TRAINERS GUIDE
for
Village Level Forest Protection and Development Regulations

SFDP Manual No 3

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Notes to the Training

1. This trainer’s guide is a draft. It contains ideas and suggestions on session plans to conduct a training for field level forestry offices on the Forest Protection and Development Regulations methodology.
2. The training is a combination of classroom and field work. Plan it well in advance and make the necessary preparation including full briefing with communities.
3. Inform the community well in advance. And clearly explain them about the training and the practice that trainees will do with them.
4. Plan the field work carefully. Choose communities close to the meeting room, so that limited time is spent on transport. (15 minutes travel maximum)
5. Make sure village women are invited and involved. At least 1/3 of participating farmers should be women.
6. Carefully plan and prepare in advance the training agenda, including the daily training agenda.
7. The session plans contained in this guide are not always in a chronological order.
8. Purchase all training material needed (classroom and field) (flipcharts, markers, pins, paper tape, stapler, coloured cards, scissors, others)
9. Avoid lectures or presentation longer than 15 minutes.
10. Prepare one (or two combined) flipchart showing the training agenda in a creative way (not just big table). You will fix this chart on the training room just after the training introduction, for all to see.
11. Prepare a flipchart (drawings) showing the overall methodology cycle/steps and a second one showing the village meetings steps. You will use it and fix on the training room just after the methodology introduction and village meeting introduction.
12. Participants should not take too many notes. This will divert their attention on the training topics. Instead, prepare handouts and distribute them at the end each day.
13. Chairs and tables. While preparing the classroom position the chairs in semicircle. Do not use traditional school settings with table and chairs in row looking at the blackboard.
14. Since participants will often work in small group, chairs and the few tables will be moved often.
15. Two half-day of field practice have been planned. According to participants level you may need to plan a third day to give more opportunities to participants to practice and reflect.
16. The sessions on facilitation contained in this draft guide have been adapted from previous work developed by trainers of the Regional Community Forestry Training Center RECOFTC, in particular by Mrs. Lydia Braakman.

BRIEFING ON THE DAY’S ACTIVITIES/TODAY AGENDA

At the beginning of each day of training it is important for participants to know what is today agenda and which activities have been planned. This helps the group to settle in and focus on the meeting.

Learning objectives

- Participants will know the programme, activities for today’s meeting.
- Participants will be reminded about training learning process

Time needed 15 minutes

Steps

1. Present to the participants the activities that have been planned for today and adjust them is required
2. Discuss briefly the objective of each activities and expected outputs.
3. If there is a visit to the village, make participants know about it.
4. Review the training steps/flow so as to make participants clear about the process and at what step we are today.
5. Reach a consensus

Some suggestions for presenting today agenda

- What …
- Which …
- Who …
- Where….
REVIEW OF THE PREVIOUS DAY

Each day the training starts with a summary of what has occurred the previous day. This will help to bring attention back to the course topics, and to refresh memories on what has been discussed, achieved, and agreed during the previous meeting. This is also a good exercise to practice "summarizing" skills.

Objective
- Participants will have refreshed their memories of what has been discussed, achieved, and agreed during the previous meeting.
- Participants will have practice summarizing skills.

Time needed 15 minutes

Steps
1. Ask a selected participant to summarize for the other participants what was achieved and discussed during the previous meeting.
2. Extend and explain the summary when and if needed.
3. Before the end of the day’s meeting identify the participants who will summarize findings at the next day so that they can prepare notes.

Some suggestions to facilitate the review/summary
- Which were the main topics discussed?
- What were the participants’ main observations/comments?
- Which were the main group conclusions or agreement?
- What the group has learned most?
- Where the group did go?
- Any observation and discussion on forest regulations?

Your notes:

INTRODUCTION OF PARTICIPANTS

How well do I know myself (as a community forester and as a person)

Objective
- To know each other

Material Quarter size flip chart, markers, tape or paper pin.

Time 20 minutes

Steps
1. Ask each participant to take a small flip chart (a quarter size of a regular chart) and ask them to draw their face on it, and writing their name (the name they want people to call them during the training) on the top of the chart.
2. Under the face drawing ask them to write “What I am good at” and “What I need to improve” (as a forester and as a person). One or to point for each.
3. Allow few minutes for them to prepare the chart.
4. Ask them to fix the chart on their chest (with a tape or pin) and to go around to read others chart. When meeting other participants they are free to ask more questions.
5. Allow few minutes.
6. At the end ask them to fix the chart on the room wall.

SHARING OF EXPECTATIONS AND TRAINING INTRODUCTION

The training can only become a success with active participation from the participants. Some of them are not used to the kind of training methods used. It is therefore very important that the participants know what they can expect from the training and what is expected from them.

Learning objectives
- Participants will be able to explain the content of the training;
- Participants will be able to list the objectives and the flow of the training;
- Participants will have indicated their expectations and, together with the facilitator, agreed on the training programme content and schedule.

Time needed 1 hour

Materials
- Large pieces of paper, cards, pencils, pens for each sub-group, tape, pins

**Steps**

- Prepare in advance two flip charts. One with the overall training flow (broad agenda) and the second the expectation chart.

1. Explain the learning objectives and the procedure of this exercise to the participants.

2. Prepare a wall chart labeled "By the end of the course I want to be able to:" and make three columns with the heading: **TO DO, TO KNOW, TO HAVE PRACTICED**.

3. Ask the participants to form small groups of 4-5 persons each.

4. Ask each group to discuss their expectations as indicated in the wall chart headings.

5. After 15 minutes ask each group to write each expectations, on a separate card using key words and block letters.

6. Ask participants to then stick their cards on the appropriate chart area.

7. Quickly cluster the responses as they are placed on the chart, and place those expectations that can not be fulfilled during the course outside the table. Then Invite participants to look at the chart for few minutes.

8. Then present the, objectives, flow, and approach of the training, and what the participants can expect to learn. During this presentation show the overall training flow chart (previously prepared) and give participants an overview, in a chronological order, of the course.

9. Respond to the posted expectations, giving reasons.
   - Do they match what you have planned? Give reasons.
   - Which are or are not likely to be met.
   - Which one can you accommodate and which one lie outside the school parameters?

10. Wrap-up, summarising the main points discussed.

**NOTE.** This step is very important helping participants to understand the whole training process. You may need to prepare yourself in advance for a clear presentation making use of drawings, flip chart or any other communication tool you feel appropriate.

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**Example of wall chart for setting expectations**

<table>
<thead>
<tr>
<th>By the end of the course I want to be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TO DO</strong></td>
</tr>
</tbody>
</table>

**Your notes:**
To create a sense of welcome, establish and atmosphere of cooperation, and sharing

**Time** 20 minutes

**Material** Flip charts, coloured markers

**Steps**

1. Explain the learning objectives and the procedure of this session to the participants.
2. Ask participants to indicate/decide the norms that they would like to apply during the training. Facilitate the discussion and write the participants' norms on the board.
3. Show the norms you have prepared in advance and ask the participants to think about them for a few minutes. Ask them if these norms are also relevant to them and should be used/applied.
4. Discuss and make necessary changes to the norms.
5. Post in a prominent place in the meeting room for all to see and refer to the norms throughout the meeting, as necessary.
6. Point out that respecting the norms is everyone's responsibility.

**Suggested norms.**

- Everyone has the right to know (participants can ask the facilitator at any time why something is being done, said, and how it relates to the overall school aim).
- Contributions/speech from each member should not be too long.
- Side tracking should be avoided.
- Any question is a good question.
- Practice what we are learning.
- Start and finish on schedule and accept flexibility in the schedule.
- Share responsibility for group task.
- Allow all to participate.
- Everybody feel comfortable to work in group.
- No smoking during the training.

**Note:** Revise these norms to make them appropriate to the school setting.

Keep in mind that often participants indicate norms that are mainly related to logistics such as starting and ending time, punctuality, no-smoking etc. The suggested norms presented above are a mix of norms that will support the group learning process and regulate logistics.

**Your notes:**


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**INTRODUCTION TO FOREST PROTECTION AND DEVELOPMENT REGULATIONS PROCESS**

**Objective**

- Participants will be able to explain the overall forest regulations process.

**Time** 15 minutes

**Material** Flipchart, copied handout

**Steps**

1. Explain the learning objectives and the procedure of this exercise to the participants.
2. Making reference to chart Introduce the "regulation process" including:
   - The background of the regulations
   - National and provincial government decisions, and intentions
   - Each step of the process, including the main objective of each step
   - Stress the point that the design of the forest regulations is also a learning process for both farmers and foresters, and that one of the objective of the methodology is to build farmers’ capacity in decision making for forest management and protection.
3. Ask participants for any clarification
4. Fix the chart on the wall for all to see. Distribute handout at the end of the day.
Village level forest regulations process

During the past two years the Son La Provincial authorities, with participation from the District, Commune, Village level representatives, and the SFDP Son La Project have undertaken a revision of the existing guidelines for the preparation of Village Forest Protection and Development Regulations to better respond to government forestry policy changes from state managed to participatory forest management.

Purpose

The methodology aims to build each farmer’s capacity to analyze their forest resources and traditional regulations, eventually identifying and adopting the forest regulations that will best respond to farmers’ and government’s forest management needs. The purpose is also to assist the Forest Protection Officers to establish a rapport of trust, respect and exchange of information with local communities.

Consequently the methodology is not meant to instruct farmers on how the forest regulations should be prepared but through participatory training methods to provide them with tools and skills which will enable them to analyze their own forest resources, and to generate new ideas on forest regulations.

1. Preparations

To make the each village meeting successful, participatory and an useful learning experience for all farmers some preparations may be necessary and they may include:

- to review existing data on forest resources, and village socio-economic data;
- to organize a meeting at commune level inviting all village heads to attend (if appropriate);
- to inform the village board of:
  - the Village Forest Regulations process that will take place, its approach and the objectives,
  - what they can expect and what is expected from them;
  - who should attend the village meetings; and
  - agree on the date of the first day meeting.

2. The village meetings

This is probably the most important step in the preparation of the village forest regulations. During a series of meetings the community members will first share their ideas and opinions on the purpose of the forest regulations and agree on what they would like to achieve with them.

The main objective of the village meetings is the identifications and finalization of the village forest regulations. During this step, together with the village head, you will facilitate the meetings.

3. Finalize village forest regulations document for approval

Once the village forest regulations have been developed and agreed by all community members, such regulations need to be written down in a simple document that will then be submitted to the Commune and District for their approval.

During this step you will assist the village management board to finalize the document.
4. Approval of the village forest regulations

The document is submitted by the village leader to the commune authorities, and from the commune to the district authorities for approval.

Your main role is to follow-up, making sure that the regulations are submitted and that the commune take action, approval in due time.

5. Dissemination of government and village forest regulations

It has been often pointed out that farmers and in particular women are not always well aware of the forest regulations.

During this step you role will be to make sure that the approved regulations are properly disseminated within the community according to farmers’ identified methods, so that regulations are known to everyone.

6. Monitoring and enforcing forest regulations in the village

At village level the farmers themselves are the main responsible to ensure that regulations designed by them are followed. This is one of the main reasons why the new guidelines for forest regulations stress the importance of community members participation in the design process.

During the year it is necessary for the community to monitor how regulations are followed. Your role is follow-up and support communities monitoring and enforcing of regulations.

7. Periodical review of the village forest regulations

The Village Level Forest Protection and Development Regulations should be officially revised every 3 to 5 years. Your role will be to organize the village meetings to re-design the regulations including their official approval.

Annual meeting could be conducted at village and commune level to monitor and evaluate how communities are implementing the regulation. Your role is to

When and where to implement the process

Time of the year: In scheduling the preparation of village forest regulations it is important to involve participants in setting the time of meetings. Women may not have the same availability as men. To guarantee that women can attend regularly suitable times need to be identified.

Duration: The overall process from design and to dissemination of regulations may take about 2 to 3 months.

Length of each meeting: There are no fixed rules on the duration of each meeting. This will depend on farmers’ and your availability. In general it is not possible for farmers to spend a full day away from their farm very often. Therefore it is suggested that the village meetings should take from 2 to 3 half-days.

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**HOW ADULTS LEARN**

**Objectives**

At the end of the session the participants…

- Identified the basic adult learning principles based on their own learning experiences as an adult

**Time:** 2 hours

**Materials:** Flip chart with adult learning principles, copied handout

**Steps**

1. Introduce the session by reminding the FPR is a learning process, and explaining that as facilitators of Forest Protection Regulations it is important to realize that adult farmers with a life full of experience behind them might learn in a different way than children in school. Adult learn continuously during all our life, being a baby, becoming a child and later an adult.

2. Explain that this session will reflect and analyze some of our best learning experiences to understand how grown-up learn, to be able to facilitate this learning during the forest protection regulation process and village meetings.

3. Invite every participant to think back for 3 or 5 minutes and select one event in their adult life during which they remember well as a very good learning experience. If needed give an example or 2.

4. After each participant has selected one event, ask them to share this event in pairs asking each other the following questions:

   - What did you learn?
   - How did you learn it?
   - Who helped you to learn? What type of relationship?
   - What was the situation in which you learned it
   - Why did you learn it?

5. While the participants are sharing their experiences, prepare a table on the board with 5 columns: what, how, who, where, why.
6. After 20 minutes ask at least 6 to 10 pairs to answer the questions and record the answers in the table. When the table is filled with a number of examples, ask the participants to tell you what they can summarize about the how, who, where and why of our best learning events.

7. Introduce these summaries as the main adult learning principles: participatory/reflective/experiential, respect, safe & comfortable environment, immediate need (see handout).

8. Zoom in 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. Farmers learn most from other farmers, so the facilitator’s role is to help sharing their experiences.

You can illustrate this point by letting the participants guess the following percentages: what can we use of what we…

- hear: 20 %
- hear & see: 40 %
- discover ourselves: 80 %

9. Summarize (you may choose to also show a flipchart with main points) by saying that the FPR are based on these principles and later on a number of sessions will deal with how to facilitate self-discovery learning and group decision making.

10. Distribute the handout at the end of the day.

**Note:** this session first abstracts the adult learning principles from the participants’ own experiences instead of presenting them as some new theory. If you succeed in this, there will be very little resistance and they will realize that although these principles are universal, most conventional training and education does not follow these principles.

**Your notes:**

Source: RECOFTC, Lydia Braakman

| Principles of adult learning |  
|-------------------------------|---|---|
| Adult learning occurs best when it: | F |  
| Is participative | Is experiential | Is reflective |
| Participation in the learning is active not passive. | The most effective learning is from shared experience; learners learn from each other, and the trainer often learns from the learners. | 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. |
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.

![Learning cycle](image)

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...
INTRODUCTION TO THE FIELD GUIDE AND VILLAGE MEETING STEPS

To be developed …..

Some suggestions to the trainer on how to introduce the field guide…..

Stress the objectives, purpose of each steps and how the results will be used by whom.

Participants should be clear about the objectives, purposes of each step

THE ROLE OF THE FACILITATOR

Objectives

At the end of the session the participants...

- Can explain the difference between a facilitator, and an expert/lecturer, and …..
- Can explain why the role of facilitator is the most suitable in the context of the Forest Protection regulations.

Materials

- Cards with characteristics for each role to play
- Copied handouts

Time 2 hours

Steps

1. Refresh the Forest Regulation learning objectives and decision making process. Explain that this session will give a closer look at what type of role is most appropriate to facilitate this type of self-discovery learning and group decision making.
2. Explain that the most effective way of exploring this roles is through role-playing. Check whether the participants are familiar with role playing, if not introduce briefly. Explain that each group will play a particular role and that the other participants will have to guess what type of role is being played.
3. Divide the participants in two groups (or three according o the numbers of roles to play) and explain separately to each group what type of role they have to play and hand over the card mentioning the characteristics of the role. Allow 20 minutes to prepare and 10 minutes for the play. Assist them if necessary.
4. Invite one group to play and encourage the other participants to observe what type or role is being played.
5. After the play ask what they observed; What happened? Who participated? Who talked? Who listened? Who made decisions? What do you think the role was in this case. If they can not guess, let the member of the group reveal the role and read out the characteristics mentioned on the card.
6. Continue with the next two plays in the same way.
7. Start a discussion about what makes the role of a facilitator different from the one of a lecturer (and traditional forest officer, when the role play is developed). Write the main points down.
8. Ask them which role they think is most appropriate in the FPR context and why. If needed remind them about the adult learning principles.
9. Explain that the role of facilitator requires a specific set of skills, different from a lecturer and that some of these basic facilitation will be practiced during this training.
10. Distribute the handout at the end of the day.

Lecturer/expert role-play

Guidelines

Your group as 15 minutes to prepare a role-play of 10 minutes. One of your group will play a lecturer/ expert while the other group members are farmers. The following characteristics of an expert/ lecturer may help you in preparing the plot of your role-play.
A lecturer/ expert is somebody who…

1. Talks all the time over the heads of the people
2. Has to be an expert and have all the answers
3. Comes with pre-set presentation
4. Is not interested in the knowledge or background of the farmers
5. Focus on theoretical contents and theories
6. Is full in charge of content and process
7. Talks most of the time
8. Only allows questions at certain times

Good luck!

<table>
<thead>
<tr>
<th>Traditional forest protection officer role-play</th>
<th>Role play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidelines</td>
<td>Role play</td>
</tr>
</tbody>
</table>

To be developed…..

Your group as 15 minutes to prepare a role-play of 10 minutes. One of your group will play a traditional forest protection officer while the other group members are farmers. The following characteristics of a traditional forest protection may help you in preparing the plot of your role-play.

A traditional forest protection is somebody who…

1. Talks most of the time
2. 

Good luck!

<table>
<thead>
<tr>
<th>Facilitator role-play</th>
<th>Role play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidelines</td>
<td>Role play</td>
</tr>
</tbody>
</table>

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

A facilitator is somebody who…

1. Listens most of the time to experience and problem of farmers
2. Support the farmers in sharing their ideas
3. Is not in charge of the content
4. Create a suitable environment for farmers to learn and take decisions
5. Give information to help farmers in better decision making
6. Avoid controlling the outcome of farmers discussion
7. Ask questions to help farmers in sharing ideas

Good luck!

WHAT IF ….. SOLVING PROBLEMS FOR FACILITATORS WORKING WITH COMMUNITIES

Some of the participants may have experienced (or may foreseen) difficulties in working with communities, and may also have fears or insecurity on being able to adequately perform during the process of preparing forest regulations with communities.

At the beginning of the training it will be important for the participants to express these concerns and for the trainer to make sure that during the course these points are taken into consideration.

This will strengthen each participant’s confidence to facilitate the village meeting.

Objectives

- Participants will have exchanged the main problems they feel they might encounter in facilitating forest regulation process at village level;
- Participants will have made a list of problems/issues they would like to discuss during the training

Time needed 45 minutes

Material Hat or basket, small paper, pens, tape or pins

Steps

1. Explain the objectives and the procedure of this exercise to the participants.
2. Distribute to each participant a small piece of paper and ask them to write one main issue or problem they would like the course to consider, or to take into account. (Allow 10 minutes to write)
3. Ask participants to put their card into a hat (or small basket).
4. Collect the hat and read the cards for all to know.
5. Group the cards according to problems (topic) avoiding duplications.
6. You may start to address some of the indicated problems immediately. Do not give your solution but ask participants about their ideas and suggestion on solutions. Brainstorming. Add your ideas were and if needed.
7. Make sure the remaining topics and issues are taken into consideration during the training and indicate which one are already taken into account by the training.

**Note:** This exercise can also be done in group of 2 (instead of individually).

**Some suggestions to facilitate the group discussion**

**FACILITATION TECHNIQUES INTRODUCTION**

**Objectives**
- Participants will be able to explain why these skills are important being a forestry officer

**Materials** copied hand-out

**Time** introduction 45 minutes

**Steps**
1. Introduce the purpose of the session.
2. Explain the purpose of the facilitation techniques with the help of the diversity of communication styles diagram (see handout facilitation fundamentals).
3. Start with the first skill you like to practice (see session plans for practicing listening, observing, questioning, and summarizing).
4. Summarize main learning points

**Your notes:**

**FACILITATION FUNDAMENTALS**

**Why are facilitation skills so important?**

A facilitator has to facilitate the communication and organization of a often divers audience. He/she has to increase the exchange of information amongst farmers attending the meeting, allow individuals to express their opinions and to be heard. You will need the skills to channel all these divers communication styles in an effective way, so that effective sharing can take place.

**How does good facilitation support effective sharing?**

Of all ideas and experiences that are put forth in the course of meeting, 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;

![Diversity in communication](image)

Here is the principle; an idea that is expressed in an acceptable communication style will be taken more seriously by more people. Ideas that are expressed poorly or offensively are harder for others to hear. For example, many people are impatient with others who are very shy or nervous and speak in broken sentences, or who don’t master the language well enough.

There are a great number of groups whose members 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 their status and the degree to which they can follow and accept diverse communication styles.

In the next diagram less ideas get lost, 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.

The following examples and diagram illustrate how less ideas get lost, 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 herself all the time, a facilitator can summarize what she said to help her thinking.
- A facilitator can help those who speak in broken sentences by slowing them down and drawing them out (probing).
- A facilitator can repeat a point of idea from a shy participant to bring it under everyone's attention.
- A facilitator can treat interruptions firmly and respectfully, by assuring the speaker that when the current discussion ends, the facilitator will ask the group what to do with the new topic.

Instead of the diagram it might be better to use a drawing with a group of people sitting in a circle ... with arrows indicating exchanged information (inward) and arrows indicating lost information (outward) in different colors.

These situations demonstrate how important it is for a facilitator to listen skillfully and respectfully to everyone!

**PRACTICING LISTENING**

**Objectives**

At the end of the session the participants

- Can explain the importance of good listening skills for a forestry officer
- Can list some listen barriers.

**Materials**: Copied handout and story to read.

**Time**: 1 hour

**Steps**

1. Introduce the objectives. Explain that we start with listening because this is the most fundamental facilitation skill for any extension worker.
2. Select 4 people from the group and ask them to leave the room. Then ask one to come back into the room (Make sure the people outside will not listen. Read out the following story see exercise).
3. After reading the story to the first person, keep the text for yourself and ask the next person to come into the room, and ask the first participant to tell the same story as exactly as possible to the next participant.
4. Continue like this, while nobody is allowed to make any comments.
5. After the last player told the story, read the original text aloud once more,
6. Ask the group what happened and why. Let them discuss for about ten minutes in buzz groups and exchange in plenary.
7. Explain in short some barriers of listening (see hand out)
8. Conclude that good listening is the most important facilitation skill for an extension worker. Distribute the handout and explain that they can practice their listening skills almost permanently.

**Note**

This is a good warming up with lots of laughs, and serves as a good foundation for the other facilitation skills.

**STORY TO PRACTICE LISTENING**

**Exercise**

Read this story aloud:

Once upon a time there was a wise old man who lived in a village in Korea. He had had a difficult life. But he had reflected deeply and learned much.

People from many different places came to visit this old man to tell their problems and ask for his advice. He always listened very well and his answers were so wise that more and more people heard about him and traveled long hours to sit beside him and speak with him.
Now there was a young man in that village who became jealous with all the people coming to visit the old man. ‘What does he know anyway?’ he thought. ‘He has never studied. I do not believe in all this talk of wisdom!’ And as he kept thinking about it, he made a plan to test the wisdom of the old man.

He went to the forest and caught a small bird. Then, holding it hidden in his two hands he went and knelt beside the old man.

‘What is it that you want?’ the old man asked him friendly.

‘I have a bird a my hands’, he said. ‘Can you tell me if it is alive or dead?’

But he thought; ‘If he says it is alive, I will crush it, and if he says it is dead, I will open my hands and show that it is alive. In any case I will prove that he is wrong’.

But the old man looked deeply into his eyes and said, ‘Young man, the bird is in your hands. It is up to you, whether it dies, or whether it lives in joy and freedom’.

Good listening is more difficult then we think

Listening seems to be a very easy thing to do. But in reality, we think we listen, but we actually hear only what we ant to hear! This is not a deliberate process: it is almost natural. However listening is the most fundamental skill for facilitation and therefore we should try to understand what can hinder listening, so as to improve our listening skills. Listed below are so-called barriers to listening that may prevent proper and supportive listening. Knowing them will help a good deal to overcome 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 s(he) uses this extra time to think about her/his 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 in every group of participants, but some are more universal such as tribal, black, capitalist, communist etc. Some words are so ‘loaded’ that they tune out the speaker immediately. The listener loses contact with her or him 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 s(he) knows or what s(he) will say; so they conclude that there is no reason to listen because they will hear nothing new if they do.

Glassy-eyed listening

Sometimes ‘listeners’ look at people intently, and seem to be listening although their minds may be on other things or far away. They drop back into the comfort of their own thoughts. They get glassy-eyed, and often a dreamy or absent-minded expression appears in 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.

Too-deep-for-me listening

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.

Don’t-rock-the-boat listening

People do not like to have their favorite ideas, prejudices, and points of view overturned; 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 the speaker thinks, in order to get the other side of the question so that the job of understanding and responding constructively can be done later.

Do’s and Don’ts of Listening

When listening we should try to do the following:

- 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.

When listening we should avoid doing the following:

• Argue
• Interrupt
• Pass judgment too quickly in advance
• Give advice unless it is requested by the other person
• Jump to conclusions
• Let the speaker’s emotions affect my own too directly.

PRACTICING OBSERVING

Objectives

At the end of the session the participants...

• Can explain why we are little observant in our day to day life
• Can mention at least three tips to improve observation skills

Materials: Copied hand out

Time: 1 hour

Steps

1. Introduce the objectives and steps of the session.

2. Start with the following warming-up exercise: Which watch?

• Ask someone in the group to come forward (caution make certain it is a non digital type)
• Tell that person (after receiving the watch) 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 eve if they look at it a dozen time a day.

3. Thank the volunteer and ask the group:

• "why aren’t we more observant (time pressure? Lack of concern? Taking things for granted?)."
• Have you seen incidents where people have overlooked things and problems may have resulted?
• Do they know people who observe really well (photographers, artists, painters, and etc. people who need good observation skills for their profession)"
• What is the value of observing being an extension worker? Examples?

4. Run a quick round of buzz groups: tips to improve our observation skills.

5. Summarize and distribute the handout.

What is observing?

This skill involves seeing without judging what happens.

Why bother?

Within group people interact in different ways, they interact not only through what is being said but also through how it was said; the use of the voice, facial expressions, attitude, gestures and the like. Body language gives a clue to feelings and can convey strong messages.

How others perceive you:

drawing of a person

7% words

13% voice tone

80% body language
Importance of image and body language

Therefore it is very important as an extension worker to watch for this type of non-spoken communication and develop skills in observing them. You will need to do this at speed, 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 who?
- Is this always like this?
- Who avoids who?
- What is the general level of energy?
- What is the overall level of interest?
- Etc.

PRACTICING QUESTIONING

Objectives

At the end of the session the participants...

- Have experienced the difference results obtained between asking open and closed questions
- Can explain why asking the right questions is basic in experiential adult education
- Have a better understanding about how to use a variety of questions more effectively in an extension setting.

Materials Copied exercises, Copied handout

Time: 1 to 2.5 hours (see comments)

Steps

1. Introduce the objectives of the session; explain that asking questions is a very powerful facilitation tool in an extension setting. Explain that if we want people to learn on their own terms or to learn through discovery, we as extension workers have to be able to ask the right questions in the right way.
2. Ask them to discuss in buzz groups (or plenary) for 5 minutes what they think the purpose of asking questions can be.
3. List the answers in the plenary and add your own if necessary (see hand out).
4. Ask what difference is between a closed and open question, and invite them to give examples for both. If they are not familiar with it give examples on both type of questions.
5. Ask the participants to work in pairs on the first exercise.
6. Monitor the time while the participants are asking each other questions. Make sure they reverse roles in time.
7. Invite them to return after about 15 minutes and reflect on the exercise by asking by answering the reflection questions and end with what type of questions they think they would use more being a forestry officer assisting communities to design village level forest regulations.
8. Summarize the main learning points and distribute the handout.

Note:

If the participants are familiar with open and closed questions from RRA/PRA you only need to refresh their minds about the difference and ask them which questions they think are more appropriate for extension workers.

### 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 5 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 use questions as facilitators?

There are tested skills that can help a facilitator to be more effective facilitating groups. 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 handle it. You can – if you feel have all the answers and want to impress everyone with your knowledge – simply give ‘the answer’. Or you can seek participation and give the people the opportunity to reflect, think, discover and learn by themselves.

**Reasons**
1. Gain people’s involvement
2. Get a feeling for the people’s thoughts, ideas or opinions.
3. Involve non-participative people.
4. Recognize key-contributors.
5. Manage time.
6. Gain understanding by exploring both sides of an issue.

**Examples**
- How do you feel about…?
- What is your idea about…? What do you think?
- Viet, what do you think?
- Van Anh, that’s an interesting idea. Tell us more about it.
- OK, we’ve spent quite a bit of time on that question. How do you feel about moving on?
- 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:

<table>
<thead>
<tr>
<th>Types</th>
<th>Uses</th>
<th>Risks</th>
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<tbody>
<tr>
<td><strong>General</strong> questions:</td>
<td>Addressed to the group as a whole, perhaps written on a flipchart</td>
<td>Stimulate thinking by everybody. Useful to start a discussion. Trend setting.</td>
</tr>
<tr>
<td><strong>Direct</strong> Questions:</td>
<td>Addressed to an individual by name, or a sub-group.</td>
<td>Good chance that it will be answered. Useful to involve silent or shy persons. Can break the monopoly of discussion by more vocal people. Can tap specific experienced or knowledgeable person in the group. Can be used to refer to a point that was lost due to irrelevant comments by others.</td>
</tr>
<tr>
<td><strong>Open-ended</strong> questions:</td>
<td>Start with who, what, when. Where. How. Why. Questions that cannot be answered by simple yes, or no.</td>
<td>To get concrete feedback or information. It will make people 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?).</td>
</tr>
<tr>
<td><strong>Factual</strong> question:</td>
<td>Asked to ascertain factual information</td>
<td>To clarify factual “fogginess”. To steer away from assumptions or generalizations. Valuable in initial stages of discussion.</td>
</tr>
<tr>
<td><strong>Re-directed</strong> question:</td>
<td>The extension worker throws a question asked of her/him back to the group.</td>
<td>Ensures that the answers lie with the people. Can provoke lively exchanges among the group.</td>
</tr>
<tr>
<td><strong>Leading</strong> question:</td>
<td>The expected answer is implicit in the question.</td>
<td>Useful in redirecting a discussion that has gone off track. Helpful in facilitating control and taking charge.</td>
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**PRACTICING SUMMARIZING**

to be developed…
Objective

At the end of the session the participants…

- Can explain what summarizing is
- Can explain when summarizing is useful
- Have practiced summarizing in a safe environment

1. Introduction: Ask the participants if they can define what summarizing is. Write the term and definition down: summarizing = ……

2. Ask when they think this can be a useful facilitation technique. Possible answers: When a person makes very long, complicated or confusing statements, when a person has problems phrasing his/her own thoughts clearly, at the end of a meeting, after a long discussion, ….

3. Ask them how you how to paraphrase: possible answers

- Listen carefully
- Take notes of main points

Practice

Summarizing is introduced to participants from the second day when one of the is are asked to summarize the activities and main learning points of the previous day. (see session review of previous day)

Reflection

Invite them to return after about 20 minutes and reflect on the exercise by asking by answering the following questions;

- How was it for to hear your own words back?
- How was it to paraphrase? What made it difficult? What did help?

Wrap-up

Ask for a summary of the benefits of summarizing.

WHAT DO YOU SEE

To be developed…….

To allow participants to see that not everybody perceives things in the same way

to create awareness of the differences in forester and villagers perception toward the forest

to create awareness that farmers during the village meetings and regulation process may have different perception on forest utilization, in particular women

in the same group

As facilitators …

you ca also see K and H.

What do you see
INTRODUCTION TO EACH STEP OF THE METHODOLOGY

To be developed…

Focus also on the objective, purpose, outputs, and what do we do with them, how we will use the results/analysis

FIELD PRACTICE

to be developed… finalized

The field practice is designed to put participants in real life situation. This is the best way for them to experience and learn more about both the methodology and the facilitation skills and methods.

Each training participant team should not be larger of 6 person and make sure the female participants are equally represented.

Prepare the filed practice well in advance, before the beginning of the training. Contact the communities and clearly explain them what is going to happen. Also brief the communities on the forest protection regulations.

Two half-day field practice is appropriate for the course. The reflection will then be done in the afternoon in the classroom.

The field-day are not consecutive. This will allow participants to reflect on the first day, discuss on the next methodology steps before, and learning new facilitation skills before going to the field again.

Participants have to experience all the steps of the methodology, from opening session to writing the regulation document.

The trainer(s) should accompany the participants, so that he/she can provide support and guidance if necessary.

Teams should use the field guide

The trainer should also listen and observe carefully on how the team is performing, so that he/she can provide constructive feedback during the reflection session. The point to be considered are mainly related to the team work and facilitation skill.

Observing the "facilitators".

Are they

attentive listener?
observing farmers interactions
using questions (open or close questions)
Answering questions

**How do they**
facilitate open discussion?
summarize discussion
use the other facilitation methods (introduction, etc.)
Give constructive feedback to individuals
Give constructive feedback to their team members
open to receive feedback a group
Handle a group where there is conflict
Help the farmer’s group when it is blocked
Encourage quiet people to speak
Encourage noisy people to listen to others

**REVIEW AND REFLECTION ON THE FIELD PRACTICE**

For all of the participants the methodology and the required knowledge, skills and attitude are new. Using these new skills in real life situation with the support from other participants and trainers is probably the best way to learn more about it and to gain confidence in using them.

Once the field practice is completed participants will benefit from a review, analysis of what they have done, to find out and share their perception on how the meeting farmers went, where they did or did not felt comfortable and why. Sharing with others will increase their confidence and they will find the best solution on how to overcome identified difficulties.

**Learning objectives**
- Participants will have share their perceptions on how the meeting went
- Participants will have identified solution/ideas on how to improve

**Time** 45 minutes

**Material:** flipchart, markers, tape

**Steps**
1. Ask each of the field teams to reflect as a sub-group on their day field practice summarizing their experience.
2. Ask them to present/share with the other teams:
   - what went well, and what need to be improved (on flip chart)
   - To compare what was planned with what was done, and the reasons (why) of changes
   - Important events that took place (verbally)
   - Farmers’ reactions and behavior (verbally)
3. At the end of each presentation allow time for questions
4. During the presentations note down points, issues relevant to the training and discuss them with the participants (*e.g.* methodology, facilitation, etc.)
5. Share your observations made in the field with participants focusing on facilitation skills and methods.

**Your notes:**

**SHARING FACILITATION METHODS**

**Learning objectives**
- Participants will have shared and ordered the facilitation methods they are familiar with
- Participants will have selected a few facilitation methods they want to practice

**Material**
Copied exercise

**Time:** 1.5 hours

**Steps**

1. Explain that during this session they will share all the types of facilitation methods they know and select few to actually practice later during the course.
   - If participants are not familiar with these methods and terms explain and give examples of the facilitation methods you have used during the training and in the field. (Sub-groups, brainstorming, presentations with charts, guided discussion, energizers, games, role-play, assignment-exercise, …)

2. Through plenary invite everybody to indicate as many facilitation methods they can think and make a list on a flipchart.

3. Ask the participants to form groups of 3 (trio) at random or according to interest to practice the same method(s).

4. Ask each group to agree on 1 or 2 methods they like to practice (those methods they would like to give a try as a facilitator). The idea is that one trio will facilitate an activity of 20 minutes using one of the selected facilitation methods.

5. Distribute the exercise sheet, and allow them at least one hour to prepare.

**Note:**
Select those methods, which they will need for the Forest Regulation and can reasonably be practiced within 20 minutes.

**PRACTICING FACILITATION METHODS**

**Objectives**
At the end of the session the participants...

- Are confident to use the practiced methods in a real life setting.
- Have practiced their observation and feedback skills

**Material**
Remind the participants to prepare anything they need themselves.

Copied observers sheets

**Time**
For each trio 20 minutes practice and 15 minutes reflection.

**Steps**

1. Explain the purpose and procedure of the session.
2. Before the first trio starts with their activity, explain the role of the other participants, that they are farmers and observers at the same time (or divide them in 2 groups) and introduce the points they have to observe/ recall.(see exercise)
3. Explain that the reflection will focus on the performance of the trio. The reflection on the used method will be done later during the wrap-up session.
4. Invite the first trio to perform/practice their method.
5. Start the reflection by inviting the trio to give feedback on how they think it went. Verify these feelings once in a while with the observations of the other participants and observers. Invite the facilitator(s) to share their experiences and ask them what they would do differently next time.
6. Continue with the other groups in the same way and encourage them to make use of the learning points of the former trios.
7. Ask each trio’s if they feel confident to use the practiced method next time in a real facilitation setting. If not why not?
8. Summarize the main learning points. Distribute hand out on overview with facilitation methods and characteristics.

**Note:**
A time consuming but very effective way of sharing experiences about the use of more participatory or innovative facilitation methods.

**Purpose**
The purpose of the practice is to give you an opportunity to practice a relatively new facilitation 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’ facilitation methods and skills.
- Integrate your understanding about adult learning and facilitation techniques.
- Receive feedback from your peers and trainer.
Practice

Each trio will have 20 minutes to facilitate their activity. You will have act as a team as follows:

1. The first person will introduce the activity
2. The second person will conduct the activity
3. And the third person will ‘process’ the activity, such as reflection, analysis, summary and wrap-up.

All the other participants will act as your farmer participants.

Preparation

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

1. Select a topic which is suitable for the method.
2. Decide who will introduce, conduct 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, the time management etc.
5. Do it!

<table>
<thead>
<tr>
<th>REFLECTING FACILITATION METHOD PRACTICE</th>
</tr>
</thead>
</table>

For the observers. Observe carefully using the following table:

<table>
<thead>
<tr>
<th>Did the facilitator ... (☐ if the answer is yes)</th>
<th>How did the facilitator do this?</th>
<th>Suggestions for improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ introduce the objectives of the session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ explain the method and procedure of the</td>
<td></td>
<td></td>
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<tr>
<td>session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ involve the participants in learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ use visual aids</td>
<td></td>
<td></td>
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<tr>
<td>☐ give the opportunity to practice</td>
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<td></td>
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<tr>
<td>☐ encourage the participants</td>
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<tr>
<td>☐ process the activity</td>
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<tr>
<td>☐ involve the participants during analysis</td>
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<td></td>
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<tr>
<td>and reflection of the activity</td>
<td></td>
<td></td>
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<tr>
<td>☐ wrap the activity up</td>
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</tbody>
</table>

For participants. Try to answer the following questions:

1. What helped you to learn?
2. What hampered you to learn?
3. What could have helped you to learn better?

For the facilitation trio. Try to answer the following questions:

1. How did you think it went?
2. What went different than expected?
3. What was more difficult than expected?
4. What would you do different next time?

FACILITATION METHODS WRAP-UP

Objectives

At the end of the session the participants…

- Can list at least three advantages and disadvantages of the reviewed facilitation methods
- Can explain applications of these facilitation methods

Material: Flip chart with lay-out and explanation of fishbowl, Copied handout

Time

Depending on number of rounds in the fish bowl discussing various facilitation methods.
Introduction: 10 minutes

Each round: 10 minutes

Wrap-up: 15 minutes

Steps

1. Introduce this as the wrap-up session by explaining that we will look back at the practiced methods. 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 the participants to rearrange their chairs in the form of fishbowl and invite the ‘fishes’ for the first round.
4. While the discussion develops make sure that advantages of the facilitation methods are covered. Summarize some of the main discussion points.
5. For the next round, discussing the next facilitation methods invite new fishes to come in. Proceed in the same way.
6. After the last round, invite the participants to sit in one big circle and brainstorm about the constraints of using participatory methods (time, familiarity with facilitators and participants, formal setting, space/facility arrangements, etc.).
7. Show the facilitation continuum on the next page without the methods, and ask the 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 FPR, within your own facilitation career and within your organization).
9. Distribute the handout.

FACILITATION METHODS CONTINUUM

ASSESSING FACILITATION SKILLS

Objectives

At the end of the session the participants...

- Are aware of their strengths and weaknesses in facilitation
- Have created their own action list

Material: Copied assessment and action list

Time: 45 minutes

Steps

1. Introduce the objectives and steps of the session. State that this exercise is for themselves, and not for the trainer or anybody else.
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 think and prepare on how to improve their facilitation skills in the future. Run a quick brainstorm on possible situations and events to practice facilitation (not only training but also meetings, workshops, small group work, working with colleagues etc.)
4. Ask the participants to display their action plans, and have a look at the others’.
5. Encourage participants to adopt good ideas of the others and ask other participants for support in actually doing what is mentioned in the action list.

Note
This exercise can either be done at the beginning of the practicing facilitation skills exercises, to focus the learning or with a less experienced group at the end.

**FACILITATION SKILLS SELF ASSESSMENT FORM**

**Explanation**

In the table below a variety of facilitation skills is mentioned. Read each skill and reflect on how much you master 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 = so so  
3 = some idea  
4 = skilled  
5 = highly skilled

<table>
<thead>
<tr>
<th>Facilitation skill</th>
<th>Rank now</th>
<th>Want to be</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attentive listening</td>
<td></td>
<td></td>
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<tr>
<td>Observing interactions in a group</td>
<td></td>
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<tr>
<td>Using questions</td>
<td></td>
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<tr>
<td>Answering questions</td>
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<tr>
<td>Facilitate an open discussion</td>
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<tr>
<td>Summarizing discussions</td>
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<td>Give constructive feedback to individuals</td>
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<td>Give constructive feedback to a group</td>
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<td>Be open to receive feedback</td>
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<td>Handle a group where there is conflict</td>
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<td>Help a group when it is blocked</td>
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<td>Encourage noisy people to listen to others</td>
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<tr>
<td>Encourage team building</td>
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</table>

**Action list**

**Working on facilitation skills**

**Explanation:**

Complete this action list, using the results of your self-assessment form. Try to put at least 3 activities that you will do and you will know when to do it. Try to be so specific as possible. The more specific you will write your activities the down the greater the chances will be that you will actually remember them when it is 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.

<table>
<thead>
<tr>
<th>Which facilitation skill do you want to work on?</th>
<th>When this be possible?</th>
<th>Who can help you?</th>
<th>Done ✓</th>
</tr>
</thead>
<tbody>
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</table>
WRITING THE REGULATIONS DOCUMENT
session to be developed…

MONITORING AND ENFORCING REGULATIONS
session to be developed…

THE COMMUNE LEVEL MEETING
session to be developed…

PLANNING FOREST REGULATIONS ACTIVITIES IN THE DISTRICT
To be developed

DAILY FEEDBACK: FEEDBACK FISHBOWL
The use of feedback exercises and summaries informs the facilitator and participants on how the training is progressing from the point of view of the participants. The summary of the feedback informs as to how participants are reacting to the training. It enables the facilitator to stay abreast of participants’ feelings as well as their learning.

Future plans for the training can be adjusted in line with the responses to the participants’ feedback. Daily feedback strengthens training design and increases participants’ feelings of ownership.

Learning objectives
- Participants are able to give accurate feedback on a training session or day;
- Participants’ showing evidence of reflecting on the feedback given.

Time needed 30 minutes at the end of the daily meeting

Materials none

Steps
1. Explain the learning objectives and the procedure of this exercise to the participants.
2. Ask participants to divide into two groups.
3. One group sits in an inner circle facing each other and the second group is on the outside.
4. Give to the inner circle group a question related to learning from the day’s meeting to discuss. For example:
   - What were the most helpful parts of the training today?
   - Why?
1. Only those in the inner circle can speak. Those on the outer circle listen.
2. After a few minutes, have them change places (inner go to the outer and the outer to the inner).
3. Ask the inner group a new question for example:
   -
1. Keep records of the answers and comments.
2. Discuss the answers and comments with the participants.
DAILY FEEDBACK: LIKES AND DISLIKES - STATEMENTS

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Learning objectives

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Time needed 30 minutes at the end of the daily meeting

Materials none

Steps

Explain the learning objectives and the procedure of this exercise to the participants.

There are two parts to this exercise. Arrange participants in a circle or hollow U, so that all have eye contact with each other. In turn each participant completes the sentence:

"I didn’t like it when .......... because........"

This may refer to anything that happened during the session or day. Each person may choose to say nothing or complete the sentence as many times as necessary. No one should pass judgement on what others say.

After everybody has answered this question, the procedure is repeated for what they appreciated. This time complete the sentence:

"I liked it when .......... because........"

Keep records of the answers and comments and discuss with the participants.

Note

- The exercise finishes with what was liked, so participants finish on a positive note.
- You can also end by asking participants to mention one good thing they feel they have personally contributed to the group. This helps to build self-esteem.
- You can also end by asking for "suggestions". Participants' comment on what they would like to see changed.

What is daily feedback?

Ending each day with a short anonymous feedback activity with a short (anonymous) feedback activity informs facilitators of how the training is progressing, according to the participants. The following morning (feedback on feedback) enables them to know how other participants are reacting to the training.

Why bother?

Such feedback enables the trainers to get an impression of the participants feelings as well as learning. Trainers and facilitators can then adjust the present and future training program to the extent possible in responses to participant feedback. Such daily feedback also helps participants to feel that their opinions and suggestions are important and that they are being "heard" by the facilitators and planners. Daily feedback strengthens training design and increases feelings of ownership.

Who will collect, analyse and report the feedback?

The daily review can be run by facilitators, trainers but also by the participants themselves. The last is especially appropriate in training for trainers situation.

How to collect the feedback?

There are many different ways of collecting the feedback, the degree of participation, interaction and level of detail. The choice will depend on the purpose, the group, the available time, etc. The daily feedback takes at least 10 minutes at the end and at the beginning of the day, but can easily go up to half an hour if you like to do the feedback orally or discuss how to adjust the training on the basis of the feedback.

Encourage the participants to be specific about the what and a analytic about the why. At the start of the training the participants may be very
unfamiliar with daily feedback, but as you go along and they gain more experience in reflecting on and feeling they will become more analytic. Therefore, start with the - more easy to respond to - feedback questions and gradually move to the a more analytical questions.

How to analyse the feedback?

A simple way to do this is to count the number or responses related to particular aspects of the day then summarises 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.

How to give the feedback back?

At the beginning of the next day present a summary of the responses and comments. Invite people to react on the outcome. If the outcome includes suggestions it is important to explain whether the trainers propose any changes on the basis of the feedback and why (not).

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.

At the end of each daily feedback

- you have encouraged open reflection by the participants;
- you are able to adjust future school plans to the extend possible in response to participants feedback;
- farmers were able to expressed their feelings and made suggestion for changes;
- farmers feel that their opinions are important and that are being “heard” by the facilitator.

Team building- Building a bridge (or a house, or a tree)

At the beginning of the training before teams go to the field

Material

Plastic straws (50/60 each team), tailor pins (50/60 each team). If this material is not available, find some other suitable “building material” such as cartoon paper, boxes, large sheet of paper, glue, tape, ropes, and distribute the same quantity of martial to each groups

Prizes for the winning team, and encouragement prizes for the others. (candy….)

Steps

1. Ask participant to divide into the selected field teams
2. Explain that the assignment is to build a bridge (house or tree) with the available material.
3. Indicate that each team has 30 minutes to complete the bridge
4. Add that a jury will be appointed to judge the bridge, and that the winning team will be the one that has build the longest, strongest, and most beautiful (or taller for house)
5. Allow 20/30 minutes and then ask the participant to display their bridge to all.
6. The jury will decide on the winner and distribute the prizes
7. In plenary ask participants :
   - if they found difficult to work in group
   - what made them to succeed in completing the assignment
   - if everyone was able to contribute
   - how did they feel when there was no progress and someone came up with a good idea
   - if they felt the cooperation from the other members
8. Conclude by indicating the value of team work, the need for cooperation and supporting each other, and the better results that can be obtained by good team work.

Energizer - Counting

Explain to participants that we will now test our mathematics abilities.

<table>
<thead>
<tr>
<th>Stand Up if........................</th>
<th>OBJECTIVES</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>to energize the group</td>
<td>1. list of questions adapted to the course</td>
<td></td>
</tr>
<tr>
<td>to get to know each other a bit better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIME</td>
<td>10 minutes</td>
<td></td>
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<td>------</td>
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</tbody>
</table>
| PROCEDURE | 1. Ask the participants to form a circle with their chairs and explain the purpose and procedure.  
2. Ask the first question: stand up if you are a father............ give people the time to look around and request people to sit down again.  
4. Ask the next questions in the same way: stand up if  
  - you are a mother  
  - you like cooking  
  - you are a forester  
  - you have a girlfriend  
  - you like lectures  
  - you have been to see a … (famous temple)  
  - you like sports  
  - you like group work  
  - you have a boyfriend  
  - you ......................  
  - (add your own course specific questions)  
5. Ask if any of the participants wants to ask a question to group |
| COMMENTS | Very quick and nice way to get some ideas about the group, both for the participants as for the facilitators. |