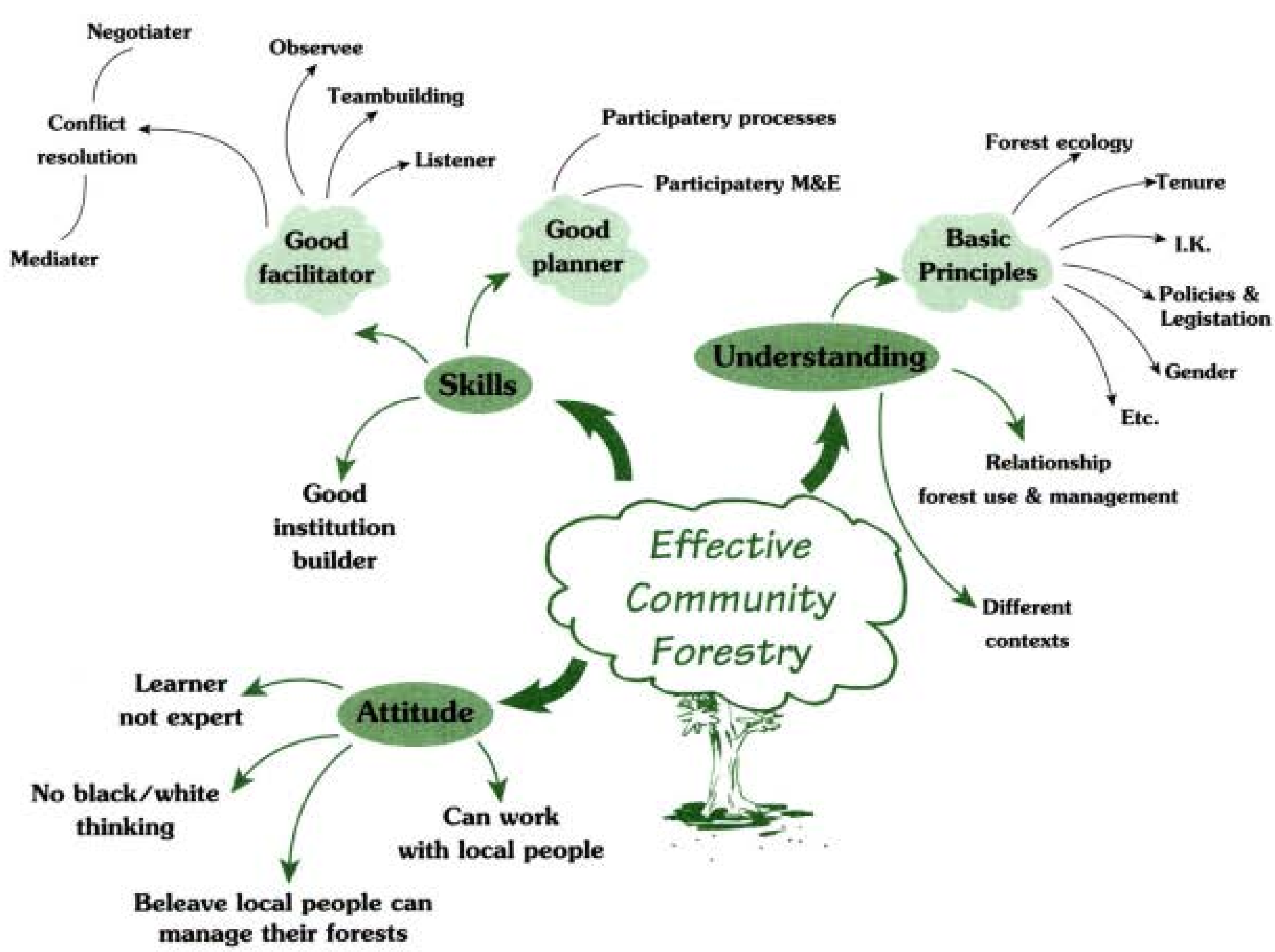
HAND OUT

HINTS

- ☑ *Add symbols and illustrations for better recall.*

- ☑ *Use readable CAPITAL letters, make important ideas longer, underline words, use different colors and **bold** letters, use different letter sizes*
- ☑ *Only use common symbols and abbreviations that everybody can identify with*
- ☑ *Use magazine pictures and photos which are related to the topic.*

MIND MAPPING EXAMPLE



OBJECTIVES

At the end of the session...

- ☑ Can explain the difference between a number of selected training roles
- ☑ Can mention the usefulness of each role
- ☑ Have new insights in the type of roles a trainer could play

MATERIALS

1. Characteristics of trainer's roles copied
2. Training house with floors and steps copied on flipchart
3. Handouts copied

TIME

2 hours

STEPS

1. Introduce the idea that trainer play different roles in different situations, like wearing different hats. Explain that during this training we will identify and analyze some of those roles and the most effective way to do this is through role-play. Introduce the role-play as a learning method (if people are not familiar with it yet).
2. Explain that the participants will be divided in three teams. Each team will be playing trainer's role and the others have to guess what the role is.
3. Divide the teams and explain to each team separately the role they have to play walking through the profile. Stress that the play should take place in the type of training setting they usually train. Allow them 15 minutes to prepare without being heard or seen by the other teams.
4. Invite the first team to play and encourage the observers to make note of what is happening. After the play ask what the other teams what they observed;
   - What did the trainer do? What did (s)he not do?
   - What was the role of the participants?
   - What do you think the role of the trainer was in this case? Why?
   - What are the characteristics of this role?
   - When is it appropriate to play this role as a trainer?

   In case the audience can not guess the role ask the playing team to reveal the role and discuss the characteristics. Continue with the next two plays in the same way.
5. Start a brainstorm about other different roles of trainers and note down the responses. Make sure to include some 'planning' roles. Ask if it is possible to wear all these hats during one single training event.
6. Summarize all this different roles and responsibilities by displaying the poster of the training house**. Gradually fill the different floors and steps in with inputs from the participants. Stress the shared responsibility to maintain the house in good order.
7. Distribute the handout.

COMMENTS

* The role-plays are fun and generate quite some discussion about the various trainers' roles. Select the three roles that you think are most appropriate for your specific training. See some example roles on the next page.

** Display the poster permanently as it serves as a good framework for further sessions on facilitation and designing skills.

ROLE PLAY

TEACHER ROLE-PLAY GUIDELINES

Your group has 15 minutes to prepare a role-play of 10 minutes. One member of your group will play a teacher while the other group members are participants.The following characteristics of a teacher may help you in preparing the plot of your role-play.

A teacher is somebody who...

1. *tells the participants what they need to know,*
2. *is supposed to be an expert and have all the answers,*
3. *comes with a pre-set lecture, presenting facts and ideas,*
4. *focuses on theoretical contents and theories,*
5. *is not interested in the knowledge or background of the participants,*
6. *is in charge of contents and process,*
7. *only allows questions at certain times,*
8. *tests knowledge or skills.*

Good luck!

FACILITATOR ROLE-PLAY GUIDELINES

Your group as 15 minutes to prepare a role-play of 10 minutes. One member of your group will play a facilitator while the other group members are participants. The following characteristics of a facilitator may help you in preparing the plot of your role-play.

A facilitator is somebody who...

1. *supports the participants in sharing and learning by themselves,*
2. *mobilizes the existing knowledge of participants,*
3. *is interested in experiences and problems of the participants,*
4. *is not in charge of contents or process, but ensures equal participation,*
5. *intervenes only when the group is blocked,*
6. *helps the group to summarize, conclude and make decisions,*
7. *avoids controlling the outcome.*

Gook luck!

MEDIATOR ROLE-PLAY GUIDELINES

Your group has 15 minutes to prepare a role-play of 10 minutes. One member of your group will play a mediator while the other group members are participants. The following characteristics of a mediator may help you in preparing the plot of your role-play.

A mediator is somebody who..

1. *helps a group to solve a problem or conflict,*
2. *takes a neutral position,*
3. *facilitates the communication between groups with different opinions,*
4. *tries to bring the conflicting groups closer together by suggesting or facilitating compromises,*
5. *tries to facilitate consensus.*

Good luck!

MANIPULATOR ROLE-PLAY GUIDELINES

ROLE PLAY

Your group has 15 minutes to prepare a role-play of 10 minutes. One menber of your group will play a manipulator while the other group members are participants. The following characteristics of a manipulator may help you in preparing the plot of your role-play.

A manipulator is somebody who...

1. directs contents in a preset direction,
2. is in charge, and influences the group in a specific direction,
3. takes the lead in activities,
4. highlights the points she/he wants to hear,
5. ignores the points she/he does not want to hear.

Good luck!

CHALLENGER ROLE-PLAY GUIDELINES

Your group has 15 minutes to prepare a role-play of 10 minutes. One member of your group will play a challenger while the other group members are participants. The following characteristics of a challenger may help you in preparing the plot of your role-play.

A challenger is somebody who...

1. opposes fixed or black & white ideas, opinions, habits or attitudes of participants;
2. tries to open up the mind of participants by showing them alternative ways of thinking;
3. probes, asks many questions, but does not provide any answers;
4. encourages participants to analyze complex issues and develop their own answers,
5. uses open-ended dialogue to encourage answers to come form participants' own experience.

Good luck!

ROLE-PLAY GUIDELINES

Your group as 15 minutes to prepare a role-play of 10 minutes. One member of your group will play a .. while the other group members are participants. The following characteristics of a/an ... may help you in preparing the plot of your role-play.

A ... is somebody who..

1.
2.
3.
4.
5.
6.

Good luck!

HAND OUT

TRAINER'S ROLES

FACILITATOR

ORGANIZER

LECTURER

LISTENER

TEACHER

TIME KEEPER

INTERPRETER

DELEGATOR

ROLE MODEL

OBSERVER

LEARNER

ENTERTAINER

DESIGNER

EVALUATOR

NEGOTIATOR

MANIPULATOR

MODERATOR

INSTRUCTOR

LEADER

MOTIVATOR

A trainer during the same training, or even the same session is wearing many different hats, depending on the setting or the training, the purpose of the session, the type of participants, the group dynamics, the situation, etc.

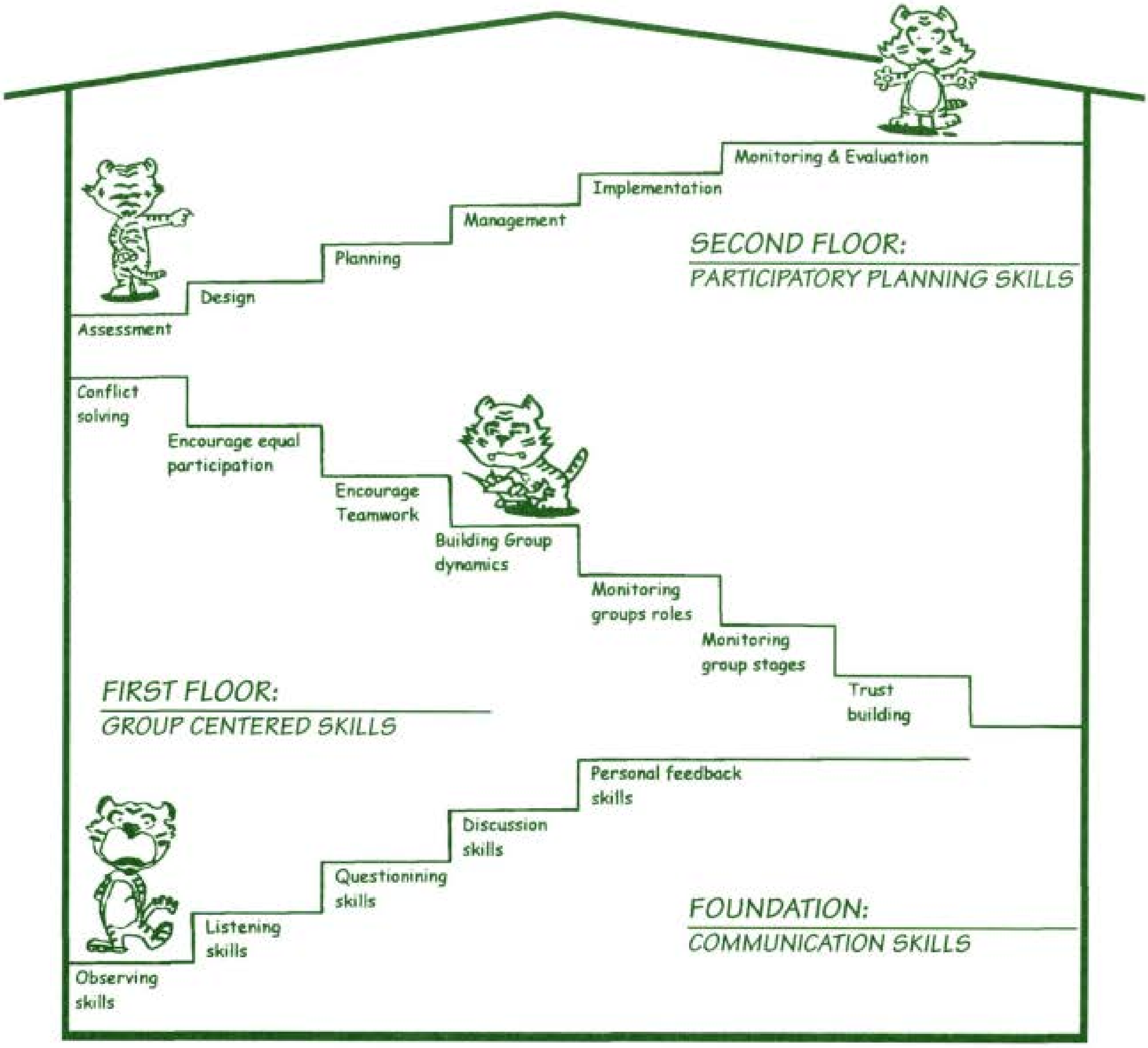
Every trainer needs to find her or his own style as a trainer, balancing all these different hats. Each of us has his or her our own strengths and weaknesses in carrying out these different roles. Some roles will be easier to perform, while on others you will have to work harder.

THE TRAINING HOUSE

HAND OUT

A training program is like a big house with a foundation and two floors. To get from the bottom to the top you have to take one step after the other. In a training program the trainer acts like a guiding architect in the construction and maintenance of this house, assisting the group to build its own house, floor by floor.

However, she/he is not responsible for the final building. That is the group's task, although she/he will have to have an eye on the floors and the steps so that nothing is forgotten. Each floor requires certain skills of the trainer to enable the group and its members to move around in the "house" in order to learn most effectively.



OBJECTIVES

At the end of the session participants..

- ✔ can link adult learning principles with training activities and requirements
- ✔ will have assessed their own training qualities taking into account the adult learning principles

MATERIALS

Copied form and handouts

TIME

45 minutes

STEPS

1. Introduce the session by explaining that as trainers we have to understand what the implications of adult learning principles are for the learning process so we can be more supportive.
2. Explain that we will do this by assessing how we are used to train by filling in a type of quiz. Stress that this is not a test, but a way to make us more aware of out strong and weak points. Therefore they have to answer the questions as honestly as they can.
3. Distribute the questions and allow 20 minutes for answering.
4. Ask participants to go through their answers in pairs and discuss what they mean by 'yes' or 'no' answers.
5. Ask them if they can link the grouped questions to the adult learning principles.
6. Distribute the handout and discuss. Ask if there are any questions.
7. Encourage participants to take note of where they can make improvements in training design and implementation. Stress that being aware of your strong and weak points enables you to formulate your learning needs. This will increase the effectiveness of your learning not only during this training but also after (If you introduced a personal action plan for the participants, give them five minutes to formulate some ideas for actions based on the outcome of this exercise)
8. Close the session by saying that we will cover quite a number of these activities supporting the adult learning principles during this training course. Refer to a number of sessions as examples.

COMMENTS

This exercise can also be done as homework or on an individual basis.

EXERCISE

HOW WELL DO I DESIGN & TRAIN?

	YES	NO
1. Do you relate what you are talking about to the participants' backgrounf and experiences.?	❑	❑
2. Do you relate your topics to the work the participants will be doing?	❑	❑
3. Do you give examples or use 'cases' that are relevant and realistic to the participants' 'real world'?	❑	❑
4. Do you ask at the start of a new topic what the participants know about the topic already?	❑	❑
5. Do you start your training with a session gathering and discussing their expectations?	❑	❑
6. Do you give opportunities to the participants to give their feedback on how the training is developing?	❑	❑
7. Do you build in enough flexibilty into your training programs to accommodate changes based on participants' expectations and feedback?	❑	❑
8. Do you give participants a chance to link what they learned to their own working environment, through activities like action planning?	❑	❑
9. Do you create new experiences for participants by including role-play, simulation or games or field trips in your program?	❑	❑
10. Do you give participants the chance to share their past experiences individually or in small groups?	❑	❑
11. Do you stimulate the participants to analyze their past experiences and draw lessons from it?	❑	❑
12. Do you use methods like brainstorming?	❑	❑
13. Do you invite participants to ask or answer questions?	❑	❑
14. Do you use transparencies, prepared flipcharts, and or whiteboard?	❑	❑
15. Do you ask participants to apply information in solving problems?	❑	❑
16. Do you organize activities for participants to practice thinking and skills, by including case studies, exercises etc.?	❑	❑
17. Do you tell participants how well they are doing?	❑	❑
18. Do you explain the mistakes that they are making?	❑	❑
19. Do you explain how the participants could do better work?	❑	❑
20. Do you allow enough time for participants to introduce themselves at the beginning of the training?	❑	❑
21. Do you include 'ice-breakers' or other informal ways for participants to get to know each other better?	❑	❑
22. Do you agree on certain norms at the start of the training, stressing that everybody has the right to learn and that it is no problem to make mistakes as long as we learn from them?	❑	❑
23. Do you make sure that food, lodging, travel arrangements, etc. are well taken care off?	❑	❑
24. Do you let participants realize that you care whether they do well?	❑	❑
25. Do you show that you care by preparing thoroughly for your training sessions?	❑	❑
26. Do listen to participants' comments and inputs and take them serious?	❑	❑

HAND OUT

HOW WELL DO I DESIGN & TRAIN?

1. Do you relate what you are talking about to the participants' background and experiences.? 2. Do you relate your topics to the work the participants will be doing? 3. Do you give examples or use 'cases' that are relevant and realistic to the participants' 'real world'? 4. Do you ask at the start of a new topic what the participants know about the topic already?	Filling immediate need and interest of participants
5. Do you start your training with a session gathering and discussing their expectations? 6. Do you give opportunities to the participants to give their feedback on how the training is developing? 7. Do you build in enough flexibilty into your training programs to accommodate changes based on participants' expectations and feedback? 8. Do you give participants a chance to link what they learned to their own working environment, through activities like action planning?	Give participants chance to direct their own learning
9. Do you create new experiences for participants by including role-play, simulation or games or field trips in your program? 10. Do you give participants the chance to share their past experiences individually or in small groups?	Learning from experiences
11. Do you stimulate the participants to analyze their past experiences and draw lessons from it? 12. Do you use methods like brainstorming?	Stimulate reflection
13. Do you invite participants to ask or answer questions? 14. Do you use transparencies, prepared flipcharts, and or whiteboard? 15. Do you ask participants to apply information in solving problems? 16. Do you organize activities for participants to practice thinking and skills, by including case studies, exercises etc.?	Creating opportunity for participation
17. Do you tell participants how well they are doing? 18. Do you explain the mistakes that they are making? 19. Do you explain how the participants could do better work?	Providing feedback
20. Do you allow enough time for participants to introduce themselves at the beginning of the training? 21. Do you include 'ice-breakers' or other informal ways for participants to get to know each other better? 22. Do you agree on certain norms at the start of the training, stressing that everybody has the right to learn and that it is no problem to make mistakes as long as we learn from them?	Creating a safe atmosphere
23. Do you make sure that food, lodging, travel arrangements, etc. are well taken care off?	Providing comfortable environment
24. Do you let participants realize that you care whether they do well? 25. Do you show that you care by preparing thoroughly for your training sessions? 26. Do listen to participants' comments and inputs and take them serious?	Showing respect

TRAINING DESIGN CYCLE

OBJECTIVES

At the end of the session the participants...

- ✔ can identify the sequence of the steps and activities involved in planning and implementing a training program based on their own experiences.
- ✔ can list and explain the major steps of the training design cycle

MATERIALS

1. a poster for each small group titled "What do you do when you organize a training?", picturing big fish bones,
2. post-its to write down all activities
3. copied hand out with training design cycle

TIME

1 hour 30 minutes

STEPS

1. Introduce the exercise by showing a flipchart with a fish skeleton and explain that the fish symbolizes a training activity. Explain that the participants have to fill in this fish with all the activities they usually carry out when they organize a training course. These will be written on post-its then stuck on the fish. The head symbolizes the start and the tail the end of your training program. Do not specify where to start and where to end. That is up to the groups to define and decide.

2. Divide the participants into groups of three to four. Supply them with post-its and a fish skeleton poster, and allow 30 minutes for the brainstorming exercise.

3. Invite the groups to look at the other fish and reflect on the outcome. To initiate discussion use questions like:
   - How did it go? What was easy/difficult?
   - What are the similarities/ differences between the groups?
   - What is the shape of most fish? In other words, which part do we spend most of our time on? What is the focus (logistics or contents) of the activities?
   - Who included TNA, reporting, follow-up? Is this part of the training course? Is it our responsibility? Do we train for money or for change?

4. Explain that a healthy fish needs an equally strong developed head, body and tail. Similarly, effective training needs good preparation and follow-up.

5. Explain that all the activities can be organized in a logical and systematic way as follows. Display the official training design cycle and briefly explain the steps and activities. To assess whether this is familiar to them you can ask questions like: Which steps do you recognize? Who has done what?

6. Generate a discussion by asking the following questions:
   - Why are all these steps before and during design needed? (Ineffective training courses are often the result of bad design. For example: how do you know where you are going without good objectives? How can you write clear objectives if you have no reliable information about training needs?)
   - Why are the steps linked? (With each next step in the design you have to consider the outcome of the earlier steps, you must consider each step as part of a whole program. In short the strength of course design relies on the linkages between the step)

7. Which steps are often overlooked and why? (situational analysis, training needs assessment and impact assessment, because of time pressure, lack of funds, lack of capacities, lack of information) Conclude with the following points:
   - There are many myths about what works and does not work when it comes to designing and conducting training programs The best way to find out is to try them yourself. Trust your instincts and experience, be willing to take a few risks and remember to reflect critically afterwards.
   - There is no blueprint for the training design process as this will be dependent on such things as the scope, size and length of your training event, and the money and human resources available etc. You have to shape the process. During this training course a training design model will be presented to be adapted to every different training situation. During this training course we will systematically go through these steps and provide you with ideas and tools as to how to improve on each one.
   - The design of training activities is a skill that can be learned by practicing which we will do throughout the course.

8. Distribute the handout.

COMMENTS

Most likely participants will suggest a vast number of steps that relate to logistics, but few steps related to developing the contents and process of the training program. This can lead to a lively discussion about the importance of all steps in preparing and implementing a training program and how some parts are easier to address than others. This can then lead into the explanation of the 'official' training design cycle.

TRAINING DESIGN CYCLE

HAND OUT

SITUATIONAL ANALYSIS

Analyze the problem you want to tackle with your training program

- Gather information about the context in which your training takes place and/or make assumptions
- Analyze information; look for causes and effects, strong and weak points using tools like SWOT analysis or problem tree.

TRAINING NEEDS ASSESSMENT

- Assess the community and their relation to the forest, the organization and the learner
- Assess the organization or institution in which the learner operates
- Assess the job, roles and tasks of the learner
- Identify the constraints, opportunities and training needs on the basis of these 3 assessments.

TRAINING DESIGN

- Overall objectives
- Training approach
- Contents (scope and sequence)
- Session plans:
  - Specific objectives
  - Training methods
  - Materials
  - Timing
- Action plan

TRAINING IMPLEMENTATION

- Introductions of people, training program & approach
- Expectations and adaptations
- Implementation session plans
- Daily monitoring and adaptations
- Action planning
- Evaluation

POST TRAINING

- Follow-up
- Action plan
- Review evaluation participants
- Documentation

EVALUATION AND IMPACT ASSESSMENT

PLAN TO REDESIGN THE TRAINING

- Discuss impact evaluation
- Agree on what to adapt and how

OBJECTIVES

At the end of the session the participants...

- ☑ realize that monitoring is part of our daily life
- ☑ can mention at least three reasons for daily monitoring in a training setting
- ☑ can select participatory monitoring methods

MATERIALS

copied handout about Daily Feedback of Session on introducing daily feedback teams

TIME

1 hour to 1 hour 30 minutes

STEPS

1. Explain the purpose and procedure of the session.
2. Warming-up: divide the participants into two groups and explain that they get five minutes to write down as many things as possible that we monitor in our every day life.
3. Go over the lists quickly and summarize by saying that monitoring is a natural part of our life to keep track of how we are doing and where we are going.
4. Link this to a training setting. Get everyone to brainstorm the why, when, and what of doing daily monitoring in a training setting:
   - Why do it at all? (to check whether the training is going on as planned, to make sure that the areas that need improvement are addressed, to achieve the objectives set, and to increase the feeling of ownership amongst participants)
   - Why do it daily, and not just weekly or at the end of the course?
   - What do you do with the outcome?
     Stress the fact that if you decide to monitor daily you will also need to build it into the program at the beginning and the end of each day and have the flexibility to what you are training and how you are training while you are going along.
5. Reflect upon the ways the daily monitoring was done during the course and summarize the different methods and approaches used (eg. was it done individually, in small groups or as a plenary group; was the monitoring written, shared orally, was it interactive or organized by the trainers or the participants etc.).
6. Distribute the handout on Daily Feedback, or refer to it if it was already given out earlier.

OBJECTIVES

At the end of the session the participants...

- ☑ can explain the different purposes and levels of training evaluation
- ☑ can mention at least five unconventional ways for evaluating training activities
- ☑ have prepared an evaluation plan for their own training

MATERIALS

1. flipchart paper with table for group exercise
2. copied hand out
3. a light ball to pass around (for example a piece of crumpled paper)

TIME

1 hour

STEPS

1. Quickly brainstorm what participants normally evaluate of their training, and when and how they do it. Summarize the outcomes. Most likely it will be mainly evaluation at the end of the training course using questionnaires to assess reaction level only.
2. Explain that the purpose of this session is to broaden their minds as to what, when and how training can be evaluated. The type of evaluation exercise would depend on the type and purpose of the training session.
3. Initiate a discussion about the purpose of a training course in general by asking: When does our responsibility end - when the participants go home or after they have returned to their jobs? Is our goal to turn out trained people, to improve their job performance, to strengthen the organization, to improve the situation at village level, or to develop community forestry?
4. Link this discussion to evaluation by explaining that when you think your responsibility as a trainer is over, so should your evaluation end.
5. Introduce the various levels of evaluation one by one, starting at the lowest level and give an example for each level (see handout).
6. Distribute the handout and invite participants in their teams to prepare an evaluation plan for their own training course by filling in a table with three columns (when/level, how and who) on a flipchart. Encourage them to think of ways to evaluate some of the higher levels they normally do not cover.
7. Ask participants to display their group work, walk around and discuss the outcome.
8. End the session by saying that you would like to evaluate what the participants learned during this session by passing a ball around. Anybody who receives the ball can mention something they learned during the session.

COMMENTS

If you have no or little experience with evaluating some of the levels mentioned here say so.

HAND OUT

EVALUATING TRAINING

✪ What is training evaluation?

Training evaluation is the systematic collection of qualitative and quantitative information necessary to improve training efficiency and effectiveness.

✪ Why should training be evaluated?

The most common view of evaluation is that it is the last stage of the training design cycle. However, training evaluation should be an integral part of the cycle in order to be able to play a key role in quality control by providing feedback on:

- the effectiveness of the approach and methods used
- the achievement of the objectives set by both trainers and participants
- whether the needs originally identified at village, organizational and individual level, have been met.

✪ What should be evaluated and when should it be done?

Most evaluation exercises mainly measure the satisfaction and enjoyment of the participants. However, evaluation at the end of the training should actually measure the specified learning objectives. In other words, the evaluation should measure the changes in knowledge, skills and attitudes rather than just the satisfaction or enjoyment of the participants.

Most training activities are evaluated only at the end of the training program. However if we want to achieve our overall goal (developing community forestry), we should also evaluate what happens after the training has been completed. The following levels of evaluating training can be identified, linked by a cause and effect chain:

LEVELS OF TRAINING EVALUATION

HAND OUT

THE FOLLOWING TABLE GIVES SOME IDEAS ABOUT WHAT TYPE OF INFORMATION TO COLLECT AT WHICH LEVEL AND HOW.

LEVEL / WHEN	WHAT	HOW
During the training	• Enjoyment • Feedback on specific topics and methods • Measures of gain or change in knowledge, skills, attitude	• Daily monitoring or feedback activities • Observations • Group or individual assignments
At the end of the training	• Relevance of the overall learning objectives • Feedback on overall menu of topics and methods	• Conventional questionnaire with open and/or closed questions • More creative methods (see below)
At the job after the training	• Relevance of the training experience • Measures of use of learning • Measures of change of behavior • Implementation of individual action plans	• Interviews • Observations • Questionnaire
Organizational effectiveness	• Measures in organizational change • Implementation of collective action plans or projects	• Interviews with employers (also by telephone, email etc.)
Impact at village level	• Measures in change of meeting the identified needs of the villagers	• Interviews with villagers
Overall impact on CF development	• Assess how the organizations you worked with contributed to CF development	• Can only be done as part of a wider impact assessment

Steps in planning evaluation

1. Decide why, and for whom, the training should be evaluated.
2. Specify what to evaluate; which levels and which components at each level
3. Decide what information to collect and from whom - participant, resource people, employers, villagers etc.
4. Select the evaluation methods and techniques which best fits your purposes and situation.
5. Develop and conduct the evaluation activities.
6. Integrate and analyze the data of the Training Needs Assessment, Daily Monitoring, Participants' Action Plans, Participants' Evaluation, and trainers' feedback and observations, feedback from employers, villagers, etc.
7. Take action based upon results, such as revising training events, developing new events and/or approaches, and developing follow-up and support activities needed.

HAND OUT

✪ Ideas for unconventional evaluation methods and techniques at the end of the training program.

The following ideas can complement more formal approaches to evaluation such as questionnaires. Just as good research design includes different methods to study and verify a situation, good training evaluation should include a variety of assessment techniques.

These alternative approaches to evaluation rely less on the spoken word and more on creative expression. Many involve using some art form to enable individuals and groups to express their ideas and feelings. Such approaches generate data, which is complex, subtle, expressive and revealing.

Groups and individuals often struggle to answer a direct question and may simply say what the trainer wants to hear. The more indirect approach of using creative expression to gain information usually results in richer, deeper, more honest and complete information.

☑ Evaluation Collage

Using newspapers, magazines, drawings, and/or objects, groups create collages to express their ideas and feelings about an evaluation question, which the trainer provides. For example: What has been most useful about the training you have received?

☑ Evaluation Mural

Using symbols, group members create a mural that represents their collective feelings and thoughts about such things as the contents of the training, how they felt about the training course and the approaches used throughout the training program. The mural should answer only one question.

☑ Metaphors to describe learning and/or change

Groups or individuals can choose an object (either from the objects provided, or a drawing from their own imagination) and use this object as a metaphor to describe a particular aspect to be evaluated. For example, participants could be asked to choose a plant and describe how their experiences in the training course are like that plant. They may speak of it flowering, or they may speak of it withering because of insufficient nurturing. The trainer can then ask questions related to what the participants have said.

☑ Time-line accomplishments

Time -lines may help to show how learning diminishes or is enhanced (and why) with the passage of time. Individuals can create a time-line which shows significant events, particularly in terms of what is learnt during the training course. They may illustrate this time-line with symbols. The time-line should rise, fall, dip and turn, to illustrate change occurring.

✔ *Label parts of self that have changed*

Ask participants to make a simple drawing of a person on one or two flipcharts, then label the parts of themselves that have changed. For example, perhaps if they listen more now they would therefore somehow highlight the ears (make them larger, a bright color, etc). Perhaps they have a new understanding about something or have learnt a new concept. Therefore they would highlight or label the brain and list or say what the change has been.

✔ *Use various forms of creative expression (drawing, music, dance, drama, role-play, collage, found objects, (shadow) puppets)*

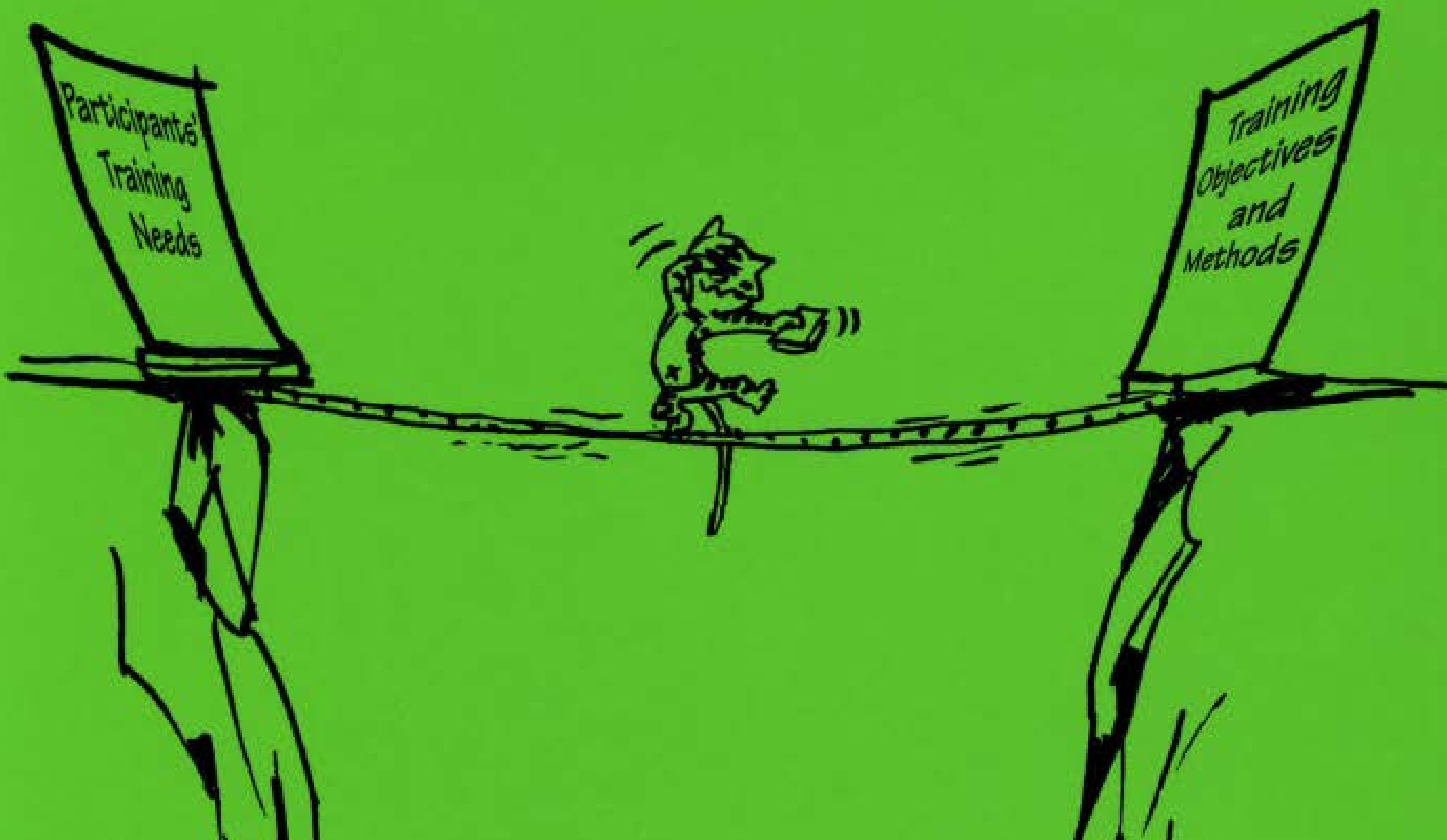
Ask groups to express their feelings and ideas about a question using culturally acceptable and familiar forms of creative expression. The facilitators should decide ahead of time whether the group(s) would be creating a collage, or developing and presenting a drama etc. A possible question to be answered using creative expressions is: How has the training effected you?

✔ *'Dear trainer' : invite participants to write a letter to you*

At the beginning of the training event, invite every participant on an individual basis to write an informal letter to give you feedback about it. You can decide to ask for feedback on specific aspects of the training event or leave it open. On the last day you could present a summary of letters together with your reactions to their feedback and suggestions. What is unclear in the letters can always be asked at a later stage on an individual basis. This method often provides valuable feedback as people express themselves more openly in a letter than they would do orally or through a questionnaire.

Methods used for daily monitoring *can also be used to complement the evaluation at the end of the training program such as the evaluation wheel, and reviewing and ranking the accomplishment of learning objectives, etc.*

SITUATIONAL ANALYSIS & TNA



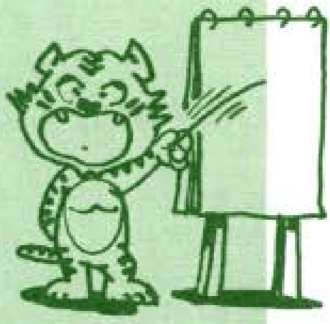
OBJECTIVES

At the end of the session the participants...

- ☑ can explain a problem in cause-effect linkages
- ☑ can describe what a situational analysis means
- ☑ can explain why it is important in training

MATERIALS

Copied handout



TIME

1 hour

STEPS

1. **Warming up** : "If...then..." (adapted from ICDP manual, WWF).
    - Divide the participants into two groups, 'A' and 'B' on different sides of the room and distribute one index card to each participant.
    - Explain that everybody in group A should write the first half of a short sentence beginning with "IF" on their card. (for example 'if the world was not round...')
    - Participants in group B should at the same time write the second half of the sentence beginning with 'THEN' (for example '...then I will be the happiest person in the world'.)
    - Give them a few minutes to think of their sentences and write them down.
    - Once all have finished, ask a participant from group A to read out his/her 'IF' statement, immediately followed by a 'THEN' statement by a participant from group B. Continue this process until all the cards have been read out. The results will often be quite funny since there is no link between the 'IF' and the 'THEN' statements.
2. What/Why of situational analysis. Ask participants what this warm-up tells us. Why did they laugh? Does this also happen in real life? How can this relate to the training context? Conclude here before we actually put our efforts into designing and implementing a training activity. We should analyze the wider context in order to assess which problem we want to address if the training what the causes of this problem are and whether training is likely to solve the problem.
3. How of situational analysis. Explain that there are several ways to analyze a situation, but that we will introduce only one during this training course - the problem-tree. Ask if there is anyone familiar with this tool and, if so, in which context. Stress that in this case we will use it for a specific purpose; to analyze the training context.
4. Give an example of what a problem-tree looks like by telling a story and drawing the problem tree while your story enfolds. Ask if there are any questions about the logic of building a problem-tree.
5. Distribute the handout and invite participants to read it either as homework or during the session.

HAND OUT

SITUATIONAL ANALYSIS IN TRAINING DESIGN

What is a situational analysis?

Situational analysis is the first step in the logical process of designing a training activity. It is the analysis of the 'big picture' or the context in which the training takes place, identifying the root causes that lead to the overall problem you would like to tackle with your training, and assessing the assumptions on which the cause-effect linkages are based.

Why bother to do a situational analysis?

Situational analysis can assess whether training can play a significant role in solving a problem. In other words, before actually putting in a lot of effort, time and money into designing and implementing a training program, it is worthwhile to critically assess whether training is the best solution for the problem identified. In many cases training is not the only solution to the problem and various strategies need to be developed and assumptions carefully monitored.

How is a situational analysis done?

There are many ways of doing a situational analysis. What follows are some general guidelines to follow during the process of analysis:

1. **Observation and reflection.** We should ask ourselves what is happening. We need to begin with an accurate description of the situation in which the training will take place.
2. **Clarification.** From the above description of the overall situation, we want to identify what the related issues are in terms of economics, politics, values and culture.
3. **Inter-relation.** How are these facts related to each other? We need to put the facts together in one big picture.
4. **Insight.** We look at the relationships and find out what is the cause and what is the effect? How do things relate to each other? What is important and not so important?
5. **Interpretation.** Look for ways to bring about change and determine which role training can play in this overall picture.

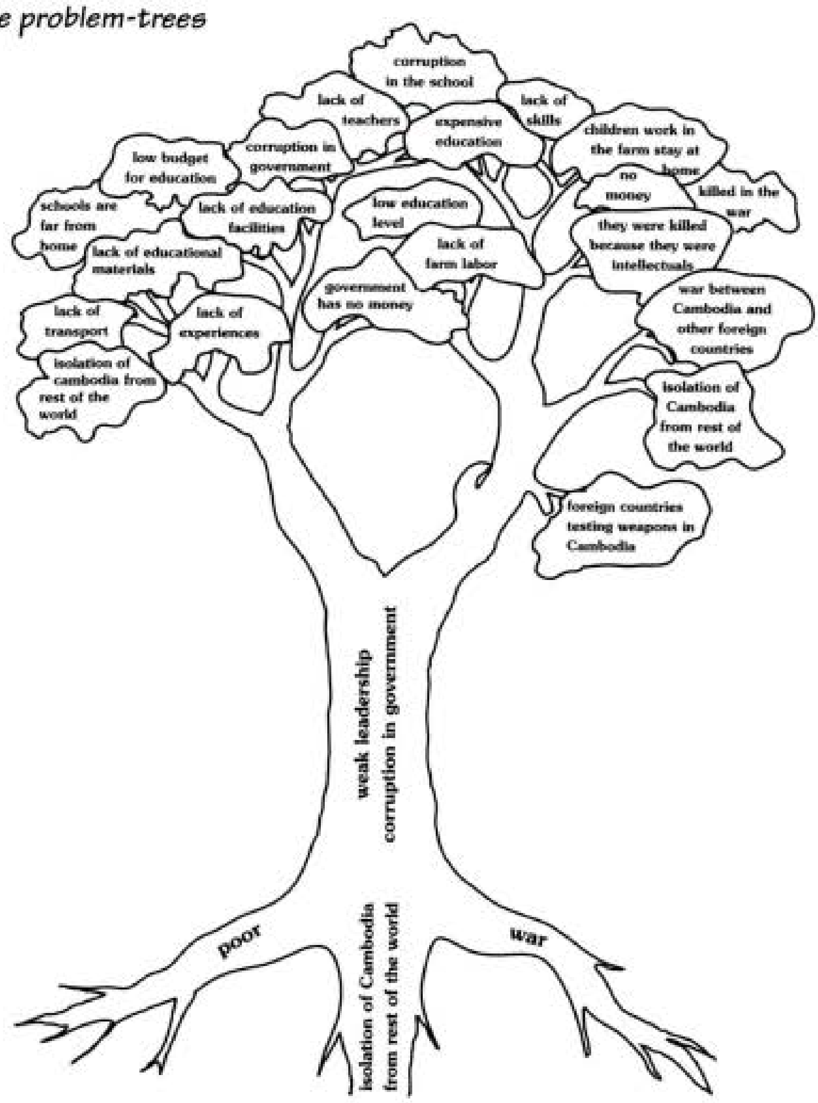
There are many tools developed to analyze a situation, like the SWOT (strengths, weaknesses, opportunities & threats) analysis or the problem tree. During this training course we will use the problem-tree to analyze our own training situations.

How to develop a problem-tree?

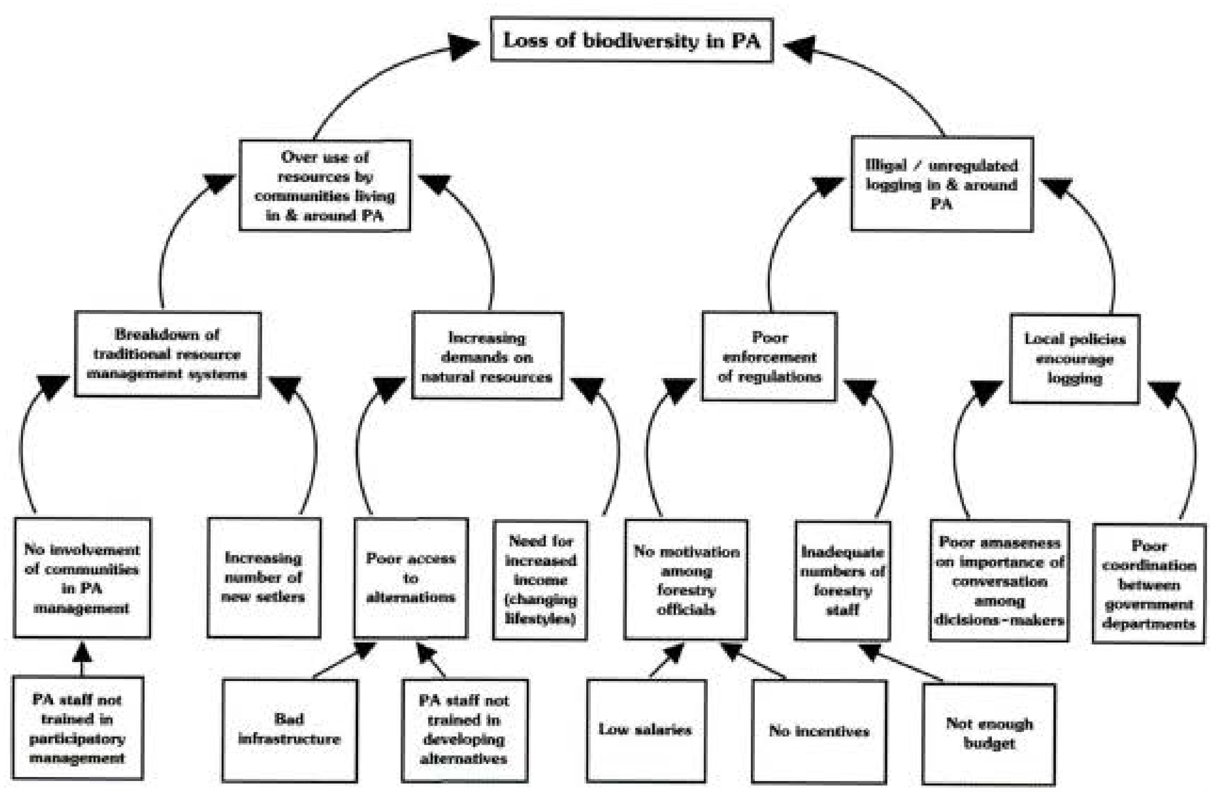
1. Select and describe the major problem you want to tackle or change through your training.
2. Determine the immediate causes of the problem and place these on post-its below the overall problem.
3. Then, working outward and downward, you should keep asking the question WHY for each of the causes identified already until you have reached the basic root causes of the problem. You can move around the post-its during the discussion.
4. Connect the post-its with lines to show linkages between causes and effects.
5. Finally, identify the role training can play in solving the overall problem. If there are many 'non-trainable' problems try to think of complementary approaches/activities to solve the problem.

HAND OUT

Example problem-trees



PROBLEM : LACK OF HUMAN RESOURCES IN THE COUNTRY



OBJECTIVES

At the end of the session participants...

- [x] can use the problem tree method to analyze the situation of their own training project.

MATERIALS

Post-its or cards with tape

TIME

2 hours 30 minutes

STEPS

1. Refer to the introduction of the situational analysis session and ask whether there are any questions after reading the handout.
2. Form small groups (keeping the same projects/site together) and ask them to identify the problem they want to address through their training program and analyze the root causes for the problem using the problem tree technique. Allow at least one hour for this group activity.
3. Spend time with each of the groups to ensure that they have understood the process. Coach the groups in checking whether the analysis of the root causes makes sense.
4. As the groups complete their trees, gather them and ask one person from each group to present and explain the logic of their tree.
5. Begin a discussion with the following questions:
   - **What were some of the problems you faced when completing the trees?** (a common one is usually confusion between cause and effect. Explain that this is not unusual and will become clearer with discussion and practice).
   - **How did they identify the potential role of training in solving the problem?** (challenge the groups in case they are over optimistic, and probe for alternative or complementary interventions)
   - **How does this help when starting to design a training activity?** (Explain that this is an important step and that the accuracy of the problem tree will help to determine the effectiveness of the actual training).
6. Close the session by pointing out:
   - that it is often assumed that training can solve any problem. As a trainer we have to be realistic and have the courage to admit when/ where training is not appropriate or effective
   - that during the initial stages, many of the 'linkages' in a problem tree might be based on assumptions. Once the initial problem tree has been developed with all partners involved, it is important to identify areas where more information is needed, which can be collected and assessed during the TNA exercise.

COMMENTS

This is a difficult exercise for most participants, because it forces them to think beyond the narrow boundaries of training. However it is a useful exercise for analyzing the training context in a systematic way.

OBJECTIVES

At the end of the session participants...

- ☑ realize how many assumptions we often make unconsciously when organizing a training course
- ☑ have shared experiences on how these assumptions can be checked in a feasible way

MATERIALS

Copied case studies

TIME

2 hours 30 minutes

STEPS

1. Refer to the training design cycle and explain that before we begin with TNA we first have to understand why we need to put all this effort into practicing situational analysis and why, in reality, it is often not done.
2. Introduce the case study method. Ask how many people are familiar with this method and ask one of them to explain what it is and what the advantages are.
3. Divide the participants into three groups and distribute the case studies. Ask people to form groups to read the cases and give half an hour to answer the questions.
4. Follow the groups and explain the questions if needed.
5. Invite all the groups to reassemble and have each groups present their case and answers briefly. Avoid lengthy discussions about assumptions made because of missing information in the case studies. Try to keep discussions focussed on the available information and the training issues.
6. Generate a discussion based on the following questions:
   - **Do they have any experience with training courses based on the wrong assumptions?**
   - **Why are assumptions often not checked ?** (eg. lack of awareness (lack of impact assessment), expertise, time, money, etc.
   - **Do they know of any feasible ways to identify and check assumptions?**
   - **Do they think they should feel responsible for the impact of the training activities they organize?**
7. Summarize the main points and explain that these examples illustrate why it is necessary to assess not only your potential participants but also the communities and organizations in which they work.
8. If time permits reflect on the case study method.
9. Distribute handout.

COMMENTS

This session is preparation for the different dimensions of the TNA exercise and can be referred to when needed.

CASE STUDY

PARTICIPATORY MANAGEMENT OF PROTECTED AREAS NATIONAL TRAINING COURSE ORGANIZED BY A FORESTRY TRAINING COLLEGE

Why was the training course organized?

A staff member of the forestry training college attended such a motivating and interesting training course on Participatory Management of Protected Areas abroad that back in her institute she suggested that this course be included in their own program even though no time or money had been allocated for its preparation. The team welcomed the idea. She decided to build the course on her experience and the materials of the international course. She shared what she learned during the course with some other colleagues and together they implemented a training course for participants from all over the country working as forest guards in protected areas. The participants were very enthusiastic because the course used a variety of active methods and they had lots of time to share their experiences.

What was the outcome of the training course?

Months after the course was conducted the trainer met one of the forestry guards during a workshop and she asked what the follow-up to his training had been so far. Initially he answered in very general terms. After carefully asking more questions the forest guard admitted that back in his office he had had no opportunity for implementing any of his ideas because his boss did not believe in any involvement with the local people in the park.

This coincidence made the trainer curious about the other participants and she decided to phone most of them to hear their stories. Although the stories were all different, the message was more or less the same.

Questions

- *Why do you think this happened? What did the organizers assume?*
- *How could it have been prevented? How could they have checked this assumption?*
- *Is this a realistic example? Do you have other examples of assumptions trainers make?*
- *What should you do to check your assumptions before you organize a training event?*

MARKETING OF TREE AND NON-TIMBER FOREST PRODUCTS WORKSHOP ORGANIZED BY A LOCAL NGO

CASE STUDY

Why was the training course organized?

An NGO which organized short training courses on participatory forest management was approached by a donor to organize a special training course for their staff in various projects. The focus of the course was to be on the marketing of tree and forest products to promote this as an income generating activity for the communities living in or near protected areas, as they had lost the use of the resources in the protected area. As this fitted nicely with the mandate of the NGO they decided to take up this challenge, although the budget and time given for preparation were limited.

It was decided to run the course in two months time because the projects needed to have activities on the road within half a year. Luckily, the NGO had contacts with some good resource people with expertise in the marketing of NTFPs and invited them to help with the preparation and facilitation of the course. Staff from the different projects attended the three week course which focussed on how to analyze and develop a marketing strategy for tree and forest products. The evaluation showed that both the participants and the organizers were very satisfied.

What was the outcome of the training course?

Months after the course was conducted the trainer met one of the project staff during a workshop and he asked what the follow-up to his training had been so far. Initially he answered in very general terms. After carefully asking more questions he admitted to the trainer that while his project had begun to identify promising products the villagers lacked interest in participating. They could not see the advantage of cultivating mushrooms, butterflies or orchids if they were already plentiful in the National Park, which they still entered illegally.

This coincidence made the trainer curious about the other participants and she decided to phone most of them to hear their stories. Although the stories were all different, the message was more or less the same.

- Why do you think this happened? What did the organizers assume?
- How could it have been prevented? How could they have checked this assumption?
- Is this a realistic example? Do you have other examples of assumptions trainers make?
- What should you do to check your assumptions before you organize a training event?

CASE STUDY

TRAINING IN CONFLICT RESOLUTION IN COMMUNITY FORESTRY MANAGEMENT ISSUES FOR LEADERS OF FORESTRY USERS GROUPS

✏ ***Why was the training course organized?***

A local NGO which was working with forestry users groups , realized that the process of writing management plans required a lot of negotiation and mediation skills on the part of the user groups' leaders as many old conflicts surface and new ones arise during discussion about rules and regulations concerning forest use. The idea for a training course on conflict management was launched in the villages and the leaders showed their interest.

As the NGO did not have the expertise to organize a training course on conflict management, they decided to ask a well-known expert to run the week long training course for 20 user group leaders. It turned out to be a very lively and dynamic course that included many exercises on how to mediate and negotiate.

✏ ***What was the outcome of the training course?***

The NGO monitored how the village leaders were dealing with conflicts and to their disappointment saw little change after the course. Therefore they decided to call a meeting with the user group leaders. During this meeting they asked the village leaders to discuss in small groups whether they had applied what they had learned during the course and, if so, how. During the plenary meeting a discussion was facilitated to find out why so little of what they had learned had been applied. It appeared that the leaders felt that the conflict resolution approaches applied in the course were not appropriate for their forest user groups. Conflict was traditionally solved by consensus during plenary meetings and not by negotiation or mediation.

✏ *Why do you think this happened? What did the organizers assume?*

✏ *How could it have been prevented? How could they have checked this assumption?*

✏ *Is this a realistic example? Do you have other examples of assumptions trainers make?*

✏ *What should you do to check your assumptions before you organize a training course?*

OBJECTIVES

At the end of the session participants...

- ☑ realize that they may have already been doing some kind of TNA
- ☑ realize that there are many ways to do a TNA but that it should be systematic
- ☑ can list and explain the 3 main aspects of a TNA exercise.

MATERIALS

TNA intro example on flipchart(s) or transparencies
Copied hand-outs

TIME

1 to 1 hours 30 minutes

STEPS

1. Introduction. Remind participants of the outcome of the session **'why we need TNA before we can start designing?'**. Explain that even though we may not call it a training need assessment, we all gather certain information before designing a training course. In this session we will examine what this kind of information is and how we go about gathering it. After that the more formal TNA procedures will be introduced.
2. Sharing experiences in assessing before designing. Ask participants to share in buzz-groups what type of information about potential participants and their background do they need when they design their training course and how did they collect that information.
3. Gather the answers (what and how) of the buzz-groups on a flipchart or white board. Discuss the following points:
   - ***Did this information help you to design the training?***
   - ***Did you have enough information to design the training?***
   - ***Can we call these activities a Training Need Assessment?***
4. Summarize that we might already be using some of the elements of a TNA without even realizing it, or doing it systematically. Explain that there are many ways to do a TNA, depending on the size (area and duration) of the training program, time and money available etc.
5. Explain that we will introduce one way of doing TNA systematically. Introduce an overview of the TNA process focussing on the following points:
   - **what is TNA?** assessment to get to know your participants better
   - **when should a TNA be done?** a continuous process (before designing, after designing, at the start of training, at the beginning of a new topic, etc)
   - **what is assessed during TNA?** community, organization and learner
   - **how is TNA done?** brief overview of steps in the TNA process
6. Tell the story of your TNA example with the help of the prepared visuals as an illustration of the TNA process.
7. Distribute the handout.

COMMENTS

In case the participants have little of no experience in any type of information collection for training design, skip numbers two and three.

HAND OUT

INTRODUCTION TO TRAINING NEEDS ASSESSMENT

✪ What is a Training Need Assessment?

Training Need Assessment (TNA) is a process in which you try to get to know the participants even before the training begins. This process is not a blue print. Depending on the available budget, time, scope and purpose of the training event different approaches can be followed.

The TNA framework helps you to:

- be systematic so as to avoid overlooking important aspects,
- realize which short cuts are made,
- determine which assumptions to build your training upon

✪ Why bother?

The TNA gives the trainer foreknowledge. This helps a trainer :

- decide whether training, is the right solution for the problem,
- develop an appropriate training strategy to fill the training needs,
- design an effective learner-centered training course that builds upon the experiences and knowledge of the participants,
- prioritize and select the topics to be discussed not based on the trainers' preferences but the participants' needs,
- select appropriate methods and learning approaches based on the characteristics of the participants.

The TNA also provides useful data that can be used to monitor the growth of a particular participant or community during or after any training.

✪ When should a Training Needs Assessment be done?

Most often the term Training Needs Assessment is used for the analysis of training needs before you design the course. However, the need assessment should not stop after the initial design of the course. It is an almost continuous process. The moment the actual participants are identified the fine tuning of your training design should take place, in order to match the characteristics of this particular group with the training design. As soon as the training starts the expectations of the participants will be assessed and later on during every new topic a quick inventory can take place.

HAND OUT

✪ What is assessed?

As said before, a TNA can be done in many different ways depending on the time and resources available to you as a trainer. What follows is a suggested approach in which you can take short cuts by making assumptions. The advantage is that you are alert from the beginning upon which assumptions you base your training so that you can actively monitor and verify these assumptions as you go along.

Before focussing on the training needs of the learners we need to look at the wider picture. This is necessary to assess whether training is the right solution to the problem identified, and whether the problem lies with the learner or somewhere else. Three levels of needs have to be considered for an effective assessment of needs for community forestry training. These are:

1. **Community Needs**

   This is an assessment of the relationships between the community and the forest. What does the forest look like, what are the relationships between the people and the forest, and what problems do they face in management? This will help to understand one part of the working environment of the community foresters you are going to train.

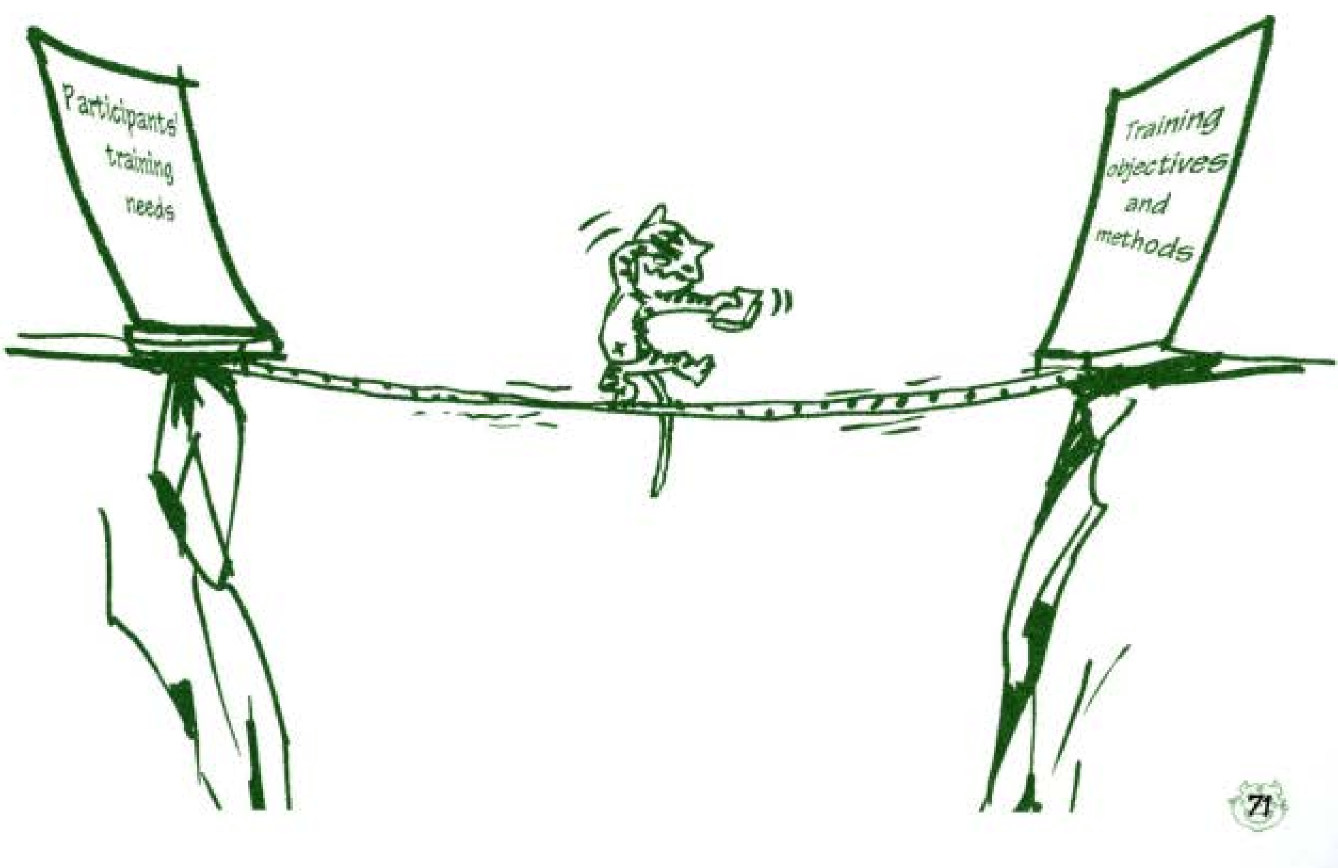
2. **Organizational Needs**

   This is an important part of the assessment when the learners are dependent on an organization for decisions and resources to be able to practice community forestry. The mandate, policies, management practices and program requirements of the organization guide the learner.

3. **Learner Needs**

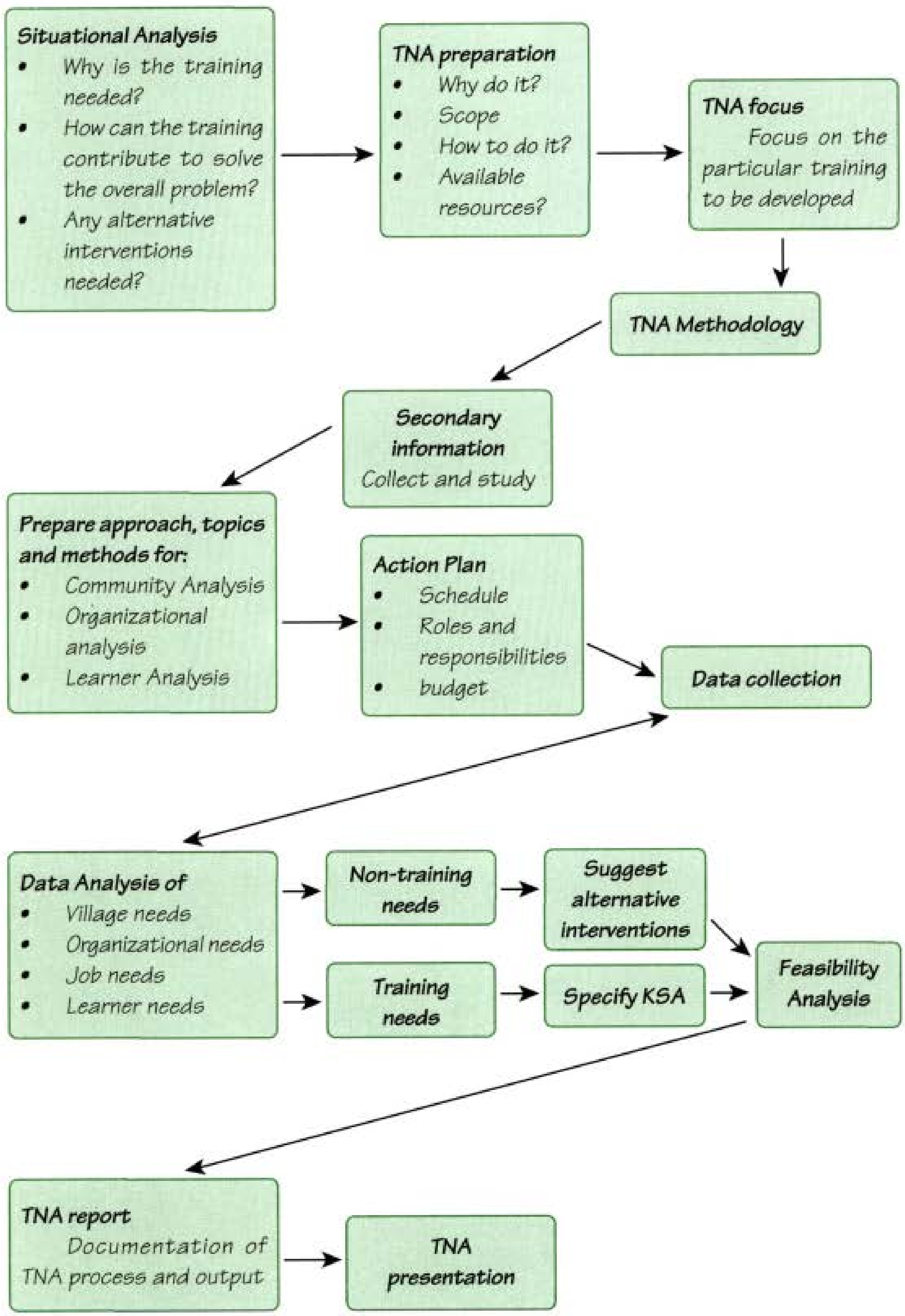
   This considers the individual's or group's capability to carry out specific duties which has to be performed to be effective and efficient in her or his job. Projecting the future needs of the learner, such as introduction of new policies in forest management, is part of looking at the learners' needs.

To be comprehensive the needs assessments should cover all three aspects although to what extent, and how this is done, will depend on your available resources.



HAND OUT

OVERVIEW OF TNA FLOW OF ACTIVITIES



TRAINING NEEDS ASSESSMENT EXAMPLE

HAND OUT

Introduction

What follows is an example of a TNA process. The story is based on a true exercise but simplified and dramatized. Do not use this example as a blue print, because every TNA should be different depending on the scope, purpose, situation, opportunities and constraints of the TNA team.

Background

A watershed project in the north of Thailand requested RECOFTC to organize a course for their project staff (mainly field workers) to do a community forestry assessment, in order to develop participatory forest management plans with the villagers. Although RECOFTC has been training international participants in how to do a community forestry assessment, it was realized that this training needed to be adapted to fit the local situation which had a completely different target group and context). Therefore, a Training Need Assesment exercise was proposed to the project. After explaining the need and purpose of the TNA, the project agreed to cover the expenses of the exercise.

TNA objective

A program for a five day visit was developed with the following purposes. To:

- understand the background of the project: its objectives, expected outputs, activities, problems, etc.,
- get a feeling for the communities (including the forest) where the field workers are currently working in,
- understand the roles, tasks and backgrounds of the field workers and the problems and constraints of their jobs.

TNA activities

- Field trip to 2 villages to assess the village organization, the forest, forest use, rules, regulations and problems.
- Individual interviews both formal and informal with office staff of the project such as the boss, the coordinator and the training unit
- Group interviews with the field workers about their jobs, tasks, roles, difficulties, interests, availability and understanding of participatory forest management.

OBJECTIVES

At the end of the session the participants..

- ☑ can explain how to do an organizational and community analysis, and why
- ☑ can identify which information to assess at organizational and community level for their own training projects

MATERIALS

1. Example of community and organization analysis on flipcharts
2. Copied example, handout and exercise

TIME

2 hours

STEPS

1. Refer to the session introducing the TNA and ask whether there were any questions about the TNA handout.
2. Explain that during this session we will focus on and prepare the two parts of the TNA eg. the organization and community analysis.
3. Ask them if they recall why it is important to look at both these aspects and not just focus on the learner. Recall the cases of the **'Why assessment'** session.
4. Illustrate the community and organization process using your example.
5. Stress that this was only an example for illustration, that there is more than one way of doing these analyses, and we will introduce some ideas during this training. Brainstorm what type of information to collect and how (see handout). Stress the dilemma of being focussed and at the same time needing to keep an open mind. You are focussed because you are designing a training course not doing a general PRA, and require an open mind so as not to get locked into or justify the type of training you might already have in mind.
6. Explain that participants will now work in their project groups to prepare a community and organizational analysis that relates to their own working situation. Distribute the handout, the example and the exercise and explain the steps. Allow at least one hour for the group work.
7. Invite groups to display their flipcharts and assess the outcome of the others (focussed, specific, covering main issues), noting down questions and comments.
8. Open the discussion by inviting groups to ask questions about the outputs of the other groups, and add any comments they may have. Point out interesting or questionable points yourself.
9. Explain that later on groups will prepare an action plan based on the outcome of this exercise and others to follow (and therefore they will need to keep the flipcharts).

COMMUNITY & ORGANIZATION ANALYSIS EXAMPLE CONTINUED

Approach

As we were hosted by the project, it was not difficult to arrange interviews with various office staff including the training unit, the Thai director and the foreign advisor. Also, informal gatherings like talking over dinner with beer proved to be good opportunities to get a feeling for the project's ideas and problems. Also, project documents and the TOR of the field workers were studied.

Because of the limited time it was decided to spend less than a day visiting 2 villages and interview whoever would be available. This was a real limitation, as we ended up only talking to some village officials, like the village headmen. However, it still gave us some idea about the village livelihood systems and forest resource use.

Main findings of community and organizational analysis

Community Level:

- Some villages sell forest products although most use them only for their own consumption.
- Forest management institutions consist mainly of local politicians, focussing on the tenure struggle with the government.
- Formal (written) and non-formal forest rules and regulations do exist. The formal ones seem to have been written by the officials therefore emphasizing conservation and ignoring the present use of resources.
- The project is well perceived in the villages, because of their development efforts over a couple of years.

Project level:

- The Thai boss does not trust that local people can manage their own forest.
- The foreign advisor is very supportive to the idea of CF.
- The project's mandate includes clearly the development of forest management plans. However the stated deadline to do so seems unrealistic.

HAND OUT

ORGANIZATION AND COMMUNITY ANALYSIS

✪ How is it assessed?

The methods of information collection during the organization and community analysis are not unique to TNA. Participatory rural appraisal (PRA) methods and tools are very suitable to use in this context as well.

What makes the exercise unique is the type of information you want to collect. It is very important to keep the focus of the exercise, which is your training, in mind all the time. Only by keeping the focus on the training will you be able to collect data specific enough to be of any help when designing your training program. However, at the same time, it is crucial not to go around with a preset mind assuming that your training will be the solution and thus selecting or interpreting only that data which would justify your training. So stay focussed but at the same time keep an open mind and your eyes and ears open .

✪ Community Analysis

The best way to assess the relationships between the forest and people in a certain community or area is to visit the place and do a sort of community forestry assessment using participatory assessments techniques (such as PRA/RRA).

However, if time or money is not available to actually visit the village(s), you could use existing reference materials and/or try to identify people who know the area well and can inform you.

Possible issues to explore are:

- Common livelihood patterns, opportunities and problems
- Forest resource use,practices and management
- Training related to issues such as the awareness, perspective and ideas of the villagers, local knowledge and practices, problems and needs
- The relationship of the villagers with the organizations and institutions involved
- The relationship of the villagers with the potential learners.

HAND OUT

Organizational Analysis

The basic assumption here is that a training program is related to one or more institutions and/or organizations. Designing a learning program for community forestry should carefully consider the general objective of the sponsoring organization(s), its orientation, direction and mandate.

Review of program and project reports reveal a lot of information on future directions, support and other resources that are available which would effect the learner's ability to practice community forestry.

Interviews with peers, managers and other colleagues on issues or problems related to the functioning of the organization effecting its community forestry program would be essential .

It is also worth identifying other strategies that are available within the organization to learn about community forestry such as coaching, team teaching, exchange, etc.

The following questions might be helpful in carrying out the organizational analysis:

- What is the orientation of existing programs of the organization?
- Does the goal of your planned training event fit into this orientation of the programs?
- How much follow-up support and resources are there available to support the learners while carrying out their activities after the training?
- How many resources, inputs will be needed to develop staff competency for this training? Is there another way of doing it cheaper?
- What are the factors (opportunities, constraints) within the working environment that effect the staff when performing their functions?
- Were expectations communicated to the staff on how they were to perform their functions?
- What motivates the person to perform her or his functions well?
- What type of training or learning opportunities does the organization provide to the learners and what are the experiences so far?
- How would the organization describe the learner profile (average educational level, general background, type and years of experiences, job, role and tasks, weaknesses and strengths, preferences and interests, dislikes and worries)?
- Is there a Terms of Reference or a job description available for the learners?

EXERCISE

TNA: ORGANIZATION AND COMMUNITY ANALYSIS

1. *Identify in the case of your training which organization(s) and which communities are most relevant for your learners.*

2. *Prepare a checklist of topics and issues you like to explore about the identified communities and organization(s).*

3. *Considering your time available, and the number of organizations and communities you identified, what would be the best approach to explore the topics and issues identified? For example:*
   - *Visit as a team or split the team up*
   - *Look for more people to help you*
   - *Invite representatives of the organizations and institutions for a meeting or a workshop*
   - *Visit, invite, make phone calls, send emails or letters to reach key informants who have a good understanding about the issues in the communities and/ or organization(s)*

4. *Select appropriate methods, depending on your own experience and the approach identified. For example:*
   - *using secondary information: such as reports from the organization, job-descriptions, study reports covering certain topics or areas*
   - *observation*
   - *individual interview*
   - *group interview*
   - *RRA/PRA tools*
   - *brainstorming meeting*

5. *Prepare presentation of your group work on flipcharts as follows:*

Approach for		Issues & topics	Methods & tools
Organization:	→	- - -	- - -
Community	→	- - - -	- - - -

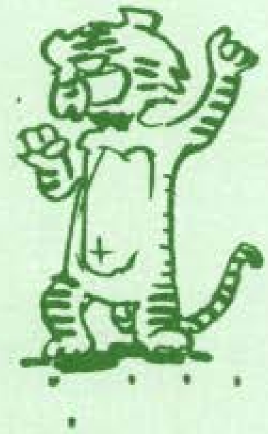
OBJECTIVES

At the end of the session the participants...

- ☑ can explain why and how to do a learner's analysis
- ☑ have identified which information to assess about the learner for their own training projects

MATERIALS

1. Learner analysis process example(s) on flipchart
2. Copied handouts, example and exercise



TIME

2 hours

STEPS

1. Refer to the TNA handout and ask whether there were any questions about the learner's analysis.
2. Explain that during this session we will prepare the third step of the TNA; the learner analysis.
3. Explain again that there is not just one way of doing a learner analysis. We will introduce some different ideas during this training.
4. Ask them what would happen if they were to ask the learner straight away what they would like to learn? Why wouldn't a wish list of topics be useful? Introduce both styles (see comments) of learner analysis.
5. Brainstorm as to what type of information would be useful to collect and how (see hand out). Explain that this is a useful way to assess the current level of learners' knowledge, skills and attitudes.
6. Explain that before assessing this current level it is useful to determine the required knowledge, skills and attitude level. Introduce the logic of the systematic job-task-gap analysis.
7. Present a learner analysis example, stressing that it is just an example to give some ideas and not intended as a blueprint.
8. Explain that the participants will now work in their project groups to prepare for their learner analysis that relates to their own working situation. Distribute the exercise and explain the steps. Allow at least one hour.
9. Get groups to display their flipcharts and read the outcome of the others. Invite the groups to ask questions about the outputs (such as whether they are focussed or specific enough, what the main issues are, whether the methods are appropriate, etc.) of the other groups, and any other comments they may have. Point out interesting or questionable points yourself.
10. Explain that later on groups will prepare an action plan based on the outcome of this exercise and others to follow (and therefore they will need to keep the flipcharts).

HAND OUT

LEARNER ANALYSIS EXAMPLE CONTINUED

Approach

Before interviewing the field workers we prepared the following job-task analysis, which is not too detailed but it serves as a guide during the interviews.

Job : Community Forestry Assessment				
Tasks	**Sub-tasks**	**Knowledge**	**Skills**	**Attitude**
Rapport building	Getting to know each other		Social skills	Open, friendly, interested
	Mobilizing		Motivating, creating interest	Same
Assessment	Collecting information	CFA logical framework, process and steps	Interviewing and Observation, CFA tools	Patience, not biased, open mind,observant, alert
	Assessing information		Triangulation, reflection	same
	Analyzing information		analysis	same
Negotiation	Preparing management plan	Management plan guidelines	Facilitation	Equity concerns
	Discussing management plan		Negotiation and mediation	Neutral position
			Conflict resolution	same
Institutionalization	Finalizing management plan			
Planning				
Documentation			Report writing	

As the fieldworkers lived in various villages scattered over the project area, we asked them to gather for a group interview and a few accompanied us while we were visiting the villages. The visit to the villages gave us the opportunity to observe the fieldworkers interacting with the community, whereas the group interview focussed on the following issues:

- *general background: education and experience*
- *present roles and responsibilities*
- *problems and constraints in doing their job*
- *interest in community forestry related activities*
- *knowledge about community forestry concepts & principles*
- *experience with community forestry processes, institutionalization and management plans*
- *availability for the training exercise*

Again, because of limited time and the nature of a group interview, it was not possible to gather more specific information about knowledge, skills and attitude or to probe into more sensitive issues.

✪ *Outcomes*

Field worker level

- ☑ *The field workers are well known in the village and have a good relationship with most villagers.*
- ☑ *The field workers have already got quite a diverse and heavy workload besides their community forestry activities.*
- ☑ *Field workers are pretty much isolated in the field and have minimal communication and backup from the office.*
- ☑ *Field workers are interested in community forestry and have a basic understanding of the principles of community forestry.*
- ☑ *There is a lack of understanding about the community forestry assessment process and skills as to how to conduct a community forestry assessment and planning exercise.*

HAND OUT

LEARNER ANALYSIS

✪ How to assess the learner?

If we were to ask the learner directly what her/his training needs were, we would most likely end up with a long and diverse wish list of topics. And what could we do with such a long list? There would probably be too many topics. And how would we select the 'right' ones?

The learner analysis, however, allows a trainer to understand what the learner usually does in the course of his or her work and what he or she needs to perform better. The information generated by such an approach is what we need to design a training activity. Sometimes it is necessary to analyze the entire job, but more often we are only interested in certain tasks related to an identified problem with training in mind. Remember we need to focus!

Three different stages will be explained in this handout - the preparation using the job-task-KSA analysis, the assessment and the final gap analysis. The first step is the most systematic, but, in many cases, the most time consuming and complicated one. There is also a risk that the analysis, originally designed for the purpose of training, can turn against the participants if it is used as a job-performance test.

✪ Preparing for the assessment using Job-task-KSA analysis.

Before assessing the learner, it is useful to spend some time analyzing what you actually expect from the learner, or in determining what the required level of skills the learner should have in order to perform the job well. This analysis can be broken down in three steps:

1. **Job analysis:** This involves breaking down the job into tasks and carefully examining them in the context in which the job has to be done, asking why the job needs to be done and what the problems are. The overall context of the job should have been become clear during the organizational analysis, but can be checked during the job analysis.
2. **Task analysis:** breaking down the tasks into smaller sub-tasks
3. **KSA analysis:** breaking down the sub-tasks into required knowledge, skills and attitudes to perform the identified sub-tasks.

The task listing may be used to determine whether tasks are perceived to be critical because they have to be done often or because the learners find them difficult. The task listing can also be used to get an idea of the learners' perception on individual development needs and importance in performing that specific task in their jobs.

HAND OUT

✪ The assessment of the learner

The challenge of assessing the learner lies in gradually directing the interview towards the specific information you need for your training without guiding the answers towards justifying your training! Again, there are many ways of doing this. Consider the resources available to you, prepare a checklist of topics and issues, and select an appropriate method.

Possible **topics and issues** to explore are:

- the job in terms of main tasks and responsibilities, required knowledge and skills
- what achievements the learner is proud of, what he/she enjoys doing
- what makes these tasks and responsibilities easier or more difficult
- interests/ motivation concerning the job,
- dislikes about the job
- future perspective, wishes
- opportunities, constraints and problems
- ideas on how to solve these constraints and problems
- lacking knowledge or skills required for the earlier defined tasks and responsibilities.
- past training experiences, likes and dislikes about training
- perspectives on the concerned organizations and villages
- understanding, perspective, ideas, interest and experience related to the topic of the planned training event.

Possible **methods, tools and techniques**

Different methods are used to gather the information for the learner's analysis. The best way, again, is to go the learners working environment to observe and interview her or him while performing the job. Ask them if they have an official job description or Terms of Reference. Discuss it with them and ask how this relates to their work in reality. If time or money does not allow you to actually visit the working environment, it is also possible to interview a group of learners, or identify a list of critical tasks with supervisors or other key informants.

✪ The gap-analysis

A gap analysis helps identify the gap between the required job-task-KSA analysis and the current job-task-KSA assessment.

Identifying the gaps eventually helps you as a trainer in:

- the development of specific learning objectives and contents related to the actual job, roles, tasks and responsibilities of the participants
- making the training more practical than theoretical, by including attitudes and skill development
- determining the scope, appropriate approach and time needed for the training
- assessing the progress of the participants through monitoring and evaluation exercises.

EXERCISE

TNA: LEARNER ANALYSIS

1. Identify in terms of your planned training event what the general profile of your learner is (based on your assumptions if needed), such as background, past experience, the organization he/she is working for, type of job.

2. Start the job-task-KSA analysis by defining the required level of about five main tasks. These are then broken down into sub-tasks and some of these sub-tasks are then broken down into knowledge, skills and attitudes.

3. Prepare a checklist of topics and issues you would like to explore about your learner.

4. Considering your time available, and the number and types of learners you identified, what would be the best approach for exploring the topics and issues identified? For example:
   - Visit as a team or split the team up
   - Look for more people to help you
   - Invite representatives of the learner's organizations and institutions for a meeting or a workshop
   - Visit, invite, make phone calls, send emails or letters around to reach key informants who have a good understanding about the issues in the communities and/ or organization(s).

5. Select appropriate methods, depending on your own experience and the approach identified. For example:
   - Using secondary information (reports from the organization, job-descriptions)
   - Observation
   - Individual interviews
   - Group interviews
   - RRA/PRA tools
   - Brainstorming meeting
   - Problem-tree exercise or SWOT analysis

6. Prepare a presentation of your group work on flipcharts as follows:

Learner profile : ...
Job : ...
Task-Subtask-KSA

Approach :	
Issues & Topics	**Methods & Tools**
-	-
-	-
-	-
-	-

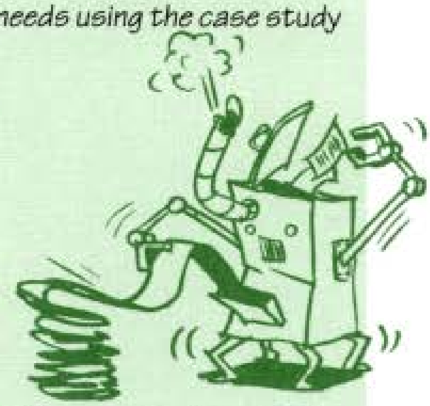
OBJECTIVES

At the end of the session the participants...

- ☑ can identify the constraints of the training context (overlapping the TNA dimensions) using the case study
- ☑ can discuss the process of identifying the training needs using the case study

MATERIALS

Training Needs Analysis Example on flipcharts
Copied example, handout and case study



TIME

2 hours

STEPS

1. Explain that after we have assessed the community, the organization and the learner, we will have to integrate these three interrelated dimensions in order to identify the conditions of the training context, possible alternative interventions, and the training needs to be addressed throughout the training course.
2. Illustrate this concept using the three overlapping circles (see TNA handout) Explain the overlaps and the process of arriving at the constraints, alternative interventions, training needs and training approach.
3. Explain that during this session we will use a case study to practice integrating the three dimensions to identify the training constraints and needs.
4. Introduce and distribute the case study. Divide the participants into small groups. Allow them one hour for the assignment.
5. Request groups to display their output and invite them to have a look at the output of the others. Encourage questions and discussion.
6. Ask them what they found the most difficult to do and how they dealt with it. Ask them what they think will be the most difficult aspect if they do this for their own projects. Stress that in reality this process will be more complicated, as they have to gather and analyze the information themselves.
7. Explain that they will have to present the outcome of their TNA exercises of their own projects in the same way.
8. Summarize the main steps and output of the TNA analysis and explain that the last activity involves the documentation and reporting of the process and outcome of the TNA which will be explained in another session.

COMMENTS

The case used is simplified on purpose. It only provides information relevant to the training course. It serves as a good example, of the steps involved in information analysis towards identifying training needs. However, in reality, participants will have to learn how to select and focus on information that is needed to design and eventually implement the training, which is a far more difficult exercise.

HAND OUT

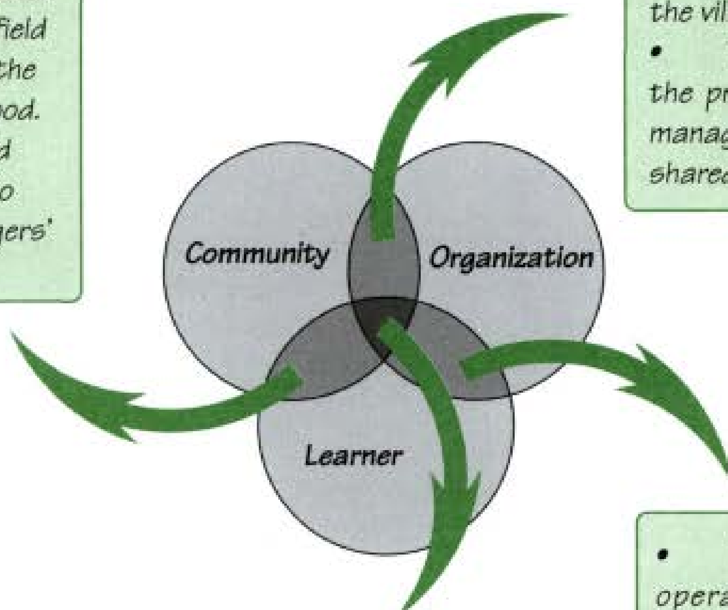
TRAINING NEEDS ANALYSIS EXAMPLE CONTINUED

✪ Training Needs Analysis

Pulling together and analyzing the three dimensions of our training needs assessment resulted in the following output:

- The relation between the field workers and the villagers is good.
- The field workers try to support villagers' needs.

- The relationship between the project and the villagers is good.
- The mandate of the project to produce management plans is a shared interest.



- The field workers operate with limited back-up support from project.
- The boss does not support CF.

Identifying the Constrains and Training needs :

- Non-trainable Constraints for the learner : non-supportive boss and limited back-up support, limited back-up support, complex situation imply difficult development process of local forest management plans.
- Alternative interventions : wait with the training until new boss arrives, identify a back-stopper to field workers.
- Trainable needs : understanding of principles and concept of CF, understanding of local conditions, skills in conducting CFA assessment, negotiation and planning.

✪ Feasibility Study

Identified constraints and alternative solutions

In the feasibility study we highlighted two major constraints which, in our opinion, would greatly hamper the effectiveness of the training. The first constraint is the non-supportive attitude of the boss towards community forestry, and the second is the lack of back-up support for the fieldworkers while working in the communities.

We suggested that the project wait until a new boss had arrived and, in the meantime, look for somebody to provide back-up support to the field workers.

HAND OUT

Training program proposal for participatory forest land use planning

Due to both the complex situation in the communities and the little present understanding of the field workers, a training program was proposed. Rather than just one event it was divided into several workshops of not more than ten days each, to be spread over a period of half a year. In between the workshops the fieldworkers would have the opportunity to practice in their own villages what they learned during the workshops.

Training is based on the fact that the concept of environment, as well as the use and protection of natural resources, has different meanings for different people involved at the local level. To the villagers, for example, the environment is perceived as the natural resource base for their livelihood. Therefore the training approach is essentially based on an exchange of experiences in a specific ecological and social environment (the training will take place in villages). The training course will provide to those who attend it the capability to:

- *assess the natural resource base,*
- *obtain a differentiated picture of all groups of people involved, and the specific claims they make on available resources,*
- *determine trends and tendencies in the dynamics of resource use and develop measures needed to reduce negative impacts.*

In the actual context of the project, the training support will set the basis for forest management processes outlined in the figure below. It will cover the required assessment and will provide the first steps towards negotiation of eventual management conflicts. It should be pointed out that the steps that follow (institutionalization, establishment of management plan) require an open approach, which will develop as the process goes on.

Process for the establishment of management plans

Assessment of natural resource base and stakeholder claims	Negotiations with local communities and government agencies	Institutionalization	Management plan

Section of process covered by training

HAND OUT

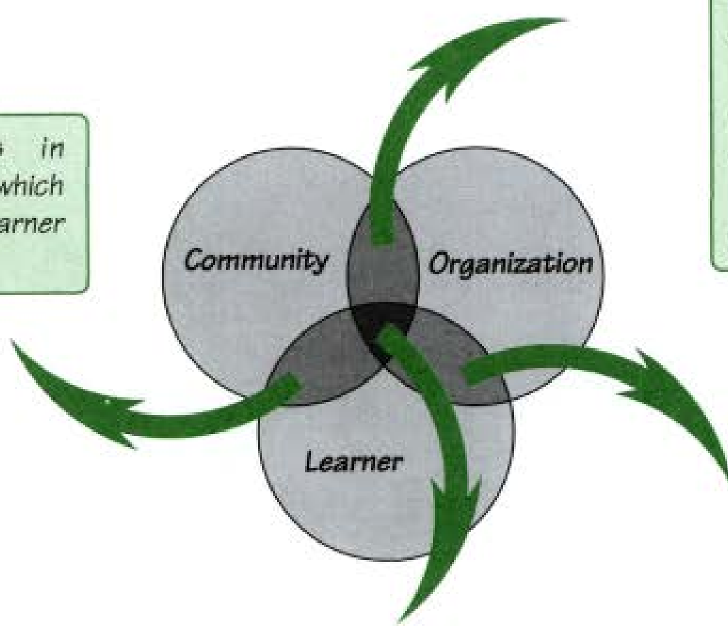
TRAINING NEEDS ANALYSIS

✪ How do you analyze training needs?

The information gathered about the learners, the community and the organization has now to be analyzed and combined. The following diagram can serve as a tool to structure and analyze the gathered information. All three levels show certain overlaps; the organization with the community, the organization with the learners and the learners with the community. Analyzing each overlap will bring you closer to determining the constraints of the training context.

- Trust of the community in the organization
- Complementation of resources in organization versus needs of the community

Conditions in community which limit the learner to perform



Organizational support and constrains for the learner to perform

Identify constrains alternative solutions and the Training needs :

- identifying constrains and issues related to the learners
- identifying which can be solved by training
- if training is not a solution develop alternative intervention(s)
- focus on training problems identifying the training needs in terms of knowledge skills and attitudes
- develop training strategy, objectives and possible topics, budget.

Once the contextual constraints to training are identified, they need to be assessed. How much will these effect the training? Could a training program provide solutions? After the training context is assessed, it is time to focus on learner problems and needs. Again the first question is, what problems can and can't be solved through training? This is followed by the same assessment process:

- for non-trainable constraints and needs: assess their importance and suggest alternative solutions,
- for trainable needs: assess both current and future knowledge required, and skills and attitude levels.

HAND OUT

The training needs analysis is probably the most difficult step in the whole TNA exercise, but it is the most important one. Experience teaches us that the biggest challenge of any TNA exercise is to keep a clear focus. Most likely by the time you will want to start your analysis you will find yourself with so much information, that it will be difficult to identify and select the information which is relevant to the training event.

Another point to keep in mind throughout the TNA process is, that although the community and organization analysis are important for assessing contexts and constraints, the main focus of the exercise should be the learner analysis and the identification of very specific training needs.

The next step after training needs are identified, is the feasibility analysis in which the feasibility of a training program is assessed and a training proposal, possibly including an estimated budget, is presented.

Feasibility Analysis

During the feasibility analysis the various options for solving the multiple problems are presented. If many of the identified constraints cannot be solved through training, we will either have to consider multiple interventions or decide not to go ahead with the training at all. Some of the alternatives to training may include recruitment, changing the job and re-allocation of jobs or tasks.

The proposal of the training program presents the overall training strategy, the scope of the training program, the overall objectives and possibly the main contents areas.

Identifying the cost of the proposed training program can be part of the feasibility analysis. It should include the fixed costs (regardless of how many participants will attend) and variable costs (extra costs per participant), and direct and indirect costs. Direct costs include things like salary, allowances, logistics, lodging, and transportation. Indirect costs may include power consumption, opportunity cost such as salary for the training period.

CASE STUDY

IDENTIFYING TRAINING NEEDS

✪ ***Read the following Case***

Background

You were asked to do a training need assessment for 15 extensionists promoting sustainable agriculture, all working for the same NGO. You spent three days in three different villages using PRA to assess the interests, experience and problems of the farmers with sustainable agricultural practices. You had several interviews with individual extensionists and the managers of the NGO. The findings are described below.

Output of Community analysis

Not all farmers are aware of sustainable agriculture. In fact only a small portion of the farmers really actively use sustainable agricultural practices. These farmers have organized themselves into the Organic Farmer Association (OFA). This organization is more or less monopolizing the support of the NGO in the villages. As our experience in the villages was due to our links with the NGO, we ended up talking most with the OFA farmers. It was hard to approach the majority of the farmers who were not practicing sustainable agriculture.

The farmers expressed that their major problems were with marketing, and water shortages. The marketing of sustainable agricultural products appears to be more difficult than with normal agricultural products. Although the NGO supported the farmers initially with a premium price for organic rice, this was withdrawn at a later stage due to the economic crisis, and consequently the trust of the farmers in was badly effected.

Increasingly over the last years, water shortages have become an even more acute problem for the majority of farmers. Only the better-off farmers can afford a deep-well pump and therefore grow a variety of high yielding sustainable agricultural vegetables during the dry season. The other farmers, who rely on shallow-well pumps and rainwater, are limited to mainly rice production in the wet-season. The majority of farmers in the villages do not own the land they are actually cultivating and therefore are reluctant to make long term investments needed for many sustainable agricultural practices.

Output of Organization analysis

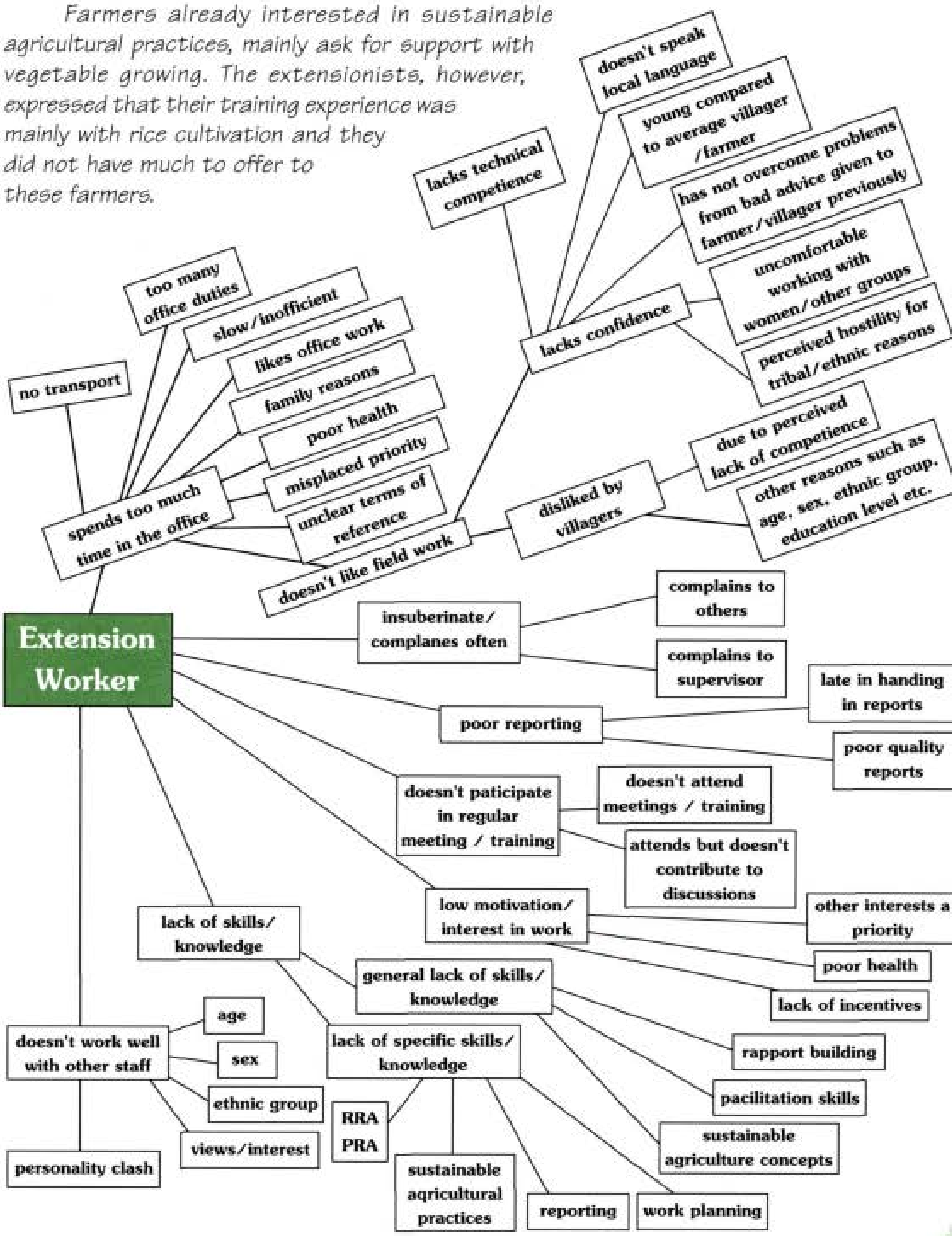
The NGO is relatively young, and has grown fast over the last couple of years. During this time many new, young extensionists have been recruited. As the pressure to get activities going in the villages was high, little time was invested in training the new staff in extension skills or sustainable agricultural practices. The extensionists have to cover a number of scattered villages on their own, without any back-up support from the NGO in the field.

The senior staff of the NGO, do not venture too much into the field anymore as they are tied to the office with all sorts of management issues even though they are well experienced and have a solid background in sustainable agriculture concepts and practices. Unfortunately, there is no mechanism in place to share knowledge and experience between the senior and junior staff of the NGO.

Output of learner analysis

The extensionists expressed the wide variety of problems encountered in their jobs (see problem tree below such as the following. They tended to spend too much time in the office, because they didn't like the work in the field. They expressed that they lacked confidence in working with farmers who have a lot more agricultural experience than they have. They find it hard to convince farmers to use sustainable agricultural practices as advantages are experienced in the long term and believing comes only after seeing. As many of the farmers do not own their land they find it too risky to make the needed investments. The extensionists realize that other farmers in the same village can be more successful in promotion of sustainable practices, just through demonstration in their fields. However, due to competitive atmosphere between farmers, they are reluctant to share their innovations.

Farmers already interested in sustainable agricultural practices, mainly ask for support with vegetable growing. The extensionists, however, expressed that their training experience was mainly with rice cultivation and they did not have much to offer to these farmers.



CASE STUDY

Questions

After reading the case study, discuss and answer the following questions in your group.

1. Which constraints relate to the way the community hampers the performance of the extension workers? How?

2. Which constraints relate to the way the NGO hampers the performance of the extension workers? How?

3. What are the major problems and needs of the extension worker?

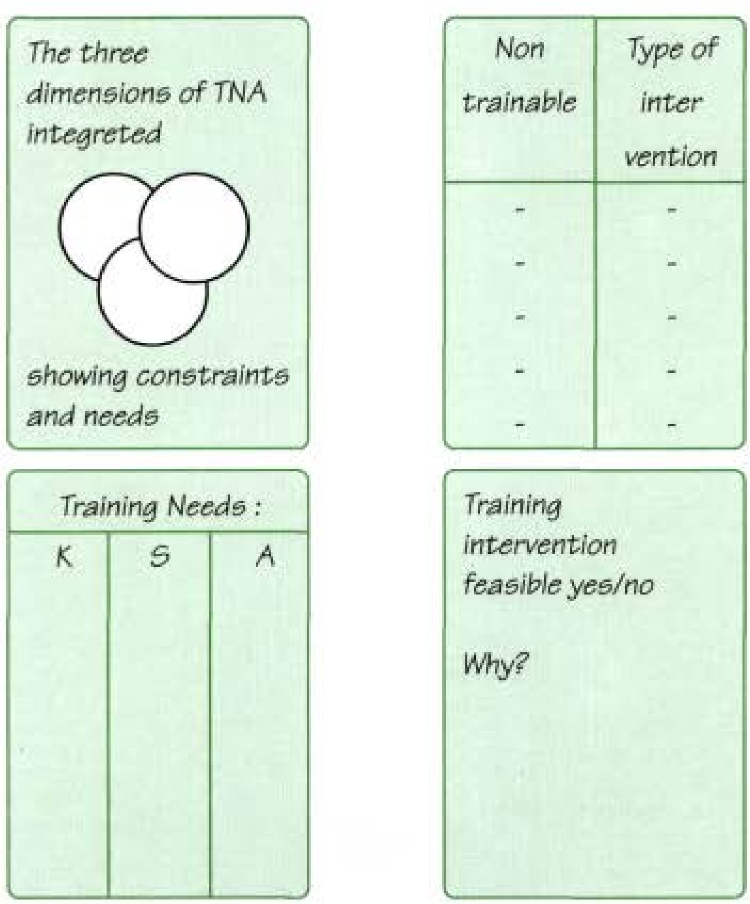
4. Which of the above constraints and needs (that related to the community, the NGO and the extensionists) are non-trainable? What types of intervention would you propose to help the extension worker perform better?

5. Which constraints and needs are trainable? What type of knowledge, skills and attitudes is the extension worker lacking?

6. In your opinion, would training intervention be useful in this situation? What type of training?

Prepare for sharing

Prepare the following flipcharts for sharing:



OBJECTIVES

At the end of the session the participants...

- ☑ can give at least three reasons why action planning is important
- ☑ have prepared an action plan for TNA exercise back home
- ☑ are planning to include action planning in their training program

MATERIALS

1. Copied exercise
2. Copied handout
3. Flipcharts of previous group work for action planning

TIME

1 hour 30 minutes

STEPS

1. Ask participants whether they usually include an action planning exercise at the end of their training programs. Brainstorm briefly as to why we include an action-planning session in the training. Stress that it should be part of any training activity that has the purpose of bringing about some kind of change because it helps participants translate what they have learned during the training sessions into concrete action when they go back to their jobs.
2. Ask what the elements of an action plan could be (**what, why, how, when, who, with whom, how much,** etc.). Present this in a matrix. Give some examples of possible actions for the TNA exercise, and emphasize the need for enough detail in order to check the feasibility of time and other resources.
3. Distribute the exercise and invite groups to prepare an action plan starting with preparing for the TNA up to writing up the outputs. Allow 1 hour for the group work.
4. Ask groups to display their action plans and read the outcomes of the others, writing feedback on post-its (eg. **Are they specific? Feasible? Efficient?**).
5. Discuss the feedback on the post-its.
6. Summarize by mentioning some general feedback points about the action plans and wish the teams good luck with their TNA exercise, stressing your availability for any support should they need it.
7. Ask participants for feedback about this action planning exercise. **Was it a useful preparation for their TNA exercise? Would they include an action plan exercise in their training?**

EXERCISE

TNA ACTION PLAN

WHAT	WHO	WITH WHOM	HOW	WHEN	HOW MUCH
Finish situational analysis					
Finish TNA plan					
Prepare TNA exercise					
Collect data village (s)					
Collect data organization(s)					
Collect data learners					
Analyze data					
Write TNA report					
Submit TNA report					
Next workshop					

ACTION PLANNING IN A TRAINING SETTING

HAND OUT

What is an action plan in a training setting?

An action plan transforms the new ideas and learning points gained during the training sessions into activities planned for after the training, spelling out what will be done, when, how and by whom.

Why should action planning be included in a training course?

Often participants leave a training event full of new ideas about learning, and maybe ideas on how to use these new learning points in their work. However, by the time they arrive home they will probably find their desks covered with urgent work waiting for them, which they must catch up with. Before they even realize it they are back into their daily routines and all their wonderful new ideas have evaporated before they get the chance to share them with their colleagues and bosses. So, even when the evaluation of your training was very positive and people left the training event full of enthusiasm, the eventual impact can turn out to be very limited.

Although we as trainers cannot ease the workload that participants return home to, we can prepare them for it. If participants are given the opportunity during the training event to reflect on what they have gained and turn this into a concrete action plan, it will be more likely that they will actually use what they have learned. In short, the purpose of action planning is to build bridges between the training event and the 'back to work' reality.

Good action plans are:

- *clearly defined in their targets and activities,*
- *reachable and achievable,*
- *time specific,*
- *voluntarily arrived at,*
- *organization/boss supported*

How is action planning included in a training course?

How can individual learning points be turned into a concrete and feasible action plan? The following steps can be identified in developing an action plan:

1. *Identify major learning points, experiences and new ideas.*
2. *Define which of these learning points, experiences and new ideas could be helpful for you as an individual or for your institute/organization.*
3. *Define how these ideas can be turned into concrete activities.*
4. *Prioritize the activities.*
5. *Specify "the what, when, where, how and by whom", and helpful and obstructing factors.*
6. *Present and share the action plan in the group.*
7. *Challenge the feasibility of the action plan by other participants and facilitators.*
8. *Defend your action plans.*
9. *Commit to your action plan.*
10. *Specify possible follow-up and support activities by facilitators.*

HAND OUT

✪ Examples of different action planning sessions and outputs.

Action planning can be done in many different ways, using different methods, lasting from only half an hour to a couple of days. As a trainer you will have to plan the action planning depending on the length of the training course, the expected outputs from the participants' side and the planned follow-up possibilities from your side.

For example if the training is a one-off activity which lasts only for two days, a short brainstorm on ways of sharing what they have learned once they get home can be sufficient. At the end of a two week course with expected follow-up activities, a written action plan is more appropriate.

Some ideas of different action planning exercises:

- continuous collection of ideas on one sheet for easy reference
- participants prepare self-addressed postcards with four statements in relation to what they learned: things they will start doing, stop doing, continue doing and one compliment about themselves. The trainer collects the cards and mails them one to three months later
- participants prepare self-addressed letters, listing ideas on how to implement new ideas, insights and skills back home. They should also note down foreseeable problems and solutions. Agree with the participants when to post these letters (normally between three to six months)
- plenary brainstorm on sharing ideas in order to be an effective multiplier: how to share new ideas, insights, skills with colleagues, bosses and others
- group action planning grouped by country, type of organization or institute
- group action planning grouped by type of action planned
- peer monitoring: ask a participant to pick another person who they don't normally work closely with, in order to keep in touch with them regarding their action plan. The person selected is given a copy of the action plan and agrees to contact the participant who prepared it within 30 days or so to check on progress.
- writing and sharing individual action plans: see attachment
- planning for further self directed learning: see attachment
- task force analysis: see attachment

To get an idea of these activities see the examples of various formats and outputs of action planning activities in a training setting.

HAND OUT

Some ideas on how to follow-up on action planning

Depending on the objectives of the training activity and the budget allocated for follow-up, the following supporting activities can be considered:

- *sending a reminder which refers to participants' action plans two to four weeks after the training course, with an encouraging letter or memo*
- *sending a training course report with a reminder about their action plans*
- *send another copy of the action plans to the participants' supervisors*
- *back-up and coaching through e-mail or fax*
- *contact participants via a questionnaire or interview concerning their follow-up activities*
- *get participants to come together as a group a month after the training course to discuss their progress and problems implementing their action plans. This example of post training follow-up, combined with the follow-up by one's peers, should optimize the result*
- *follow-up visits made to individuals or groups following the same procedure*
- *engage the participants' supervisors in the action planning and reviewing process*
- *ask participants' supervisors to complete a form in which they indicate what the staff is expected to learn in the training course. The completed form, made in duplicate, is sent to the trainer, who makes a copy available to the trainee as an aid to completion of his/her action plan.*
- *organize follow-up or refresher training activities.*

OBJECTIVES

At the end of the session the participants...

- [x] have shared the main findings of their TNA exercise
- [x] have shared the lessons learned of their TNA exercise

MATERIALS

1. Enough wall space for display
2. Copied exercise
3. TNA reports of each team

TIME

15 minute introduction, 1 hour preparation, 20 minutes display
15 minutes explanation and discussion per team

STEPS

1. Introduce the session by explaining that before we can start talking about training design we first have to share the main findings and lessons learned from our TNA exercise.
2. Explain why we want to hear both the main findings (to enable everybody to follow how the design is based on TNA outcome) and also the lessons learned (to learn from our mistakes, improve TNA for future exercises).
3. Explain that each team will receive individual feedback on the TNA exercise during the evenings*, but that this session is meant to share the main findings and lessons learned from the TNA experience.
4. Distribute the exercise and explain each question. Stress that they should spend most time on questions two four and five, being as specific as possible.
5. Allow the teams one hour to prepare while you monitor their progress closely.
6. Invite each team to display their flipcharts in a separate corner and go over the flipcharts of the other teams.
7. Visit the flipcharts of each group one by one, firstly asking clarifying questions and then discussing outcomes.
8. After all projects have been discussed groups return to their seats. Discuss the main lessons learned by asking
   - **What went well, what was difficult and why? (often the focus is lost and too much information is collected which makes the analysis very difficult)**
   - **How did they deal with these difficulties?**
   - **What they would they do differently next time, why and how?**
9. Close the session by saying that the first step in training design will be the development of a training approach, which has to be based on these findings.

COMMENTS

This is the most effective way to give specific constructive feedback in a non-defensive atmosphere. However, you will need quite some energy to do this during the evening hours as well as running the training sessions during the day (see list of feedback tips at the next page).

KEY EXERCISE

FEEDBACK GUIDELINES ON THE TNA PROCESS AND OUTPUTS

Take the flipcharts participants prepared for the session and give them more detailed feedback on the process and output of their TNA exercise. A good way to do this is to ask some questions first. Often the participants have a good rationale for their decisions and actions but they find it difficult to articulate them. Focus on those aspects and issues that have not been discussed yet during the classroom session.

Feedback Component	Questions to ask	Points to watch
Community analysis	How did you select the site villages,	Selection criteria
	How many villages and interviewees? Why?	Representative?
	Which methods/tools, why?	Formal/ informal
	Which topics been discussed, how does information help you in designing your training?	Keeping focus
	Summary and conclusions	Any analysis of common issues, needs and expectations
	What was easy/difficult?	
Organizational analysis	Which and how many organizations, why?	Selection criteria, representative?
	Who selected within the organizations, why?	Top-down, bottom-up
	Which methods/tools, why?	Formal/informal
	Which topics discussed, why? How does this information help you in designing your training?	Keeping focus
	Summary, conclusions	Any analysis of common issues and needs
	What was easy/difficult	
Learner analysis	How many learners, Why?	Representative? Should invest most of resources as the learner analysis is the focus of TNA
	Who selected and why?	Selection criteria?
	How did you identify the needs?	Wish list?
	How did you analyze the needs?	KSA break down, gap analysis

KEY EXERCISE

Identifying constraints by integrating three components	*How did you integrate the three analyses?*	*Clear description of the constraints for the learner in village and organization context?*
	What was easy, difficult?	*easy to get lost, difficult to select relevant information, difficult to link it to the learner needs and the training*
	Now you have done the analysis once, what would you do differently next time during the village/ organization and learner assessment?	*less information but more focussed, more emphasis on the learner, more specific KSA analysis*
Non-trainable aspects and interventions	*How did you identify the non-trainable needs?*	
	How did you develop alternative interventions?	
Identified training needs and KSA breakdown	*How did you derive at identified training needs?*	*Is there a clear analysis combining all relevant information, distilling the training needs?*
	How did you break down the training needs in KSA?	*Do they clearly relate to job, tasks and responsibilities? Are they specific?*
	How does this help you while designing your training?	
	Are the training needs as you expected them to be or different?	*Are they justifying the training they already had in mind, or do keep an open-mind for unexpected findings?*
	Did you change your ideas about the training you had in mind, if not, why, if yes, how?	
General positive feedback		*Pull out the general strong points of their TNA exercise*
General learning points	*What could you have done better?*	*Pull out the weaker points in a positive manner*
	What did you learn?	*Emphasize it was a learning experience*
	What would you do differently next time?	*Stress that the mistakes are the best opportunities to learn*
	How would you do it differently?	

EXERCISE

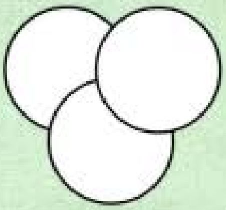
SHARING TNA FINDINGS AND LESSONS LEARNED

1. TNA activities
   - How many communities, organizations and learners did you visit or meet?
   - How many of those did you interview?
   - Did you use any other methods, which ones, with whom and why?

No.	No. Interviews
Com.	
Org.	
Learner	

2. Constraints and needs:
   - Which constraints that relate to the community hamper the performance of your learners and how?
   - Which constraints that relate to the organization(s) hamper the performance of your learners and how?
   - What are the major problems and needs of your learner?

The three dimensions of TNA integreted



showing constraints and needs

3. Which constraints and needs of the communities, organizations and learners are non-trainable? What type of interventions would you propose to help the learner perform better?

Non trainable	Type of inter vention
-	-
-	-
-	-
-	-

4. Which factors are trainable? What knowledge, skills and attitude is the learner lacking? Be as specific as possible!

Training Needs :		
K	S	A

5. Lessons learned:
   - What went well?
   - What was difficult?
   - What would you differently next time, and how?

Lessons learned		
➡	-	different

OBJECTIVES

At the end of the session the participants...

- ☑ can explain the purpose of documenting the outcome of a TNA exercise in a report and for whom
- ☑ can describe the main sections of a TNA report

MATERIALS

1. Copied handouts
2. Copied example(s) of TNA report(s).

TIME

1 hour 30 minutes

STEPS

1. Introduce the final step of the TNA exercise - the documentation.
2. Do a snow-balling exercise as follows:
   - Ask each participant to individually write down why they think a TNA report would be useful
   - Ask them to form pairs and compare their lists
   - Ask the pairs to form groups of four and integrate their answers into one list of reasons, adding who they think it is useful for, and write both on a flipchart.
   - Finally ask them to form groups of eight and ask them to write down on a flipchart the contents/ lay-out of a TNA report
3. Display the flipcharts and summarize the why, for whom and what of a TNA report (also see handout).
4. Present the final episode of your TNA example about reporting.
5. Distribute some relevant example(s) of TNA report(s) and explain the purpose, scope and approaches of the TNA exercises concerned.
6. Ask participants if they think they could write a TNA report, and, if not, why not. Encourage them by emphasizing that it does not need to be a lengthy or formal report, but that it is important to document the outcome one way or the other. Ask them if they are planning to write one, and if yes for whom. If they are not planning to write one, ask them why not.
7. Distribute the handout.

COMMENTS

Look for training needs assessment reports that are relevant to your group of participants. Preferably gather a range of different types of TNA reports from very simple and short to more professional ones, to show participants that they do not require a lot of time or effort.

TRAINING NEEDS ASSESSMENT REPORTING: EXAMPLE CONTINUE

HAND OUT

TNA reporting

In a trip report, the outcomes of the TNA exercise were documented. An in-house meeting was organized to discuss the challenges and opportunities this training offered to RECOFTC. It was agreed that it would serve as a good opportunity to test our CFA training process under more realistic circumstances.

On the basis of this in-house agreement a Memorandum of Understanding was drafted, to be discussed with the project and the donor.

The trip report included:

- Opportunities for RECOFTC
- Proposed training approach and process
- Conditions and constraints

The Memorandum of Understanding included:

- Project background
- Training strategy, process and objectives
- Duration of collaboration
- Work plan and budget
- Partners in collaboration

TNA presentation and negotiation meeting

A meeting was organized with the project and the donor to discuss the possible outcomes of the TNA exercise, the proposed training strategies, and the budget.

During the meeting RECOFTC explained that two major constraints were identified during the exercise which would greatly hamper the effectiveness of the training. Firstly, the non-supportive attitude of the boss towards community forestry and secondly the lack of back-up support for the fieldworkers while working in the communities.

As the project explained that the present boss would probably be transferred within a reasonable amount of time, the second point was discussed in more detail. An agreement was made that a new position in the project would be created to take care of the follow-up support to the field workers in-between and after training events.

After these major obstacles were solved, the training course was discussed in more detail. Due to the complexity of the communities and the little present understanding of the field workers, a training program divided into several phases was proposed.

HAND OUT

TRAINING NEEDS ASSESSMENT REPORT

✪Why bother with documentation ?

Documenting the background, process and findings of the TNA should be seen as part of the exercise. Why put in all the effort and then not document it? Documenting is useful for the following reasons:

- sharing the outcome with your colleagues
- justifying the TNA exercise to the donor and/or your boss
- justifying the proposed training program to your boss and/or the donor
- using it as the basis of your design of the training program
- sharing it with anybody involved during the design, implementation, evaluation and redesign of the training
- sharing it with other interested outsiders
- using it for future reference
- etc.

✪ For whom would it be interesting?

Depending on the situation the following people can be considered: TNA team, design team, trainers, resource people, donors, boss & colleagues, librarians, interested outsiders (institutions, projects, NGOs), etc.

✪ How do you document it?

The layout of a TNA report is very much the same as any project research and proposal report, as you may notice from the following format. It is the contents of the TNA findings and the feasibility analysis that are specific for a TNA report.

Suggested format for a TNA report:

- **Rationale**

  A paragraph or two which states and explains the main purpose of the training needs analysis and justifies the need for the training of staff.

- **Description and scope of the TNA.**

  This is a write up of the nature and coverage of the job, highlighting the focus and emphasis of the TNA. As mentioned earlier, it can relate to the whole job or critical parts of the job.

- **Objectives of the TNA.**

  This should spell out the objectives of identifying the training needs and what these needs are meant to address.

- ***TNA techniques***
  This is a list of techniques used in identifying training needs with an attachment of the worksheets or tools used. It also describes how the process took place.
- ***TNA findings***
  This chapter presents the outcome of the community, organization and learner analysis. Linking these three dimensions the conditions, constraints and opportunities of the training context are analyzed. Finally, the training needs of the learner are presented and explained.
- ***Feasibility Analysis***
  The feasibility analysis presents the conclusions and recommendations concerning the training context and the training event as such. Suggestions or advice on interventions or options can be included as to how to solve or lessen the identified problems and constraints within the training context.
  It should assess the effectiveness of training as a solution to the problem in the present context. It ends with a training proposal, including scope and duration and an estimate of the cost for implementing the suggested training strategy.
- **Attachments**
  TNA team members, TNA schedules and activities, name or number of people, villages and organizations assessed and interviewed, TNA checklists and tools, secondary data, etc.

✪ *Summary of the TNA process:*

Phases	Purpose: identify ...	Attitude needed	Skills needed
Community Analysis	Constraints related to the community & learner	Value participation and respect people's knowledge	• Data gathering Interviewing skills Observation skills
Organization Analysis	Constraints related to organization & learner	Respect for organizational realities & constraints	
Learners Analysis: Job, task & KSA	Gap between desired and current performance of KSAs	Tactfulness and recognition of individual strengths and development opportunities	• Data assessment & Analysis skills (needs, interventions, feasibility)
Training Needs Analysis and Feasibility study	Training needs, alternative interventions, straining impact, strategy and budget	Honest and open minded atmosphere to discuss the constraints and training opportunities	
Reporting and presenting	Formulate and document TNA background, process and findings	Precision and persistence	Reporting, Presenting & Negotiation skills

TRAINING NEEDS ASSESSMENT REPORT OF PRRM EXTENSIONISTS

1. INTRODUCTION

Rationale

This Training Needs Exercise was conducted by a group of international participants as part of Training for Training Course in Sustainable Agriculture organized by IIRR, July 1998 in the Philippines.

IIRR and PRRM agreed that although the limitations of the exercise were recognized the outcome of the exercise would be made available to PRRM.

Scope

The Training Needs Assessment (TNA) took into account not only the individual needs of the extensionist, but also looked at the wider context of PRRM and the community as their working environment.

However, due to limited available time only a superficial analysis was possible. We spent two days in the community, an afternoon interviewing group of PRRM staff, and three extensionists from PRRM on an individual basis.

Objectives

The overall purpose of the exercise was to identify the performance gap and the underlying reasons for this performance gap in order to design an appropriate, effective and feasible training course.

Specific objectives:

- to identify the training needs of PRRM extensionists
- to identify underlying factors which hamper the PRRM extensionist in carrying out their job, which cannot be addressed by training
- to come up with training recommendations

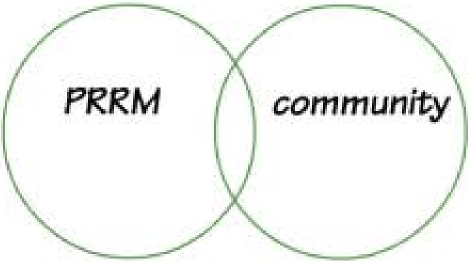
Methods

During the Training Needs Assessment the team used the following methods:

- formal and informal interviews and discussions
- observation
- selected PRA tools (village mapping, resource mapping, time line, transect, seasonal calendars, pie diagrams, these outputs are all copied onto flipchart paper - one set for PRRM and one set for the villagers).

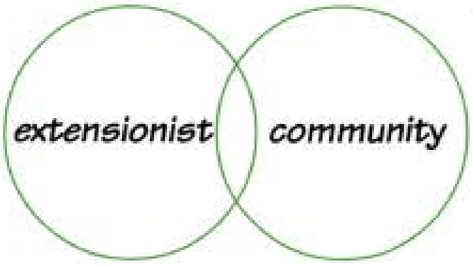
2. TNA RESULTS
CONTEXTUAL OPPORTUNITIES AND LIMITATIONS

Organization and Community Influences



- *the trust of farmers in PRRM was effected by the fact that PRRM can not offer the premium price for organic rice anymore during the crisis*
- *BOFA (Banitan Organic Farmers Association) 'monopolizes' PRRM support and therefore the sharing of SA practices in the village*
- *probably more factors which we could not identify...*

Extensionist and Community Influences



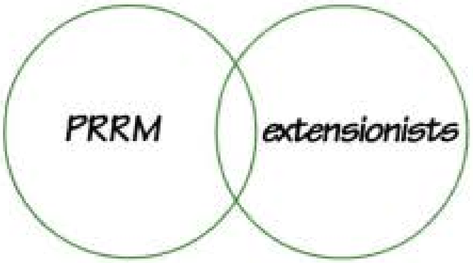
All kinds of marketing problems were raised by the farmers but the information was too conflicting to identify the underlying reasons for these problems

- *water shortage problems which limits certain SA practices while other practices can conserve water*
- *it appears hard for the extensionists to convince farmers to practice SA because:*
  - *the advantages of SA only appear in the longer term and believing only comes after seeing*
  - *many farmers don't have land titles and therefore are not interested in long term investments*
- *the community needs in SA practices are wider than what the extensionist can offer, such as organic farming in something other than rice, and composting*

Although we recognize that these are important limitations on the extensionist's ability to perform his/her job well, we realize that many of these constraints are beyond the scope of both PRRM and the extensionist him/herself.

Nevertheless it is important to keep these factors in mind when assessing the possible impact of a training program for extensionists.

Extensionist and Community Influences



- *There seems to be a lack of consistent SA concepts and strategies within PRRM*
- *There seems to be limited time to share the expertise on SA practices and facilitation skills within PRRM*
- *Extensionists seem to have too many tasks to do and/or they have to cover too many villages*
- *No shared phasing out strategy for the SA component after PRRM ends their intervention*

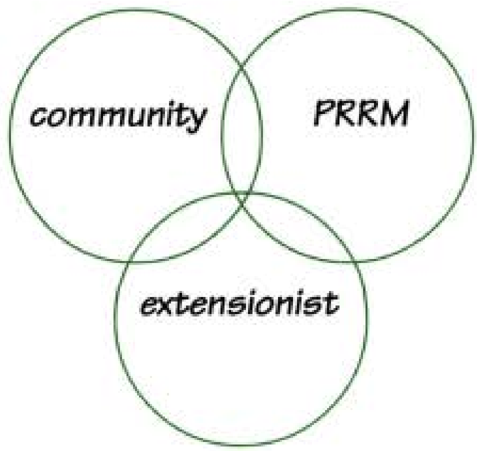
As these constraints on job performance are within the scope of PRRM we would recommend PRRM to undertake the following activities in order to make the training program more effective:

To organize one or a series of workshops with the management and the extensionist concerning:

- clarifying and sharing SA concepts and strategies,
- generating ideas on how to build in mechanisms which allow for the sharing of expertise within PRRM,
- discussing the workload of the extensionist, to assess and prioritize tasks and maybe allocate more staff on SA if needed,
- to share and clarify the phasing out strategy with the extensionists and communities

3. TRAINING NEEDS

Based on the analysis of the community, PRRM and the extensionist the following training needs were identified for the extensionists of PRRM:



- lack of knowledge and skills, in particular SA processes and practices such as composting, proper use of chicken manure, mushroom cultivation, organic farming and pest management
- lack of knowledge and skills in participatory processes, including interviewing skills and the use of PRA tools and techniques
- lack of knowledge and skills in farmer to farmer extension
- lack of skills in Participatory Technology Development (PDT).

4. FEASIBILITY ANALYSIS

Training contents:

Four main topic areas could be identified based on the training needs:

1. developing skills in participatory processes, such as rapport building, facilitation, participatory training methods, interviewing, observation and use of PRA tools (seven days)
2. knowledge and skills on SA techniques, processes and practices such as composting, mulching, organic farming in vegetables, corn and crops other than rice, mushroom cultivation and pest management (seven days)
3. knowledge and skills on farmer to farmer extension (at least seven days)
4. skills on Participatory Technology Development process and techniques (seven days)

Training approach:

To cover all these topics a total of 28 training days are required, or three and a half weeks. As we assume that this is too long a span of time for an average extensionist to be trained effectively we suggest a series of training activities combining the first two and last topics as follows:

- first training session: one week introduction on participatory processes and SA techniques
- second training session: one week training follow-up on participatory processes and SA techniques including feedback about experiences where these skills were used by the extensionist during their day-to-day work
- third training session: one week introduction in farming to farming extension and PTD
- fourth training session: one week training follow-up on farming to farming extension and PTD including feedback about experiences where these skills were used by the extensionist during their day-to-day work.

Learners profile :

this profile should give a picture of the average PRRM extensionist. As we only interviewed three of them we do not want to do too much guess work but only list which elements are part of the learners profile :

educational back ground, number of years working for PRRM in the same function, experience with SA practices, experience with working with farmers, preferred way of learning, and preferred duration of a training activity.

Learning Environment :

Mainly practicing in the field, with feedback and reflection exercises in the classroom. Participatory learning and training approach.

Training Venue :

Close to a community which are actively practicing SA.

Training program proposal :

Refresher training program on assessment & facilitation skills related to SA practices
No. of Participants: 12

Training Content	Duration	Venue	Training Institution/ Resource person	Estimated cost in Pesos
1- PRA & SA intro	7 days	Village	PRRM/CLSU	P 3,500.00
2- PRA & SA Technologies	7 days	Village Practicing SA	Gratia Plena Social Action Center	P 5,000.00
3- Farmer to Farmer Approach & PTD intro	7 days	Community using farmer to farmer approach	a) Gratia Plena Social Action Center b) Experienced farmers	P 5,000.00
4- Farmer to Farmer Approach & PTD	7 days	Community using farmer to farmer approach	a) Gratia Plena Social Action Center b) Experienced farmers	P 4,000.00
Contingency (10%)				P 1,750.00
Total :				P 19,250.00

OBJECTIVES

At the end of the session the participants...

- ☑ review in a competitive and fun way all the learning points to do with the requirements and steps of the TNA process

The trainers ...

- ☑ have assessed the level of understanding of the participants about the TNA process, activities and methods

MATERIALS

1. Flipcharts/ handout with explanation of the game
2. Present for the best group
3. Materials for presentation, flipcharts, markers, transparencies
4. Jury as ADB representative

TIME

2 hours

STEPS

1. Introduce the session as a wrap-up of the TNA exercise. Explain that we will assess how much they have learned in a competitive and fun manner.
2. Explain the purpose and procedure of the simulation game (see handout)
3. Form the teams, make materials available, and give them 30 minutes to prepare their presentations.
4. Rearrange the seating and prepare the jury while the groups prepare themselves.
5. Invite the consultant teams to sit down and open the meeting; present the teams and the ADB representative, the purpose of the meeting etc.
6. Invite the teams to make their presentations and the ADB representative to ask questions to the teams.
7. Ask the ADP representative to bring out strong points and areas for improvement for each team. Reveal the final winner and explain the choice.
8. Close the meeting and ask the jury to hand over the present to the winning team.
9. Summarize the main learning points.
10. If time permits reflect on using simulation as a training method.

COMMENTS

The fun of the game is in the simulation of the event. The more you are able to make a show out of the meeting (including outside jury, set-up of room etc.), the more the participants will try to compete to win the tender.

KEY EXERCISE

FEEDBACK GUIDELINES ON THE TNA TENDER GAME

Feedback Component	Points to watch	Comments & observations
Overall presentation	Preparation and timing	
	Visualization: use of transparencies, flipcharts, posters, logo etc.	
	Communication and presentation skills:	
	Competitiveness	
	Simulation skills: dressed up like consultants, name for consultancy firm, addressing ADP representatives directly and correctly?	
Team presentation	Background of all team members clear	
	Experience in participatory forest management: not just Ph.D., but field experience	
	Proven experience in TNA	
	Familiar with context in which forest guards work	
	Team work during whole presentation	
TNA PLAN: Community analysis	How many villages and interviewees? Why? Representative?	
	Which methods/tools, why? Formal/ informal	
	Suggested focus, how will the information help you in designing the training?	
Organizational analysis	Which and how many organizations, why? Selection criteria, representative?	

KEY EXERCISE

	Who selected within the organizations, why? Top-down, bottom-up	
	Which methods/tools, why? Formal/informal	
	Suggested topics, why? How will this information help in designing the training? Keeping focus	
Learner analysis	How many learners, Why? Representative? Should invest most of resources as the learner analysis is the focus of TNA	
	Who selected and why? Selection criteria?	
Identifying constraints by integrating 3 components	How does the team plan to integrate the three analyses? How do they propose to analyze the training needs	
Non-trainable aspects and interventions	Do they propose to look beyond the trainable needs?	
Identified training needs and KSA breakdown	Do they propose to break down the training needs in KSA?	
TNA budget	Feasible, efficient?	
	Clear breakdown?	
	Balance between various aspects	
Overall TNA plan	Blue print approach or process approach with enough flexibility	
	Any suggestions as to how to proceed after the TNA is finalized	
	Any innovative ideas?	
General positive feedback	Pull out the general strong points of their TNA plan	
General points for improvement	Pull out the weaker points in a constructive way	

Any other comments or observations:

TENDER FOR A MULTI-MILLION DOLLAR PROJECT

HAND OUT

Donor :
ADB

Project :
Training program for forest guards in participatory forest management

What are we looking for?
A training firm or consultant with...

- a dynamic team,
- proven experiences in participatory forest management,
- a clear vision of how to conduct an appropriate TNA for this particular training program.

Invitation to present your TNA plan :
As your firm has been recommended to the ADB, you will have the opportunity to:

- present your team,
- present your TNA plan,
- present your budget.

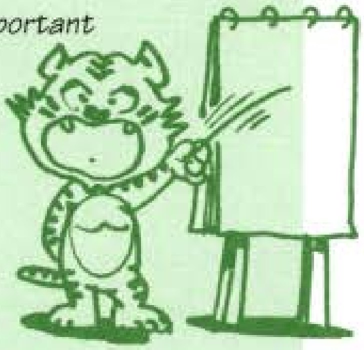
The best team will be invited to conduct the TNA, and with possible follow-up to implement the full training program!

TRAINING DESIGN

OBJECTIVES

At the end of the session the participants...

- ☑ can explain why formulation of a training strategy is important
- ☑ can list at least five different training strategies.



MATERIALS

Copied hand out

TIME

2 hours

STEPS

1. Introduce that now the training needs are identified we have to start thinking of how to address these needs. In other words; we have to choose the right way, or training strategy, to do so.
2. Quickly brainstorm the meaning of training strategy. First focus on just the word strategy (how to get from A to B) and then add the learning aspect. Integrate these into one definition (see hand out).
3. Explain that the strategy explains the 'big how' of your training program. Explain that each training program can be divided into smaller pieces. Introduce the hierarchy of training elements by introducing the layers one by one starting with the session itself. Stress not to bother about the words themselves because they are used in different ways, but that it is important to use the words in the same way throughout the training course and to understand the sequence of these different levels. Emphasize that we have to be consistent at all levels. See the overhead and give an example at each level for the training you are actually running.
4. Distribute the handouts (exercise and strategies) and explain the exercise. Introduce the inspirational walk (if there is a nice environment to do so) as a method. Form groups and send them outside.
5. After all the groups have pasted their flips upon return, invite participants to read the outputs of the others, asking clarifying questions, and adding new ideas. Summarize what kinds of different training strategies there are and the reasons why a training strategy is important.
6. Reflect on the inspirational walk. Is it effective? What are its advantages and disadvantages? Will you use it in the future? Explain that it is very useful for groups that are not used to sitting inside a room for long periods of time (like farmers, field workers, etc.).
7. Conclude that on the basis of the TNA the most appropriate, feasible and effective training strategy has to be developed. Give an example of how the strategy for current training was developed.

COMMENTS

The challenge for the trainer is to get participants thinking beyond the most obvious training strategies, to broaden their minds and to encourage creative thinking.

OVER HEAD

HIERARCHY OF TRAINING ELEMENTS

- ***CF development program*** *Example:*
  - ***Training component*** *Example:*
    - ***Training program*** *Example:*
      - ***Training event*** *Example:*
        - ***Training session*** *Example: Training strategies*
          - ***Training method*** *Example: Inspirational walk*
            - ***Training techniques*** *Example: Presentation, sharing, reflection*

Training strategy

EXERCISE

SHARING TRAINING STRATEGIES DURING THE INSPIRATIONAL WALK

1. During the next 45 minutes you have time to stretch your legs, and let your mind wander over the handouts and the following points:
   - training strategies you use in your organizations,
   - advantages and disadvantages of these strategies
   - why it is important to have an appropriate learning strategy towards CF development?

2. After the walk summarize the outputs of your discussion on 1 or 2 flipcharts for sharing with the other groups.

Strategy	Advantages	Disadvantages
1.		
2.		
3.		
4.		
5.		
6.		
Defining clear training strategies is important because...		
1.		
2.		
3.		

3. Paste the flipchart(s) in the classroom.

TRAINING STRATEGIES FOR COMMUNITY FORESTRY TRAINING ACTIVITIES

What is a training strategy?

A training strategy is based on certain assumptions and explains, how we want to achieve our training objectives, using the activities or methods suitable for a target group, taking into consideration the context or available resources. In other words, a training strategy determines how we package the identified training needs into a training program in order to meet these needs.

Why is a training strategy important?

Often the choice on how to reach your training objectives is not made consciously. By the time the decision has been made to organize a training activity, little time is left so the topics are identified, resource people are selected and a course is organized in which lectures seems to be the only way to cover all the identified topics. Most of the time the underlying assumption is that exposing participants to the "subject matter" will be enough to change their behavior in their jobs.

A training strategy is important, because:

- it explains why a certain combination of methods and means is selected to reach specified objectives,
- it explains why emphasis is given to certain types of training events and supporting activities,
- it explains how a particular set of objectives can be achieved given a specific target group, available resources, working conditions and socio-political context,
- it makes assumptions regarding learning and change explicit.

HAND OUT

✪ Examples of different training strategies

Following are different ways, or strategies, in which we can package our training program. Often programs use not just one, but a combination of these strategies:

- *International training*
- *National training*
- *In-service training*
- *Training of trainers*
- *Participants as co-facilitators*
- *Long-distance learning through radio, television, audio and/or video tapes and computer programs*
- *Individual self study, self directed learning*
- *Contract learning*
- *Apprenticeships*
- *Internships*
- *Coaching*
- *Classroom training*
- *Field based training*
- *Outdoor survival training*
- *Study tours*
- *Exchange visits*
- *Building networks*
- *Peer feedback*
- *Roving training/ workshop, information market*
- *Writers workshops*

How is your training strategy assessed?

1. *What are the underlying assumptions?*
2. *Do you think that a program based on this strategy will be effective in the present context and under the conditions given? Will it realize the desired changes?*
3. *Will the training strategy lead to an efficient training program? Does the plan use minimum inputs to realize the required changes? Is the program realistic in its assumptions regarding availability of financial, human and other resources?*
4. *Does the strategy relate well to the characteristics and conditions of the potential participants?*
5. *Is the plan flexible? Will it still work under scarcity conditions?*

✪ What must you consider when developing your training strategy?

Your training strategy should be based on the outcome of your training needs analysis concerning the learner's profile, the community and organization analysis and the identified training needs.

HAND OUT

RECOFTC

EXAMPLE OF RECOFTC'S TRAINING STRATEGIES[1]

	Open subscription	Tailor made	Coaching	Country mentor	TOT main focus	TOT as add on
Advantages	1. Building English skills 2. Confidence building 3. Exposing to international context or experience 4. Profit making 5. Sharing similar problems 6. Mind broadening for certain people 7. Issues identification	1. Full control over participants selection 2. Strategic choice of participants/ institutions 3. Needs-based 4. More relevant 5. More focussed 6. More follow-up opportunities 7. More impact	1. Build on experiential learning process including reflection 2. Longer term support and commitment	1. Enables coaching 2. Contribute to understanding country specific context 3. Easy to facilitate follow up and monitoring activities 4. Guarantee continuous contact	1. Multipliers or national capacity building 2. Indirect strategy to adapt to local context 3. More relevant courses to the countries (training curriculum and materials become more relevant)	1. More possible for peer feedback because they will be working in same theme 2. Scope will be more focus for material development
Dis-advantages	1. Very limited participants selection 2. Very diverse group 3. Insufficient experience or understanding on the countries context 4. Follow-up: limited opportunities	1. More effort, prep., 2. implementation, and follow-up 3. Need to understand situation or need good situational analysis	1. Difficult to do individual coaching 2. High effort 3. Harder to work with gov. system because of change position 4. Expensive	1. Limited resources in RECOFTC (especially human)	1. Require CF experience 2. Limited target group	1. Need common language theme 2. Require thematic expertise both back ground and experience

[1] Strategizing our training efforts, based on lessons learned in the past, RECOFTC Discussion Paper, January 2000

	Open subscription	Tailor made	Coaching	Country mentor	TOT main focus	TOT as add on
	5. Irrelevant to the country context 6. Fixed national perceptions 7. Mixed levels of experiences and backgrounds					
Conditions	Enough lessons learned from Knowledge, Tools & Process generation to be packaged in a training course	1. Strategic positioned partners who can commit themselves for a longer term 2. Institutionalsupport	1. Have to make sure to select right people/team/or group 2. Group coaching linked with tailor-made activities	1. Require institutional arrangement 2. and right person	Flexible curriculum development process which allows bottom-up design	
Training strategy	1-4 weeks one off training course to be tested for maximum of three years, mainly classroom with short field trip, sharing experiences, skill oriented	1 week to four years training program including longer term commitments from both sides, coaching, follow-up & networking	Coach (groups of) participants through a longer term learning experience in their own context	Employ a national in-country mentor to ensure continuity	Tailor made program including TNA, training design and facilitation	Offers both CF oriented skill as TOT training
Main purpose	Stay at cutting edge of CF development, testing of curriculum and materials, income generation	Strategic National capacity building on regional level, institutional development	Strategic National capacity building on regional level, institutional development	Facilitate on-going in-country coaching, follow-up and networking for focus countries	Multiplier effect by enabling national trainers to adapt/ adjust our regional developed training curricula to their own context and implement them	Multiplier effect by enabling national trainers to adapt/ adjust our regional developed training curricula to their own context and implement them

	Open subscription	Tailor made	Coaching	Country mentor	TOT main focus	TOT as add on
Main Target groups	Any interested people with direct donor support	Selected trainers, educators, researchers or practitioners from partner institutions with institutional support	Selected key people from partner institutions with clear commitment for follow-up	Partners & Partner institutions	CF practitioners with a training mandate	Potential trainers in the selected CF skill

	Internships	Apprenticeships	Study tours	Writer workshops	TOT writer workshops	Other:...
Advantages	Provide opportunities to focus on something specific in supporting environment such as resource center, internet, e-mail, regional network, or peer	Very powerful on the job learning experience	1. Exposure 2. Provide incentive (nice trip) 3. Networking if well prepared 4. Allows peer interaction	1. Using same training materials allows for more sharing and focussed output 2. Using more people from the same country enables them to work in their own language	Enables trainers in the region to develop or adapt their own training materials, based on their own context and experiences	
Dis-advantages	1. Limited resources in RECOFTC (especially human) 2. Only possible for a very selective number of individuals (2-3)	1. Difficult because RECOFTC is not working place 2. Very limited opportunities	1. No follow-up 2. Unfocussed 3. Time consuming for traveling 4. Difficult to present, learn, understand processes because of static nature of context	1. Difficult to identify the right participants 2. Needs continuous coaching after workshop to ensure proper product 3. Materials still need to be developed	Small target group because of the high requirements.	

	Internships	Apprenticeships	Study tours	Writer workshops	TOT writer workshops	Other:...
Conditions	1. Mutual benefit basis 2. Clear on focus of assignment 3. RECOFTC staff assigned	1. Suitable opportunities 2. potential trainers with clear commitment	1. Only useful for high-level exchange 2. Political diplomacy	1. Mutual benefit basis 2. Clear commitments for follow-up from both sides	Strategic selection of participants to ensure impact	
Training strategy	Provide 2 or 3 people a year the opportunity to spend kind of sabbatical in RECOFTC making use of its resources	Train trainers on the job through co-training in RECOFTC regular training activities	Coordinate with partners	Bring trainers from different countries together with the interest to translate same materials; cross fertilization & peer critique.	Strategically building up expertise in training material development on national level.	
Main purpose	Knowledge, tools & processes documentation	Enable trainers to train same course at national level	Mainly Advocacy through seeing is believing and peer pressure mechanisms	adaptation/ and or translation of specific in-house developed training materials based on demands from several countries in the region.	improving skills of trainers in developing training materials.	
Main Target groups	People who need time off to document their CF experiences and benefit from RECOFTC resources without coaching	Potential national trainers with enough field-based experience on the topic concerned	High-level decision makers with little exposure to CF experiences	Trainers with experience in the concerned subject & participatory training & writing training materials	Trainers with a commitment to develop training materials, familiarity with participatory training concepts	

OBJECTIVES

At the end of the session the participants...

- ☑ have identified and developed the most appropriate training strategy on the basis of the outcome of their TNA exercise.

MATERIALS

1. Copied exercise
2. Outcome of the TNA done by the participants

TIME

2 hours

STEPS

1. Review the learning points from the session introducing the training strategies.
2. Explain that in this session participants will identify and develop the most appropriate training strategy on the basis of the outcome of their TNA exercise.
3. Distribute the exercise and clarify the questions.
4. Invite groups to start working on the exercise. Allow at least an hour.
5. Display the flipcharts. Invite everybody to walk around and read the outcomes of the exercise.
6. Give each group five minutes to justify their outcomes. Clarify if needed and ask for feedback from the other groups. Challenge the groups using the following questions:
   - **Is it based on the outcome of TNA?**
   - **Do you think that a program based on this strategy will be effective in the present context and under the conditions given? Will it realize the desired changes?**
   - **Will the training strategy lead to an efficient training program? Does the plan use minimum inputs to realize the required changes? Is the program realistic in its assumptions regarding availability of financial, human and other resources?**
   - **Does the strategy relate well to the characteristics and conditions of the potential participants?**
   - **Is the plan flexible? Will it still work under scarcity conditions?**
7. Close the session by saying that defining the training strategy is probably the most difficult step in training design. It often needs a lot of creative thinking, reflection and feedback from a variety of people like peers, colleagues and resource people.

COMMENTS

The packaging of the training needs is probably the most difficult step in training design. Most training events are packaged in a conventional way, starting with the principles, followed by skill development. This is not necessarily the most attractive and effective sequence from the learner's point of view. Encourage the participants to think beyond these conventions and approach the sequencing with more creativity, imagining that they themselves would be the learners.

DEFINING A TRAINING STRATEGY

1. List on the basis of your TNA exercise the identified training needs.

2. Describe on the basis of your TNA the learners' profile.

3. Note the opportunities and constraints you are facing as organizers such as availability of time, money, human resources, etc.

4. Select and describe the most appropriate strategy for your training program, including the duration of the training.

5. Explain why you think the training strategy would be most effective/efficient in your case.

6. Prepare for sharing with the other groups by writing your training strategy and justifications on a flipchart.

OBJECTIVES

At the end of the session the participants...

- ✔ can explain the need and use of a trainer's agenda
- ✔ can list the possible elements of a trainer's agenda
- ✔ can design their training agendas on the basis of their information notes.

MATERIALS

1. Copied handout and exercise
2. some examples of trainer's agenda's and post-its

TIME

2 hours 30 minutes to half a day, depending on whether you would like them to finish the detailed trainer's agenda *

STEPS

1. Introduce that the next step in design is to develop the main flow of the training course based on the developed training approach and the TNA. Explain that the flow of the course will be documented in the trainer's agenda.
2. Brainstorm (either altogether or first in buzz groups) on what they think a trainee's agenda is, what a trainer's agenda is, what the differences are and why this differentiation needs to be made.
3. Conclude that the development of a detailed trainer's agenda is like creating a 'master plan' for the training, which clearly describes how you will meet the training needs/objectives in the allotted time. Stress that to achieve this, all the information from the previous steps must be taken into consideration.
4. Summarize by considering what a well-designed trainer's agenda should aim for (see handout).
5. Distribute the handout and explain the different columns. Explain that the elements in a training agenda can vary, but time, objectives, and methods are the core elements Other possible things to include are: the preparations needed, who the trainer will be, how the evaluation will be done.
6. Give a step by step example of how you developed the training agenda for the current training program, beginning with the overall aims of months or weeks and ending with the details of each day divided up into sessions.
7. State that the next step in the design of their training courses will be to develop a training agenda for each day. Explain that sometimes it is easier to start less detailed, thinking about the overall flow (including classroom and field days) and distributing the topics or objectives over the whole period of the training. The focus can then be narrowed down to a week, then a day, and then to hours.

COMMENTS

*If not enough time is available you can limit the exercise to the first three questions and share the less detailed training flow on post its.

Make sure that people link back to the training strategy and the TNA during the exercise. Again stimulate and challenge them to think creatively.

Why bother developing a trainer's agenda?

The purpose of a trainer's agenda is to create a 'master plan'. It is a very practical tool because it provides you with a clear overview and makes it possible to:

- ☑ check the training has a logical flow over the weeks and days
- ☑ check that the training objectives are met in the allotted time
- ☑ Assess the variety of training methods
- ☑ assess whether the timing of the sessions is feasible or not
- ☑ share your design with peers, to receive feedback and improve on it
- ☑ share your agenda with co-trainers and resource people, so that they can better prepare themselves.

What is a trainer's agenda?

This is a minutely detailed agenda which includes the objectives of every session, and is for the trainers' use only. An example of a trainer's agenda is attached to this handout. The participants will receive a much less detailed agenda. The participants' agenda runs parallel to the trainer's agenda, but is limited to general topics and approximate time allocations to allow for flexibility.

A well-designed trainer's agenda should:

- Aim to achieve the training objectives or meet the identified training needs
- Follow a logical learning cycle, both in the overall agenda and in every session
- Use a variety of participatory training methods and techniques
- Be feasible to achieve, both from the viewpoint of time and the availability of resources
- Be flexible enough to accommodate specific needs, or change what is needed on the basis of the daily feedback
- Provide enough time to open and close each day, to review, to energize, to summarize, to link sessions and provide the opportunity for daily feedback.

All the information from the previous steps must be taken into consideration - **Who are my participants'? What are their needs? What are the available resources?** etc. On the basis of this information a trainer's agenda can be developed.

HAND OUT

Why is designing a trainer's agenda so challenging?

Designing is, or should be, the most challenging task in the training cycle. Yet, many trainers do not know where to start, how to proceed or do not see the purpose of spending the time necessary to design effective learning experiences.

The design phase of the training cycle is challenging because it requires:

- knowledge of the many design options available,
- skill in using them,
- creativity in manipulating the various options to enhance participants' involvement and effective learning,
- to oversee the big picture while handling the details of each learning moment,
- self-confidence that allows you to be creative and to take risks,
- to be flexible and open to changes if things go wrong or if a better opportunity presents itself as the training goes on.

Learning is an organic experience - not a mechanical exercise - and therefore hard to be planned. Like trees, learning can put roots down in the strangest places and sometimes bears unexpected fruit. Perhaps that is why training is both exciting and, at times, tiring, and that is why the design phase is so challenging.

The task of sequencing learning events is part logic, part experience, part intuition and part good common sense. Sequencing, or deciding what comes next, is both a micro and macro concern. The trainer's agenda is a tool to work from the macro down to the micro level.

How is a trainer's agenda developed?

As mentioned before there is not just one way of learning and, therefore, there is no one way of sequencing either that is best for all learners. What follows is a suggested approach.

1. Prioritize and select the training needs. The highest risk in any design is to overload the program. Therefore it is crucial to distinguish between what your learners:
   - must understand or master,
   - should understand or master,
   - could understand or master.

Everything the learners must know or master must be included in your training program. Some of what they should understand or master and only very little of what they could know/ master can also be covered.

HAND OUT

2. After the selection you have to start sequencing the topics over the available time. One way of sequencing is to find a backbone for the overall flow of your training course. A backbone or framework helps you to design a logical flow, helps you to link sessions during implementation and assists the learners to build upon what they learned from one day or week to the next. General sequencing approaches are:
   - from general to specific,
   - from concrete to abstract,
   - from known to unknown,
   - from simple to more complex,
   - follow an existing logical sequence or process; for example the project planning cycle,
   - follow step by step the logical order of the concerned task eg. following the steps of setting up a tree-nursery.

3. Distribute the topics then consider how to divide them on the basis of the allotted time for the training course. For example if it is a three-week training course, divide the topics logically over this period. Then divide the topics into days, and finally each day into sessions.

4. Write out the time, topics, objectives and materials for each session in a trainer's agenda.

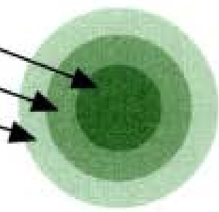
5. Review and preferably discuss your first trainer's agenda to make sure that:
   - the program is not overloaded,
   - the nature of the training day and week is taken into account: slack periods after lunch, fourth day in the week, Friday afternoon feelings etc.,
   - opportunities for humor and fun are included such as icebreakers, openers, art, music, puzzles, games and movement,
   - the more 'threatening' activities (role-plays, fish bowls, and certain types of energizers) take place later in the program,
   - adequate support material are included for each session, such as worksheets, instruments, and quizzes to check understanding.

To sum up, the design of a training program is basic to program effectiveness. It is like the architect's plan for building a house. This is why the design of any training activity needs care. A broad cooperative effort is the key to ensuring such care.

EXERCISE

DEVELOPING A TRAINER'S AGENDA

1. The first step is to write all the training needs or topics on separate post-its. You can use different colors to differentiate between different types of training topics or needs. Prioritize and select your training needs, using the following tool:
   - Must understand or master
   - Should understand or master
   - Could understand or master



2. The next step is to develop a logical learning process by sequencing the training needs. This is the most challenging and creative task. Most designers revert to conventional sequences that are teacher-centered. Try to imagine from your learners' perspective which of the following type of sequences would support their learning process best:
   - from general to specific,
   - from concrete to abstract,
   - from known to unknown,
   - from simple to more complex,
   - following an existing logical process; for example the project planning cycle,
   - following the order of the new job or task to be introduced in the training course; for example following the steps for setting-up and managing a tree-nursery.

3. The next step is 'to fit' the designed sequence into the number of days, weeks and months you initially estimated your training program to last (including classroom - field days). Start with the big picture, and then focus in on a week, then on a day, finally dividing the topics within each day into sessions. Visualize your discussion of sequencing and fitting by moving the post-its around the table. While doing this you will probably have to review step 1 and 2 again and ask questions such as; Are all the selected topics really essential? Is this the best learning process? or Do we need to extent the course?

	SUN	MON	TUES	WED	FRI	SAT	SUN
AM							
PM							

3. After you are satisfied with the general flow, the details of each session needs to be filled in. Write out the time, topics, objectives and materials for each session in a trainer's agenda, using the format on the next page.

4. Eventually copy your agenda flow on a flipchart for peer review.

TRAINER'S AGENDA

Day: ______________________

Time	Session/Topic	Method	Objectives	Material

OBJECTIVES

At the end of the session the participants...

- ☑ realize that everything relates to everything else while designing a training session, day, module, or course
- ☑ can define the main elements which need to be tuned in to one another
- ☑ realize that learning objectives other than acquiring knowledge, need participatory methods, and that participatory methods need more time. so fewer topics can be covered and therefore choices need to be made.

MATERIALS

1. Frame work on flipchart and session elements, enlarged and copied on different color paper for each group
2. Glue sticks
3. Copied hand outs

TIME

1 hour 30 minutes to 2 hours

STEPS

1. Introduce that before working on one of their own sessions participants will take part in a guided exercise or game. Check the understanding of a session (like a lesson, average duration 1-3 hours). Introduce the game as a learning method. Games are often fun to play and if it is designed well can be an effective learning method as well.
2. Brainstorm
3. Compare designing a session with preparing soup. When making soup you start with many ingredients, which you have to balance well to create a good tasting soup that complements the rest of the meal.
4. Quickly brainstorm answers to the question **What are the main ingredients of a training session?** In other words what are the main categories: participants, time, method, contents, objectives.
5. Design game Introduce the game as follows:
6. Explain that each group will receive a set of objectives, topics, methods and a time limit.
7. Tell the team they can make up their own mix of objectives, topics and methods, and that only two things are set: the title (land tenure or PRA) and the duration of the session to be designed.
8. Divide the participants into groups of four or five and allow 30 minutes for the game. After this ask participants to display the outcomes.
9. Invite groups to read the outcomes of the others then write down their comments on post-its.
10. Generate a plenary discussion by firstly asking participants about the process: **How did they start? How did they continue? What generated most of the discussion?**

11. Continue the discussion relating to the outcomes of each group. Check whether
    - the number/type of objectives are feasible to achieve in the time allotted,
    - the topics and methods selected cover the objectives,
    - the total time is not exceeded and
    - the methods are appropriate for the target group.

    Ask participants what they learned from doing this exercise. Hopefully they will come up with the fact that it is difficult to juggle and match all the elements and that the more participatory your methods the less topics you can cover.
12. Conclude the session by presenting the design mill. Stress that designing a session, a day, a module, a course or even a full training program, we have to play this same game. Trying to juggle the elements in order to make it as effective as possible.
13. If time allows reflect on using a game like this as training method.
14. Distribute the hand out.

COMMENTS

This is a very effective exercise for getting participants to juggle around with the main ingredients of a session. The participants expressed that because the ingredients were supplied it was a useful exercise for preparing them designing their own sessions for which they will have to supply the ingredients.

EXERCISE

DESIGN GAME

Introduction: designing a session

Land tenure/ participatory rural appraisal is a crucial concept if dealing with participatory forest management. Therefore it was decided to include a session of two and a half hours in a two-week training course for community forestry extensionists. The participants are field workers who are not used to sitting in a classroom and listening for too long - they like hands on experience.

You are asked as a team to design this session, using your own ideas. It is up to you to select the appropriate objectives, topics, and methods in order to design the most effective session possible. However, you can not design a session longer than the 2hours 30 minute time limit.

You have 30 minutes to do so. Paste the selected elements using the following framework and write your rationale for your specific mix of elements.

<table>
<tr><td colspan="2">Session title :
Time : two hours 30 minutes
Objectives :
•
•</td></tr>
<tr><td>Topics :
•
•
•
•</td><td>Methods and Time</td></tr>
<tr><td colspan="2">Rationale for selection and linkages between objectives, topics and methods :</td></tr>
</table>

➢ **Enlarge & cut in slips**
(Using different colors for objectives, topics & methods)

Objectives

- *can explain the difference between open access, private and common property regimes*
- *can explain that land tenure is more than ownership, that it includes all arrangements, rules and regulations related to access to, and the use and control of, resources*
- *can list at least five ways that land tenure and security issues relating to resources effects forest management in their own working area*
- *can ask the appropriate questions about land tenure issues while in the field*

Topics

- *difference between ownership and land tenure*
- *complexity of land tenure systems: different resources in the same piece of forest may be the 'property' of different people and different people may have different rights to the same resources*
- *characteristics of tenure: dynamic and evolving because rights can be negotiated and have to be recognized*
- *difference between formal (de jure) and informal (de facto) rules and regulations*
- *importance of recognizing customary rights and practices of villagers*
- *importance of land tenure on forest management*
- *difference between "open access" and common property management regimes, state ownership and private or individual ownership*
- *assessing land tenure*
- *asking the right questions about land tenure*

Method and time

- *15 minutes warming up/ introduction*
- *15 minutes summarizing and wrapping up*
- *15 minutes lecturette*
- *15 minutes brainstorm*
- *15 minutes buzz groups*
- *30 minutes lecture*
- *30 minutes brainstorm*
- *30 minutes video*
- *1 hour fishbowl discussion*
- *1 hour lecture*
- *1 hour sharing experiences during group work*
- *1 hour exercise in groups*
- *1 hour case studies in small groups*
- *1 hour role-play*
- *2 hours tenure game*

EXERCISE

DESIGN GAME INTRODUCING PRA

➢ ***Enlarge & cut in slips***
(Using different colors for objectives, topics & methods)

Objectives

- *can explain at least five differences between conventional research and participatory assessment*
- *can list at least three advantages and three risks of participatory assessment*
- *can list at least four participatory tools and explain the purpose of each tool*
- *can select the appropriate tools given for some cases*
- *can explain what type of attitude they think is needed to carry out participatory assessment successfully*
- *can carry out semi-structured interviewing*

Topics

- *difference between conventional and participatory assessment*
- *difference between PRA/RRA*
- *advantages and risks of participatory assessment*
- *semi-structured interviewing*
- *toolbox*
- *importance of participatory assessment techniques in participatory forest management*
- *role and attitude of PRA team and villagers*
- *gender*

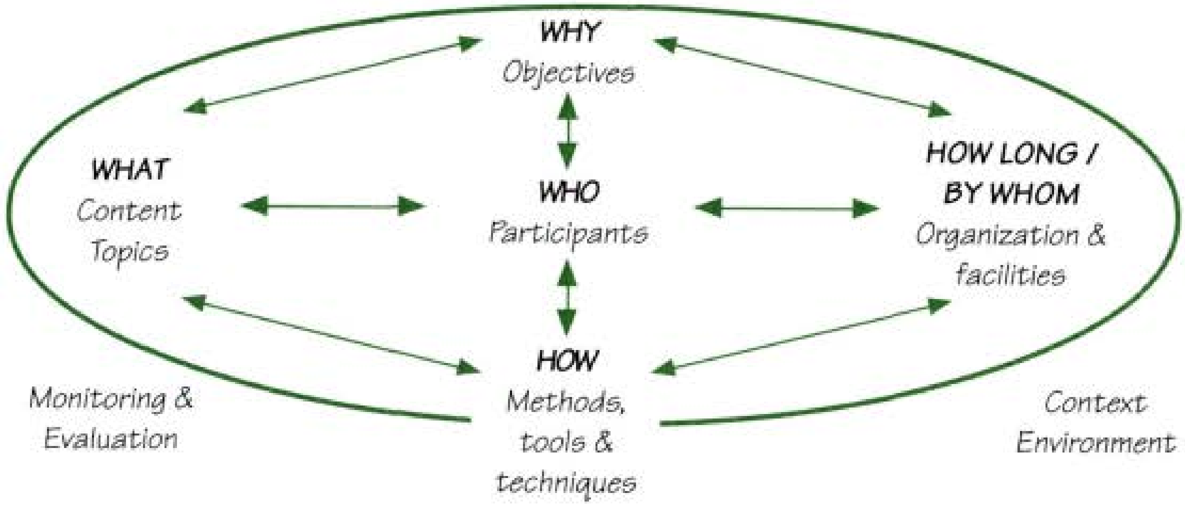
Method and time

- *15 minutes warming up/ introduction*
- *15 minutes summarize and wrapping up*
- *15 minutes lecturette*
- *15 minutes brainstorm*
- *15 minutes buzz groups*
- *15 minutes drama*
- *30 minutes lecture*
- *30 minutes brainstorm*
- *30 minutes video*
- *1 hour fishbowl discussion*
- *1 hour lecture*
- *1 hour sharing experiences during group work*
- *1 hour exercise in groups*
- *1 hour case studies in small groups*
- *1 hour role-play*
- *2 hours PRA game*

TRAINING DESIGN MILL

HAND OUT

While designing a training program, event, activity, module or session the following elements have to be taken into consideration and looked at in an integrated way:



• Participants	background, experiences, learning needs?
• Objectives	why is this training necessary, what will be achieved by it?
• Contents & Topics	what issues need to be the focus of the training session?
• Methods, tools & techniques	how can these be trained?
• Organization & facilities	timing, duration, trainer strengths & weaknesses, logistics, equipment
• Context, Environment	everything surrounding the training which can influence the training such as weather (rain, temperature), distractions from training such as on-going responsibilities back home
• Monitoring & Evaluation	assessment of all of the above before, during and after the training

OBJECTIVES

At the end of the session the participants...

- ☑ can explain the flow and logic of the experiential learning cycle
- ☑ recognize the phases of the experiential learning cycle in session design.

MATERIALS

1. Transparencies or flipcharts with computer problem and experiential learning cycles
2. Flipcharts with four carefully selected session examples; each showing a clear session flow and starting at different entry points of the experiential learning cycle
3. Copied handout

TIME

2 hours 30 minutes

STEPS

1. Explain that before participants design their own session, you will introduce another tool that can help them to diversify the session styles and make them more creative.
2. Refer back to adult learning principles. Remind them that for all adult learners, experience and learning by doing are very important aspects of the learning process. Explain that even though the principles about learning are the same for everybody we also have preferences in how to learn.
3. Show the computer example (see first transparency) and make a quick inventory of the responses. Explain that everybody has a preferred style of problem solving or learning. Some like to start by experimenting, while others prefer reflecting on past experiences, thinking or applying ready-made solutions.
4. Explain that learning can be described as a process as you work through all the different phases of the experiential learning cycle. Explain that this is a powerful tool for trainers to use to design their sessions.
5. Display the examples of the session plans, and ask them in small groups to draw the learning circle, indicating where in the circle the session started and ended.
6. Ask participants how they think a trainer could use this cycle while designing a session.
7. Explain that the same topic can be approached in four different ways so as to accommodate different learning styles. Distribute the exercise and ask participants in each group to define where each case starts in the learning cycle (case 1: instruction, case 2: reflection, case 3: self-study, case 4: learning by doing).
8. Summarize with the two important consequences for trainers related to the cycle (see handout)
9. Distribute the hand out.

COMMENTS

Session planning is a very concrete activity to link the experiential learning cycle with, which is often considered abstract. This is a good way of showing how it can be a very powerful tool for trainers.

OVER HEAD

***One day, while working with your computer, the computer gets stuck...
What will you do first to solve the problem?***

1. *Look for the manual and try to find the solution to your problem*

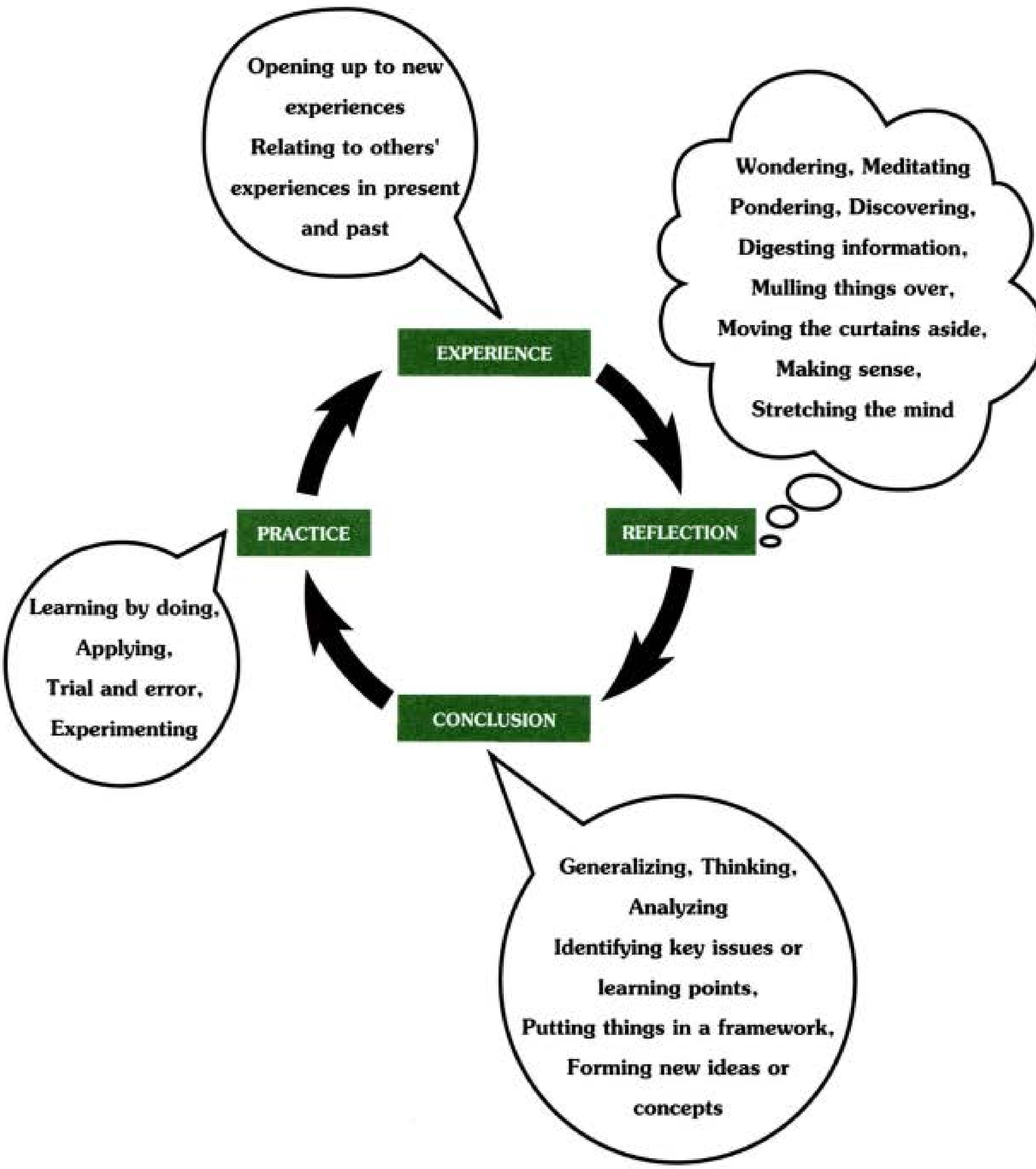
2. *Start the help program and look for a demonstration exercise that might show you the solution to the problem.*

3. *Keep trying by striking different buttons in the hope that the problem will be solved*

4. *Sit back and think a little bit on how you solved a similar problem last time*

OVER HEAD

THE EXPERIENTIAL LEARNING CYCLE



EXERCISE

SAME SESSION DESIGNED IN FOUR DIFFERENT WAYS TO SUPPORT DIFFERENT LEARNING STYLES

Here are four sessions, all of which introduce conflict resolution approaches supporting different learning styles. Define for each case which learning style is supported.

Case 1

1. The trainer gives an overview of the characteristics of three different approaches in conflict resolution.
2. Participants get three case studies on conflict resolution and are asked to identify which approach is used in which case study.
3. Participants exchange their experiences about conflict resolution in their own jobs.
4. Participants reflect how they relate to these three approaches.

Case 2

1. Participants brainstorm what is important during conflict resolution using their own experiences as the basis for doing this.
2. In small groups participants reflect on the output of the brainstorm and analyze which approaches can be distinguished.
3. In the plenary the outcome is discussed and the three approaches are discussed and named.
4. The participants then watch a video about conflicts and distinguish which one of the approaches would be most appropriate to solve the specific conflict.

Case 3

1. As homework participants read an article about the three approaches of conflict resolution.
2. The next day the trainer guides a plenary discussion extracting the three approaches.
3. This is followed by a short exercise of three case studies on conflict resolution. Participants are asked to identify which approach is used in which case study.
4. Participants exchange their experiences with conflict resolution in their own jobs.

Case 4

1. The trainer starts a simulation game, which creates conflict in the group, which they have to solve.
2. Participants try different ways to solve the problem.
3. After the simulation has ended the trainer helps the group reflect on the experience through a plenary discussion
4. At the end of the reflection different approaches are identified.

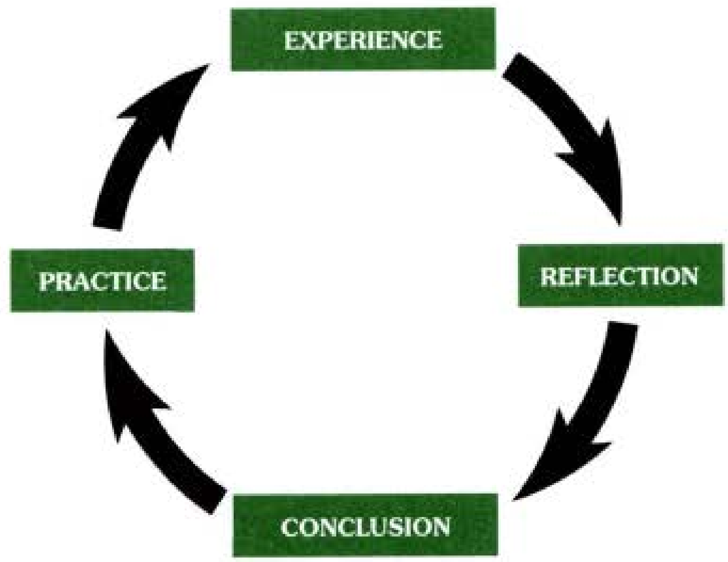
HAND OUT

THE EXPERIENTIAL LEARNING CYCLE

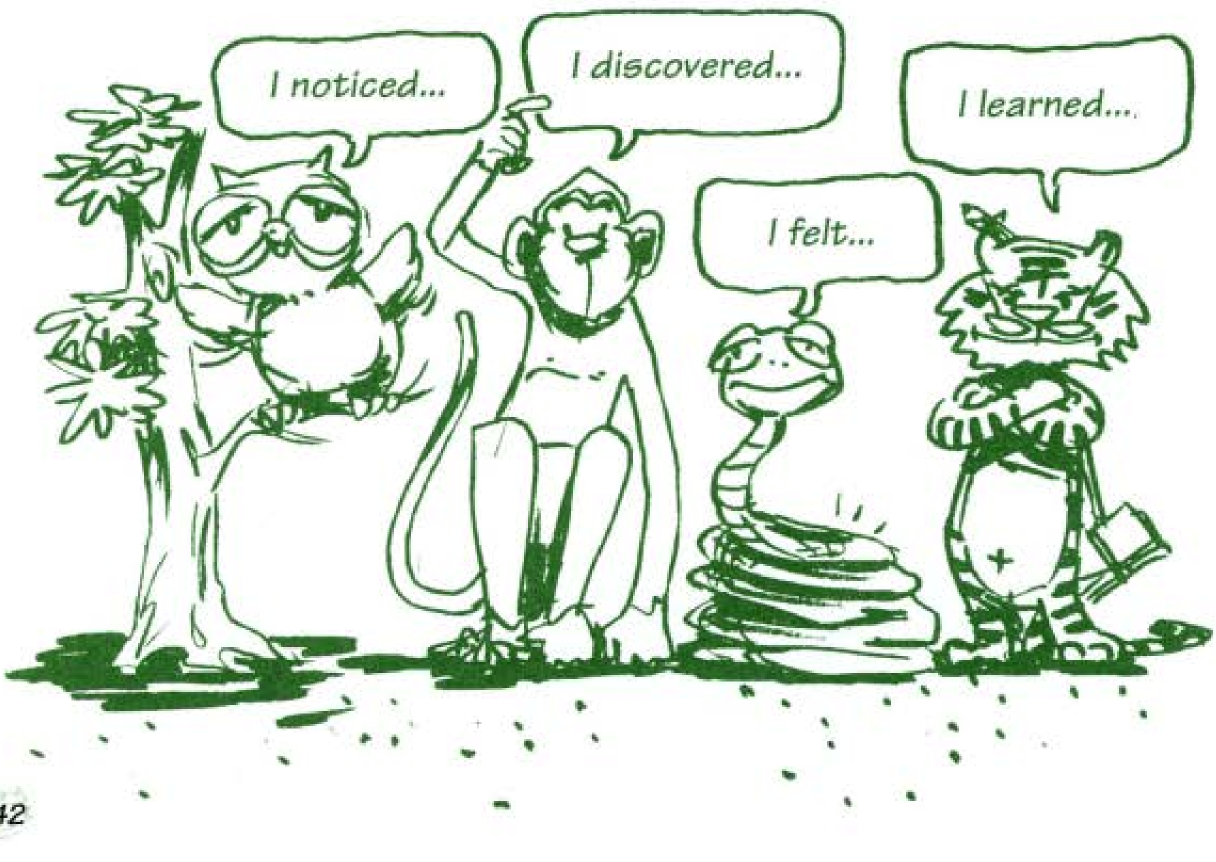
David Kolb, a developmental psychologist, has developed a way of looking at adult learning as an 'experiential process'. Learning in this process is seen as a four-stage cycle: concrete experience, reflective observation, abstract conceptualization, and active experimentation:

A learner, to be fully effective, needs four different abilities:

1. *she must be able to involve herself fully, openly, and without bias in new experiences,*
2. *she must be able to observe and reflect upon these experiences from many perspectives*
3. *she must be able to create concepts that integrate her observations into logically sound theories, and*
4. *she must be able to use these theories to make decisions and solve problems.*



To state it another way, learning can be seen as a process in which a person experiences something directly, reflects on the experience as something new or related to other experiences, and uses the concept in subsequent actions as a guide for behavior. Out of the four steps the person derives a new set of experiences that lead to a repeat of the learning cycle.

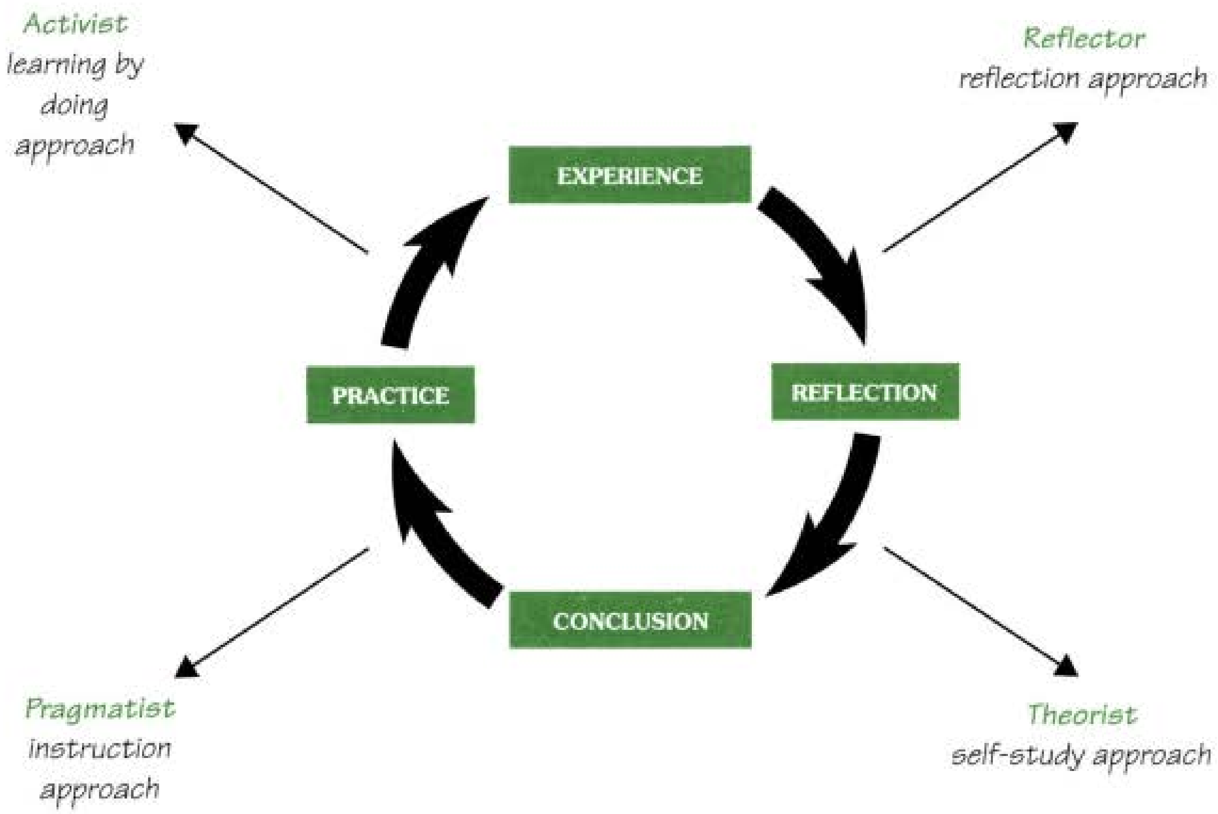


LEARNING STYLES

HAND OUT

What are learning styles?

There is no denying that learning is a highly individual experience. Both the learning experience and the result of the learning experience depend closely on the characteristics of the learner concerned. Following the experiential learning cycle, it has been possible to identify four principal learning styles. A brief description of different types of learners is offered below.



Activist
- strength in doing things
- new experiences, opportunities and problems (games, role-plays, etc.)
- being in limelight (chairing meetings, etc.)
- generating ideas without concern for their practical constraints, risk taker
- tends to solve problems in a trial and error manner

Pragmatist
- strength in practical application of ideas
- feedback from successful practitioners opportunities to practice does best in single solution type problems

Reflector
- strength imaginative ability
- encouragement to watch or think over activities
- being allowed to think before acting
- investigation and research
- reviewing situations
- reaching own judgment without pressure

Theorist
- strength in creating theoretical models
- probing methodologies and assumptions
- not much concerned in practical use of theories

HAND OUT

Two comments have to be made on this generalization of learning styles. Although everybody has an overall preferred learning style, the choice in a specific situation might be different depending on the task and the topic. For example somebody can prefer the trial and error approach while learning a computer program, while she/he feels more comfortable to work from own experiences during a training session on presentation skills.

Secondly, almost all of us are the products of many years of education using the instruction approach.

Why is it important to realize the existence of learning styles in course design?

Understanding these learning styles and the consequences they have for the choice and sequencing of training methods can help improve the efficiency of learning or training.

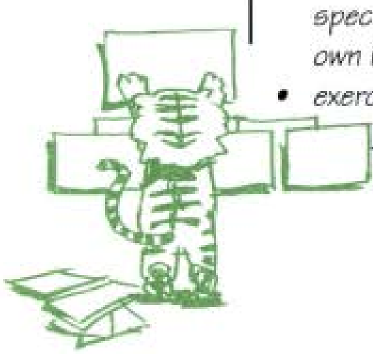
In every training course the trainees will represent a mixture of all these different learning styles. As a trainer it is important to use all four learning approaches during the training. If you do not consciously vary these approaches chances are that you will emphasize your own preferred style of learning.

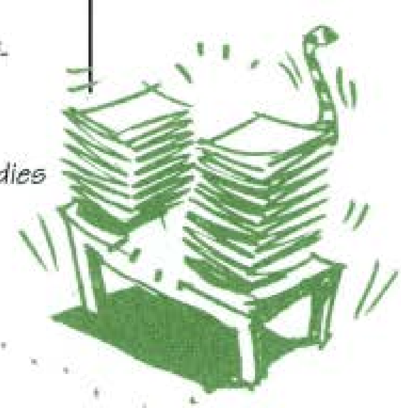
How is this knowledge of learning styles during designing a course used?

- Vary training approaches and methods during designing your training course, accommodating all learning styles.
- Try to design the same session using different approaches to encourage yourself to think more creatively.
- Try to work through all four phases of the learning cycle for each new topic.

How to choose teaching methods to suit different learning styles

Activist • Learns best by doing using methods like • group discussion • projects • role-play • simulation	**Reflector** • Learns best in situation where observer or reflector: • brainstorm own experiences • reflect on a simulation or role-play
Pragmatist • Learns best from specific examples and own involvement such as • exercises	**Theorist** • Learns best by self-study such as • home work • analyzing case studies





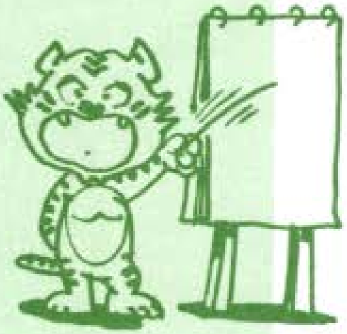
OBJECTIVES

At the end of the session the participants...

- ☑ can list at least three reasons for writing learning objectives
- ☑ can distinguish knowledge, skills and attitudes-oriented learning objectives
- ☑ can explain what **SMART** learning objectives are.

MATERIALS

1. Flipchart with a mix of knowledge, skills and attitude objectives*
2. Copied handout



TIME

1 hour

STEPS

1. Introduce the session by explaining that developing learning objectives is the first step in designing a training course, or session.
2. Ask participants what they think a learning objective is.
3. After this has been clarified, quickly brainstorm why they think it is important to develop learning objectives.
4. Explain that there are three different types of learning objectives, depending whether we want the participants to acquire knowledge, skills or attitude.
5. Ask them what is meant by knowledge, skills and attitudes:
   - Knowledge: is information, theories, concepts, facts that the participant should know
   - Skills: are what the participant should be able to do, including physical, communication and thinking skills
   - Attitudes: are thoughts, feelings participants should have about people, ideas and experiences, such as respect, trust, care, sensitivity, willingness to listen, patience, etc.
6. Display the flipchart with the mix of objectives and invite participants in buzz-groups to decide whether they involve knowledge, skills or attitude objectives. Discuss the outcome briefly.
7. Explain that learning objectives have to fulfil a number of criteria to be effective, that is they should be **SMART**. Write **S-M-A-R-T** on a flipchart and ask the participants what they think the capitals stand for. Explain the criteria.
8. Distribute the handout then request them to read it before the next session when they will practice writing **SMART** learning objectives.

COMMENTS

*It is a good example to use the objectives you wrote for any of the sessions in the current training, as long as they are well formulated and all three types of learning objectives are represented. Make sure you have some good examples related to attitudes. These are the most difficult to formulate well.

OVER HEAD

THE NEED FOR GOOD OBJECTIVES:

Why set learning objectives?

- *shared responsibility of learning for trainers and trainees*
- *clear direction for all facilitators, trainers and resource people involved*
- *consistency in the training design: linkages, selection of methods*
- *in order to guide the evaluation.*

Reminder: What does SMART stand for?

S

M

A

R

T

✪ What are learning objectives?

A learning objective is a description of a performance - understanding, behavior, feelings, attitudes - you want your learners to be able to exhibit before the end of a session. Such an objective describes the intended outcome of the session, rather than the process of the session itself.

✪ Why is it necessary to formulate learning objectives for each session?

1. *Objectives are the foundation for session planning.*
   If clearly defined objectives are absent, there is no sound basis for the selection or designing of the session, such as contents and methods. If you don't know where you are going, how will you know how to get there? Writing learning objectives forces you to decide and formulate precisely what exactly what you want participants to gain from the session.

2. *Objectives allow for testing of outcomes.*
   The second major reason for sharply defined objectives has to do with finding out whether the objectives have, in fact, been accomplished. If you don't know where you want to go, how will you know that you have arrived?

3. *Objectives give clear directions to the learner.*
   A good objective tells the participant what's going on. With clear objectives, learners are better able to participate in the learning process and don't have to guess what's expected.

✪ How are specific learning objectives formulated?

A useful learning objective answers three questions:

1. ***Performance: What should the learner be able to do at the end of the session?***
2. ***Conditions: Under what conditions must the performance occur?***
3. ***Criterion: How well must it be done?***

HAND OUT

✪ Examples of knowledge, skills and attitude learning objectives

Knowledge (information, theories & concepts) based:

- Referring to the list of training methods the trainees will be able to classify the training methods into training and learner centered methods.
- After the session the students will be able to write three objectives specifically.

Skill (things able to do, which includes physical, communication and thinking skills) based:

- Provided with several multi- media extension materials the trainees will select and present the appropriate materials for group training.
- Given a variety of classroom training equipment the trainee will demonstrate the operation of at least three of these.

Attitudes-based (thoughts, feelings about people, ideas and experiences):

- After the session the trainees will include ten supporting facts in a written persuasive paragraph.
- The trainees will have a favorable attitude towards community forestry which will be indicated by their response to a questionnaire.

✪ Ideas of verbs to be used in knowledge, skills and attitude learning objectives

Verbs for Knowledge

apply	decide	distinguish	interpret	repeat
assign	define	estimate	justify	select
average	demonstrate	evaluate	name	state
classify	design	examine	prepare	summarize
compare	diagnose	explain	qualify	
conclude	differentiate	identify	rate	
contrast	discuss	illustrate	recall	

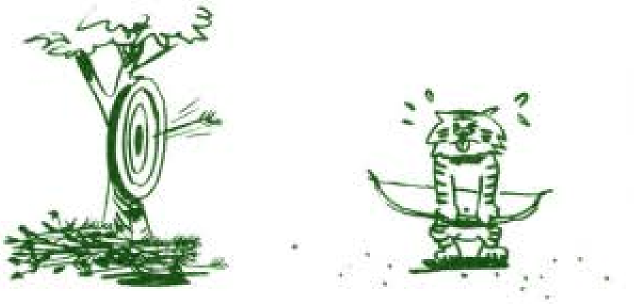
Verbs for feelings and attitudes

accept			observe	recommend
advocate	change			reject
agree	choose	dispute		
argue	comply	evaluate	organize	
approve	conform	favor	participate	request
attempt	cooperate	follow	persist	resist
attend	criticize	influence	praise	resolve
avoid	debate	initiate	prefer	respond
balance	decide	join	promote	seek
believe	defend	judge	protest	share
challenge	devote	justify	pursue	support
	display	object	question	volunteer

Verbs for skills

adjust	control	maintain	produce
administer	coordinate	measure	read
approach	communicate	mold	reduce
assemble	cover	move	remove
build	demonstrate	operate	stop
can	develop	perform	transplant
collect	guide	place	use
connect	handle	prepare	write
construct	manage	process	

Summary:
*Remember to be **SMART** while writing learning objectives. Objectives should be...*



S	**S**pecific and	Objectives should be as specific as possible as to what you want participants to achieve.
	Shared	Objectives not only guide the trainer but also focus the learning process for the learners. This is why they should be shared with the learners at the beginning of the session.
M	**M**easurable or observable	If an objective is not measurable or observable it can not be monitored or evaluated and is therefore useless. It also indicates that it is not specific enough.
A	**A**ttainable or Achievable	While writing your objectives you should keep your participants' backgrounds in mind. They should be able to achieve what is written in the objective.
R	**R**esult oriented and	The objective is output-oriented stating the result of the learning process.
	Realistic	While writing the objectives keep all practical constraints in mind, like time limits.
T	**T**rainee centered and	The objectives formulate the result of the learning process for the trainees and not the trainer.
	Time bound	An objective should mention when it should be achieved eg. "at the end of the session participants......."

OBJECTIVES

At the end of the session the participants...

- ☑ distinguish well formulated learning objectives
- ☑ formulate learning objectives for their own session plans

MATERIALS

1. Overhead with objectives interspersed with empty lines for rephrasing and marker or similar flipchart
2. Copied exercise

TIME

2 hours 30 minutes

STEPS

1. Introduce the session by reminding the participants about the SMART learning objectives introduced in the former session. Explain that during this session they have to chance to practice recognizing and writing SMART objectives.
2. Distribute the exercise (adapt the topic to your specific target group) and ask people individually or in buzz groups to decide whether they are SMART learning objectives or not.
3. After ten minutes collect the answers in plenary and write them on an overhead or flipchart.
4. After agreeing on which learning objectives are not SMART, ask the buzz groups to rephrase them into true learning objectives using the verbs listed in the handout.
5. Ask each buzz group to write down one improved phrase on an overhead or flipchart. Discuss the newly phrased statements.
6. Explain that they are now ready to write learning objectives for their own session plans. Tell them that in the coming days each group will develop a complete session plan step by step. Formulating the objectives will be the first step.
7. Invite them to work in their groups, first selecting a session from the training agenda which they would like to work on in the coming days, and then formulate **SMART** learning objectives.

COMMENTS

Initially this exercise may create a lot of confusion, because many trainers are used to writing instructional objectives but not specific learning objectives. Therefore, if there is any disagreement as to whether the statement is measurable, ask the person who thinks it is measurable to demonstrate how to measure it. For example, how can a participant demonstrate that he/she recognizes the importance of Community Forestry. He/she may write down reasons why CF is important. So the objective should be rephrased as 'Participant can list three reasons' instead of 'can recognize'.

SMART LEARNING OBJECTIVES?

KEY EXERCISE

At the end of the training participants ...

1. can list at least five community variables important to consider when working in CF	**YES**
2. know how to operate a nursery **instead: can differentiate at least ten activities in operating a nursery**	**NO**
3. can feel the necessity of understanding gender aspects in CF **instead: can mention at least five reasons why gender aspects are important in CF**	**NO**
4. realize the importance of community participation in Community Forestry **instead: will include ten supporting facts about community participation in a written persuasive paragraph.**	**NO**
5. can describe the process of nursery operation in ten steps	**YES**
6. believe in the importance of CF **instead: can defend the importance of CF during a debate with other students**	**NO**
7. can compare two methods of forest survey	**YES**
8. recognize the benefits of Community Forestry **instead: list at least three benefits of CF**	**NO**

SMART LEARNING OBJECTIVES?

EXERCISE

At the end of the training session participants...

1. can list five important fodder tree species,
2. know how to operate a nursery,
3. feel the necessity of plantations in CF,
4. realize the importance of community participation in Community Forestry,
5. describe the process of nursery operation,
6. explain the importance of CF,
7. compare two methods of forest survey,
8. recognize the benefits of Community Forestry.

OBJECTIVES

At the end of the session the participants...

- ✔ can list and sequence the elements of a session plan
- ✔ can distinguish good and bad session plans and analyze their good and bad aspects

MATERIALS

1. copied check list for assessing, designing and writing session plan
2. enlarged copies of about 8 examples of session plans (good and bad ones)

TIME

1 hour 30 minutes

STEPS

1. Introduce the purpose and procedure of the session.
2. Start by quickly brainstorming:
   - **what is a session plan?:** part of the content or topic which can be delivered in a reasonable time, in general one to two hours and less than three hours, and can vary within the same day.
   - **why write a session plan?; for whom is it intended? :** to document a session, to share a session, to get feedback? etc.. Try to write it for somebody else and make it as clear as possible.
3. Quickly brainstorm the elements of a session plan.
4. Ask for two participants to come over and sequence the elements in the right order with the help of the group. This will create some discussion because there are different styles.
5. Agree on the elements which should be included in a session plan and those that could be included.
6. Display the examples of the session plans and invite participants to walk around and select the best and the worst one.
7. In a plenary discussion ask participants to stand in front of the session plan they thought to be the worst and ask them to explain their choice.
8. Repeat this procedure for the best choice.
9. Close the session by saying that there are different styles in writing session plans. Explain that although the styles can differ they have to be simple and clear. This may sound easy but in practice is very difficult and needs a lot of practice and review. Explain that the best way of checking whether you have written a good session plan is to give it to another trainer to read and ask whether she or he could run the session without extra explanation.

COMMENTS

Put some effort into selecting a good mix of session plans. This will generate useful discussion and provide participants with many ideas for developing their own style of session plans.

HAND OUT

✪ What is a session plan?

In short, a session plan should contain all that is needed to run a session.

✪ Why bother?

As you will soon realize, it is a real effort to write (good) session plans, Therefore it is important to realize that your session plans are the building blocks of your training. If you only lecture you don't need session plans, transparencies are enough. However, if you want to run participatory training events you really need them because the preparation and implementation becomes much more complex. Session plans help you to:

- *check whether the session follows a logical flow*
- *check time feasibility*
- *avoid you forgetting anything to do with preparation*
- *avoid you forgetting anything to do or say during the session*
- *share your session with other trainers or resource people*
- *get feedback*
- *improve your session*
- *document your training*
- *etc.*

✪ What to write?

A session plan can contain many elements. What follows are the most essential ones.

✏ Objectives

A session plan should first give objectives of the session. This can help the trainer to run the session and evaluate its effect.

✏ Timing

An indication of the time that the session will take is needed for planning the training agenda.

✏ Materials

Notes on preparations, space and materials needed make the trainer aware on what and how to prepare.

✏ Activities or steps

Simple instructions, guidelines, questions and exercises can be described here. It should also contain answers and detailed information on questions or subjects that are likely to come up during the training.
Instructions should also be included on how to use the other material presented, such as visual aids and exercise sheets.

✏ Visual aids, exercise sheets and handouts

Any material needed to run the session, such as transparencies for presentations, worksheets for exercises, case studies and handouts should be included.

✏ Comments

Any comments about the application, possible impact, risks, warnings, or ideas for variations can be included here.

On the next page you will find an example of a session plan layout.

OBJECTIVES

At the end of the session the participants...

1.
2.
3.

MATERIALS

1.
2.
3.

TIME

... hours ... minutes

STEPS

1.
2.
3.
4.
5.
6.
7.

COMMENTS

OBJECTIVES

At the end of the session the participants...

- ☑ can write session plans for their own courses

MATERIALS

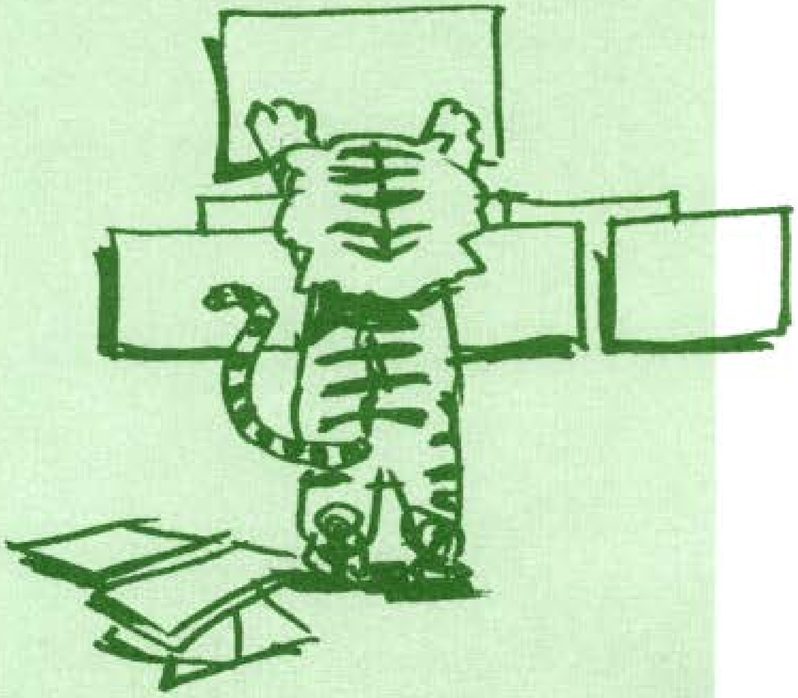
Copied handout

TIME

2 hours 30 minutes

STEPS

1. Review with participants the importance of writing session plans. Explain that is rather easy to criticize session plans written by others but that they will realize how difficult it is when they write a session plan by themselves.
2. Ask participants to select a simple session for their own courses and to firstly develop only the training objectives and select the appropriate methods. Write this on a flipchart for display.
3. Display flipcharts and ask for feedback from participants. Check whether the objectives are **SMART** and challenge the selection of methods if needed.
4. Invite participants to rejoin their groups and ask them to develop a full session plan based on the feedback they received. Again put it on a flipchart for display.
5. Display all session plans and ask participants to go around and indicate both good points and those that need improving using post its.
6. Discuss the feedback on the post its and if needed add your own observations.
7. Close the session by asking what the participants learned by writing their own session plans. Summarize the learning points.



HAND OUT

CHECKLIST FOR ASSESSING, DESIGNING AND WRITING SESSION PLANS

- **Is it logical and consistent?**
  - ❑ are the objectives feasible in terms of time available?
  - ❑ do the topics cover what is mentioned in the objectives?
  - ❑ are the selected methods suitable for meeting the objectives mentioned in terms of knowledge, skills and attitudes?
  - ❑ selection of topics: quality versus quantity

- **Is it learner friendly?**

  Does it follow the training - learning principles:

  Does the session plan...
  - ❑ raise interest?
  - ❑ explain the purpose?
  - ❑ relate to the participants' experiences?
  - ❑ consider motivation?
  - ❑ encourage the participants' initiative and autonomy?
  - ❑ provide for appropriate participant involvement and interaction?
  - ❑ provide exercises, practice, or hands on activities?
  - ❑ include a variety of activities?
  - ❑ show a graduated sequence in contents?
  - ❑ allow for individual differences?
  - ❑ trigger broader applications?
  - ❑ allow for feedback?
  - ❑ provide repetition?
  - ❑ provide for individual monitoring of learning?
  - ❑ follow-up actions or linkages with other sessions?

- **Is it trainer friendly?**
  - ❑ Is the layout attractive?
  - ❑ Is it easy to read?
  - ❑ Are the procedures clear?
  - ❑ Does it give all the required information to conduct the session?
  - ❑ Is it flexible?
  - ❑ Can it be easily adapted?
  - ❑ Can it be re-used?
  - ❑ Can it be revised?
  - ❑ Does it allow for trainer initiative?
  - ❑ Does it give hints and warnings for facilitation?
  - ❑ Can it be used with different participant groups?
  - ❑ Is it suitable for different sized groups?
  - ❑ Is it economically viable?
  - ❑ Is it suitable for all trainers regardless of experience?
  - ❑ Is it fast?

TIP : the best way to check if you wrote a good session plan is to ask another trainer to read it and ask whether she or he can run the session without extra explanation.

OBJECTIVES

At the end of the session the participants...

- ☑ have packaged the main elements of their training in an information note
- ☑ have received feedback on how to improve their programs

At the end of the session trainers...

- ☑ have assessed the level of training design, documentation and presentation skills of the participants

MATERIALS

1. Copied handout
2. Copied example of and information note (preferable related to current training)
3. Prize for the best proposal

TIME

2 hours 30 minutes

STEPS

1. Explain that based on the previous design work we will develop an information note for our training program. Refresh their memories about the training note distributed at the beginning of the current training program.
2. Run a brainstorm about the **why, for whom and what** of an information note (see handout). Distribute the handouts.
3. Invite groups to prepare a presentation of the main ingredients of their training programs and tell them that a panel of 'potential donors' *(colleagues or resource people) will be invited to assess their training program proposals.
4. Display the output of the exercise and have the panel of donors and other participants read the proposals.
5. Invite a panel of potential 'donors' to bring out the strong points and areas for improvement for each team and finally reveal the final winner and explain the choice.
6. Close the meeting and ask the panel to hand over the present to the winning team.
7. Summarize the main learning points and remind participants that often the information note has to be developed at a very early stage to check feasibility, look for donors, attract participants etc. Therefore it is often done straight after the TNA exercise.
8. If time permits reflect on using simulation as a training method.
9. Allow the teams time to improve their training programs and information notes on the basis of the feedback.

COMMENTS

*The challenge is to make the simulation as real as possible, by inviting outsiders, changing the room around, etc. The better the simulation, the more the participants will try to compete to win.

HAND OUT

WRITING AN INFORMATION NOTE

What is an information note?

An information note explains the background and the main elements of the training program. It can be anything from a simple A4 paper printed in black & white, to a glossy brochure with pictures, depending on the purpose and target group, and available budget.

Why, and for whom, is it useful?

In most cases you need to start mobilizing funds, participants and/or resource people at a very early stage in the training process, long before you have all the details and materials of your training sorted out. Therefore, it is useful to develop and document the overall picture of your training program in a format that is attractive and understandable to outsiders (so don't write it as a formal document). This so-called information note enables you:

- to inform/attract potential participants
- to convince your boss to organize such a training program
- to inform donors in order to mobilize funds for your training
- to inform/ mobilize potential trainers and resource people
- to inform any other interested party
- to start documenting your training.

What should be included in an information note?

What you write in the information note obviously depends for whom it is written. However certain elements will be useful to any of the target groups mentioned above, such as:

- rationale for the training
- overall purpose
- learning objectives or expected outcomes
- training approach or strategy
- profile of target group
- topics to be covered

Other information is optional, such as:

- subscription deadline
- costs of the training program
- training schedule
- training budget (for donors)
- application form
- questionnaire for participants
- preparation tips or requirements for participants
- logistical information (like what to bring, travel and accommodation details)

PARTICIPATORY METHODS

OBJECTIVES

At the end of the session the participants...

- ☑ have shared the training methods they are familiar with
- ☑ have selected a few they want to practice

MATERIALS

Copied exercise

TIME

1 hour 30 minutes

STEPS

1. Explain that during this session they will share all the training methods they know and select a few to actually practice later during the course. Introduce "snowballing" as a training method and explain that we will use this method in this session to share our experiences using different training methods.
2. Invite everybody to write down as many training methods they can think of in their notebooks.
3. Ask them to pair up, share what they wrote in their note books and if needed explain the methods to each other before writing them on separate post-its, marking those they are familiar with as a trainer.
4. Ask them to form groups of four to prepare one list on a flipchart ordering the methods from the least to the most participatory.
5. Finally, get them to form groups of eight, then ask them to agree on one ordered list and select three methods they like to practice (those methods they would like to give a try as a trainer).
6. Ask the groups to display the result then go through the lists and compare them, and discuss the differences.
7. Explain that we will now select the methods to be practiced. Ask participants to form into groups of three (trio) then facilitate an activity of 30 minutes using one of the selected training methods.
8. Form the trios according to interest, distribute the exercise and allow them at least one hour to prepare.
9. If time permits reflect on the method snowballing: its advantages, disadvantages, purpose, when it is appropriate.

PRACTICING TRAINING METHODS

Purpose

The purpose of the practice is to give you an opportunity to practice a relatively new training method in a safe environment. Remember you are here to learn and we learn most from our mistakes. It will give you the chance to:

- *practice and observe 'new' training methods and skills,*
- *integrate your understanding about adult learning and training principles,*
- *receive feedback from your peers and trainer.*

Practice

Each trio will have 30 minutes to facilitate their activity. You will act as a team as follows:

1. *The first person will introduce the activity.*
2. *The second person will conduct the activity.*
3. *The third person will 'process' the activity, through such things as reflection, analysis, summary and wrap-up.*

Preparation

The better you prepare for it as a real training session, the more you will learn from it. The moment it is your turn, you will be trainers; you will run the show. Prepare the activity in your trio as follows:

1. *Select a topic which is suitable for the method.*
2. *Decide who will introduce it, conduct it and process the activity.*
3. *Prepare your part of the facilitation and prepare all the arrangements and materials you will need to run the activity.*
4. *Run a trial, and check whether you act as a team, manage your time properly etc.*
5. *Do it!*

OBJECTIVES

At the end of the session the participants...

- ☑ are (more) confident when using the practiced methods in a real training setting.
- ☑ have practiced their observation, feedback and training skills building on their understanding of adult learning principles and different roles/qualities of trainers

MATERIALS

1. Remind the participants to prepare anything they need themselves.
2. Copied observers sheets
3. Copied handout with a selection of different training methods

TIME

For each trio 30 minutes practice and 15 minutes reflection.

STEPS

1. Introduce the purpose and procedure of the session.
2. Before the first trio begins their activity, explain the role of the other participants. Tell them that they are observers at the same time and introduce the points they have to observe/ recall. Distribute the observer sheets.
3. After the practice, ask participants, trainers and observers to recall and write down their experiences and observations.
4. Explain that the reflection will focus on the performance of the trio. The reflection on the method that was used will be done later during the final session. Reflect on the practice as follows:
   - Invite the trainers' trio to share how they think it went, and ask them what they would do differently next time. Match these feelings once in a while with the observations of the observers.
   - Invite participants to give positive feedback first and then ask for ideas for improvement.
   - Add your own feedback if necessary.
5. Continue with the other groups in the same way and encourage them to make use of the learning points of the former trios.
6. Ask each trio if they would feel confident using the practiced method next time in a real training setting. If not why not?
7. Summarize the main learning points. Distribute the handout of the overview with training methods and characteristics.

COMMENTS

This is a time consuming but very effective way of building more confidence when using more participatory or innovative training methods, while at the same time providing an opportunity to assess the skill level of participants as they integrate adult learning and participatory training principles.

HAND OUT

REFLECTING ON TRAINING METHOD PRACTICE

- **For the observers.** Observe carefully using the following table:

Did the trainer ... (☑ if the answer is yes)	How did the trainer do this?	Suggestions for improvement
❑ introduce the objectives of the session		
❑ explain the method and procedure of the session		
❑ involve the participants in learning		
❑ use visual aids		
❑ give the opportunity to practice		
❑ encourage the participants		
❑ process the activity		
❑ involve the participants during analysis and reflection of the activity		
❑ wrap the activity up		

- **For participants.** Try to answer the following questions:
  1. What helped you to learn?
  2. What hampered your learning?
  3. What could have helped you to learn better?

- **For the training trio.** Try to answer the following questions
  1. How did you think it went?
  2. What went differently than expected?
  3. What was more difficult than expected?
  4. What would you do differently next time?

REFLECTING TRAINING METHOD PRACTICE

OBJECTIVES

At the end of the session the participants...

- ☑ can explain why training methods have to be carefully selected to match the objectives of a session and the learners' profiles
- ☑ can explain that many methods are suitable for increasing awareness or knowledge, but only a few can develop skills or change attitudes
- ☑ can select the appropriate training method for different purposes, target groups and specific situations

MATERIALS

1. Adapt and copy the exercise* as many times as there are small groups, and cut into sets of slips for each group.
2. Copied hand out

TIME

1 hour 30 minutes

STEPS

1. Introduce the session as a warm up for the preparation of their sessions. Explain that the exercise we will do in this session will provide us with practice in selecting training methods.
2. Quickly brainstorm with participants what they think should be taken into account when we select a training method.
3. Explain that in reality we have to think about all these different factors at the same time, but for this practice session we will do the selection on the basis of one factor at a time. Only three factors are selected for this exercise; purpose, type of participants and types of situations (if already introduced, refer back to the components of the design mill).
4. If needed introduce, explain or review the terms awareness, knowledge, skill and attitude.
5. Form the groups and distribute the slips with the different training methods and the different purposes (awareness, knowledge, skills and attitude).
6. Invite groups to order the training methods according to the most suitable purpose.
7. Share the results and discuss the outcomes. Prevent too lengthy discussions about details, but make sure that the overall pattern reflects that many methods are suitable for awareness and knowledge purposes but only a few are effective in training skills or changing attitudes. Reflect on which methods they mainly use and what consequences this has for the expected outputs of their training activities.
8. Repeat the same procedure** for the different target groups and situations.
9. Distribute the handout.

COMMENTS

*Adapt the exercise to your training context by selecting, adding or changing the various purposes, target groups and specific constraints.

**Depending on the available time, you can introduce different factors to practice with.

EXERCISE

TRAINING METHOD SELECTION

DEPENDING ON PURPOSE, TARGET GROUP AND SPECIFIC SITUATIONS.

Cut into separate slips -------------------------------- ✂ ✂ ✂

AWARENESS	FARMERS
KNOWLEDGE	FIELD STAFF
SKILLS	GOVERNMENT STAFF
ATTITUDE	DECISION MAKERS
COMPLEX CONTENT	CONTROVERSIAL TOPIC
SMALL ROOM	MORE THAN 30 PARTICIPANTS
ONLY 1 HOUR AVAILABLE	INEXPERIENCED TRAINER

Lively lecture	Energizers
Demonstration	Field trip
Small group discussion	Delphi technique
Plenary group discussion	Margholis wheel
Case study	Fish bowl
Simulation	Individual exercise
Brainstorming	Quiz
Buzz group	Story telling
Role-play	Exhibition
Assignment/ Exercise	Observation
Snowballing	Personal Feedback
Ice-breakers	Drawing
Games	Video/ slides

HAND OUT

TRAINING METHOD SELECTION

Need for variety of training methods

People have their own style of learning. Some people prefer to listen and analyze, others learn more through observation or experience and practice. To support all these different learning styles we, as trainers, have to use a variety of training methods.

No blue-prints for selection of training methods

There is no clear guideline to be used in the selection of training methods. Method selection is a creative and analytical process during which many quite different issues need to be taken into consideration.

Every trainer has favorite methods, depending on personal preferences, style and experience. However, as trainers, we should try to select an appropriate training method not on the basis of our own preference but from the participants' viewpoints.

What follows are some hints that are useful in selecting a suitable training method.

Hints for selection of training methods

Keep the following in mind while you select a training method

- What are the learning objectives?
  Learning objectives can relate to raising awareness, understanding, mastering skills, and changing attitudes...
  Changing attitudes is a challenge for trainers as they often change very slowly and rather uncertainly. Changed attitudes can be observed more in the way things are done than from what is said. They tend to come mostly from group interaction with peers.

- How much experience do participants have with the topic?
  If they have experience you will have to build on it and give them time to recall and share by using case studies, role-plays, simulations, brainstorming etc.

- What is the participant's profile?
  What is their age, sex, educational and social backgrounds? How are they used to learning? Have they participated in training programs before? What is your own experience? What are your strong & weak points?
  As a trainer, you will have to feel comfortable using the training method.

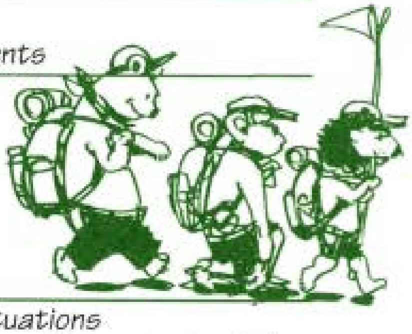
- What is the practical situation like?
  You will have to check such things as available time, materials, resources, facilities, and venues...

HAND OUT

Training methods by type of application

The following overview will give you some hints to do with the type of application of a selected number of training methods.

Training Method	Applications
Lecture	Transferring knowledge from trainer to participants Large number of participants Introducing new and complex topics and theories Introducing training modules and objectives
Structured discussion	Exchanging opinions and ideas Problem solving, Planning Strategy formulation Controversial issues
Small group discussion	Sharing experiences Exchanging ideas and opinions Problem solving, Planning
Buzz groups	Reinforcing learning process Providing break in a lecture, to think, to process and to formulate Obtaining feedback Problem solving, Sharing
Brainstorming	Gathering ideas, past experiences Problem solving Creative/ innovative thinking Providing a refreshing break and creating group interest
Case study	Problem solving Decision making Analysis of complex situation
Demonstration	Learning a skill Operation software, machines and instruments
Field trip	Linking theory with practice Practicing skills Observation and reflection
Role-play	Training to face conflicting and stressful situations Teaching interpersonal skills, communication and negotiation skills To bring out the human dimensions of a case study To encourage emphatic behavioral patterns
Games	Management problems, Decision making Team building
Simulation	Management concepts, Decision making Team building Short and long range planning
Ice-breakers	Getting to know each other Encouraging interaction
Energizers	Energizing, enliven sleepy or bored groups Stimulating creative thinking, mind cracking Challenging basic assumptions Illustrating new concepts Group forming, Team building Fun



Training methods and techniques by purpose and group size

Method or technique	Obtain Knowledge	Obtain Skills	Change Attitude	Stimulate Creativity	Stimulate Thinking	Generate Discussion	Generate Ideas/ solutions	Create excitement	Useful for individuals	Best with small groups	Useful for large groups
Lecture	✔										✔
Illustrated talk	✔										✔
Guest speaker	✔										✔
Q&A	✔					✔				✔	✔
Discussion	✔					✔				✔	
Debate	✔							✔		✔	
Fishbowl						✔				✔	
Panel discussion	✔					✔					✔
Buzz groups							✔			✔	✔
Brainstorming				✔			✔			✔	
Case study	✔				✔					✔	
Demonstration		✔								✔	
Field work		✔						✔		✔	
Role-play			✔	✔				✔		✔	
Simulation		✔	✔		✔			✔		✔	
Icebreakers								✔		✔	✔
Energizers								✔		✔	✔
Homework	✔								✔		
Readings	✔								✔		

Method or technique | Obtain Knowledge | Obtain Skills | Change Attitude | Stimulate Creativity | Stimulate Thinking | Generate Discussion | Generate Ideas/ solutions | Create excitement | Useful for individuals | Best with small groups | Useful for large groups

OBJECTIVES

At the end of the session the participants...

- ☑ can list at least three advantages and disadvantages of the reviewed training methods
- ☑ can explain applications of these training methods

MATERIALS

Flipchart with lay-out and explanation of fishbowl
Copied handout

TIME

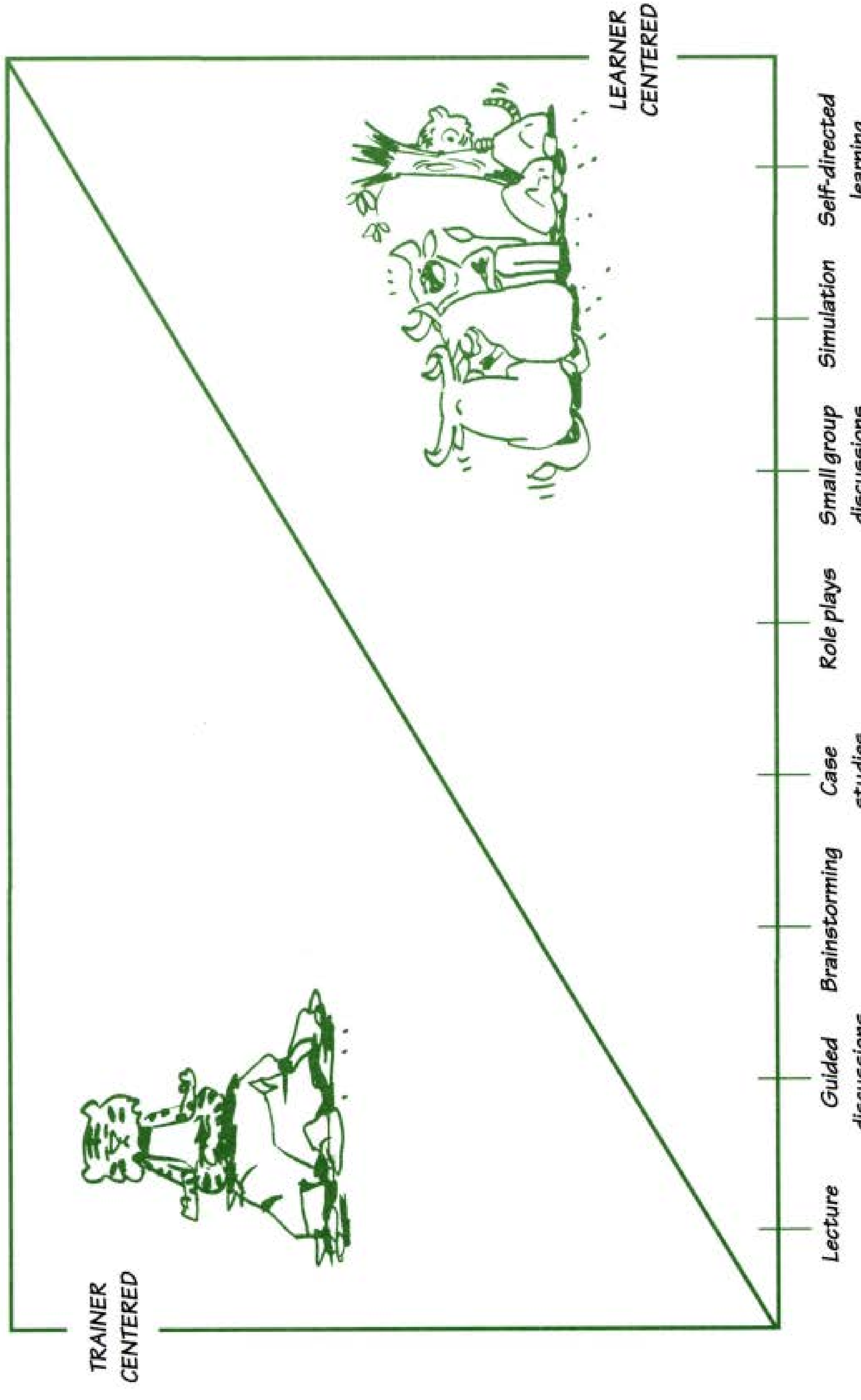
Depending on the number of rounds in the fish bowl discuss various training methods;
Introduction: ten minutes, Each round: ten minutes, Summary: 15 minutes

STEPS

1. Introduce this session by explaining that it summarizes the sessions on training methods. Explain that we will look back at the methods we have practiced. We will reflect on the advantages, disadvantages and the various uses of each method.
2. Explain that we will do this using the fish-bowl method. Explain the method if needed. Each round will cover another method.
3. Invite participants to rearrange their chairs in the form of a fishbowl and invite the fishes for the first round.
4. While the discussion develops make sure that advantages, disadvantages and applications of the training method are covered. Summarize some of the main discussion points.
5. In the next round, discuss the next training method, and invite new fishes to come in. Proceed in the same way.
6. After the last round, invite participants to sit in one big circle and brainstorm the constraints of using participatory methods (time, familiarity with trainers and participants, formal setting, space/ facility arrangements, etc.).
7. Show the training continuum on the next page without the methods, and ask participants if they can fill it in with examples.
8. Explain that it is not always appropriate or possible to start at the right side of the continuum, but that we should try to move gradually in that direction over time (within the same method, within the same training, within your own training career and within your organization).
9. Distribute the handout.

HAND OUT

TRAINING METHODS CONTINUUM



TRAINING & FACILITATION TECHNIQUE

OBJECTIVES

At the end of the session the participants...

- [x] can explain why facilitation skills are important in participatory training setting

MATERIALS

1. Flipchart or transparency with training house
2. Copied handout

TIME

1 hour

STEPS

1. Introduce the session by asking participants to suggest some examples of facilitation skills.
2. Refresh their memory of the 'training house' or introduce it, if it was not done before. Show that the first two floors relate to facilitation techniques. The more participatory the training, the more the trainer will need these techniques.
3. Explain that you will practice a variety of facilitation techniques, but before doing so, you would like to reflect on why facilitation skills are so important in participatory training.
4. Explain the purpose of facilitation techniques with the help of the "Diversity in communication styles" diagram (see handout).
5. Distribute the handout.

HAND OUT

FACILITATION IN TRAINING

Why are facilitation skills in participatory training so important?

Effective participatory training is based on the input of all participants. This means that the success of a training event or activity is more dependent than ever on the skill of a trainer to assess the participants' understanding and group dynamics, make last minute changes in the program, take risks and challenge the group, to channel diverse communication styles in an effective way and to make maximum use of innovative training methods. In other words, you will need excellent facilitation skills, so that effective sharing and learning can take place.

What is facilitation and what do we need to facilitate?

Facilitation can be described as a conscious process of assisting a group to successfully achieve its task while functioning as a group. In order to facilitate, it is important to understand what it is that needs to be facilitated. We need to facilitate:

- *the learning process,*
- *the processes of participation, sharing and group dynamics*

How does facilitation support effective sharing and mutual understanding?

Of all the ideas raised and experiences shared over an entire training course, some gain a bit of attention while others disappear as if they had never been said. Why does this happen? The following diagram illustrates the problem:

Here is the principle; an idea that is expressed in an acceptable communication style will be taken more seriously by more people. Participants who express their ideas poorly or offensively are less likely to be listened to. For example, many participants are impatient with participants who are very shy or nervous and speak in broken sentences, or who don't master the language well enough.

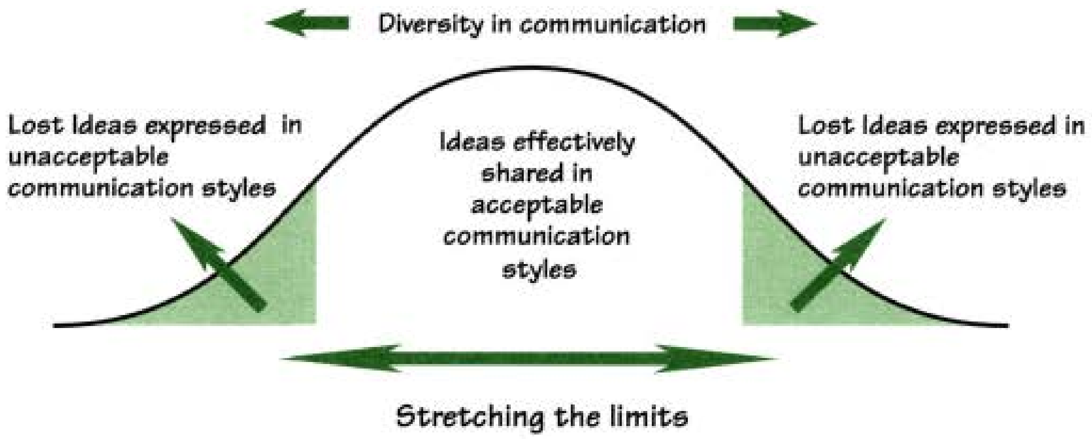
HAND OUT

There are many training groups whose participants really want to voice opinions, share their insights, listen to each other's experiences and come up with interesting new ideas. But the range and richness of their sharing will be limited by the degree to which they can follow and accept diverse communication styles.

The following examples and diagram illustrate how ideas get lost, and how more ideas are shared by stretching the limits of acceptable communication styles. By using good facilitation techniques, a facilitator can be an excellent support to such groups.

For example:

- When somebody is repeating him or herself all the time, a facilitator can summarize what they have said to help clarify their thinking.
- A facilitator can help those who speak in broken sentences by slowing them down and by asking them questions (probing).
- A facilitator can repeat a point or idea that a shy participant has made to bring it to everyone's attention.
- A facilitator can treat interruptions firmly and respectfully by assuring the speaker that when the current discussion ends, there will be time for the facilitator to come back to this newly raised issue and assess whether the group is interested to explore it more.



How does facilitation support participation and group dynamics?

The process of finding out what is going on in a group is called diagnosing. It is an essential skill of a facilitator. The facilitator can only avoid or remove the problem once she or he is able to diagnose what is going wrong. Diagnosis involves understanding the causes after looking for clues:

- within the group: communication patterns, body language,
- outside the group: history, past relationships between members, hierarchy.

Some examples follow to illustrate the point.

HAND OUT

Problem	Possible causes
Everyone does not participate or show interest and a few remain silent	The task is not clear for everyone
	Some participants are insecure
	Some participants are dominating on the basis of education, class or sex
Participants stick to their conflicting points of view, stalling the process or decision-making	Existence of different values, more important than the group task
	Existence of differences/conflict between individuals which were there before existence of the group
Some participants ignore or disregard contributions from other participants	Participants are insensitive to other's needs and inputs
	Participants are too full of their own self importance
The group is not able to make a decision, or are not willing to implement the decision	Participants do not have enough information or skills to solve the problem
	Decision is threatening for the participants
	Fear of failure

How does facilitation support effective learning?

While facilitating participation, sharing and group dynamics, the focus is on the how and the process. Facilitation that supports learning focuses on the what.

When presenting	Clarify objectives
	Group, structure and pace well what needs to be learned
	visualize as much as possible
	Link to what participants know already
	Link to participant's job reality
When supporting sharing	Look for similarities and differences
	Stay on track
	Move the discussion along
	Summarize the main points
	Challenge black & white thinking
	Bring out the learning points
When supporting discovery	Encourage exploration and experimentation
	Encourage trying something new
	Coach
When supporting application	Clear assignments
	Monitor progress

Some attitudes and skills needed to be an effective facilitator:

- openness: the ability to invite dialogue, receive feedback, and be prepared to examine your values and opinions and to change them, if necessary,
- sensitivity/empathy: the ability to pick up implicit messages; to see problems through the eyes of the participants; to understand their feelings, ideas and values; to focus on roles rather than on personalities or competence,
- basic communication skills: the ability to actively listen and observe, question, probe, create dialogue, paraphrase, give feedback,
- diagnosis: the ability to define the problem and choose appropriate intervention
- Support and encouragement: the ability to provide verbal and nonverbal indicators of encouragement, appreciation and caring,
- challenging: the ability to confront, to disagree, to stop a process without being rude,
- managing conflicts: the ability to resolve conflicts by negotiation and mediation,
- modelling: the ability to include yourself as a model in the group, responding spontaneously, without being idealistic, posing as an expert.

OBJECTIVES

At the end of the session the participants...

- ☑ can explain the difference between hearing and listening
- ☑ can explain why listening is difficult by listing some of the listening barriers.
- ☑ can list what to do and what not to do while listening as a trainer

MATERIALS

Copied handout

TIME

1 hour

STEPS

1. Introduce the objectives. Explain that listening is the most fundamental facilitation skill for any trainer because all the other facilitation skills can not be done without listening.
2. Ask participants not to write down anything while solving the following riddle (puzzle). Read out (don't hand out) aloud:

   You are a bus driver. At the next stop 12 people get on. At the next stop 3 people get off and 5 get on. At the third stop 1 gets off and 6 get on. At the third stop 1 gets off and 6 get on. At the fourth stop 5 get on 8 get off. At the fifth stop 9 get off and 3 get on. At the sixth stop 3 get off and 7 get on. What is the name of the bus driver?
   Answer : your name!
3. Reflect on what happened using the following questions
   - ***Why did most people not know the answer*** (missed the beginning, side tracked, assumption what the problem was)
   - ***What is the difference is between hearing and listening?***
   - ***How does this relate to listening as a trainer?*** (listen to the inputs and opinions of participants without judging, comparing, picking up main points, common elements, summarizing etc.)
4. Explain in short some barriers of listening (see hand out) which we need to be aware off in order to improve our listening skills.
5. Ask participants to form groups of five and write down do's and don'ts about listening as trainers on a flipchart as follows;
   A good trainer will.... A good trainer will not...
6. Display the flipcharts and let everybody walk around and read them.
7. Distribute the handout and explain that they can practice their listening skills almost constantly during this training course.

COMMENTS

This is an energizing activity and can be used as a quick illustration of the fact that active listening is not as easy as it might seem. It demonstrates how easy it is to get immersed in detail and miss critical points. Participants will have to actually practice their listening skills while doing the other facilitation exercises.

[1] Adapted from Games Teams Play

HAND OUT

LISTENING[2]

✪ *Good listening is more difficult than we think*

Listening would appear to be a very easy thing to do. In reality we think we listen, but we actually hear only what we want to hear! This is not a deliberate process: it is almost natural. To listen carefully and creatively, and to pick out positive aspects, problems, difficulties and tensions, is the most fundamental skill required for facilitation. Therefore we should try to understand what sorts of things can hinder listening, so as to improve our listening skills. Listed below are so-called barriers to listening that may prevent effective and supportive listening. Being aware of these barriers will help a good deal in overcoming them.

✪ Listening barriers

On-off listening

This unfortunate listening habit comes from the fact that most people think about 4 times faster as the average person can speak. Thus the listener has about 3\4 minute 'spare thinking time' in each minute of listening. Sometimes the listener uses this extra time to think about their own personal affairs and troubles instead of listening, relating and summarizing what the speaker has to say. This can be overcome by paying attention to more than just the speech, but also watching body language like gestures, hesitation etc.

Red-flag listening

To some people, certain words are like a red flag to a bull. When they hear them, they get upset and stop listening. These terms may be unique to a certain group of participants, but some are more universal such as tribal, black, capitalist, communist etc. Some words are so 'loaded' that the listener "tunes out" immediately. The listener loses contact with the speaker and fails to develop an understanding of that person.

Open ears - closed mind listening

Sometimes listeners decide quite quickly that either the subject or the speaker is boring, and what is being said makes no sense. Often they jump to the conclusion that they can predict what the speaker knows or will say, so they conclude that there is no reason to listen because they will hear nothing new if they do.

2 Adapted from Step by step/GTZ

<u>Glassy-eyed listening</u>

Sometimes listeners look at people intently, and seem to be listening although their minds may be on other things and they may drop back into the comfort of their own thoughts. They become glassy-eyed, and often a dreamy or absent-minded expression appears their faces. If we notice many participants looking glassy-eyed in sessions, we have to find an appropriate moment to suggest a break or change in pace.

<u>Too-deep-for me listening</u>

When listening to ideas that are too complex and complicated, we often need to force ourselves to follow the discussion and make a real effort to understand it. Listening and understanding what the person is saying, might result in us finding the subject and the speaker quite interesting. Often if one person does not understand, others do not either and it can help the group to ask for clarification or an example if possible.

<u>Don't-rock-the-boat listening</u>

People do not like to have their favorite ideas, prejudices, and points of view overturned, and many do not like to have their opinions challenged. So, when a speaker says something that clashes either with what they think or believe, they may unconsciously stop listening or even become defensive. Even if this is done consciously, it is better to listen and find out what the speaker thinks, and understand all sides of the issue, so that the job of understanding and responding constructively can be done later.

✪ Do's and Don'ts of Listening

<u>When listening we should try to do the following:</u>

- ☑ show interest
- ☑ be understanding
- ☑ express empathy
- ☑ single out the problem if there is one
- ☑ listen for causes of the problem
- ☑ help the speaker to develop competence and motivation to solve her or his problems
- ☑ cultivate the ability to be silent when silence is necessary.

<u>When listening we should avoid doing the following:</u>

- ☒ rush the speaker
- ☒ argue
- ☒ interrupt
- ☒ pass judgment too quickly
- ☒ give advice unless it is requested by the other person
- ☒ jump to conclusions
- ☒ let the speaker's emotions affect your own too directly.

OBJECTIVES

At the end of the session the participants...

- [x] can explain why we are not very observant in our day to day life
- [x] can mention at least three reasons why a trainer should be observant

MATERIALS

Cards mentioning/ showing different behaviors or feelings such as sad, happy, frustrated, etc.

TIME

1 hour

STEPS

1. Start with the following warming-up exercise: Which watch?*
   - Ask someone in the group who is wearing a non digital watch to come forward
   - Request the person to remove the watch and put it in your pocket
   - Tell that person that you would like to test his or her powers of observation, and ask the entire group to play along with the individual whose watch you are using, by covering their own watches.
   - Tell the participant to assume that the watch was lost and you have found it. But, before you return it, you want to make certain the watch his his/ hers. Some questions include: **"What's the brand name? What color is the face? Is there anything else printed on the face? Does it have Roman or Arabic numbers? How many numbers are shown? Is there a second hand?"** Remind the group to answer the same questions for their watches, which they covered.
   - The point is easily made that most people cannot easily describe their own watch even if they look at it a dozen times a day.
2. Thank the volunteer and ask the group: **"why aren't we more observant? (time pressure? Lack of concern? Taking things for granted?). Do they know people who observe really well (photographers, artists, painters, etc. people who need good observation skills for their profession)? What is the value of observation for a trainer? What is it important to observe as a trainer?**
3. Practicing observing. Explain that observing body language can tell you a lot about what is going on, sometimes more than the spoken language. Explain that we will practice observing the body language of each other. Distribute the cards to small groups (three to four persons) and tell them that one of the group members role-plays (non-verbally) what is on the card and the other group members must use their observation skills to guess what the feeling or behavior is.
4. Summarize some of the learning points and explain that they can practice their observation skills almost constantly during this training course.

COMMENTS

*Pick an object that is not observed very well in your culture (in Indonesia this warm-up did not work because most people were very observant about their watches).

3 Adapted from Participatory learning and action, IIED

PRACTICING OBSERVING

ENLARGE THIS PAGE ON STRONG A5 PAPER AND CUT THE FACES INTO SEPARATE CARDS ----✂

HAND OUT

PRACTICING OBSERVING

What is observing?

Observing is the ability to:

- see what is happening without judging,
- understand non-verbal clues,
- monitor the group work objectively.

Why bother?

Within a group people interact in different ways. They interact not only on the basis of what is being said but also how it was said - the use of the voice, facial expressions, attitudes, gestures and the like. Non verbal communication can convey strong messages. Good observation will help you to:

- assess feelings
- monitor group dynamics
- monitor equal participation.

Therefore it is very important as a trainer to watch for this type of non-spoken communication and develop skills in observing them. You will need to do this quite quickly, and without anybody really noticing it.

What to observe?

The task of observing is to watch what happens:

- Who says what?
- Who does what?
- Who sits beside whom?
- Is this always like this?
- Who avoids whom?
- What is the general level of energy?
- What is the overall level of interest?
- Etc.

OBJECTIVES

At the end of the session the participants...

- ☑ have experienced the difference between asking open and closed questions
- ☑ can explain why asking the right questions is basic in experiential adult education

MATERIALS

1. Copied exercise
2. Copied handout

TIME

1 hour 30 minutes

STEPS

1. Introduce the session by saying that asking questions is a very powerful facilitation tool in a participatory training setting. Explain that if we want our participants to learn on their own terms or to learn through discovery, we as trainers have to be able to ask the right questions in the right way.
2. Invite them to discuss in buzz groups for five minutes why we ask trainers questions. List the answers in the plenary and add your own if necessary (see hand out).
3. Ask what the difference is between a closed and open question, and invite them to give examples for both.
4. Explain the mechanics and procedure of using triads or dyads to practice.
   - Triads: each trio selects a speaker, a listener and an observer. After the first practice, the roles rotate allowing each person to act in each of the three roles.
   - Dyads: same principle but in pairs without the observer
5. Distribute the exercise and invite participants to start practicing in triads or dyads. Monitor the time while participants are asking each other questions. Make sure they reverse roles in time.
6. Invite them to return after about 15 minutes and reflect on the exercise by answering the reflection questions.
7. Explain that there are different types of questions apart from open and closed ones. Ask if they can think of other types of questions to be used for training purposes. Discuss some of the advantages and disadvantages of the other types of questions and give examples (see handout).
8. Summarize the main learning points and distribute the handout.

COMMENTS

If the participants are familiar with open and closed questions from RRA/PRA you only need to refresh their minds about the differences and ask them which questions they think are more appropriate in a training setting. Another option is the session "Questions about Questions" (page 260).

EXERCISE

OPEN AND CLOSED QUESTIONS

1. *Discuss the work of your partner in her or his organization:*
    - *Round 1 - use only closed questions*
    - *Round 2 - use only open questions*

2. *After five minutes switch roles and repeat the procedure.*

3. *Reflect on the exercise by asking yourself the following questions:*
    - ***What happened when you asked closed questions?***
    - ***What happened when you asked open questions?***
    - ***What were the differences in the quality of your conversation when using the two types of questions?***

Why ask questions as a trainer?

There are tested skills that can help a trainer conduct more effective training sessions. First, be a good listener. Next, become skilled in the art of using the right questions in the right way at the right time.

There are several ways you can do this. You can - if you feel you have all the answers and want to impress everyone with your knowledge - simply give 'the answer'. Or you can seek participation and give participants the opportunity to reflect, think, discover and learn by themselves.

Reasons	***Examples***
1. *Gain participants' involvement*	*How do you feel about...?*
2. *Get a feeling for the participants' thoughts, ideas or opinions.*	*What is your idea about...? What do you think?*
3. *Involve non-participative people.*	*Lisa, what do you think?*
4. *Recognize key-contributors.*	*Thuba, that's an interesting idea. Tell us more about it.*
5. *Manage classroom time.*	*OK, we've spent quite a bit of time on that question. How do you feel about moving on?*
6. *Gain understanding by exploring both sides of an issue.*	*That is one way of looking at it. Let's look at the other side. What would happen if you...?*

Types of questions

There are several types of questions we can use for different purposes:

Types	uses	Risks
General questions: Addressed to the group as a whole, perhaps written on overhead or flipchart	Stimulates thinking by everybody. Useful for starting a discussion. Trend setting.	Question is not directed at anyone in particular, therefore it may not be answered. A wrong question can misdirect the process. Unless sufficient time is allowed for thinking, it may not work.
Direct questions: Addressed to an individual by name, or a sub-group.	Good chance that it will be answered. Useful for involving silent or shy participants. Can break the monopoly of discussion by more vocal trainees. Can tap specific resource person in the group, e.g. forester, gender specialist. Can be used to refer to a point that was lost due to irrelevant comments by others.	It can embarrass an unprepared participant. More effective if followed by a general question to put the focus back to the group as a whole.
Open-ended questions: Start with who, what, when, where, How, why. These are questions that cannot be answered by simple yes, or no.	To get concrete feedback or information. It will make participants think. Quality of the discussion will improve as new details are discovered, Good for analyzing problem situations (Why did this happen? What needs to change?).	Such questions are more difficult to answer. Questions starting with why may be perceived as threatening. If a trainer cannot build on the responses, usefulness is reduced.
Factual question: Asked to ascertain factual information	To clarify factual "fogginess". To steer away from assumptions or generalizations. Valuable in initial stages of discussion.	A few participants who know the facts may monopolize discussion.
Re-directed question: The trainer throws a question asked of her/him back to the group.	Ensures that the answers lie with the participants. Can provoke lively exchanges among trainees.	May give the impression that the trainer is not knowledgeable. Can be perceived as an avoiding tactic.
Leading question: The expected answer is implicit in the question.	Useful in redirecting a discussion that has gone off track. Helpful in facilitating control and taking charge.	Can be manipulative. Good points can be lost due to the trainer's anxiety to maintain control.

OBJECTIVES

At the end of the session the participants...

- ✔ can explain what paraphrasing is
- ✔ can explain when paraphrasing is useful
- ✔ have practiced paraphrasing in a safe environment

MATERIALS

Copied hand out

TIME

45 minutes

STEPS

1. Ask participants if they can define what paraphrasing is. Write the term and definition down (see handout).
2. Elicit ideas when they think this can be a useful facilitation technique.
3. Explain to them how to paraphrase and give some examples.
4. Explain the mechanics and procedure of using triads or dyads to practice
   - Triads: each trio selects a speaker, a listener and an observer; after the first practice, the roles rotate allowing each person to act in each of the three roles.
   - Dyads: same principle but in pairs without the observer
5. Practice. Allow the participants to experience the usefulness of paraphrasing by practicing paraphrasing in triads or dyads for 5 minutes each (for example why they think community forestry is important in their country). Monitor the time while the participants are paraphrasing each other, to make sure they rotate roles in time.
6. Reflection. Invite them to return after about 20 minutes and reflect on the exercise by answering the following questions;
   - **How was it for you as a participant to hear your own words back?**
   - **How was it as a trainer to paraphrase?**
   - **What made it difficult? What did help?**
   - **What do you think the benefits of paraphrasing are for the speaker, the listeners and the trainer respectively (see handout)**
7. Distribute the hand out.

COMMENTS

Variation: The facilitator gives an example of a time when they did not listen well. The next person paraphrases what the facilitator said. This person then gives an example for the person to the right to paraphrase, and so on.

HAND OUT

PARAPHRASING

✪ *What is paraphrasing?*

Paraphrasing is repeating what somebody has said, using your own words.

✪ ***Why use paraphrasing?***

- ***Benefits for the trainer***

The technique forces you, as a trainer, to listen very carefully, since you know that when the participant has finished speaking, you will need to repeat what was said. In addition, you have the opportunity to find out, whether you really understood what was said.

- ***Benefits for the speaking participant***

Paraphrasing has both a calming and a clarifying effect. It reassures the speaker that his or her ideas are worth listening to. And it provides the speaker with the chance to hear that others are hearing his/her ideas. In other words, it supports people to think out loud.

- ***Benefits for the other listening participants***

They get a second chance to understand what the speaker tried to share.

✪ ***When is paraphrasing used?***

When a participant makes very long, complicated or confusing statements, or when a participant has problems phrasing his/her own thoughts clearly.

✪ ***How is paraphrasing done?***

Paraphrasing uses the following four-step model:

1. *Listen carefully*
2. *Use your won words to say what you think the participant said, starting with, for example:*
   ' In other words...' or
   'Do you mean that... or
   'It sounds like you are saying is...'
3. *Check by saying something like:*
   'Is that correct?' or
   'Did I get it'
4. *If not, keep asking for clarification until you understand what was meant.*

Note : *If the speaker's statement is one or two sentences, use roughly the same number of words when you paraphrase it. If the speaker's statement is many sentences long, summarize it.*

OBJECTIVES

At the end of the session the participants...

- ☑ can explain what probing is
- ☑ can explain why probing is important in a training setting
- ☑ can explain the difference between discussion and dialogue

MATERIALS

1. Riddle copied on a flipchart or transparency
2. Copied handout

TIME

45 minutes

STEPS

1. Quickly brainstorm what probing is. Explain that we will practice probing while doing a fun activity.
2. Ask the participants to form groups of four to six to do a quick mind teaser.
3. Explain that you are going to give the groups a problem to solve - a riddle. The solution will be given to one person in each group and the groups must find the solution by asking that person questions that can only be answered with 'yes' or 'no'.*
4. Take the selected people aside and give them the riddle and the answer. Explain that they do not have to remember the riddle as you will give it to the whole group.
5. Display the riddle where everyone can see it for the duration of the game. Ask anyone who has played this game before to act as an observer in his her group.
6. Ask each group that when they reach the solution to keep it to themselves, but have them wave their arms, for example, to indicate they are finished (you may either stop the game once one group has the solution, providing there has been sufficient time for everyone else to have tried to solve the riddle, like ten minutes).
7. Once the riddle has been solved reflect on what happened by asking :
   - What helped you to probe well? (active listening, building on ideas, creative thinking, clarifying information, analyzing the problem carefully)
   - What hindered your probing? (not listening carefully, jumping from one question to the other, lack of creative thinking, assumptions)
   - How does this relate to training? Why is probing an important skill for a trainer? (to draw people out, to solve problems, to clarify question, inputs and opinions of participants, to facilitate dialogue)
8. Summarize learning points and distribute the handout.

Riddle:
A man was found dead in the desert. Near him was a package. If he had opened the package he would not have died. What was in the package?

Answer:
a parachute!

COMMENTS

*Normally one would use open questions while probing, however this is a good exercise as the closed questions force you to probe really well in order to solve the problem. A good follow-up to this session is the practicing dialogue session.

4 Adapted from Games Team Play

HAND OUT

USING PROBING

What is probing?

Probing is asking follow-up questions to gain understanding, like:

- ***Can you explain more?***
- ***Could you put it another way?***
- ***Please tell me more about that.***
- ***But why, how, who, when, where?***
- ***Anything else?***

Probing is rather like peeling away the layers of an onion. The objective is to move towards the center of the onion.

Why and when does a trainer use probing?

Probing can be used for different purposes such as:

- to draw participants out,
- to clarify questions, inputs and/or opinions,
- to create dialogue,
- to solve problems.

How to probe well

DO'S	DON'TS
✔ Listen actively	✗ Judge while listening
✔ Build the next question on the understanding of previous answer	✗ Jump from question to another
✔ Clarify information	✗ Make assumptions
✔ Single out the problem or main points	✗ Loose track by getting bogged down into details or side tracks

OBJECTIVES

At the end of the session the participants...

- [x] can explain the difference between dialogue and discussion
- [x] can explain why creating dialogue is useful in training
- [x] have practiced creating dialogue

MATERIALS

1. Copied observation sheet
2. Copied handout

TIME

1 hour 30 minutes

STEPS

1. Explain that the participants will practice dialogue. Quickly brainstorm the differences between discussion and dialogue.
2. Discuss how we can facilitate dialogue.
3. Explain the mechanics and procedure of using triads to practice
4. Triads: each trio selects a facilitator, a participant and an observer. After the first practice, the roles rotate allowing each person to act in each of the three roles.
5. Break the group into triads and distribute copies of the observation sheet.
6. Allow participants to practice creating dialogue in triads for five minutes each by reaching a consensus on a hot issue (select something appropriate). Monitor the time while the participants are practicing dialogue, and make sure they rotate roles in time.
7. Invite them to return after about 20 minutes and reflect on the exercise by asking the following questions:
   - **When did you miss opportunities and why?**
   - **What made it difficult? What did help?**
   - **What do you think the benefits of creating dialogue are in a training setting?**
8. Distribute the hand out.

COMMENTS

This session is a good follow-up of practicing probing session.

[5] Adapted from Games Team Play

EXERCISE

OBSERVATION SHEET
ASSESSING DIALOGUE

Introduction

Probing for understanding is essential to dialogue. Please take the role of observer and assess whether your team probes effectively. Note down examples of probing that lead to better understanding. Also look for missed opportunities for probing. For example someone's point of view was not completely understood and questions that might have helped to clarify the situation were not asked.

Examples of Probing

1	
2	
3	
4	
5	

Examples of missed Opportunities

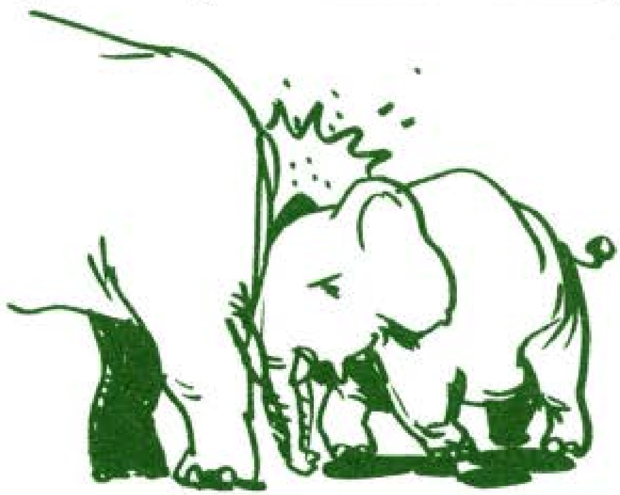
1	
2	
3	
4	
5	

What is dialogue?

Dialogue is a free flow of information for which all participants take responsibility and during which everybody makes a sincere effort to understand each other.

What is the difference between a dialogue and a discussion?

The terms discussion and dialogue are used very loosely, depending on the context they are used in. During this training we define discussion and dialogue as follows:



Discussion

- *Based on competition*
- *Responsible to influencing the other opinions*
- *Closed minds*
- *Talking*
- *Statements*
- *Firm opinions*
- *Looking for their solution*

Dialogue

- *Based on thinking together*
- *Responsible to understand other's perspectives*
- *Open minds*
- *Listening*
- *Open questions*
- *Probing*
- *Looking for the best solution*

Why is dialogue important in training?

Dialogue is essential for:

- *creating an environment of trust,*
- *sharing,*
- *effective problem solving,*
- *consensus reaching*

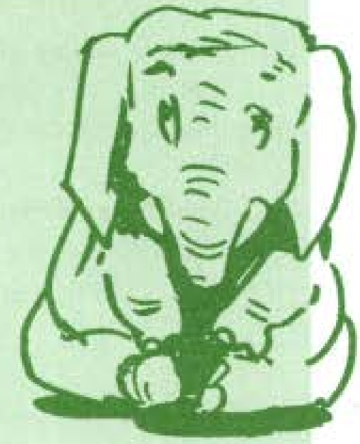
How is dialogue created?

1. *Clarify the objectives of the sharing session (if needed explain the difference between dialogue and discussion).*
2. *Probe and encourage probing by participants for information and understanding.*
3. *Challenge preconceived ideas or assumptions.*

OBJECTIVES

At the end of the session the participants...

- ☑ can explain the purpose of feedback
- ☑ can differentiate between good and bad feedback
- ☑ demonstrate skill in giving and receiving feedback



MATERIALS

1. Exercise copied or on flipchart
2. Copied handout

TIME

1 hour

STEPS

1. Start the session by asking participants how they would describe feedback and what the purpose of feedback is. Explain briefly what feedback is and why it is a useful technique in a training context based on their answers (see also hand out).
2. Tell the participants that there is a trick to explaining the usefulness of feedback. Draw the model of Johari windows step by step while your story enfolds:
   - first draw the four windows with four frames and explain each of them. Provide an example for each, and explain that we can improve a lot if we can make the 'free box' bigger
   - ask how we can make the hidden box smaller by enlarging the free box (sharing), give an example
   - ask how we can make the blind box bigger by enlarging the free box (feedback), give an example
3. Discuss the purpose of feedback in a training setting. Brainstorm the do's and don'ts of constructive feedback and write them down.
4. Distribute the hand out* and the socio-dramas, and let them work in threes to act out the socio-dramas which pose the problems of feedback.
5. Invite the large group to use the suggestions in the handout to show an alternative.
6. Small groups might, after discussion, act out the alternative ways of offering feedback to demonstrate to themselves the difference.
7. Discuss the principles of feedback again, and summarize that in a TOT we can learn a lot from each other if we know how to give and receive feedback.

COMMENTS

*Depending on the length of the training course this session can be shortened by just discussing and providing the purpose and principles of feedback including some examples.

EXERCISE

Socio-drama: Lin and Beang

Lin and Beang are two participants of a Training of Trainers course. Lin facilitated a training session to practice her skills as a trainer. After the session the other participants are invited to give Lin feedback. Beang like to share his observations and tells Lin:

"Lin, you are always so nervous, you should be more confident in front of the classroom."

Socio-drama: Bunna and Lisa

Bunna and Lisa are two participants of a Training of Trainers course. During a small group exercise Lisa gets irritated by Bunna and tells him:

"Bunna you are very dominant, you have to be more participatory!"

Socio-drama: Thuba and Lal

Thuba is the trainer of a Training of Trainers course, and is having difficulties with too many participants participating in the discussions. Lal, who speaks all the time, especially irritates her. After another interruption by Lal she tells him:

"Lal, be quiet, you are too talkative! You should give the other participants a chance to say something."

HAND OUT

FEEDBACK - LEARNING FROM EACH OTHER

✪What is feedback?

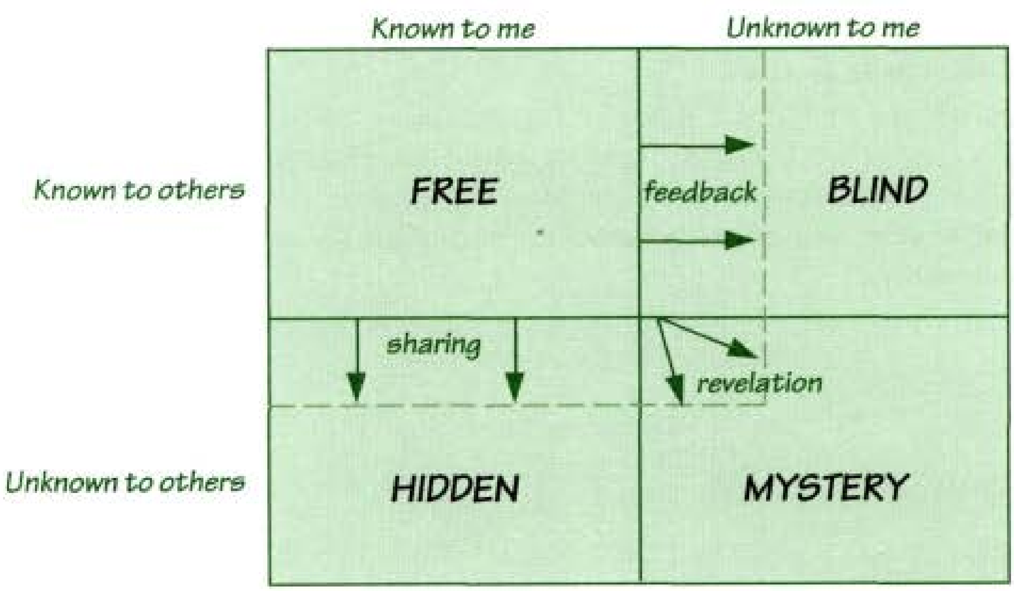
Personal feedback gives information about behavior and performance. Feedback can be exchanged frequently in a training situation, from trainer to participants, vice versa or between participants.

✪ What is the purpose of feedback?

Feedback is a way of helping another person understand the impact of her or his behavior on others. Feedback helps a person to keep her/his behavior "on target" and thus improve her/his performance.

✪ How does feedback work?

Getting familiar with JOHARI's-Window will help to understand the effect of feedback. Look at the following picture. It has the shape of a window with four frames. It is called JOHARI's window after the people who worked it out. The window is a model that shows how communication works and helps us to understand how we can grow in self-knowledge and how we can build deeper trust in teams and communities by sharing feedback.



The window represents the self- the whole person. The four frames of the window can be described as follows:

Free *The part of yourself which is known to you and others. It is the area of mutual sharing*

Hidden *That part of yourself which is known to you, but not shared with others. Sometimes more sharing can clear the air, build trust and make teamwork easier.*

Blind *That part of you which is known to others, but unknown to you. The tone of your voice, or a talent of which you are not aware, may all be in this area.*

Mystery *That part of yourself that is unknown to yourself and others. Here are talents and abilities which you do not yet know you have and others have never seen. But they are part of you and may one-day come to the surface.*

HAND OUT

Feedback	*Is one way by which others open up the blind area within yourself by letting you know what they see in you which you do not see yourself*
Sharing	*Is one way of opening yourself more to others*
Revelation	*Is an experience whereby the mysterious area within yourself is suddenly revealed. Revelation comes spontaneously; it can not be planned.*

In other words, the way we see ourselves is partly a result of what we have been told by others; how they see us. Sometimes it is even the other way around: the way we feel or behave can depend on what we think others see in us. For example:

"I did not understand what the teacher told us, but if I ask her to explain it to me again, she will think that I am very stupid. So I better keep quiet."

In many cases it would be very helpful to hear from the others how they actually see you, and this can be done through feedback.

✪ *How is feedback given?*

Feedback will only be effective when certain criteria are used. Following are some hints for giving constructive feedback.

Criteria	*Bad example*	*Good example*
*Be **specific**, not general.*	*Your are always so talkative!*	*Just when we were deciding the issue, you talked so much I stopped listening.*
*Be **descriptive**, not judging*	*You only want to annoy me!*	*I feel annoyed, because you interrupt me all the time!*
***Receiver** oriented, not giver oriented*	*Let me tell you...*	*When you are ready I would like to give you some feedback on...*
*Focus on **behavior** not on the person*	*You are arrogant!*	*You often lifted your eyebrows, when I was talking. This made it hard for met to keep talking.*
*Focus on the **positive**,Not the negative*	*You don't smile enough..*	*You have a warm smile, you should use it more often, and it makes me feel happy to work with you.*
***Ask for** it - do not impose it*	*I am sure you want to know...*	*Please, tell me what you saw me do... Did everybody understand the point I wanted to make?*
Well timed	*Last week....*	*In general don't delay feedback. It carries more weight if given soon after the observation. The person can then relate it to the specific situation.*

In short try to phrase your feedback as follows:

***When...** (naming the specific behavior)...*

***I....** (description of your feeling)....*

***Because....** (informing on the effect of the behavior)....*

HAND OUT

How should feedback be received?

Feedback tells you how another person sees your actions and gives you the choice of trying to change your behavior. Even if you "disagree" with the feedback, it is important for you to hear it clearly and understand it.

Giving someone feedback is sometimes difficult. If you keep the following in mind, it will make it easier for someone else to give you feedback that you can use.

Concentrate, be observant and listen

You don't need to do anything with the feedback. Simply look at the person giving you feedback and listen carefully.

Check

Wait until the feedback is given, then paraphrase the major points.

So, what your are saying is that...

Clarify

Ask clarifying questions or ask for examples.

When and how did I upset you?

Don't defend

Most of us have difficulty hearing both positive and negative things about ourselves. To cover our discomfort, we defend ourselves with quick responses. Unfortunately, valuable opportunities for self-growth are lost if you defend yourself.

That's because...
I think that most people...
Yes. But...
You got me wrong...
Who are you to make such comments...?

State your limit

If the sender gets carried away, overwhelming you with suggestions, advice, or criticism, you can say that it is enough.

I have heard enough for now, thanks for all the helpful feedback so far.

Feedback cards : copy back to back on to thick (colored) paper and cut in four

For : ______________________

From : ______________________

Exercise : ______________________

What you did well : ______________________

____

____

____

What you could improve :

____

As follows :

____

____

____

For : ______________________

From : ______________________

Exercise : ______________________

What you did well : ______________________

____

____

____

What you could improve :

____

As follows :

____

____

____

For : ______________________

From : ______________________

Exercise : ______________________

What you did well : ______________________

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____

____

What you could improve :

____

As follows :

____

____

____

For : ______________________

From : ______________________

Exercise : ______________________

What you did well : ______________________

____

____

____

What you could improve :

____

As follows :

____

____

____

OBJECTIVES

At the end of the session the participants...

- ☑ have practiced dealing with various difficult group members and situations

MATERIALS

1. Copied role-plays
2. Copied handout

TIME

2 hours 30 minutes

STEPS

1. Introduce the session by explaining that we will practice how to deal with various difficult behaviors of participants. Explain that we will be doing this by practicing different situations through role-playing.
2. Explain that participants will be divided into three different groups, each of them playing a different classroom situation. Each member of the group will receive a slip with instructions, which s/he can not share with the other members of the group. In each group there will be one trainer and five participants.
3. Divide the participants into three groups and distribute the slips (make sure that the dominant roles are taken by dominant people). Allow each of them five minutes to prepare for the role-play. Extra numbers of participants can serve as observers or can be added as participants just by acting as themselves.
4. Start the first role-play and reflect on it afterwards as follows:
   - Invite the trainer to share how she or he thought as it went along, and ask what she or he would do differently next time. Verify these feelings once in a while with the observations of the observers.
   - Invite participants to give positive feedback first and then ask for points and tips for improvement.
   - Add your own feedback and tips if necessary.
5. Continue with the other role-plays in the same way and encourage the trainers to make use of the learning points of the former role-plays.
6. Finish the session by summarizing the main lessons learnt
7. Distribute the handout.

COMMENTS

This is a good exercise for combining all previously practiced facilitation skills, while handling difficult group dynamics at the same time.

ROLE-PLAY 1: FACILITATING A CONSENSUS AGREEMENT

Trainer Role-play Guidelines

You are the trainer of a two-week training course. On Saturday there will be the opportunity to organize a sightseeing program for the day off. During the next 15 minutes you will facilitate a consensus agreement between the participants to work out where they would like to go.

Dominator Role-play Guidelines

You are a participant of a two-week training course. Saturday will be the only day off during the course. During the next 15 minutes the trainer will discuss the program for this day with the participants. As you don't like the trainer you will try to take over from him or her and manipulate the group so they will agree with your preferences.

Special Interest Pleader Role-play Guidelines

You are a participant of a two-week training course. Saturday will be the only day off during the course. During the next 15 minutes the trainer will discuss the program for this day with the participants. As you have a very strong special interest to go shopping for your whole family you will plead your own interest as much as possible.

The Self-Confessor Role-play Guidelines

You are a participant of a two-week training course. Saturday will be the only day off during the course. During the next 15 minutes the trainer will discuss the program for this day with the participants. As you have family living nearby, you will confess that you are going out on your own to visit your family. You are so eager to tell them what you are going to do with your family that you keep interrupting the discussion.

The Initiator Role-play Guidelines

You are a participant of a two-week training course. Saturday will be the only day off during the course. During the next 15 minutes the trainer will discuss the program for this day with the participants. As you know the place well, you can offer lots of new ideas and suggestions about places to visits, things to buy, activities to do, sightseeing opportunities etc.

The Builder Role-play Guidelines

You are a participant of a two-week training course. Saturday will be the only day off during the course. During the next 15 minutes the trainer will discuss the program for this day with the participants. As you have no particular interests but would just like to have fun with the group during a day out, you will support and build on the ideas and suggestions of others.

ROLE-PLAY 2: FACILITATING A DEBATE

Trainer Role-play Guidelines

For the next 15 minutes you will facilitate a debate whether shifting cultivation is bad or good practice. It is your responsibility to engage all participants in a lively, but not aggressive, debate. The challenge is to make participants listen to each other's arguments, and to challenge their probably extreme views. Eventually you would like to bring out that there is a whole spectrum of shifting cultivation practices, from sustainable to unsustainable, depending on many external factors.

The Aggressor Role-play Guidelines

For the next 15 minutes you will participate in a debate about the sustainability of shifting cultivation. Based on broad experience with the negative results of shifting cultivation practices in your region, you will make sure that your experiences are acknowledged by the group. You will strongly oppose others who think differently.

The Topic Jumper Role-play Guidelines

For the next 15 minutes you will participate in a debate about the sustainability of shifting cultivation. As you are not very interested in this topic, you will continuously try to change the subject. As you get bored listening to all the arguments, you will interrupt the discussion regularly.

The Withdrawer Role-play Guidelines

For the next 15 minutes you will participate in a debate about the sustainability of shifting cultivation. As you are not very interested in this topic, you will not participate in the discussion. You will show your disinterest by talking to your neighbor about other things, by reading a magazine or newspaper, by falling asleep or whatever else you can come up with.

The Devil's Advocate Role-play Guidelines

For the next 15 minutes you will participate in a debate about the sustainability of shifting cultivation. You have a lot of field experience with sustainable examples of shifting cultivation in your working area, mainly with hill-tribe minority groups. Your role is to challenge those in the group who think that shifting cultivation cannot be sustainable.

The Opinion Giver Role-play Guidelines

For the next 15 minutes you will participate in a debate about the sustainability of shifting cultivation. As you know that shifting cultivation is a complex issue, you don't want to take sides in the debate. Your role is to bring in relevant opinions and beliefs about issues brought up during the discussion by others.

Trainer Role-play Guidelines

For the next 15 minutes it is your responsibility as a trainer to resolve the tension in the group. During the past days, you have realized that the tension was building up between certain group members, but you don't know what caused the tension. Now you will have to find out what is going on before the tensions escalate into a real conflict.

The Blocker Role-play Guidelines

You regret having come to the training. The training is not only very different from what you had expected but you are completely fed up with the other participants because they have no experience and ask very stupid questions all the time. The only thing you want to do is to convince the trainer of your own rich experience in community forestry in your country.

The Recognition Seeker Role-play Guidelines

You are the most senior participant in the training course with the highest educational background. Since the beginning you are highly irritated by the some of the other participants who do not value your background and others who don't take the training seriously. Therefore you have made the decision to talk to the trainer during the next session to tell him or her to maintain better discipline.

The Play-Boy Role-play Guidelines

You came to the training to enjoy the pocket money. You find the other participants far too serious and boring. As you are not interested in the topic, you try to liven up the sessions by telling jokes and stories.

The Harmoniser Role-play Guidelines

You find it a pity that there is so much tension between various participants. You find it hard to participate in such an atmosphere. You don't like arguments or disagreements, so you try to keep the peace.

The Compromiser Role-play Guidelines

Although you often don't agree with the other participants views and opinions, you are willing to compromise if things become too tense or when progress is stalled. In those situations you will give in and/or come to an agreement to avoid conflict.

TIPS FOR BALANCING GROUP DYNAMICS AND MANAGING DIFFICULT GROUP MEMBERS

HAND OUT

Tips for balancing group dynamics

Balancing group dynamics requires the effective combination of various facilitation skills such as observation, listening, diagnosing, feedback, modeling, encouraging and managing conflict. Some general tips are:

- Try to get to know the group members as much as possible.
- Set and refer to group norms.
- Be alert of team group stages and team roles and make the group aware of them if needed.
- Develop sensitivity and share responsibility with the group.
- Give constructive feedback to groups and participants on their behavior.
- Model norms of appropriate and expected behavior.
- Form small groups very carefully.
- Counsel individuals outside the group if needed.

Tips for managing difficult group members

What follows are the types of group members whose behavior can create difficulty within groups and options on how to manage them.

Type | **Possible interventions**

Silent or shy

Reward any contribution. Encourage them outside the group. Give feedback on a one to one basis. Give notice of the topic so there is time to prepare. Share time. Give time. Be patient. Invite them to speak or check their understanding from time to time. Place in a supportive group. Smaller groups.

Angry with task or puts others down

Check out reasons. Give feedback. Set and remind about group norms. Give responsibility to this participant in the group. Confront the behavior when it happens. Support/ reinforce other behaviors. Give time out of the group.

HAND OUT

Aggressive

Seek causes and remove them if possible. Give feedback. Change group. Remind of group norms. Confront behavior when it happens and reinforce other behavior when it happens. Model non-aggressive alternatives. Discuss effect with whole group.

Too dominant

Share time. Give feedback. Record contribution levels. Place with other similar types. Place in the same group as the trainer. Shut out. Invite to become responsible for other contributions. Develop assertiveness in others.

Low motivation or reluctance

Check out reasons. Allow a role in choosing a task. Offer optional work. Reinforce and encourage contribution. Give responsibility. Challenge if appropriate. Place with motivated peers. Accept and be patient. Constant search for involvement.

Joker

Have a group discussion on the use and misuse of humor. Confront behavior. Give feedback - allow time to change. Encourage other types of behavior.

Misfit, loner

Model acceptance. Give feedback if appropriate. Give special encouragement. Allocate special role or responsibility. Provide support - create opportunity for achievement.

OBJECTIVES

At the end of the session the participants...

- ☑ have practiced their facilitation skills
- ☑ have seen the impact of their skills on others

MATERIALS

Copied exercise and observation sheet

TIME*

Introduction	15 minutes
Preparation	60 minutes
For each participant (facilitation & feedback)	30 minutes
Wrap up	10 minutes

STEPS

1. Introduce the session by telling participants that this is the opportunity to practice all their training and facilitation skills in a safe environment.
2. Distribute the exercise and give people the opportunity to read what it is all about. Encourage people to try something that they did not do before (using new media or training methods).
3. Make a schedule for who will facilitate when, so that the participants know when they have to be ready.
4. Allow each participant (or team) at least one hour to prepare. This can be scheduled during evenings as well.
5. Before the first participant starts, remind them all of the main purpose of the practice. Explain that the participants will also be observers. Distribute the observation sheet and clarify any questions.
6. Invite the first participant to the front and 'hand over the stick'.
7. After the practice, ask participants to recall and write down their experiences and observations.
8. Begin this reflection on experiences and observations by inviting the 'trainer' to give feedback as to how she or he thought it went. Match these feelings with the observations of the other participants. Ask the 'trainer' what she or he would do differently next time.
9. Proceed with the other participants in the same way and encourage them to make use of the learning points of the former practices.
10. Ask each of them to note down their main learning points and things they want to work on**.
11. Summarize the main learning points.

COMMENTS

*Time spent on this depends on the number of participants who will practice facilitation. In case there is more than one trainer and too many participants, and/or too little time, consider running parallel sessions.

**A good follow-up is the session - "Assessing Facilitation Skills".

EXERCISE

PREPARING FOR FACILITATION PRACTICE

Introduction

The purpose of the facilitation practice is to help you to be more effective in your role as a trainer. It will give you the opportunity to try out the following in a safe environment:

- practice new facilitation skills (like listening, observing, questioning, paraphrasing),
- make existing skills stronger,
- learn more about yourself as a trainer,
- see the impact of your skills on others,
- receive feedback from your peers and trainer,
- learn from observing others' practices.

Preparation

The better you prepare for it as a real training session, the more you will learn from it. The moment it is your turn, you will be the trainer; you will have to run the show. You will have 15 to 20 minutes for your practice.

Prepare your activity as follows:

1. Select your topic
   The subject may be anything you would like, but remember, you have only 15 minutes.

2. Identify your participants
   You can decide that your participants are just the participants of the workshop, but you can also decide that they are farmers, extension workers or what ever. Be sure to explain to the participants who you expect them to be before you start your practice.

3. Develop learning objectives
   Write SMART learning objectives and explain them at the beginning to the participants.

4. Select a method
   Select a participatory method you would like to try for the first time or one you want to gain more experience in. The method should suit the topic, the objectives, the time and the participants.

5. Resources/Media
   Prepare to use a minimum of at least one training medium (flipchart, overhead projector, whiteboard), preferably one you normally do not use.

6. Write your session plan

7. Run a trial preferably with some volunteers and make adjustments.

8. Do it!

HAND OUT

Objective	• *Were the objectives of the session clear to you?*	❑
Procedure, methods	• *Was the method and procedure clear to you?*	❑
Learning climate	• *Were you interested in the topic?* • *Did you feel comfortable with the trainer and participants?*	❑ ❑
Facilitation techniques	• *Did the trainer use questions to promote discussion?* • *Were you encouraged to ask questions?* • *Did the trainer use paraphrasing and summarizing?* • *Did the trainer give enough directions and were they clear?* • *Did the trainer distract you through facial expressions or movements?*	❑ ❑ ❑ ❑ ❑
Participation	• *Did you feel involved?* • *Did you get the chance to actively participate?*	❑ ❑
Experience	• *Did you get the opportunity to react to an experience (past or present)* • *Did you get the chance to reflect and draw conclusions based on a discussion or activity?*	❑ ❑
Group dynamics	• *Did the trainer encourage participation from everybody?* • *Did the trainer handle difficult moments of confusion, chaos, resistance or conflict well?*	❑ ❑
Timing	• *Did the trainer manage the time well, leaving enough time to process and wrap-up the activity?*	❑

What helped you to learn? ______________________________

____

What hindered you to learn? ______________________________

____

What did the trainer do well? ______________________________

____

What could the trainer improve? ______________________________

____

OBJECTIVES

At the end of the session the participants...

- ☑ are aware of their strengths and weaknesses in facilitation
- ☑ have created their own action list to improve upon their facilitation skills

MATERIALS

Copied assessment and action list

TIME

45 minutes

STEPS

1. Introduce or review the idea that we can learn a lot from being aware of our weaknesses and strengths. Explain that in this session we will assess these in relation to our facilitation skills. Stress that this is not a test but a tool to help focus their learning and action.
2. Distribute the assessment form and ask each participant to complete it alone.
3. By the time the participants have completed the form, distribute the action list. Explain that this will help them to improve their facilitation skills in the future. Quickly brainstorm possible situations and events that practice facilitation (not only during training but also in meetings, workshops, small group work, working with colleagues etc.)
4. Ask participants to display their action plans, and have a look at the action plan of others'.
5. Encourage participants to adopt the good ideas of the others and find another participant to send a reminder after the course to encourage the implementation of the action plan after the training event, for example by writing an email or post card.

COMMENTS

This assessment can be done at different times depending on the purpose and the level of experience and openness of the participants :

- before practicing facilitation skills, to support the participants in focussing their learning during the training,
- after practicing facilitation skills to plan for action after the training. with a less experienced group,
- before and after to assess progress in learning.

FACILITATION SKILLS SELF ASSESSMENT FORM

HAND OUT

Explanation

In the table below there are a variety of facilitation skills mentioned. Read each skill and reflect on how much you have mastered this facilitation skill. Rank yourself from 1 (=poor) to 5 (=highly skilled). Then rank yourself how you wish to be, keeping in mind the type of activities you will have to facilitate.

Scoring :

1 = poor
2 = a little idea
3 = some idea
4 = skilled
5 = highly skilled

	Facilitation skill	Rank now	Want to be
1.	Listen attentively		
2.	Observe body language and group interactions		
3.	Ask and answer questions		
4.	Paraphrase		
5.	Facilitate an open discussion		
6.	Summarize discussions		
7.	Diagnose: signal problems and act in the right way		
8.	Give constructive feedback to individuals		
9.	Give constructive feedback to a group		
10.	Pull out and summarize learning points		
11.	Be open to receive feedback		
12.	Encourage quiet people to speak		
13.	Encourage dominant people to listen to others		
14.	Handle resistance		
15.	Handle a group where there is conflict		
16.	Help a group when it is blocked		
17.	Encourage team building		
18.	Challenge and disagree without being rude		

HAND OUT

ACTION LIST
WORKING ON FACILITATION SKILLS

Explanation:

Complete this action list, using the results of your self-assessment form. Try to put down at least three activities that you will do and when you will do them. Try to be as specific as possible. The more specific you are with your activities, the greater the chance that you will actually remember them when they are needed.

You can ask for help from someone in the group, or your manager, or your colleague, or your friend to remind you. If that person is here at the training session, get their commitment now.

	Which facilitation skill do you want to work on?	When will this be possible?	Who can help you?	Done ✔
1.				
2.				
3.				

EXTRA SESSIONS

OBJECTIVES

At the end of the session the participants...

- ☑ have identified feelings of embracing and resisting change
- ☑ can relate this to a different approach in training

MATERIALS

None

TIME

30 minutes

STEPS

1. Ask participants to find a partner. Ask them to stand and face each other and to carefully look at their partner for one minute.
2. Next, ask them to turn so that they are facing away from their partners and then change three things about their own appearance. If needed give some examples - if you wear glasses, take them off.
3. When everybody has changed three things ask them to face each other again and see if they can identify what theirpartner has changed.
4. Next ask them to turn around again and change three more things. Repeat step three. Stress that people have to change things they have not changed before and must not change things back.
5. Ask participants to change more things about themselves. ...When most of them begin to resist changing more things about themselves, ask them to sit down.
6. Reflect on the activity with the following questions:
   - **What were your feelings?** Why? (we often think of change as something undesirable or uncomfortable, but it can be fun and enriching!)
   - **What made you uncomfortable?** (we often think that change is giving up something but it can also mean gaining something)
   - **Which do you find more comfortable, the known or the unknown?** (most of us prefer the known because change involves risks)
   - **Did anyone help anyone else? Did anyone ask for help?** (we usually don't have to go through change alone, but we sometimes think we do. We can help and encourage each other with change by using our own behavior as an example)
   - **Is change related to training? How?** (real learning means we have changed something, either our understanding, beliefs, habits, attitudes or behavior) Explain that we can change what we do, what we think and what we feel. The inner circle is where the deepest the learning takes place and it is our task as trainers to involve all three circles.
7. Explain that this warming-up exercise was used at the beginning of the workshop because many things we will do in the workshop require openness to change, in particular, the training methods and approaches we use. If you use this approach yourself as a trainer you will have to facilitate the process of change as well.

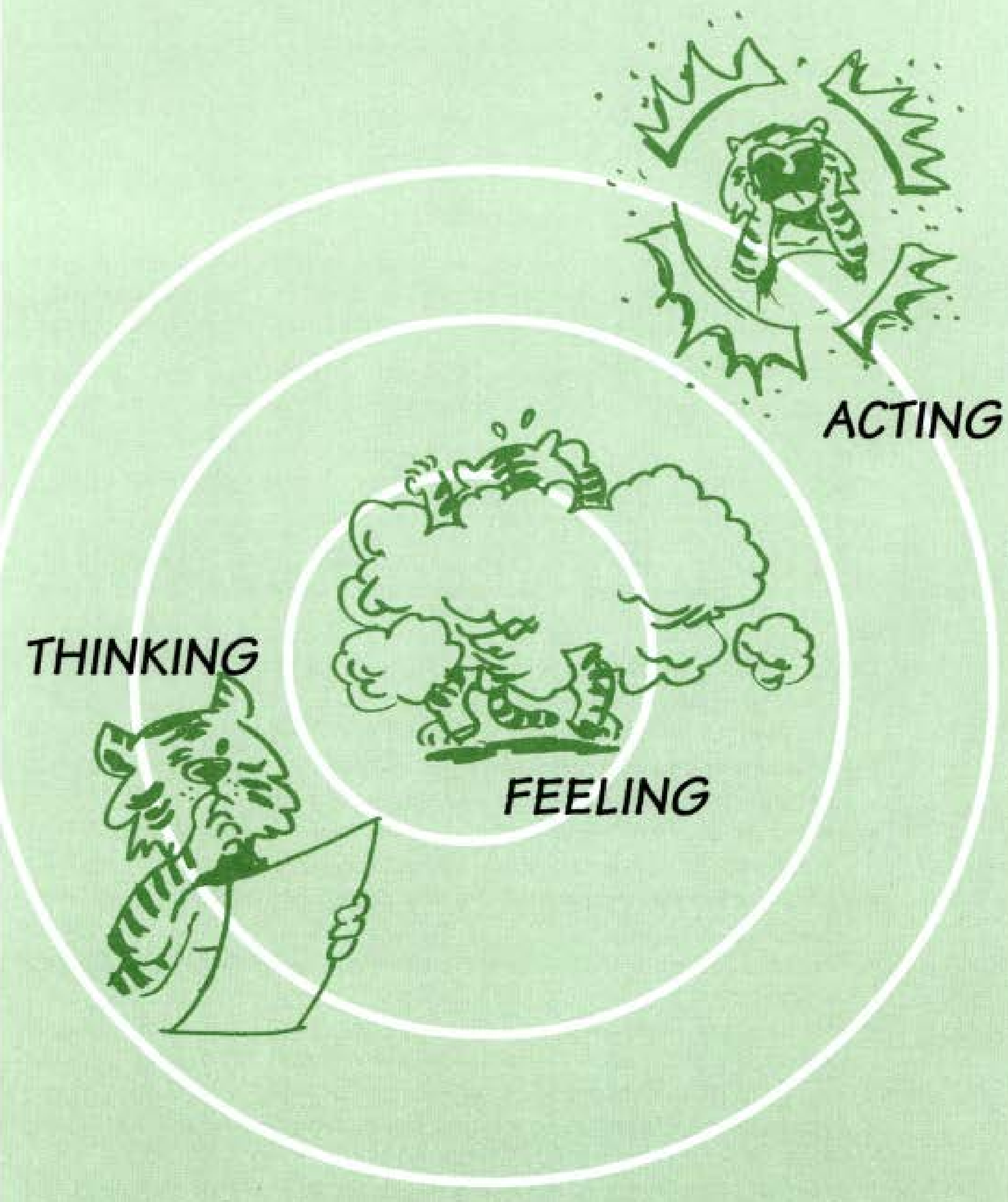
'Learning which involves the whole person of the learner, feelings as well as intellect, is the most lasting and pervasive' (American Trainer)

Men and women are best persuaded, when hearts, not minds are inundated. Feelings are what drive the will, rationality keeps it still.

[1] Adapted from WWF ICDP Training manual

COMMENTS

This is a very powerful exercise because it simulates personal change really well. It generates interesting discussions about change and training and is therefore most useful to do during one of the first days of your training.



OBJECTIVES

At the end of the session the participants...

- ✔ can explain the challenges of planning and implementing a task with a common goal while considering the interests of all team members
- ✔ can explain the implications for a trainer facilitating team work

MATERIALS

15 index cards per group

TIME

1 hour

STEPS

1. Don't explain the purpose of the task initially. Just tell participants that they will be working together in small groups on a task, and that we will discuss the activity afterwards.
2. Divide the participants into small groups and ask for one person from each group to volunteer to be an observer (or choose one). Explain to these representatives that their task is to observe what happens and record them on the observer guideline sheet.
3. Give each group 15 index cards and explain that their task is to build 'the house of their dreams' as a group. They cannot use anything else than the cards.
4. Separate the groups so that they cannot see what the other groups are doing. Allow 20 minutes for this activity.
5. Invite the whole group to tour "the neighborhood", to look at the different houses. The groups may explain aspects of their houses to each other.
6. Assemble altogether and ask each group briefly to reflect on their experience and to describe the helpful and non-helpful things that happened in the group.
7. Next, ask the observers to describe what they saw by referring to the questions on their guidelines as well as anything else they observed.
8. Comment on what came out of the groups' experiences particularly in terms of developing a shared vision in a team and implementing it.
   - Did different people in the team take up different roles? Which ones?
   - What compromises were made? Why and how?
   - What does this tell us about facilitating teamwork in a training setting?

COMMENTS

This simulation can be used for different purposes; to improve the teamwork of the participants, to illustrate the different roles and stages during teamwork, or to reflect on what type of implications these dynamics have for facilitating teamwork.

2 Adapted from WWF ICDP Training manual

HAND OUT

OBSERVER GUIDELINES
DREAM HOUSE

Carefully observe your small group answering the following questions:

1. How did they start?

2. How did they plan?

3. How did they develop a common vision?

4. How was this implemented?

5. Did everybody participate? How?

6. Were there different roles in the group? What type of roles? Did these roles evolve?

7. Did the team members listen to each other?

8. Did the team members cooperate? How?

9. What problems or difficulties did they have? How did they solve them?

10. What went particularly well? Why?

11. Any other observations:

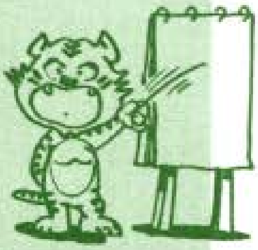
OBJECTIVES

At the end of the session the participants...

- ☑ can explain how perceptions and decisions are effected by 'closeness' to (or information about) any given situation
- ☑ can link this simulation with how CF policy and planning decisions are made at the central level, far from where it is implemented.
- ☑ can link this simulation with different levels at which training is often decided, designed and implemented.

MATERIALS

Prepare a box with 10-12 familiar small objects, which can be recognized by hearing, by feeling and seeing. Seal the box so that the objects do not fall out when the box is shaken.



TIME

30 minutes

STEPS

1. Open the session by telling participants that we will share what the different stages, steps, and activities are that go into training design and implementation. But before we go into the '**what**' we would like to have a look at the '**who**', using a warming-up activity.
2. Show the group the closed box and explain that the box contains several items, which are familiar to them. During the next few minutes the participants will be asked to identify what is in the box.
3. Divide the participants into three groups and move them to separate areas so that they cannot see what the other groups are doing.
4. Allow members of the first group to briefly shake the box, then discuss what they think is inside. Ask them to note down on a flipchart what they think is in the box.
5. Ask the members of the second group to feel objects inside by holding the box behind their backs and allowing them to briefly put their hands inside one by one. They should also discuss and note down on a flipchart what they think is inside.
6. Finally, allow the last group to touch and look inside, discuss and note down on a flipchart what is inside the box.
7. Assemble the three groups together and ask the groups to display their flipcharts.
8. Begin a discussion with the following questions:
   - **What are the results? Why do they differ?** Ask one member of each group to explain their instructions.
   - **How did each group feel when they tried to describe the objects inside? Does this relate to real life, to CF, to training? How?** (bring out the frustration of having to plan, design or implement a project or training without adequate information)
   - **How did the groups gather the information under the given constraints? How does this relate to real life?** (Bring out the importance of teamwork and discussion, and also the importance of involving more partners in any task)

[3] Adapted from WWF ICDP Training manual

- ***Who could present each group in a community forestry context? Why?*** *(policy makers - field workers - villagers)* ***Who could present each group in a training context? Why?*** *(designers - trainers - learners).*

9. ***From this activity, what conclusions can you make about the involvement of people at different levels in CF activities or training activities?*** *(Bring out that this warming-up activity suggests that those closest to the situation should play a major role in planning and implementing a CF or training activity).*

COMMENTS

This warming-up activity can be adapted for different purposes and different topics. In this case it is linked to community forestry and training. However, it could also be linked to TNA.

OBJECTIVES

At the end of the session the participants...

- ☑ can explain the difference between the dependency and self reliance approach in training

MATERIALS

Draw parallel lines wide apart on the floor to represent the banks of the river. Put scattered pieces of paper representing stepping stones in the river and flipchart paper (an island) in the middle of the river.

TIME

30 minutes

STEPS

1. Ask for 2 volunteers and rehearse the following play first with the volunteers before the session starts.
2. Without using any words act out this drama in front of the participants.

> *Two men come to the river to look for a place to cross. The current is very strong and they are both afraid to cross. A third man comes along and sees their difficulty. He leads them up the river and shows them the stepping stones. He encourages them to step on them but they are afraid, so he agrees to take one on his back. By the time he gets to the middle of the river, the man on his back seems very heavy and he has become very tired, so he puts him on the little island.*
>
> *The third man goes back to fetch the second man, who wants to climb on his back. But the third man refuses. Instead he takes his hand and encourages him to step onto the stones himself. Halfway across, the second man begins to manage alone. They both cross the river. When they get to the other side, they are extremely happy and they walk off together, completely forgetting about the first man, sitting alone on the island. He tries to get their attention, but they do not notice him gestures for help.*

3. Reflect on the play by asking the following questions:
   - ***What did you see happening in the play?***
   - ***What different approaches were used to help the 2 men across?***
   - ***Who could each person represent in a training situation?***
   - ***What does each side of the river represent?***
   - ***Why are some people left in the middle of the river?***
   - ***In what ways can training build a sense of dependence?***
   - ***What must we do to ensure that those we train develop a sense of independence?***

[4] Adapted from Hoipe and Timmel 1984

OBJECTIVES

At the end of the session the participants...

- ✔ can analyze the way they behave in teams
- ✔ can list different types of team roles
- ✔ can explain the different stages of team life
- ✔ can facilitate teamwork by identifying team roles and stages

MATERIALS

1. One set of egg race materials for each team (find a high place from which to throw the eggs) and a small reward for the winning team
2. Copied egg race and observer handouts
3. Copied team role assessment and role strength/weakness handouts

TIME

1 hour thirty minutes to two hours 30 minutes*

STEPS

1. Introduce the egg race as a competitive teambuilding exercise that is lots of fun and a good learning activity. Explain the instructions, then divide participants into teams with one observer each. Distribute the handouts.
2. Gather the teams after exactly 20 minutes, then invite all teams to launch their eggs at the same time. Declare who the winner is and hand over the price.
3. Reflect on the activity by asking for the team's feedback as to what happened during the preparation. Try to find out:
   - **Who was active, who was passive?**
   - **Who participated, who did not?**
   - **Did everybody participate in the same way? How were they different?**
   - **Was there any leader in the team?**
   - **Were there any disagreements? How did you deal with those?**
   - **Were there any feelings of frustration?**
4. Invite the observers to add their observations. Add your own if needed.
5. Explain that it will be useful to spend a little bit of time reflecting on our own role in teams. Distribute the self-assessment form and allow about ten minutes to fill it in.
6. Introduce the concept of different types of team roles, with each role having a specific purpose. Together they ensure the team works effectively. Discuss the different characteristics of each role.
7. Introduce the different stages in the life of a team.
8. Discuss the implications of these new insights about team stages and roles for us as trainers.
9. Distribute the handouts about team roles and stages.

COMMENTS

*This session can serve different purposes. It can serve simply as a team building energizer for the teams in the workshop or, when using more time for reflection, it can deepen participants' understanding about team roles and stages in order to improve their own team working skills as a trainer.

5 Adapted from VSO AND CRDT Wolverhampton

THE EGG RACE INSTRUCTIONS

Assignment:

Let one egg fall down as quickly as possible without breaking it.

Rules:

1. The egg should fall freely and not be lowered by any means.
2. While the egg is falling down, it is not to make contact with anything or anybody.
3. You may not change the composition in any way.
4. You can only use the materials provided to increase your chances of success.
5. You may run a trial but any broken eggs or burst balloons will not be replaced.

Preparation Time:

20 minutes

Available materials:

2 fresh eggs, 2 pieces of paper, 2 balloons, 2 meters of string, 1 small role of scotch tape and 1 pair of scissors.

GOOD LUCK !

EXERCISE

THE EGG RACE
OBSERVER GUIDELINES

You are to observe the teamwork. You cannot speak or participate in the competition in any way. If you are asked to help simply say that you are not allowed to.
Carefully observe and note the following;

- *How did the team decide what to do?*
- *Did the group test ideas? How?*
- *Who participated? Who did not?*
- *How did people participate? All in the same way or differently?*
- *Was there a leader in the group?*
  Did this leader emerge or did the team appoint a leader?
- *How did the team members relate to each other?*
- *What was the overall atmosphere like?*
- *What problems or difficulties did they have? How were they tackled?*
- *What went particularly well? Why?*

EXERCISE

TEAM ROLE SELF-ASSESSMENT

Below are the beginnings of seven statements. There are eight possible ways to complete each statement (a-h). You have ten points to distribute among the eight responses in an attempt to describe yourself. You can distribute the points among the responses in any way you want as long as they add up to ten for each statement. Don't hesitate while answering; try to respond quickly and honestly.

1. My contribution to a team is that...	*points*
a. I am quick to see new opportunities and take advantage of them	___
b. I can work well with different types of people	___
c. I produce ideas	___
d. I can encourage people to participate when I feel they have something of value to contribute	___
e. I make sure that things get done	___
f. I do not mind being unpopular as long as we get results	___
g. I know what is realistic and what will work	___
h. I can argue well to do things in an alternative or different way	___
Total points	10
2. A possible weakness of mine in teamwork is that...	
a. I am not at ease (relaxed) unless meetings are properly structured and well conducted	___
b. I want everyone to have a chance to express their opinions	___
c. I may talk too much when the group discusses new ideas	___
d. I see the advantages and disadvantages of many different ideas, so I do not get enthusiastic about any.	___
e. I may appear bossy when something needs to be done	___
f. I do not like to lead if that means I am alone	___
g. I tend to get caught up in my own ideas and lose track of what is happening	___
h. I worry about things going wrong and about small details	___
Total points	10
3. When I am working on a task with other people...	
a. I can influence people without putting pressure on them	___
b. I make sure that the team does not make careless mistakes	___
c. I try to keep things moving so that we do not waste time or lose track of our objectives	___
d. I usually contribute something original	___
e. I am ready to support a good idea from anyone	___
f. I like to look for new ideas and developments	___
g. I believe my good judgement can help to bring about the right decisions	___
h. I make sure all the essential work is organized	___
Total points	10
4. My usual approach to teamwork is that...	
a. I have a quiet interest in getting to know people	___
b. I am not reluctant to challenge others and hold a minority view	___
c. I can usually find a good argument against what I think is a bad idea	___
d. I am good at putting an agreed plan into action	___
e. I avoid the obvious and come up with something unexpected	___
f. I like to do a job properly once I have started it	___
g. I like to make use of contacts outside the group	___
h. I am interested in everyone's views, but I have no trouble making up my mind when a decision has to be made	___
Total points	10

5. I gain satisfaction from a job when I can...

a. Analyze situations and consider possible choices ___
b. Find practical solutions to problems ___
c. Encourage good working relationships ___
d. Have a strong influence on decision making ___
e. Meet people who have something new to offer ___
f. Get people to agree on a necessary course of action ___
g. Give my full attention to the task ___
h. Find a new field that stretches my imagination ___

Total points 10

6. If I were suddenly given a difficult task with limited time and unfamiliar people...

a. I would like some time to myself in order to decide on the best way forward ___
b. I would work with the person who showed the most positive approach ___
c. I would find out what the people in the team could contribute best toward completing the task ___
d. I would make sure that we did not fall behind schedule ___
e. I believe I would keep cool and think clearly ___
f. I would stick to the job despite the pressures ___
g. I would give a lead if we were not making progress ___
h. I would start discussions in order to stimulate new ideas and get thingsmoving. ___

Total points 10

7. As far as my own problems with team work are concerned...

a. I get impatient with people who slow the group down ___
b. I am criticized for being too analytical and not intuitive ___
c. I sometimes hold up the proceedings by wanting everything done as correctly as possible ___
d. I may get bored and rely on others to get me going again ___
e. I find it difficult to work unless the goals are clear ___
f. I sometimes have difficulty explaining complex ideas that occur to me ___
g. I know that I demand from others things I cannot do myself ___
h. I do not like to argue if someone opposes me. ___

Total points 10

Now transfer your point to the table below.

Statement/ Numbers: →

1.	g	d	f	c	a	h	b	e	=10
2.	a	b	e	g	c	d	f	h	=10
3.	h	a	c	d	f	g	e	b	=10
4.	d	h	b	e	g	c	a	f	=10
5.	b	f	d	h	e	a	c	g	=10
6.	f	c	g	a	h	e	b	d	=10
7.	e	g	a	f	d	b	h	c	=10
	A. ...	**B. ...**	**C. ...**	**D. ...**	**E. ...**	**F. ...**	**G. ...**	**H. ...**	**Total**

A= Hard worker C= Shaper E= Investigator G= Team worker
B= Chair D= Source F= Monitor H= Completer

HAND OUT

Team Roles

A team is a group of individuals that may take on different roles with a common purpose. Any group needs a variety of different roles represented to be able to work effectively as a team. Following are some of the most important roles:

Role	Typical features	Positive qualities	Allowable weaknesses
Chair	Calm, confident, controlled	Welcomes all ideas without prejudice; clear objectives	Only ordinary in intellect and creativity
Shaper	Tense, dynamic, outgoing	Lots of drive, challenges if things don't move	Impatient, easily provoked and irritable
Source	Individualist, serious, unorthodox	Great intellect, imagination, knowledge	Up in the clouds, disregards practical detail and protocol
Investigator	Extrovert, enthusiastic, curious	Contacts new people, explores new ideas, likes a challenge	Loses interest after initial attraction has passed
Monitor	Sober, unemotional, careful	Sound judgement, discretion, hard-headedness	Lacks inspiration or ability to motivate others
Hard worker	Conservative, dutiful, predictable	Organizing ability, common sense, hard working, discipline	Inflexible, unresponsive to new ideas
Team worker	Sociable, rather mild, sensitive	Responds to people and situations, promotes team spirit	Indecisive in moments of crises
Completer	Orderly, painstaking, anxious	Follows through to the end, perfectionist	Worries about small things, won't 'let go' of a piece of work

HAND OUT

✪ Stages of team life

It takes time for a group to develop into a team. There are different ways in which this can happen. One model that can help you as a trainer to support team building is as follows:

	Group stage	Facilitator's role
Forming	This is the coming together stage. Members may not have chosen to join the team but have been appointed. Feelings of uncertainty and anxiety; will they fit in? Will others see them as a benefit to the group?	Make people feel comfortable with each other. Provide time to get to know each other and use icebreakers.
Informing	This is the explanation stage when members are made aware of the purpose and goals of the task. Members interact because they recognize that they are looking towards the same goal.	Help the group to find common ground and develop its vision, mission & purpose. Introductory exercises, and a clear agenda.
Storming	This is the structuring stage where members start to adopt roles. This is a key stage that may involve experimentation, jostling, game playing and even conflict. Power struggles may take place. Personality clashes may occur and there may be rebellion against the leader.	Provide support to group; develop and use skills, refine and remind about purpose and norms; encourage openness and resolve conflicts.
Norming	This is the stabilizing stage where rules, rituals and procedures are decided and accepted. Role identities are agreed and togetherness develops. Agreeing on a way forward.	Help re-tune process; redefine norms if necessary; put responsibilities back on to the group.
Performing	This is the achieving stage; the getting on with the task. The team becomes a working group, with interlocking roles, specialisms and division of labor. Through cooperation and participation the team works towards achieving its goals.	Monitoring and occasional reviews; let the group get on with tasks; introduce tools and techniques only if asked by group.
Transforming	The team is dynamic, not static because development and change takes	
Mourning	This is the ending stage. The task is completed, the original purpose for being a team has ended and the life of the team is officially finished. Period of regret and moving away and onwards. place, both within the team and within individual members.	Prepare group for transition away from group; ensure farewells are said - as individuals and group members; use some final feedback techniques.

OBJECTIVES

At the end of the session the participants...

- ☑ can explain the different purposes of energizers
- ☑ can list the different types of energizers
- ☑ have gained new insights on how and when to use energizers

MATERIALS

1. posters with four faces pasted at different corners of the room: strongly disagree, disagree, agree, strongly agree
2. flipchart or transparency with true and false statements about group forming in a training setting

TIME

30 minutes to 1 hour, depending on the number of statements and time spent on reflection

STEPS

1. Explain the purpose of the session and the method "choose your spot" to be used.
2. Show the posters and explain that the faces represent opinions and that when each statement is read out (or displayed) they should choose the face which most closely represents their feelings
3. Ask all participants to stand in the center of the room as you read the statement, and then go and stand beside the face that represents how much they agree or disagree with the statement. After they have discussed each statement in their sub-group, they should choose a spokesperson to share key ideas from the sub-group with everyone in the room*.
4. Read the statements one by one, allowing about five minutes for discussion and reporting back on each one.
5. Summarize the main learning points about energizers. Ask the participants if they will use energizers in their next training.
6. Reflect on the method 'choose your spot'.
   - **Did they like it?**
   - **What are its advantages and disadvantages?**
   - **For which purposes can it be used and for which can it not? (generate discussion on controversial topics, daily feedback, warm-up)**
7. Distribute the handout.

COMMENTS

*Use the opinions and examples of the groups who are more convinced about the purpose and use of energizers in a wider context to challenge the more conventional groups. If the whole group is quite conventional you will have to challenge them using examples of the current training program or past experiences.

OVER HEAD

Do You Agree With...?

- ❑ Energizers are only suitable during informal training settings like this.
- ❑ Energizers are possible with all sizes of groups.
- ❑ Energizers are good for young and healthy people, not for older or less fit participants.
- ❑ Energizers need a lot of time to prepare.
- ❑ Energizers can be done at any time at any place.
- ❑ Energizers are fun, but you do not learn anything from them.
- ❑ Energizers require a lot of skills from the facilitator.
- ❑ Energizers are not appropriate in all cultures.

HAND OUT

What are energizers?

Energizers are activities designed to make learning easier and more fun for both the participants and trainers alike. Different names are being used for these such as icebreakers or warming-up depending on the main purpose of the activity.

Why bother?

Energizers enable you as the trainer to:

- break the ice, to create opportunities to get to know each other better (icebreakers),
- encourage interaction,
- stimulate creative thinking,
- challenge basic assumptions,
- illustrate new concepts,
- introduce specific material (warming-up),
- form groups,
- enliven sleepy groups (especially after lunch),
- have fun!

TIPS

- when selecting energizers consider appropriateness carefully: some energizers are less suitable with older participants, men and women in mixed groups (body contact), in certain cultures.
- invite everybody to participate: including facilitators, observers, trainers etc.
- but never force participants to participate in an activity
- state clearly that also during energizers the previously agreed norms should be respected
- maintain an acute awareness of group development
- provide positive feedback

What are good energizers?

- require 30 minutes or less (and often only five to ten minutes),
- demand little or no advance preparation,
- are simple to implement,
- are flexible as they can be related to an unlimited range of topics,
- do not threaten anybody, or make people uncomfortable.

How are energizers run successfully?

The success or failure of an energizer depends on the skills of the facilitator. As a facilitator, it is important that you establish a relaxed atmosphere that gives participants the opportunity to be themselves.

Realize the importance of being a role model for the participants. Your enthusiasm should act as a catalyst.

Prepare the setting carefully, and give clear instructions using visual aids as much as possible. Often it is better to demonstrate the action first, or to run a trial round.

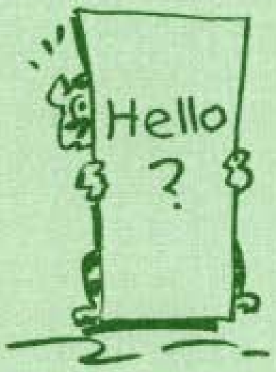
HAND OUT

Which energizer should be used and when?

All energizers are not the same; they vary in primary goal, level of impact and degree of intensity. We can identify different types of energizers grouped on the basis of their primary purpose, although many have several functions.

types	purpose	timing
icebreakers	These exercises provide participants with opportunities to learn more about one another in a non-threatening manner. They are ideal for quickly mixing a group and for lowering barriers.	They are especially important during the beginning of the training.
relaxers and reflectors	These are used to calm people down from intensive involvement in an activity, or to assist participants to grasp concepts and help them envisage some future activity.	They are most effectively used after a draining activity which leaves participants overly anxious, or best at the end of the day, or during a slack period during the course when participants feel homesick or have other worries.
openers or warm-ups	These activities create interest in a new topic, and motivate and challenge people.	These are used to: * begin a program * start a session * introduce a new topic
games focussing on team dynamics	These are used to encourage teamwork and equal participation, and sometimes to examine specific aspects of team work such as: * level of participation * (non-verbal) communication * consensus seeking.	These are especially useful if the participants tend to be more output than process oriented, and ignore issues like participation and cooperation.
competitive games	These activities facilitate a competitive environment by pitting individuals or teams against each other in order to examine aspects such as: * level of organization * consensus seeking * problem solving	Same as above.
brain teasers or crackers	These are exercises that stimulate creative thinking and alternative perceptions, broaden the mind and examine basic assumptions.	These exercises are most effective if you are about to challenge the views and/or beliefs of the participants.
energy and fun raisers	These activities are to raise energy levels and alertness and add more fun.	They are most effective after lunch and in other breaks or whenever the participants appear sleepy or exhausted.

Ice breakers **:**	***to get to know each other better***
name train	• *ask everybody to stand in a circle. Say your name, adding the name of the neighbor to your right* • *ask this neighbor to say your name, her/his own name and the name of the neighbor to their right* • *continue so that everybody in the circle has a turn, ending with the last person who must repeat all the names* • *ask people to change places in the circle and challenge a volunteer to repeat all names*
ball game	• *ask everybody to stand in a circle and throw the ball to somebody saying your own name, the name of the person you throw the ball to and the name of the person the ball should be thrown to next.* • *the person who receives the ball repeats again his own name, the name of the person they had to throw the ball to and the name of the person they now have to throw the ball to.* *Variation:* *This exercise can be done first with the name cards still on, and repeated while the cards have been removed.*
name guess	• *divide the group into two and ask them to take their place on two different sides of a bed sheet, so that both groups cannot see each other* • *each group places one volunteer near the sheet* • *the facilitators drop the sheet at the count of three* • *the two volunteers who all of a sudden face each other have to call out the name of the other. The loser will join the group of the winner* • *repeat this procedure until most people get the chance to guess once*
group your self according to ...	• *ask the participants to stand up and group themselves according to* • *height, size, age, number of children, size of feet, number of trees planted in their lives, etc* • *after each grouping give the participants the opportunity to watch the line to get a feeling for the composition of the group* *Variation: include a competitive element.* *Divide the group into sub-groups. Ask each sub-group to order themselves. and to sit down to show they finished. The group who finished first has won.*



Stand up if.... 	1. Ask participants to form a circle with their chairs. Explain to them the purpose and procedure of this energiser. 2. Ask the first question: stand up if you are a father. Give people the time to look around and then ask people to sit down again. 3. Ask the next questions in the same way: stand up if you... 4. are a mother, like cooking, are a forester, have a girlfriend, like lectures, have been to Thailand before, like sports, like group work, have a boyfriend, do not like Thai food, ...(add your own course specific questions) 5. Ask if any of the participants wants to ask a question to group.
Relaxers and reflectors	***Create a relaxing atmosphere, dim the lights, use a soft voice, music can also be used***
three deep breaths (relaxation)	• ask everybody to stand up • demonstrate how to take one deep breath reaching out with your arms and standing on your toes, • ask them to repeat this three times while you count slowly from one to three
shoulder massage (giving each other a treat)	• form a fairly tight circle, • all turn to your right and put your hands on the shoulders of the person in front of you, • start walking and give hem/her a good shoulder massage, • after one minute turn the other direction and return the massage.
meditation	• ask participants to close their eyes, observe the silence and concentrate on their breathing, or they can massage their ears.
Guided meditation	• tell everybody to sit comfortably, close their eyes and listen to the instructions • now read the following: **Concentrate all your thoughts into your right arm, stretch your arm out straight in front of you and make a tense fist and tense all the other muscles in your arm as well. As you do this take a deep breath and say to yourself "let". Breathe out slowly after about 5 seconds and say to yourself "go". Place your arm slowly down by your side and feel it relax completely '.** • Follow the same procedure for the left arm, the right leg, the left leg, the back muscles, the neck and lastly the face muscles.

worries aside (set the mood for active learning)	• *ask participants to write all their worries on a piece of paper; close it, write their names on top* • *collect the papers in a box. Assure that these will be kept confidential.* • *put the box aside and remind the participants that their task is to give their attention to the training session, not their worries.* • *bring the box back at the end to return the papers.*
Variations:	• *participants write down their worries but keep the paper in their own pocket* • *participants can mentally place their worries in a box until the training session ends.* • *the box containing all the worries may also be ceremoniously burned if all the participants agree.*
positive state of mind (set the mood for active learning)	*Invite participants to do the following:* • *relax, close your eyes and take a few deep breaths.* • *recall a moment of success in your life, remember the precise moment when you did exceptionally well* • *intensify this memory. Remember what it was like after the peak experience: what did you see/ hear/ feel?* • *take time to savor the triumph of that experience, recreate the scene, see it with your own eyes, recall the feeling of pride and confidence in what you had achieved!* • *think about one word that would sum up your experience, a word that when it is said will bring the memory back to you anytime, anywhere* • *repeat this word and intensify the memory of that moment once more* • *now slowly relax and open your eyes.* *Ask volunteers to share how the exercise felt to them.*
recall learning	*At the end of the session ask participants to do the following:* • *close your eyes, take three deep breaths* • *travel back in time to the beginning of the training event and recall what struck you then, what you learned, what new insights you gained etc.* *After two or three minutes ask volunteers to share their new insights.*
my spirit spot reflection)	• *For longer training activities encourage participants to (self pick their 'Spirit Spot' at the start of their workshop. This can be, for example, at the foot of a tree or by a large rock. If it is impossible to go outside, then ask them to think of a favorite spot.* • *Give enough time at the start and/or end of the day for the participants to reflect on the activities, on themselves, on their learning.* • *To aid facilitation the following text can be used:* ***"Silence, Solitude, Serenity. Here I can be myself by myself. Here I can do more than observe nature - here I can be one with nature".***

Openers or warms-ups

Visualize
- display a picture, cartoon, comic, photograph or poster related to the training as a whole or a specific topic to be discussed
- ask participants to reflect upon it, either individually or in (buzz)groups
- ask volunteers to share their reflections
- build on this reflection while introducing the new topic.

Quote
- display a quotation, saying, proverb, poem or song related to the training as a whole or a specific topic to be discussed
- ask participants to reflect upon it, either individually or in (buzz)groups
- ask volunteers to share their reflections
- build on this reflection while introducing the new topic.

Choose your spot with (get a feeling for opinions)
- post four posters in four different corners of the room; each one face representing the following opinions: strongly disagree, disagree, agree, strongly agree
- explain to the participants that the faces represent these opinions and that when each statement is read out (or displayed) they should choose the face which most closely represents their feelings
- ask all participants to stand in the center of the room as you read the statement. They must then go and stand beside the face that represents how much they agree or disagree with the statement. After they have discussed each statement in their sub-group, they should choose a spokesperson to share key ideas from the sub-group with everyone in the room.
- read the statements one by one, allowing five to ten minutes for discussion and reporting back on each one.

if....then (cause and effect relationships)
- request the group to sit in a circle and divide into two groups
- write on the white board: if..... then.......
- explain that one half of the group will write the end to the if-sentence while the other group will write the end to the then-sentence. They can write anything they want. Give an example for both such as "if I had time ... then I would be very angry"
- After everybody has finished start your "if" sentence and ask somebody of the other group to continue with the "then" sentence. This will produce many laughs.
- Reflect: Ask the following questions:
  - **what was so funny ?** The cause and effect relationship did not exist.
  - **Does this also happen in our jobs? Why?** We make too many assumptions.

Games focussing on team dynamics

knotty problem (group own solving skills)

- Ask participants to stand in a tight circle, close their eyes and stretch their arms in front of them
- Invite them to clasp one hand of somebody else in each of their hands
- If everybody is holding two other hands, they can open their eyes
- Tell them to disentangle, without letting go of each other's hands at any cost.

Variation: ask one facilitator to unravel the knot within 3 minutes using verbal expressions only. Instruct the facilitator to hold his or her hands behind the back to prevent touching the group or using body language.

find the leader (alertness and observation skills)

- Ask participants to stand in a circle, shoulder to shoulder
- Explain that a volunteer will be sent out. This person must work out who the leader in the group is. The rules are: the volunteer can fail two times. If she or he can find the leader after three tries and/or one minute they will receive a reward
- Send the volunteer out.
- When the volunteer is out explain to the group that whatever the leader does the rest will follow.
- Choose a leader and start with the first movement (clapping hands, stamping with feet, shouting something etc.) changing every 15 seconds.
- Ask the volunteer to come back. Ask him/her into the circle while continuing the movements.
- If the volunteer can work out who the leader is the group rewards him with something. If the volunteer cannot then the group is rewarded.

on each other's knees

- form a very close circle but sitting sideways in one direction so you are facing the back of the next person,
- try to sit down all at the same time on the knees of the person behind you

hold on to the rope (combining forces)

- arrange a strong rope of about four meters long
- divide the group into two and start a pulling competition
- knot the ends together and arrange the rope on the ground in a circle
- ask everybody to sit down around the circle and take the rope in both hands
- ask them while holding on to the rope to stand up all at the same time
- reflect on differences between the two exercises

Fruit salad

- Ask people to select in their minds the fruit they like best.
- Remove your own chair and explain that if you call out a fruit, the people who have chosen this fruit have to change seats. You will try to take over one of those seats.
- The next person without a seat will then call out a fruit, and will try to take over a seat as well, and so on. .

variation:

- Instead of calling out a fruit the person in the middle asks the question: do you love me?
- If the answer is yes: everybody changes chairs.
- If the answer is no the next question is who do you love?:
- the answer can be something like people wearing jeans, people wearing slippers etc.

By competition

Fighting over scarce resources (organization skills and partnerships)

- Explain that the resources are the men and women in this classroom and paste the following rules of the game:
  - women are worth 50 cents
  - men are worth 25 cents
  - the facilitator will call out an amount of money and you will have to form groups which make up that amount
  - People who do not manage to form the right amount in their group or alone must drop out of the game
- Do a trial round to give people a feel as to how it works
- Start calling out different amounts (depending on the number of people): 50 cents, 2.50, 1.25, etc.
- Stop when only a few people are left.

Fighting over chairs (need to compromise)

- see IIED

Choosing X or Y (need to compromise)

- distribute two cards, one with an X and the other with a Y to each participant
- ask them to pair up in teams
- explain that both players must simultaneously place one of their cards face down on the table or floor between them. These can then be turned face up to reveal the result."
- show the score chart:
  x x = 1 1
  x y = 0 2
  y x = 2 0
  x y = 0 0

- run a trial first and then five real rounds
- collect the variety of scores and ask how this could happen: if you go for everything you risk losing all; if you strategize (both x) you can create a win-win situation.
- ask what we can learn from this: a win-win situation is only possible if both parties compromise and stick to what the mutual agreement is.

Turning heads (training reflexes)	• ask participants to sit in a big circle • divide the participants into two groups • ask a volunteer from both groups to sit on a chair in the middle of the circle with their backs to each other • on the count of three the participants have to turn their heads around. Explain that one group will win if the two volunteers turn their heads to the same side, while the other group will win if they do not face the same side • the volunteer from the group which lost will be replaced by a new member of the same group • the group which runs out of volunteers first loses, the other wins
Trees and bushes (listening and concentration skills)	• Ask everybody to sit in a circle and have participants go around the circle counting off 1,2,1,2... • explain that all the number ones belong to the group of trees and all the number twos to the group of bushes • explain that if you call out trees, all the trees have to stand up with their arms up in the air, if you call out bushes the trees sit down and the bushes have to stand up with their arms spread to the sides • call out at random trees, bushes, bushes, trees, trees, trees, bushes... the people who keep standing or are seated at the wrong moment have to leave the circle
Bottle and pen 	• for this game two soft drink bottles and two pieces of string with a pen knotted at the end are needed • divide the group into two and attach the string at the belt of the back of a volunteer of both groups • put the bottles behind the volunteers, then ask them to close their eyes while the rest of their team coaches them to drop the pen inside the bottle • the team who drops the pen into the bottle first has won
Chasing the robber	• for this game two shawls, one long enough to be knotted once around the neck and the other twice, are needed • ask participants to stand in one circle. Explain that the person with the short shawl has to knot it once around the neck and becomes the policeman and the person receiving the long one has to knot the shawl twice, and is the robber. The policeman must try and catch the robber • two participants at opposite sides of the circle receive the shawls. They knot and unknot the shawl as they pass the shawl to the next participant in a clock-wise direction. The single-knotted shawl will move around the circle more quickly than the double-knotted one • by the time both shawls meet, the robber is identified (the person with the double-knotted shawl around his/her neck) and this person receives some kind of punishment (like sing a song, tell a joke).

Brain teasers or crackers

arm folding : (resistance to change)

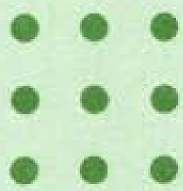
- Ask them to fold their arms.
- Ask them to unfold their arms.
- Ask them to fold their arms but starting with the other arm (some people can do this immediately, other can not do it even after trying several times over)
- Ask what happened? Why was it the second time more difficult? What does this say about our behavior? What kind of complications does this have for our job/ learning.

Variation: shaking the head yes and nodding the head no

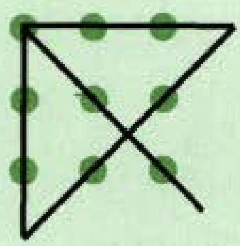
- show people what yes is shaking head from right to left and no is shaking head up and down
- explain that if players see yes or no they have to repeat this movement
- ask them why this feels so strange? What does this say about our behavior? What kind of complications does this have for our job/ learning.

Connecting dots (creative thinking)

- Draw the following dots on the board or a flipchart:
- Invite the participants to connect the dots with only four straight lines:



- If nobody can come up with the solution show them how to do it:



- Ask them
  What did we/can we learn from this?
  What does this challenge to think beyond existing frameworks mean to our learning or jobs?

Crossed or uncrossed (observation skills)

- Invite everybody to sit in a circle and explain that you will pass a pair of scissors to your neighbor saying that you will pass the scissors to your neighbor either mentioning you pass it crossed or mentioning you pass it uncrossed
- invite them to pass it around and do the same, while you tell them whether what they say is right or wrong
- the trick is that the cross and uncrossed does not refer to the scissors but the legs.
- Reflect. What did we learn from this? Sometimes what we hear conflicts with what we see. By using our observation skills we can find the clue. How does this relate to our job?

Surgeon story (labelling)	• Write the following story on a flipchart or on an overhead • Read it aloud to the group • **One morning a father drives his son to school, but before arriving at school the car is involved in an accident. The son is seriously injured and taken to the hospital immediately. When the boy arrives at the hospital the surgeon shouts: 'Oh no, it is my son!'** • Ask how this is possible.

Map reversal (different perspectives) • see IIED

Seeing the K's and H's (different perspectives) • see IIED

Seeing the old/ young woman (different perspectives) • look for the picture

Energy and fun raisers

Triple A

Ask first: are we alive, alert, awake and enthusiastic? Yeah!
Then sing with the following movements

Alive:	left arm in the air
Alert:	right arm in the air
Awake:	make big eyes with your hands
and enthusiastic?	shake your hips

Repeat three times.

battle of sports

- divide the participants into groups, each of which will be assigned a sport including a slogan supported with movement:
- soccer: football kick
- baseball: baseball shoot
- bowling: bowling strike
- swimming: swimming jump
- cricket: cricket bat
- etc
- One group starts by repeating their slogan and performing their movement three times then naming the team which has to proceed. The trick is that the team has to yell out and move altogether and also call out clearly the following team. If the group fails to do so the team is out.
- Afterwards reflect on what happened. Why did some teams last longer then others? What does this tell us?

---

[1] I would like to thank all my friends and co-trainers from Asia and beyond who shared their energizers so generously with me to liven up the countless training events I have been involved in during the past years. Some of the energizers are copied from the following publications:
IIED: knotting, Creative Training; a user's guide, VSO/ IIRR and Pepe 1998, ?: on the knees, holding on to the rope, WWF: if...then, Please use, adapt and revise these ideas to make your training events more fun!

OBJECTIVES

At the end of the session the participants...

- ☑ can explain how pre-selected groups can help improve group dynamics, equal participation, group effectiveness and efficiency
- ☑ can mention three advantages of randomly formed groups
- ☑ can select for a given number of situations the best way to form groups
- ☑ can mention at least five innovative ways to form groups in randomly ways

MATERIALS

1. Transparency with quiz questions
2. Bell or something which can serve as a bell
3. Change seating arrangements to suit the quiz
4. Small prize for the group to win

TIME

45 minutes

STEPS

1. Explain that we will reflect on the different ways we can break into small groups during a training session, and how we can do this in a purposeful manner. Ask them why they think small groups are useful.
2. Explain that we want to share ideas and experiences on this using a new method; the quiz show. Ask somebody to explain the idea of a quiz, perhaps relating this to television quiz shows.
3. Organize a judge to keep score, and a timekeeper.
4. Divide into groups of four to six people using one of the creative ways mentioned in the handout, but make sure the teams are equally balanced.
5. Explain the rules:
   - All members of the team should co-operate but only one person of the group can actually give the answer (this is to prevent too much shouting).
   - For some questions the first group to answer will win one point
   - For other questions all groups write down the answer and the group with the best answer wins the points.
6. Read the questions one by one.
7. Count the scores and award the prize to the winning group.
8. Summarize the main learning points.
9. Reflect on the quiz as a learning method.
   - **Did they like it?**
   - **What are its advantages and disadvantages?**
   - **For which purposes can it be used (eg. as a warm-up to see what people know, as evaluation to assess what participants learned during a session, day or course) and for which is it unsuitable?**
10. Distribute the handout.

QUIZ.......

OVER HEAD

✪ The first to answer wins: (1 point)	✪ The best answer wins: (3 points)
❑ Mention at least three innovative/ creative ways of breaking into small groups.	❑ What are the main advantages of breaking into groups randomly?
❑ Mention two advantages of working in small groups.	❑ What are the disadvantages of breaking into groups randomly?
❑ What does it mean to break into smaller groups randomly?	❑ In which situations would you break into groups randomly?
❑ What does it mean to pre-form the small groups?	❑ In which situations would you pre-form the small groups?
❑ Forming groups can be fun. Statement (yes/no and explanation)	❑ Show a new innovative way of forming groups randomly.
❑ Group forming can be an energizer at the same time. Statement (yes/no and explanation)	❑ Whlat are the main advantages of pre-forming the groups beforehand?
❑	❑

HAND OUT

GROUP FORMING

✪ What is group forming?

Forming groups is an activity designed to break the participants into smaller groups. There are two main ways to break into smaller groups. One way is randomly, mixing up the group to ensure equal distribution. Another way is to form the groups beforehand for a specific purpose. This can be related to background, sex, experience, language, group dynamics, communication skills etc.

✪ Why bother?

If groups are carefully formed, it can stimulate equal participation, improve communication and maximize their effectiveness.

Random group-forming activities ensures that participants coming from the same locality or agency will be distributed into different groups, to open up the group and stimulate sharing of different experiences, views and ideas.

✪ How can small groups be formed?

Deliberate way:

Based on your observations you can spread the natural facilitators, or the people with experience on a certain topic, equally amongst the groups, or you can decide to gather all the talkers in one group. Pre-selected groups are also useful if the task is related to their background, where they come from, the (type of) organization they work for, sex, etc.

As a facilitator you can use the activity of breaking into small groups as a mood or energy stimulating activity. What follows are different ideas of breaking into randomly formed groups for group work in a creative and/or energizing way.

Examples of random group forming

Call out

1. Request the first person to call out one, the second person two, the third person three, and the fourth person one again (if you like to form three groups) and continue until everybody has called out a number.
2. Request all the number ones to gather in one group, all the number twos in another and so on.

Think about

1. Instead of calling out the numbers you select a number in your head then assemble in a group with participants who have thought of the same number.
2. Check the sizes of the groups and re-adjust if necessary.

Hand shaker

1. Ask participants to choose a number in their head such as 1,2,3... etc. The numbers offered will relate to the number of groups you need.
2. Explain that everybody will look for a potential partner and shake hands as many times as the number they have in their minds. If there is resistance from either person the number is not equal and there is no partnership possible. If both partners happen to shake an equal number of times they have found a partnership and can look for more partners.
3. Stop after five minutes and ask the rest of the participants to find the group with their number.
4. Check the sizes of the groups and re-adjust if necessary.

Fruit shaker

1. Select as many fruits as the number of groups you need.
2. Ask participants to think of one of the fruits selected.
3. Remove your own chair and explain that if you call out a fruit those people who have chosen that fruit must change seats. You will try to take over one of their seats.
4. The next person without a seat will call out a fruit and will try to do the same.
5. After a couple of rounds ask participants who are the same fruit to gather in one group.
6. Check the sizes of the groups and re-adjust if necessary.

A variation can be a jungle, using animal names instead of fruit.

Jungle

1. Select as many animals as you need groups.
2. Write the names of these animals e on a piece of paper, so that every participant has a list.
3. Move around the room with the pieces of papers, and ask everybody to take one and read it but not to show it to, or discuss it with, anybody.
4. Ask participants to make the sound of the animal on the paper and then find others of their own kind.

A variation is to act/behave like the animal.

Another variation is that for each animal there is a hunter/shepherd appointed for each animal group, briefed outside the room. These participants are then responsible for finding and gathering her/his animals.

The boat is sinking !

1. Explain to participants that they are the passengers of the Titanic and that they have to group as soon as possible in the number which is called out.
2. Call out: "The boat is seeking a group of six!"
3. Several groupings may be done before settling on the actual desired number of groups.

Parts of a whole

1. Prepare cutouts of the parts of a whole picture eg., cutouts of different parts of a tree, such as leaves, flowers, and fruits. The number of cutouts should correspond to the number of groups required.
2. Distribute the cutouts to the participants.
3. Ask them to write their names on the cutouts.
4. Ask participants holding the same parts of the tree to gather together (such as all those who are holding fruit)

Variation: prepare cutouts of as many different types of trees as the number of groups you need eg. fruit, flower, leafy, silhouette etc. Follow the same procedure but ask participants holding a part of the same tree to gather (e.g. can the mango tree gather in the center and so on).

HAND OUT

Puzzle pieces

1. Select the same number of pictures, drawings or cartoons (preferably related to the topic) as the number of groups you want to make.
2. Cut the pictures into four to six pieces depending on the number of people desired in each group.
3. Shuffle the pieces together and move around participants with the puzzle pieces. Everybody takes one.
4. Tell participants that the pieces belong to many puzzles and that they have to find their group members by looking for the missing puzzle parts.

A variation is to use this mixer at seasonal times of the year eg. using valentines, Christmas cards, or birthday cards.

PRA ranking

1. Explain that it is also possible to use PRA methods in the classroom to get to know something of the group and at the same time form groups.
2. Different variables can be used, such as:
   - month of birthday (result will be 12 groups which you can regroup into three or four)
   - age groups 20-25, 25-30, 35-40, 45-50 etc.
   - number of children
   - the position of their names in the alphabet etc.

Either ask them to form a line, and then separate into groups; or simply let chaos reign having stated the required group size.

Same shoes, sleeves, etc....

Look around and find a visible item that participants are wearing which can be used to make groups:

- brown, black and colored shoes
- blouses with long sleeves, short sleeves and T-shirts
- glasses, no glasses and contact lenses
- etc.

HAND OUT

Family reunion

1. Prepare four or five groups of cards with family names such as Mother Farmer, Father Farmer, Sister Farmer, and Brother Farmer. Use other professions as well such as Teacher family, Banker family, Fisher family.
2. Give each participant a slip of paper with the name of a family member written on it, and call out 'Family Reunion'. At this announcement everyone should try to form a united 'family' group by finding the other members of their 'family'.
3. After each family has formed ask them to act out their particular profession and have the other groups guess what it is.

Affinities (forming pairs)

Give half the group one word of an affinity and the other half another such as:

Salt and Pepper	Ham and Eggs
Ying and Yang	Lock and Key
Thunder and Lightning	Soap and Water
Bread and Butter	Knife and Fork
Pen and Ink	Brush and Comb
Light and Dark	Good and Evil
Cup and Saucer	Bow and Arrow
Hit and Run	Day and Night

Ask participants to find their partner.

Completing Quotations (forming pairs)

Give half the group the first part of a quotation and the other half of the group the last. Suggestions:

Sweet as sugar	Sour as vinegar
Tough as shoe leather	Hard as rock
Hard as rock	Thin as a rail
Light as a feather	Fast as lightning
Cold as ice	Quiet as a mouse
Slow as molasses	Busy as a bee

Ask participants to find their partner.

HAND OUT

EXAMPLES OF DELIBERATE WAYS OF GROUP FORMING

What follows are different ideas for breaking into mixed groups in a deliberate way, specifying the sorts of people, rather than specific individuals, to be in each group. This can be a very powerful tool for manipulating group dynamics and inputs.

Meet strangers — *Ask people to group themselves with others whom they do not know.*

Mix-it yourself — *Suggest a desired mix and ask participants to form their own groups. For example:*

- *gender balance - groups of four persons: two men, two women*
- *junior/senior - groups of six persons; two from HQ, two senior project staff, and two field staff*
- *Discipline - groups of five to have at least a forester, agriculturist and a health worker*

Take out the talkers — *If a few people are dominating the groups, inhibiting others, ask them to leave their groups for a special discussion or task. The smaller quieter groups left should then participate better. Those taken out have the opportunity to make a good contribution in some other task or discussion.*

What follows are different ideas for breaking into homogenous groups. This kind of group is useful towards the end of workshops when people need to work out implications and action. They can also be useful in analysis or negotiation, followed by inter-group presentations and discussions.

Focus groups — *A focus group brings together people with similar characteristics such as occupation, type of organization, country or region, experience, age, or sex.*

Interest groups — *These groups come together with a common interest or knowledge; e.g. those concerned with health, or agriculture.*

Self-grouping is where choice is given to participants. "Convene-your-own-group", and "sign up" are both good activities for groups that are to investigate different topics, since they allow each individual to express a preference.

To mix up groups already formed, ask one or more persons from each group to move on to a new group. Those to move can be:

- *self-chosen, volunteers*
- *randomly chosen (see random grouping methods)*
- *chosen by the skills or knowledge they have*
- *the person who is talking the most (which makes this a joke, and the new group is warned!)*
- *involve everyone in turn.*

BALANCING PARTICIPATION [1]

OBJECTIVES

At the end of the session the participants...

- ☑ have reflected on the difficulties of balancing equal participation as a trainer by simulation
- ☑ can mention at least ten tricks and hints to encourage the learner to participate

MATERIALS

Copied handouts

TIME

45 minutes to 1 hour

STEPS

1. Introduce the topic by saying that encouraging participation from everyone is a very challenging task for trainers. Explain that there are many factors in a training program that encourages or ensures participation.
2. Introduce the small group exercise by showing some envelopes. Explain that each envelope contains examples of many of these factors (relating to the trainer, the training design, the methods used etc.) written on slips of paper. .
3. Handout an envelope containing the slips to each participant and ask them to carefully review all the slips and choose five which, in their personal opinion, are the most important, based on their own personal experiences as a trainer or participant. Allow five to ten minutes to do this. Stress that there is no right or wrong answer but that they will have to justify the choices they make.
4. After everyone has selected five slips, explain that the following small group task is to be completed in 30 minutes.
   - Compare the sets of slips chosen by each group member and come to a
   - group consensus on one list of five attributes
   - Write these down on a flipchart then be prepared to explain their choices,
   - as well as the process that led to this, to the other groups.
5. Divide participants into sub-groups of five or six and ask them to begin the group task.
6. At the end of the 30 minutes ask them to post their results and ask each group to briefly discuss their process of consensus and the reasons for their choice.
7. Initiate a plenary discussion with the following questions:
   - **What are the differences and similarities between the factors selected by the different groups? Why?** (This is often based on personal experience in different situations)
   - **What were the differences in the process that groups went through in selecting the factors Was it easier for some groups than others? Why?** (Bring out issues related to the size and diversity of the groups)

[1] Adapted from WWF ICDP Training manual

- ***How did groups come to a consensus agreement? How did they compromise? Did they start the consensus building by focusing on the factors that they had in common? Did everybody participate? How did the time influence their process?*** *(Bring out the point that participation means listening to everybody and that takes time.)*
- ***What would have happened if we had done this exercise in a plenary discussion?*** *(Bring out the point that forming small groups increases the level of participation dramatically.)*
- ***What can we learn from this simulation as trainers? What new factors did you learn? Which tricks or methods are you planning to use?***

8. *Summarize the learning points and stress that facilitating participation is not an easy task, even for an experienced trainer, so try to make it easier for yourself and the participants by thinking about these factors while designing and implementing your training sessions.*

9. *Distribute the handouts.*

COMMENTS

Do not exceed five. Participants will have to think harder and draw more deeply from their own experiences in defense of their choices if they are in small groups.

You might want to deliberately form groups that are different in order to assess differences in the process.

Cut into separate slips

Flexible agenda	Constructive feedback
Not overloaded agenda	Spend time to get to know each other
Trainer is very open and friendly	Trainer is a good listener
Ice breakers	Daily feedback
Trainer is a good observer	Setting group norms and referring to them
Trainer never rushes	Stress that any question is a good one
Trainer is alert on group dynamics	Use fishbowl technique
Dominant participants are alerted	Work with small groups
Shy participants are encouraged	Avoid lengthy plenary sessions
Trainer does not judge inputs from participants	Use buzz groups to break up lectures

Carefully select members of small groups	Let people think/ write first before answering
Form smaller homogenous groups	Use open-ended questions
Make groups reflect on their team performance	Encourage people to reflect on their level and type of participation
Use energizers	Structure discussions
Structure brainstorming sessions by using cards	Structure feedback sessions by using post-its
Appoint facilitators in small groups and explain their role	Encourage rotating of tasks (reporting, writing)
Do team building exercises	Be process oriented not output oriented
Any other:........................	Any other:........................
Any other:........................	Any other:........................
Any other:........................	Any other:........................

HINTS AND TRICKS TO ENCOURAGE GROUP PARTICIPATION

Interactive or learner-centered training methods do not safeguard the level of equal participation from all trainees. As soon as the trend is set whereby only four or five participants are active it is very difficult to break. Therefore it is important, especially during the first couple of days, to structure the input and feedback of the participants. There are many ways to do this. A couple of ideas follow below.

Trainer skills and attitudes:

- *create a safe environment*
- *be a good listener*
- *do not judge inputs*
- *encourage shy participants in a non-threatening way* (**'Can I hear some others...'**, **'I would like to hear some feedback from this side of the training room'**, **'I would like to know what the others think of this...'** *etc.*)
- *discourage dominant participants* (**'you have given your ideas already - let's hear whether the others have something to add...'**)
- *be alert to group dynamics*
- *do not rush*

Methods and Tricks:

- *spend time getting to know each other*
- *use ice-breakers*
- *agree on group norms*
- *stress that any question is a good question*
- *stress that everybody has the right to understand*
- *encourage people to reflect on their level and type of participation (see example handout)*
- *work with small groups and monitor the small group dynamics, try to find the 'right' mix of dominant and non-dominant people. Sometimes the best way is to put all the talkers together.*
- *form smaller homogenous groups*
- *encourage groups to reflect on their team performance*

During plenary sessions:

- let people arrange their thoughts and formulate their answers in buzz groups
- let people think first (and write down) before they answer a question
- structure the input of participants during discussions and brainstorming sessions (brainstorm using cards, fish bowl technique, and matches, pass the microphone, etc.)

During group work:

- allocate some time to discuss what a good facilitator of small groups should be like ie. process not output-oriented, not focused on the contents of the discussion but supporting the group's process
- appoint facilitators who are likely to behave as a facilitator and not as a chairman
- encourage rotating reporters and presenters of small group work

During field trips

- give groups time before leaving for the field, to prepare a team contract that includes sharing of responsibilities and a work plan
- stress that not only what they learn is important but also how they learned it.

HAND OUT

A QUESTION OF BALANCE
SUPPORT NOTES FOR EQUAL PARTICIPATION

Read this handout and reflect on how you have participated during this training course.

Aggressiveness :
expressing your feelings, opinions or desires in a way that threatens or punishes the other person you are insisting on you rights while denying their rights.

Assertiveness :
Telling someone exactly what you want in a way that does not seem rude or threatening to the,-you are standing up for your rights without endangering the rights of others.

Passiveness :
Giving in to the will of othears -hoping to get what you want without actually having to say it- leaving it to others toguess or letting them decide for you.

OBJECTIVES

At the end of the session the participants...

- ☑ *discover their own learning style*
- ☑ *can explain how this effects their preferred ways of training*

MATERIALS

1. Flipchart or transparency with four ways to repair something common to most participants (bicycle, fridge etc.)
2. Some examples of sessions (list of activities) related to past sessions in the actual course written on flipcharts
3. Copied exercises
4. Copied handout on learning styles

TIME

2 hours

STEPS

1. Introduce the topic by explaining that every person has her/his own preferred style of learning. Discuss the four styles of learning by relating them to the four stages in the learning cycle.
2. Explain that we will discover our own learning style by doing an individual exercise.
3. Distribute the exercise and explain step by step. Check the understanding of all the terms used in the table.
4. Help them calculate their scores and plot the result on the scale.
5. After people have discovered their preferred learning style give characteristics of the training methods that would match this style. (see the handout of session learning styles and session planning page 139). Ask them how they think this influences them while training.
6. Invite participants to paste their scales in one place, and discuss the overall outcome (all learning styles are represented).
7. Point out that an effective trainer should support all the learning styles and not just their own learning style, to help everybody learn.
8. Finish the session by reflecting on the training method used; during this session, which is called instrumentation.

COMMENTS

This session presumes that the participants have been introduced to experiential learning before (see session learning styles and session planning page 139). This session might appear theoretical to some participants, so try to use as little jargon as possible and use as many examples as possible.

DISCOVER YOUR OWN LEARNING STYLE

Why?

The purpose of this test is to assess the relative importance of the four phases of how you learn (by what you feel, observe, think and do), in order to find out which is your preferred learning style.

How?

Below are four columns each with nine rows. Choose the word from each row that fits you best. Give this word the highest score of four points. Then choose the word that fits you the least. Give this a score of only one mark. The remaining words can be allocated a mark of two or three depending on how you rate their fit. Go ahead! Do not think too long. Be impulsive. What comes up first is best. Five minutes to fill in all rows should be sufficient. All the words are related to the way you like to learn. There are no right or wrong answers.

		A		B		C		D
1.		good judgements		tentative: doing trials		involved		practical
2.		receptive: quick to receive ideas		relevant		analytical		impartial: not favoring one more than another
3.		feeling		watching		thinking		doing
4.		accepting		risk-taker		evaluative		aware
5.		intuitive		productive		logical		questioning
6.		abstract		observing		concrete		logical
7.		present-oriented		reflecting		future-oriented		pragmatic
8.		experience		observation		conceptualization		experimentation
9.		intense		reserved		rational		responsible

After filling in the table calculate the scores. We do not work horizontally, but vertically. For the **A score** you calculate from the first **(A) column** the rows 2,3,4,5,7,8.

row	2	3	4	5	7	8	total score for A
score							

For the **B-score** from **column B** rows 1,3,6,7,8,9.

row	2	3	4	5	7	8	total score for B
score							

For the **C-score** from **column C** rows 2,3,4,5,8,9

row	2	3	4	5	7	8	total score for C
score							

For the **D-score** from **column D** rows 1,3,6,7,8,9.

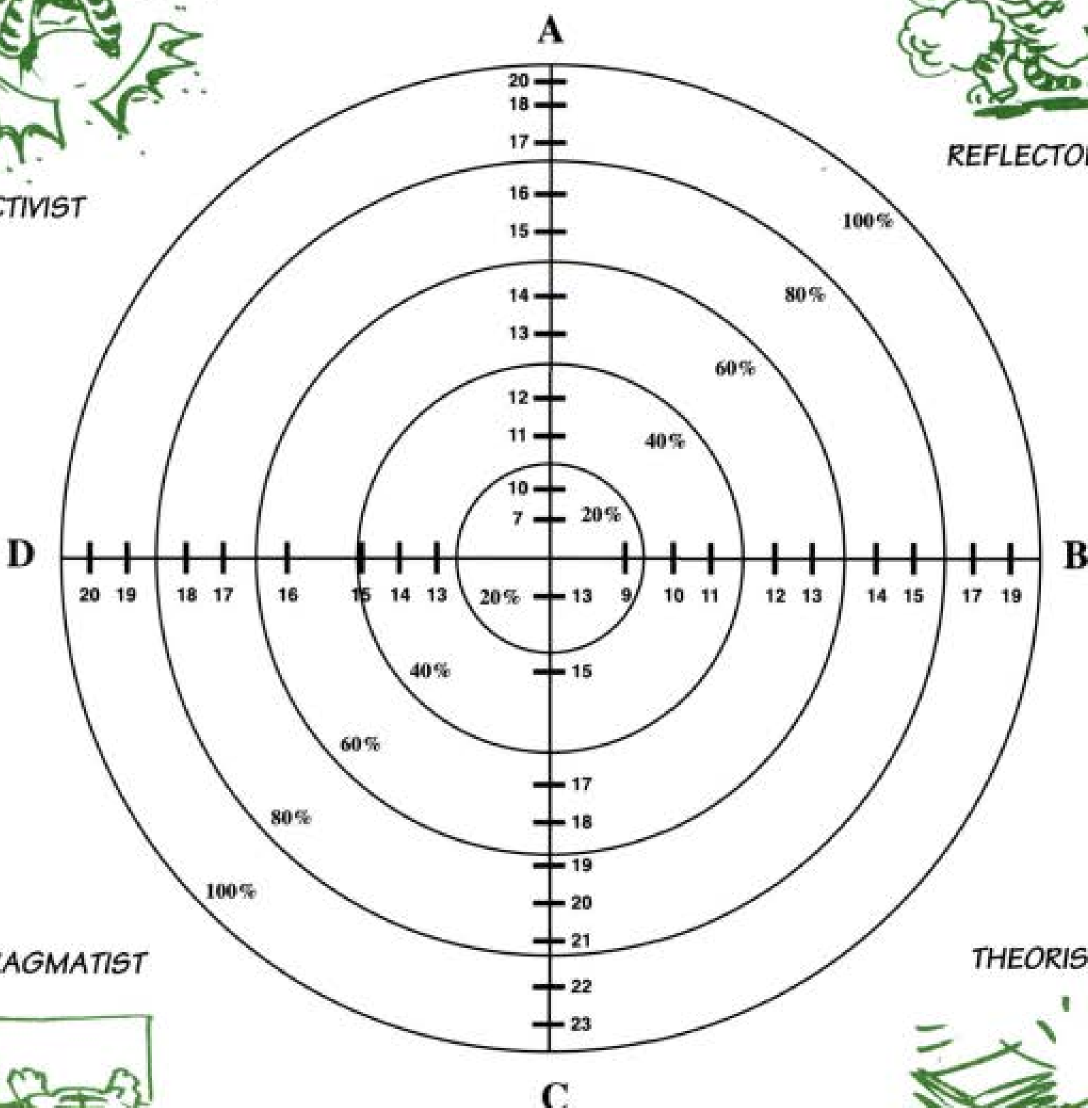
row	2	3	4	5	7	8	total score for D
score							

DISCOVERING LEARNING STYLES CONTINUED...

Draw the four scores on the horizontal and vertical axes of the circle below. Connect the dots of the four axes with a line, so that a diamond will appear. You will be able to see where your emphasis of learning lies.

ACTIVIST

REFLECTOR



PRAGMATIST

THEORIST

OBJECTIVES

At the end of the session the participants...

- ☑ can list five advantages and disadvantages of the media selected*
- ☑ can list at least five do's and don'ts using the media selected

MATERIALS

Handout with advantages, disadvantages and tips on the media selected

TIME

1 hour 30 minutes

STEPS

1. Introduce the objectives and procedure of the session.
2. Introduce a "snowballing" exercise. Get participants to pair up and list the advantages and disadvantages of using a selected media. Groups eventually join together so that in the end there is one final list of advantages and disadvantages.
3. Go through the list with participants and add to it if needed.
4. Ask participants to reflect on their experiences using this particular medium or reflect on how others have used it. Start a similar snowballing exercise about the do's and don'ts of using the same medium but this time ending up in two groups.
5. Display both lists and look for similarities and differences.
6. Add your own do's and don'ts if needed.
7. End up with a final list of do's and don'ts.
8. Distribute the handout.

Variations:

- Divide the group into two. Using role-play, one group must present a bad example of a training medium and one must present a good example. Other participants write down as many good and bad aspects of both plays as they can think of.
- Divide the whole group into as many small groups as the number of media you would like to talk about. Ask each group to do a mind mapping exercise.
- Organize a competition for making the most creative and clear transparency on the same topic, one group using the computer and the other by hand. The idea of this exercise is to show that transparencies made with high tech equipment can be just as good as those that are hand done.
- Ask everybody to write down any problems that they have encountered using a certain media, on different cards. Put all the cards in a box and have each participant pick one then try to give advice as to how to tackle the problem (the group can add to this advice if needed).

COMMENTS

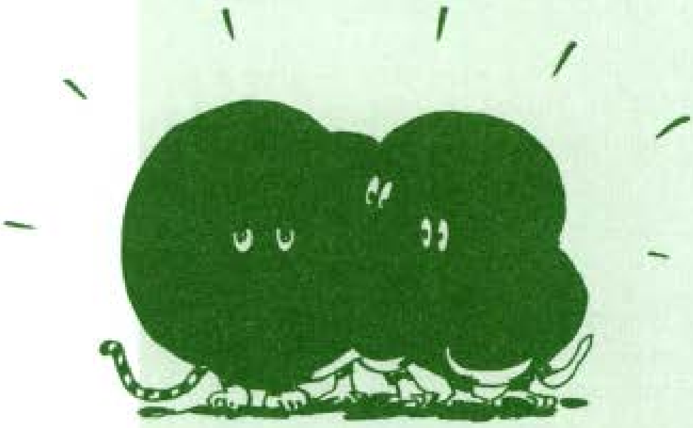
*This session can be used for any kind of training medium. The most common media are the flipchart and transparency, but this might be because they are also the most familiar. Therefore it is better to ask participants which training media they would like to learn more about and adapt the session and handout for those specific media (for ideas see the annex with recommended readings).

HAND OUT

FLIPCHART OR TRANSPARENCY

Transparency

advantages	disadvantages
• facilitator is able to face audience all the time • focuses readers' attention • light makes it easy to read • can enlarge up to required size depending on audience • sequence easily changed • possible to use overlay to build up your story • easily photocopied as handout • hand written or high tech computer prepared	• depends on electricity • equipment is vulnerable • light bulb may burn out • light being switched on and off can strain the eyes • needs a room which can dim the light from outside



tips

- never copy from a book directly without enlarging
- use 6 words per line
- use less than 6 lines per page
- use lay-out rules
- use special effect: overlays to build up your story, cut outs, and photographs to liven up your story
- use only keywords, not everything you have to say should be shown
- show only what you are talking about
- switch off the lamp, carry an extra light bulb
- do not wave with your hands or stand in the way of the light
- face the audience all the time
- indicate where you are on the transparency
- check overheads and equipment, set-up before you start

✪ *Flipchart*

HAND OUT

advantages	*tips*
• *easy to sequence as they flip over* • *all graphics and colors possible* • *develops a record of all past work* • *can serve as framework for brainstorm, writing initial questions for trainees to fill in the answers* • *possible to be prepared in advance* • *after using can be easily reviewed and displayed* • *cheap* • *mistakes easily repaired* • *does not require electricity*	• *equipment: sturdy easel, good tape, pens (chisel tip)* • *colors:* *working red/green/black* *alternate* *organize* *highlight* • *recording:* *abbreviate & condense* *block letters* *8-12 lines* *table height* *index abbreviations* • *position* *talk to audience* *don't block the view* *walk around to check your own making* • *prepare sheets:* *difficult charts, models etc.* *reveal poster at time needed* • *paste and display posters with overviews or framework for easy reference at all times* • *roll them up for transport* • *use white tape to mask mistakes* • *prepare flipcharts as a second option in case electricity not available*
disadvantages	
• *not readable for big groups* • *needs preparation and skill to flip and write* • *headache to type them up for documentation of the course* • *needs lot of space during storage* • *participatory training uses lots of flipcharts. More paperless trees...* • *easily damaged during transport*	

OBJECTIVES

At the end of the session the participants...

- ☑ have shared problems dealing with asking and answering questions and generated ideas as to how to do it better
- ☑ have a better understanding of how to use a variety of questions more effectively in a training setting.

MATERIALS

1. Copied statements, cut into slips
2. Hat

TIME

1 hour 30 minutes

STEPS

1. Introduce the session by explaining that we can learn a lot from each other by sharing problems and ideas, and a good way to do this is by using a 'problem hat'. Ask if anybody has heard of this method and can introduce it. If not, do it yourself.
2. Explain that we will use this method to improve our asking and answering skills as a trainer because asking and answering the right questions in the right way is not always easy.
3. Invite all participants to sit in one tight circle.
4. Put all the slips in a hat and invite everybody to take one slip. Depending on the number of people, participants can prepare their answer either individually or in pairs.
5. After five minutes invite a volunteer to read the question out loud and give his/ her ideas. If the person does not have any ideas the group can help out.
6. Repeat this procedure until all slips have been shared.
7. Summarize the most important learning points.

COMMENTS

This session is a good follow-up to the session about practicing questions (page 181). A variation is to have participants formulate and write their own problems on slips.

QUESTIONS ABOUT QUESTIONS [2]

Cut into slips--- ✂ ✂ ✂

Is it better to call on participants by name or ask questions for anybody to answer and hope for volunteers?

What if participants don't accept my answer and are fighting it?

If nobody answers, is there anything wrong with me answering my own question?

What if I don't know the answer to a question? Doesn't that cause loss of face for me as a trainer?

How should I deal with someone who asks a question that is really a statement of opinion?

What if somebody asks a question about something that I covered ten minutes earlier? Should I take the time to answer?

What should I do if nobody answers my question?

How should I deal with a participant who asks irrelevant questions that interfere with the flow of my instruction?

What if a participant asks a question that is irrelevant but of great interest to the group, or asks a question that will be addressed later in the training sessions but is too early to address at this point?

How should I deal with someone who has just given me a wrong answer, especially if the person has rank or status in the group?

Sometimes I just don't understand an answer enough to know whether it's right. What should I do in such a case?

What if someone takes a long time to answer, repeating him or herself, or has trouble organizing his or her thoughts?

How do I get participants involved who never volunteer? What about the silent majority who see learning as a passive activity?

Is it a good idea to repeat participants' questions to make sure everybody has understood?

[2] Adapted from The art of teaching adult, P. Renner

OBJECTIVES

At the end of the session the participants...

- ✔ have shared possible training pitfalls and generated ideas to avoid or correct them

MATERIALS

1. Post-its or slips with pre-written pitfalls
2. Hat or box
3. Copied handout

TIME

1 to 2 hours depending on the number of pitfalls and participants

STEPS

1. Ask people to arrange their chairs in a circle.
2. Explain the purpose of the activity by saying that each of us has experienced difficult situations during training and that it will be very useful to share and collect ideas as to how to avoid or solve these.
3. Explain the process. Write down, using clear handwriting, a difficult situation, event, or moment you would like to share. Other participants can suggest ideas and tips as to how to handle such a situation. All cards will be put in the hat. Each participant has a turn selecting a card and reading it, and then coming up with an idea as to how to solve the problem. The others can then join in or if the person has no idea can offer help.
4. Distribute papers and allow five minutes for participants to think of an event and to write it down.
5. Collect all the papers and shuffle them.
6. Move around the group with the papers, and ask everybody to take one.
7. Ask a volunteer to write the ideas on a flipchart as they come up.
8. Allow about five minutes for each problem.
9. Close the activity by clarifying the major lessons learned.
10. Distribute the handout.

COMMENTS

The pitfalls can either be copied from the next page or be collected by the trainer from observations made during conversations and sharing sessions during the training course, or brainstormed by the participants themselves.

Cut into slips and fold:

- participants arriving late
- participants not paying attention or not motivated
- participants repeating the same question
- participants disengaging from the group, not participating
- dominating participants
- half of the participants fall ill after eating a seafood salad
- shy participants
- trainer or resource person not showing up
- participants challenge trainer's credibility
- silence after raising questions or trying to brainstorm
- distracting side discussions
- sidetracking discussion
- participants show resistance to program content
- participants show resistance to training method
- participants become bored with training sessions
- participants cannot link what they learn to their country or jobs
- participants think the course contents are not based on realistic conditions
- you cannot understand a question of a participant, even after the participant has tried to explain it more often
- a question of one of the participants does not seem to the point
- you do not know the answer to a question
- sleeping participants after a lunch break

OBJECTIVES

At the end of the session the participants...

- ☑ have reviewed their learning points relating to the contents of the training course in a creative and fun way
- ☑ can explain when it is appropriate to use a board game in a training setting

MATERIALS

1. Board with cards, dice and counters for each group
2. Prizes for each group winner

TIME

1 hour 30 minutes to 2 hours

STEPS

1. Introduce the objectives of the session. Explain that we can achieve these objectives by playing a board game.
2. Ask participants to give examples of board games they have played in the past (like **Monopoly**). Explain that while board games can be played just for fun, they can also be used in a training setting.
3. Explain the purpose and rules of the **Winning Trainer** game. Stress that the purpose is to win, but at the same time learn, so advise them not to rush but listen carefully to the answers.

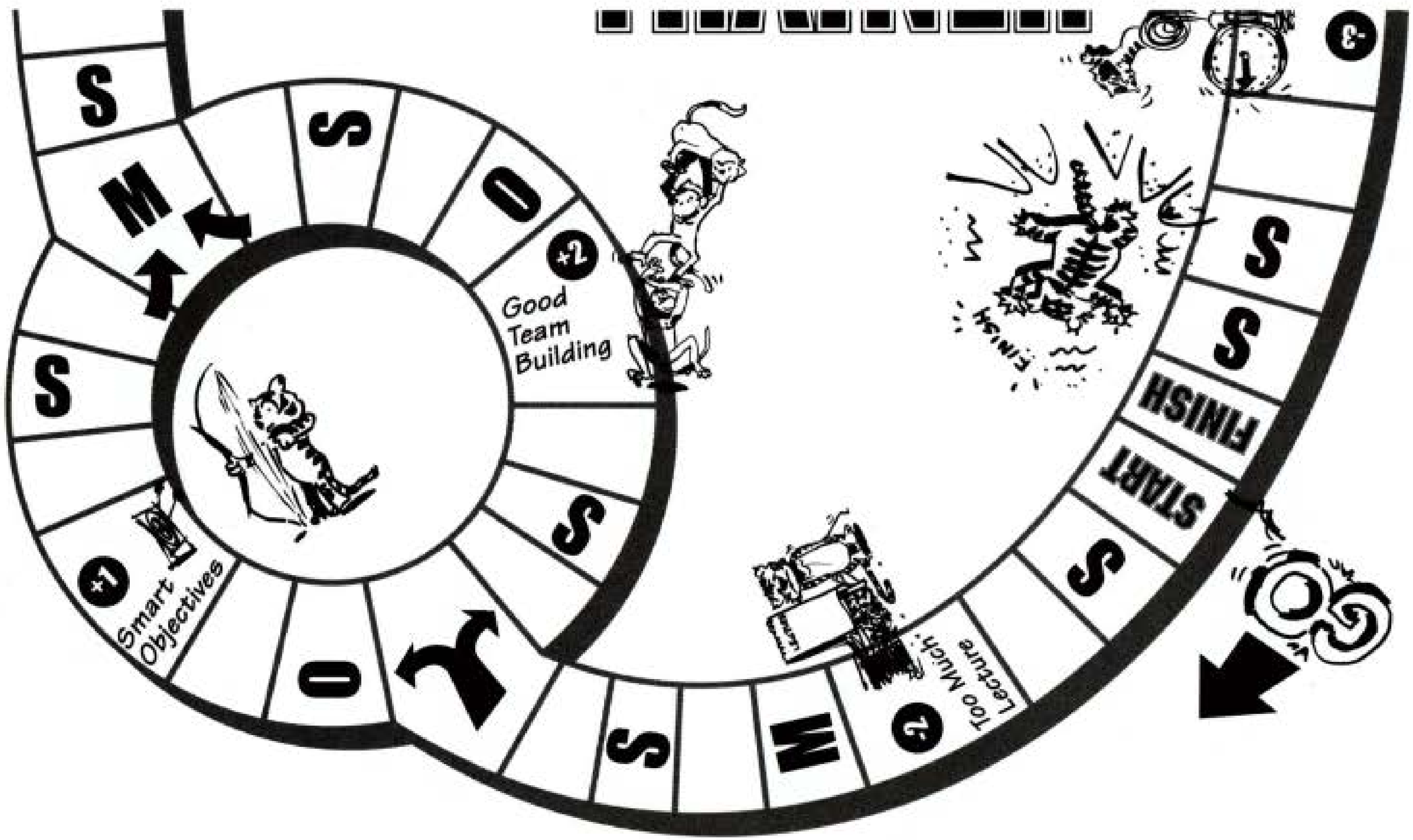
4. Form groups of four to six participants and distribute the materials to each group.
5. Stay nearby in case there are any questions from the groups.
6. Depending on how much time is available, wait until there is a first winner at every table or just stop the game mid-way and ask who is ahead of all the others.
7. Distribute the prizes to the winners.
8. Reflect on the board game. **Did they like it? Did they learn anything? When can board games be used in a training setting? What are their advantages and disadvantages?**
9. Distribute the handout.

COMMENTS

Select only those questions that relate to the topics covered in your training course. Try to add your own questions relating to specific issues and insights that have come up during the course.

Board (Enlarge both pieces of the board to A3 size on hard paper and glue them together)

THE WINNING TRAINER BOARD GAME



General playing instructions.

Everybody throws the dice to determine who starts first. Start at the field that mentions GO. If it is your turn throw the dice. Cross as many fields as the dice is showing. If you arrive on an empty box your turn is over. If you arrive on a box with instructions fellow them.

- *If your answer is correct you can throw the dice again.*
- *If the answer is wrong your turn is over.*

The person who arrives first at the finish is the winning trainer.

Answer a Statement card

Three possible answers :

1. Agree 2. Don't agree 3. depending on trainer's style or training situation

Answer an Open Question card

No clues are given you will have to formulate your answer as clearly as possible.

Answer a Multiple Choice Card

Four possible options are provided; select only one option.

Statements cards (photocopy on thick colored paper and cut into pieces)
Three possible answers:
1. Agree 2. Don't agree 3. Depending on trainer's style or training situation

❑ I only answer questions at certain times, so that the flow of the session is not interrupted. ■ **Don't agree.** Some might say this depends, arguing that participants can keep lists of their questions to ask at a later time; but many participants will not ask their questions in such a way.	❑ I want to make sure that everybody understands me, asking again and again if I have been clear. ■ **Don't agree.** The first part of the statement is positive, but the second part — "asking again and again if I have been clear" - will probably prevent the participants from asking questions because it implies they are slow or stupid.
❑ I include both plenary and small-group activities. ❑ **Agree.** Learning can take place during both plenary and sub-group activities, but it is good to mix both forms	❑ I begin a session on time and end on time, no matter what. ■ **Don't agree.** The words 'no matter what' indicate inflexibility.
❑ I prepare session plans for any training that I facilitate. ■ **Agree.** Guidelines for activities, discussions, and so on are essential.	❑ I limit the number of times that any participant speaks so that no one dominates. ■ **Don't agree.** Some people may say that this depends, but to set how many times any participant will be allowed to speak can hinder participation, creativity and enthusiasm.
❑ I feel comfortable about stopping at any time for participants' questions. ■ **Agree.** Unanswered questions may keep participants from learning the next step of a process or skill.	❑ I respect small group decisions. If the group decides that what was shared is confidential, I will not mention it to the other participants. ■ **Agree.** If confidentiality is not ensured, a safe learning environment cannot be created and maintained.
❑ I delay the start of the session until most of the participants have arrived. ■ **Don't agree.** Although some people might say this depends on the trainer, it is important to remember that delaying in this way punishes the participants who have arrived on time.	❑ I provide frequent breaks for participants - at least one break every one-and-half-hours. ■ **Agree.** Breaks allow participants a chance to refresh themselves, to recover from the intensity of learning experiences, to get to know each other better, to network, and to continue learning on an informal basis.

❏ *I press or urge every participant to speak, to offer his/her opinion.* ■ ***Don't agree.*** *This puts too much pressure on a person. Participants should be encouraged to speak, but not addressed individually and urged.*	❏ *I dress as most participants will dress.* ■ ***Depends.*** *Because of their own expectations, participants may not like it when the trainer imitates their style of dress. Also the issue may depend on what the sponsoring organization expects from the trainer.*
❏ *When participants are engaged in lengthy or loud side conversations that are off the topic, I call their attention back to the group.* ■ ***Agree.*** *They disrupt the rest of the group and are not constructive to the overall process.*	❏ *I over plan for every training that I facilitate, just in case.* ■ ***Don't agree.*** *This may be done out of nervousness, but it will make the training sessions very inflexible. Better plan for many different options, so that you can prepare well but leave flexibility in as well.*
❏ *I try to keep the training agenda flexible enough to include concerns brought up by participants.* ■ ***Agree.*** *The participants' concerns represent an important opportunity for learning and for resolving issues related to their working environment.*	❏ *I consider participants' laughter to be a positive sign, indicating that participants are relaxed and that the training is going well.* ■ ***Depends.*** *Participants may laugh because they feel relaxed in an open learning atmosphere. But they may also be having a good time without learning.*
❏ *I try to respect every participant's opinions, even if they are totally different from mine* ■ ***Agree.*** *To create a safe learning atmosphere in which participants feel respected, valued, and not put down.*	❏ *After I facilitate a training course, I de-brief with fellow facilitators.* ■ ***Agree.*** *Consulting with peers is an excellent way to learn, to share, to critically reflect and improve your training style and activities.*
❏ *When planning a training activity, I review participants' evaluations of previous trainings that I have facilitated.* ■ ***Agree.*** *Otherwise why would you evaluate in the first place?*	❏ *I avoid jargon and try to use words and terms that will be easily understood by all participants.* ■ ***Agree.*** *The use of uncommon words or jargon can annoy the participants and hinder their learning.*
❏ *I dress up when I facilitate a training session.* ■ ***Don't agree.*** *By dressing formally you may gain respect from the participants but it may also create a distance between you and the participants.*	❏ *At the beginning of a training course, I share the agenda with the participants, telling them what to expect.* ■ ***Agree.*** *Sharing expectations at the beginning promotes trust, commitment, and participation.*

❏ *I thank individual participants each time they offer comments to the group.* ■ ***Depends.*** *It is important to acknowledge participants' contributions, but thanking every participant for every comment may be overdoing it.*	❏ *I like to control the way participants learn during a training.* ■ ***Don't agree.*** *Participants have different learning styles, and all styles need to be respected.*
❏ *The trainer should do most of the talking in the training course.* ■ ***Don't agree.*** *The trainer is not the only source of useful information at any training course.*	❏ *A training facilitator is like a teacher.* ■ ***Don't agree.*** *An effective facilitator is not like a teacher who only lectures and maintains rigid expectations about learning and about participants' behavior.*
❏ *Before I facilitate a training course, I prioritize the topics, determining what I must accomplish and what I might include.* ■ ***Agree.*** *This approach to planning means that all of the essential subject matter will be included in the workshop.*	❏ *I insist on a comfortable training environment with movable chairs.* ■ ***Depends.*** *Sometimes this may simply not be available, but try to be in the training room in time to make your own adjustments.*
❏ *I ask participants to raise their hands and be recognized before they speak.* ■ ***Don't agree.*** *Participants may feel that this is too formal and restrictive.*	❏ *Participants should have fun during a training course.* ■ ***Agree.*** *Although fun is not essential for learning, it boosts energy and for some participants it can reinforce learning.*
❏ *To guide the learning process of participants flexibility is very important; I plan and prepare as little as possible and let the rest just happen.* ■ ***Don't agree.*** *Flexibility is important, and acting on what happens the very moment can be valuable in certain types of training, but failing to plan and prepare carefully can lead to disaster.*	❏ *It is important to distribute handouts that participants can keep.* ■ ***Depends.*** *Some participants appreciate something on paper to keep and refer to later. If participants are expected to apply training concepts on the job, handouts are particularly useful for reinforcing learning.*
❏ *During a training course I freely share my own experiences and opinions.* ■ ***Depends.*** *Productive learning can take place with or without personal sharing on the part of the trainer. Some participants expect the trainer to share personal information, whereas others learn more if they do not rely on the trainer's opinion. It is important, though, that personal opinions be presented as just that and not as the truth.*	❏ *During a training session I never talk about myself and only share my opinions when asked.* ■ ***Depends.*** *Some trainers believe that sharing information about themselves personalizes the learning experience for participants. Others do not feel that such sharing is necessary.*

❑ No participant should be forced to speak. ■ **Agree.** Too much pressure undermines learning.	❑ When I develop a new activity or session, I practice in advance. ■ **Agree.** This is the best way to test your activity or session and to prepare as a trainer in order for the session to run smoothly.
❑ The most important aspect of a training program is the opportunity for participants to gain confidence and to enhance their self-esteem. ■ **Depends.** With certain kinds of skills training, confidence and self-esteem can be important components.	❑ When planning a training session, I provide participants with something to hear, something to see and something to do. ■ **Agree.** Participants need to be actively engaged in the learning experience.
❑ I accomplish every item on my training agenda, even if I speed up to do so. ■ **Don't agree.** By speeding up in order to cover all items, you may lose your participants entirely.	❑ The most important aspect of a training program is the new information that participants learn. ■ **Depends.** This depends on the objective and the type of training program. However in most training events skills and attitudes are also important aspects of learning.
❑ The most important aspect of a training program is the opportunity for people to meet and share ideas. ■ **Depends.** This depends on both the purpose of the training program and the participants there. Participants' ideas are always a valuable resource, but they are not necessarily the most important one.	❑ I point out the similarities and differences in points of view from participant to participant. ■ **Depends.** Pointing out similarities in points of view highlights themes in the training sessions. Pointing out differences highlights the different possible perspectives. But participants can also be encouraged to discover these similarities and differences on their own.
❑ The facilitator is responsible for whether a training program succeeds or fails. ■ **Don't agree.** This attitude takes away any responsibility on the side of the participants.	❑ I like to stand at a platform and have the participants' arranged in rows in front of me. ■ **Don' t agree.** This type of arrangement sets up a barrier between the trainer and the participants.

Multiple choice cards *(photocopy on colored thick paper and cut into pieces)*
Four possible options are provided. Select only one option.

Daily feedback is important because: 1. *it checks whether the training is on the right track* 2. *it gives a feeling of ownership to the participants* 3. *it gives the opportunity to adjust and improve* 4. *All of the above* 4. *All of the above*	***Paraphrasing is:*** 1. *repeating in your own words what somebody else has said* 2. *exactly repeating what somebody else has said* 3. *the same as mirroring* 4. *None of the above* 1. *Repeating in your own words what somebody else has said*
Session plans are useful because: 1. *it helps the trainer to plan the session* 2. *it helps the trainer to monitor and evaluate the session* 3. *it helps the trainer to document the training* 4. *All of the above* 4. *all of the above*	***Probing is used in training:*** 1. *to defend your own opinion* 2. *as a tool to support dialogue* 3. *to show your interest* 4. *None of the above* 2. *As a tool to support dialogue*
As a trainer you can ask questions to participants in order to: 1. *involve them more actively* 2. *get a feeling for the participants' understanding or opinions* 3. *get the discussion back on track* 4. *all of the above.* 4. *All of the Above*	***Energizers after lunch are:*** 1. *not good because the participants have a full stomach.* 2. *useful because participants tend to be sleepy* 3. *a waste of time because participants have just had the chance to refresh.* 4. *none of the above* 3. *Useful, because participants tend to be sleepy with a full stomach after lunch.*
When you probe as a trainer you should: 1. *judge while listening* 2. *jump from one question to another* 3. *make assumptions* 4. *none of the above* 4. *none of the above*	***Dialogue in training is essential in order to:*** 1. *state opinions* 2. *bring out differences* 3. *share effectively* 4. *all of the above* 3. *share effectively*

Feedback can be exchanged in a training session between: 1. participants 2. from trainer to participant 3. from participant to trainer 4. all of the above. <u>4. all of the above</u>	**Personal feedback should be:** 1. given without permission 2. focused on the positive 3. focused on the person 4. all of the above <u>2. focused on the positive</u>
Which of the following training methods is not useful for generating ideas? 1. brainstorming 2. lecturing 3. buzz groups 4. mind mapping <u>2. lecture</u>	**Which of the following methods can be done in groups bigger than 30 people?** 1. lecture 2. buzz groups 3. energizers 4. all of the above <u>4. all of the above.</u>
Why do we formulate SMART learning objectives? 1. to share responsibility for learning between trainers and participants 2. to formulate clearly what trainers need to do 3. because they are part of the session plan 4. all of the above. <u>1. to share responsibility of learning between trainers and participants</u>	**Learning objectives are:** 1. trainer focused 2. learner focused 3. focused on learner and trainer 4. none of the above. <u>2. learner focused</u>
Learning objectives cover the following aspect(s): 1. what the learner should be able to do 2. under what conditions the learning objectives will be achieved 3. how well it must be done 4. all of the above. <u>4. all of the above</u>	**An information note is useful to:** 1. distribute during the training 2. inform and attract potential participants 3. identify resource people 4. none of the above. <u>2. to inform and attract potential participants.</u>

Open ended question cards *(photocopy on thick colored paper and cut into pieces)*
No clues are given. You will have to formulate your answer as clearly as possible.

Mention the three aspects that a training need assessment covers. **Learner, community and the organization**	*Mention the four phases of the experiential learning cycle in the correct order.* **Experience, reflection, conclusion, and practice.**
Give at least three key principles in adult learning. **Is self-directed, fills an immediate need, is participatory, is experiential, is reflective, provides feedback, shows respect for the learner, provides a safe atmosphere, occurs in a comfortable environment.**	*Mention at least four steps of the training design cycle.* **Situational analysis, TNA, Training Design, Training Implementation, Follow-up, M&E, Re-design.**
What does KSA stand for in terms of learning? **K= Knowledge, S= Skills, A= Attitude**	*What are the different elements of the training design mill?* **Participants (who), Objectives (why), Topics (what), Methods (how), Organization (time, how long, who).**
What are the basic elements of a session plan? **Objectives, Methods, Steps/ Activities, and Time.**	*What do objectives need to be?* **SMART= Specific/Shared, Measurable, Achievable, Result oriented/Realistic, Trainees centered/Time bound**
Mention at least three important facilitation techniques. **Listening, questioning, paraphrasing, summarizing, probing, observing, dialogue, summarizing, gathering ideas, encouraging, conflict management, managing group dynamics, giving & receiving feedback.**	*Mention at least two purposes for which we use mind mapping.* **Brainstorming, reflection, note making, speaker guidelines, monitoring or evaluation.**

Mention at least five types of roles a trainer can play while training. **Facilitator, Coordinator, Motivator, Role model, Manipulator, Moderator, Evaluator, Instructor, Leader, Listener, Timekeeper, Negotiator, Lecturer, Designer, Observer, etc.**	Mention at least five important facilitation skills for a trainer. **Observing, listening, questioning, paraphrasing, probing, encouraging dialogue, facilitating, giving and receiving feedback.**
Mention three different types of questions than can be used by a trainer for different purposes. **Open-ended, closed, direct, re-directed, leading, factual, general.**	Which type of question is more useful in participatory training: open or closed questions and why? **Open questions are more useful, because they make the participants think and generate answers that provide more insight.**
What are closed questions? **Questions that require only a yes or no as answer.**	How do you ask open questions? **Start the question with why, what, when, how, who, etc..**
What is the best way to check if you wrote a good session plan? **Ask another trainer to read it and ask whether s/he can run the session without extra explanation.**	Mention four learner centered training methods. **Role-plays, case studies, small group discussions, simulation, brainstorming, mind mapping, fish bowl.**
Mention three elements that have to go into an information note. **Rationale, purpose, learning objectives or expected outputs, training approach or strategy, profile of the target group, topics to be covered.**	How can we address identified needs in TNA that are non-trainable? **Suggest alternative interventions. Such as changing job-descriptions, adding more staff, changing organizational structure or processes, networking, coaching, etc.**

ANNEXES

ANNEX 1

GLOSSARY AND INDEX

Term/ Abbreviation	Explanation	Page
Adult learning	Adult learning theory involves a number of principles as to how adults learn best. This manual is based on these.	31-37
Attitude	Actions or behavior that show how a person thinks or feels. Attitudes can often be observed by the way someone responds to other people, and to ideas and experiences (e.g. with respect, trust, caring, sensitivity, willingness to listen, etc.)	148
CF	Community Forestry	7
Choose your spot	Training method that uses statements to draw participants out	227
Community Analysis	One step in Training Needs Assessment	74-78
Concepts	Ideas or theories	6
Curriculum	A written plan that describes the objectives, content, training methods, and schedule of a training course. It also identifies the resources needed and includes a monitoring or evaluation plan. In this manual it is referred to as the training design.	
Documentation	The process of collecting, organizing and storing information.	14, 104
Energizer	Energizers are activities designed to make learning easier and more fun for both the participants and trainers alike. Different terms are used such as ice-breaker or warm-up depending on the main purpose of the activity.	227-240
Experience	In adult learning theory experience is the corner stone of learning. It is also one of the stages in the experiential learning cycle.	31-37
Experiential learning	Learning is seen as a four-stage cycle in this model: concrete experience, reflective observation, abstract conceptualization and active experimentation.	140-144
Facilitation	Facilitation can be described as the conscious process of assisting a group to successfully achieve its task while functioning as a group.	171-174
Facilitator	Somebody who helps or guides the process of learning and who can also become a resource person when needed	44
Feedback	In this manual there are three different types of feedback mentioned: daily feedback, peer feedback, and personal feedback.	21-28, 20, 192-196

Term/ Abbreviation	Explanation	Page
Fish bowl	*Training method that structures a plenary discussion in a creative way.*	169
Ice breaker	*Is an energizer with the main purpose of getting to know each other better, or in other words 'to break the ice'.*	230-232
Insight	*A new understanding that one has as a result of a specific experience or situation.*	
Knowledge	*Information, theories, concepts, ideas, principles and facts that the learner should know which enables them to perform a specific task.*	148
Learner Analysis	*One step in Training Needs Assessment*	79-84
Learning	*Any knowledge, understanding, insight, skill or attitude that the learner has acquired in the training course.*	
Learning objectives	*Statements that express what is expected of the learners by the end of the training. They can refer to learners being able to explain what they have learnt in order to show their understanding, and/or being able to demonstrate new skills and attitudes. They can also describe behaviors that can be demonstrated. Learning objectives assist trainers to monitor and evaluate the training program.*	147-149
Learning styles	*Following the experiential learning cycle, it has been possible to identify four principle learning styles. These can be labeled - activist, reflector, theorist, and pragmatist.*	138-144
Lecture	*Presentation*	167
Lecturette	*Mini lecture of maximum of 15 to 20 minutes.*	
Manual	*Book with training guidelines, often in the form of session plans.*	
Mind mapping	*Mind mapping is a training method to explore, in a creative way, a certain concept or issue by unfolding linked topics and ideas in one presentation on a single sheet of paper, using symbols, words, lines and arrows.*	41-42, 257
Module	*A part of a training course that can be conducted independently but which also forms a step in the sequence of the course.*	
Organizational Analysis	*One step in Training Needs Assessment*	74-78
Paraphrasing	*Repeating what somebody has said, using your own words.*	185-186
Participatory training methods	*Training methods that involve the learners or participants actively in the learning process.*	166-168
Performance	*The learner's observable behavior when they do a certain task. Behaviors combine the knowledge and attitudes that are needed in performing a task.*	

Term/ Abbreviation	Explanation	Page
Principles	Key concepts of a subject (e.g. principles of adult learning). Principles can also be ethical guides for behavior in certain functions or roles.	
Probing	Probing is asking follow-up questions to gain more understanding.	188
Reflection	Consider previous experience to make sense of it, to ponder, to discover...	15, 142-144
Session	Logical part of the content or a topic which can be presented in a reasonable time, in general one to two hours and less than three hours.	116, 153
Session plan	A written document that explains what the learning objectives, procedure, time and resources are for all the activities during the session. Also referred to as lesson plan in a college or university context.	153-156
Situational analysis	Situational analysis is the first step in a logical process of designing a training activity.	61-64
Skill	An activity one is able to do. Either by using the hands & body (psychomotor), mind (thinking & analyzing skills) or combination of those (facilitation skills).	148
SMART	Abbreviation of what learning objectives should be	149
Snowballing	Participatory training method, where the groups start small, but get bigger and bigger (like snow balls)	257
TNA	Training Needs Assessment	65-110
TOT	Training of Trainers	
Teacher		44
Trainer roles		46
Trainer qualities		40
Trainer skills	See training house	47
Trainer's a genda	A written plan that describes the objectives, content, training methods, materials and detailed schedule of a training course. It is also referred to as the training design or curriculum.	127-131
Training agenda	A less detailed agenda including session titles and rough time schedule.	
Training design	A written plan that describes the objectives, content, training methods, and schedule of a training event. It also identifies the resources needed and includes a monitoring or evaluation plan. It is also referred to as the curriculum or trainer's agenda.	51-53 115-158
Training Design Cycle		51-53

Term/ Abbreviation	Explanation	Page
Training impact	The effects or the changes that happen within the participants' organization or project area as a result of the training they received.	57
Training media		257-259
Training Needs Analysis	One step in Training Needs Assessment	85-92
Training process	Methods, techniques, approaches, steps and activities carried out to facilitate learning.	116
Training strategy	A training strategy explains, based on certain assumptions, how we want to achieve our training objectives using activities and methods suitable for the target group, and taking into consideration the context or available resources.	115-125
Warming-up	Is an energizer with the main purpose being to warm up for a new topic in a creative way. Often meant as an eye-opener.	230, 234

ANNEX 2

REFERENCES

Author	Title	
Worah, Sejal, et al.	Integrated Conservation and Development, A trainer's manual. WWF	WWF
Pretty, Jules, et al.	Participatory learning and action, A trainer's guide	IIED
Grieshaber, Christine	Step by step, Group development	DSE/ZEL
Wilde, Vicky et al.	How to design and carry out participatory training workshops. Gender analysis and forestry	FTPP/ FAO
Renner, Peter	The art of teaching adults.	Training Associates
	Creative Training. A user's guide	VSO, IIRR, PEPE
Eitington, Julius	The winning trainer. Winning ways to involve people in learning.	Gulf Publishing Company

ANNEX 3

DIFFERENT TRAINING SCENARIOS

Introduction

The following training scenarios are examples and by no means blue prints. It is just to give you an idea of how the sessions in this manual can be used in different types of training activities.

Three days TOT module that can be integrated into regular training

Background

Many participants of 'non-TOT' courses are still supposed or expected to act as multipliers, in one way or another, for what they have learned as soon as they are back home. However, most of them are ill equipped or unprepared to do so effectively.

Therefore, it is appropriate to include a (voluntary) module that focuses on the basic understanding of adult learning principles and participatory training. To be effective, the TOT module will have to be closely linked to the course. It mainly offers an opportunity to sit back and reflect on the course from a trainer's point of view. The strength of the module will depend on the extent to which what is being 'preached' during the TOT module is being practiced during the actual course. In other words, the course itself will have to be based on experiential learning and participatory training methods.

Objectives

To enable participants to...

- *understand the principles and techniques of adult learning,*
- *reflect upon and assess their own strengths and weaknesses as a trainer,*
- *observe and reflect on a variety of participatory learning methods and techniques,*
- *prepare a personal action plan on how to become a better trainer.*

Agenda flow

AM	• Getting to know each other & ourselves • Setting the stage • Expectations • Group norms	• Feedback returned • Crossing the river • Traditional versus participatory training	• Feedback returned • Sharing methods • Training methods wrap-up
PM	• Experiencing change • How adults learn • Feedback	• Energizer • Trainer roles • Daily feedback	• Trainers self assessment • Action planning • Evaluation

One week TOT course in classroom about training implementation and facilitation

Background

The main purpose of this course example is to improve the capability of the participants in preparing and facilitating short term training programs in community forestry related issues so as to enable them to adapt and implement training courses to fit their own context. The focus of the training course is on training or facilitation techniques and participatory methods.

Objectives

At the end of the workshop participants...

- can explain the need for a trainer playing the role of a facilitator, rather than a teacher in a participatory training setting,
- can explain the need for participatory training methods based on the principles of adult learning,
- can select appropriate training methods for various situations and target groups,
- can apply a variety of active learning methods to any subject matter in a training course,
- know how to monitor the effectiveness of teaching - learning activities.

Agenda flow

AM	• Getting to know each other & ourselves • Setting the stage • Expectations • Group norms	• Crossing the river • Trainer roles • Trainers self assessment	• Energizers statements • Sharing training methods • Selecting training methods	• Group forming quiz show • Selecting training methods	• Practicing training methods continued • Training methods wrap-up
PM	• Experiencing change • How adults learn • Intro feedback teams • Daily feedback	• Knotty problem energizer • Intro facilitation techniques • Practicing listening and observing	• Practicing questioning, probing and dialogue	• Practicing feedback • Practicing training methods	• Action planning • Evaluation • Peer feedback

✪ *Two week workshop including fieldwork on TNA*

Background

This workshop involves working through the steps of a TNA exercise. After initial introduction and preparation in the classroom, the steps are carried out in the field. In case all participants come from the same institutions that has a mandate to carry out a TNA, this real case study can be used for the field site. If not then an appropriate site to be used for just practice has to be carefully selected.

Objectives

At the end of the workshop participants...

- *can explain why/how situational analysis & TNA are useful before designing a training program,*
- *can analyze and identify the training needs on the basis of the TNA exercise,*
- *can translate identified training needs into overall training objectives,*
- *can write a TNA report,*
- *can carry out a TNA exercise for other training activities in future.*

Agenda flow

AM	• Getting to know each other & ourselves • Setting the stage • Expectations • Group norms	• Why TNA • Intro TNA	• Visit communities	• Intro organization analysis • Prepare organization assessment	• Visit organizations
PM	• If-then energizer • Intro & practicing situational analysis • Daily feedback	• Community Analysis • Preparation field work	• Sharing & reflection community analysis	• Share interview topics and feedback	• Sharing and reflection organization analysis • Weekly monitoring
AM	• Intro learner analysis • Prepare for learner assessment	• Visit, observe & interview learners	• Visit, observe & interview learners	• Training needs analysis preparing and sharing	• TNA tender game
PM	• Share interview topics and feedback • Improve interview topics	• Sharing and reflection learner assessment • Prepare	• Sharing learner analysis	• TNA reporting	• Action planning • Evaluation • Wrap-up

Two week course in classroom about training design

Background

This course can be carried out as a follow up to the TNA course described before, or independently. In the latter case, the participants preferably come with sufficient background information (learner's profile, training needs, etc.) about the training they would like to design and develop during the course.

Objectives

At the end of the workshop participants...

- *can adapt, revise and/or design effective training programs related to their own community forestry context,*
- *can develop training agenda and session plans,*
- *can write SMART training objectives,*
- *can select appropriate training methods for various situations and target groups,*
- *can apply a variety of participatory methods to any subject matter in a training*

Agenda flow

AM	• Getting to know each other & ourselves • Setting the stage • Expectations • Group norms • Peer feedback	• Experience change • Intro training design cycle	• Defining training strategy • Developing a trainer's agenda	• Sharing trainer's agenda	• Design game
PM	• Sharing training projects	• Crossing the river • Introducing training strategy	• Developing a trainer's agenda continued	• Sharing training methods	• Selecting training methods

AM	• Intro learning objectives • Writing learning objectives	• Intro session plans • Learning styles and session planning	• Writing session plans	• Sharing and improving session plans	• Writing information note • Prepare action planning
PM	• Practicing training methods	• Practicing training methods continued	• Discussing energizers • Wrap-up training methods	• Extra sessions depending on participants' preference	• Action planning • Evaluation • Wrap-up

✪ Four month program including two workshops and homework on TNA, training design and facilitation

Background

This program is not just a one-off training of trainer's event but a capacity building process, including several workshops, on the job practice, coaching and follow-up. The purpose of the program is to improve the capability of selected key-trainers in designing and facilitating short term training programs in community forestry related issues so as to enable them to design their own in-country training courses and training materials.

The program design is built around existing or planned training programs of the participants themselves. New ideas and skills offered during the course are directly applied through practical exercises for the purpose of building or revising their own training design and materials. Participants therefore come with a specific training program in mind that they will implement in the immediate future.

Flow of training program

The training design program is designed in several stages:

- a preparatory stage to select the participants and form the teams,
- an initial seven day workshop to work through the steps of Training Needs Assessment (TNA),
- a four week period to carry out the TNA exercise on the job,
- a second eight day workshop to work through the steps of training design based on the outcome of their TNA exercise,
- another four to eight week period to finalize the training design and implement the designed training program,
- a final reflection and evaluation workshop during which lessons learned and possible follow-up activities are discussed

Objectives

At the end of the program the following outputs are expected:

- ☑ Trainers who can:
  - adapt, revise and design effective training programs related to their own community forestry context by basing them on the training needs assessment exercise,
  - conduct participatory training activities using experiential learning methods in order to facilitate the learning process in an effective way
- ☑ draft training programs and materials to be further tested and revised,
- ☑ develop a network of trainers that can share and exchange training experiences and materials.

Agenda flow of two workshops

Workshop I: Preparing for Training Design: seven days

AM	• Getting to know each other & ourselves • Setting the stage • Expectations • Group norms • Peer feedback	• House of dreams • Training project sharing	• If-Then energizer • Intro situational analysis • Practicing Qsituational analysis	• Why TNA • Intro TNA • Community & organization analysis	• Learner analysis	• Training need analysis	• TNA tender game • TNA action planning preparation
PM	• Training project Identification • Daily feedback • Intro feedback teams	• Experiencing change • How adults learn • Intro training design cycle	• Crossing the river • Trainer roles • Trainers self assessment	• Sharing participatory methods • Preparing practicing	• Practicing training methods	• Practicing training methods continued • Wrap-up methods	• TNA action plan sharing • Evaluation • Peer feedback

Workshop II: Training Design and Facilitation: eight days with one day homework

AM	• Warming-up • Peer feedback • Prepare for sharing	• TNA reporting • Intro straining strategies	• Energizers statements • Developing a trainer's agenda	• Group forming show quiz • Learning styles and session planning	• Sharing & Feedback session plans	• Writing information note	• Egg race • Practicing feedback & group dynamics	• The winning trainer • Preparing action plans
PM	• Sharing TNA findings	• Defining training strategies	• Design game • Selecting training methods	• Intro session plans • Homework: writing session plans	• Intro facilitation techniques • Practicing listening & observing	• Practicing paraphrasing, questioning and probing.	• Practicing facilitation • Assessing facilitation skills	• Sharing action plan • Evaluation • Peer feedback

ANNEX 4

TRAINING PREPARATION CHECKLISTS

Checklist training room: tick on ✔

Seating Arrangements

- ❑ number of chairs
- ❑ mobility of chairs
- ❑ seating arrangements
- ❑ number of tables
- ❑ mobility of tables
- ❑

Audibility

- ❑ outside noises
- ❑ inside noises (ventilator. microphone, chairs etc.)
- ❑ no microphones needed
- ❑

Visibility

- ❑ windows; day light
- ❑ lights
- ❑ possibilities to make it dark
- ❑ presenter/ screen/ boards
- ❑ flipchart and overhead
- ❑ pillars blocking view
- ❑

Atmosphere

- ❑ ventilation control
- ❑ temperature control
- ❑
- ❑

Space

- ❑ place for display
- ❑ place for group work/ plays
- ❑ equipment storage
- ❑ wall space to paste flipcharts
- ❑

Facilities

- ❑ presentable bathrooms
- ❑ coffee break service
- ❑ drinking water
- ❑

Equipment

- ❑ white board
- ❑ pin board
- ❑ flipchart stand with clips
- ❑ overhead projector
- ❑ screen
- ❑ slide projector
- ❑ TV set
- ❑ VCR
- ❑ photocopy machine
- ❑ electricity
- ❑ number and type of plugs
- ❑ extension cords
- ❑ computer facilities
- ❑ printer facilities
- ❑

Hotel in general

- ❑ overall service (laundry, food, snacks)
- ❑ hygiene in the kitchen
- ❑ accessibility for participants
- ❑ accessibility by telephone fax or email
- ❑ leisure
- ❑

Other:...

- ❑

Stationery Checklist

Use this list to give you ideas of what type and quantities of stationery you might need to run your training. If some of the items are not available or are too expensive (like post-its), try to think of alternatives. If you planned to do a lot of small group work, you will need plenty of flipcharts and markers!

For each participant

- ❑ Files
- ❑ Separators
- ❑ Note books/ pads
- ❑ Pens
- ❑ Pencils
- ❑ Highlighters
- ❑ Blank name tags

For the training room

- ❑ Flipchart stands
- ❑ Flipchart paper
- ❑ Whiteboard
- ❑ Whiteboard markers (chisel tipped) Colors
  - ❑ Black
  - ❑ Blue
  - ❑ Green
  - ❑ Red
- ❑ Permanent markers (chisel tipped) colors:
  - ❑ Black
  - ❑ Blue
  - ❑ Green
  - ❑ Red
  - ❑ Purple/ pink
  - ❑ Orange
  - ❑ Yellow
- ❑ Masking tape
- ❑ stapler/staples
- ❑ Glue sticks
- ❑ puncher
- ❑ sharpener
- ❑ eraser
- ❑ paper clips (also very big ones for flipchart stand)
- ❑ multi plugs and extension cords
- ❑ ruler
- ❑ cutter
- ❑ Colored posted paper
  - ❑ Blue
  - ❑ Green
  - ❑ Red
  - ❑ Orange
  - ❑ Yellow
  - ❑ Brown
  - ❑ White
- ❑ Package Index cards
- ❑ Package Post its: sizes.................... colors.................
- ❑ Transparency markers
- ❑ Transparency sheets for hand writing
- ❑ Transparency sheets for photocopying
- ❑ Overhead Projector
- ❑ Slide projector
- ❑ TV/VCR
- ❑ Computer
- ❑ Printer
- ❑ Diskettes
- ❑ Photocopy machine
- ❑ Package A4 paper
- ❑

ADD YOUR OWN NOTES

ADD YOUR OWN NOTES

ADD YOUR OWN NOTES