Participatory method to prepare agriculture and forestry extension training documents

Pham Duc Tuan
Nguyen Viet Khoa

2001

Ministry of Agriculture and Rural Development
Vietnam Sweden Mountain Rural Development Programme 1996 - 2001
## Contents

1. **The necessity to apply participatory method to prepare agro-forestry extension training documents** ...........................................5

   1. Some traditional methods to prepare agro-forestry extension training documents .................................................................5
   2. Participatory method to prepare agro-forestry extension documents. ...................................................................................8

2. **Participatory method's step to prepare agro-forestry extension training documents** ..................................................11

   - Step 1: Training need assessment........................................ 12
   - Step 2: Organize workshop to prepare the documents.....15
     - Stage 1: Prior to the workshop........................................ 16
     - Stage 2: During the workshop...................................... 19
     - Stage 3: After the workshop........................................ 20
   - Step 3: Testing of the documents........................................ 29
   - Step 4: Document completion, printing and use.............. 33

3. **The guidance to integrate gender issue into the participatory process to produce extension training materials** ......................................................... 35

   1. Gender indicators should be integrated in training need assessment....................................................................................... 35
      - Items.................................................................................. 35

   2. The male and female should involve both in all activities .............................................................................................................. 36

   3. An attention for using the illustrated pictures or photographs in the extension training materials..................... 36
I. The necessity to apply participatory method to prepare agro-forestry extension training documents

1. Some traditional methods to prepare agro-forestry extension training documents

It is required to have documents to conduct agro-forestry extension training for various objectives in order to help trainers and trainees to understand completely a course's program. The training documents can also be used for reference after the course.

At present, there are different methods to prepare agro-forestry extension training documents.
• Individual method

Figure 1 - Trainer is preparing curriculum

The trainer assigned duty to conduct thematic training will have to prepare curriculum. Based on the training contents, he will collect related documents and prepare the curriculum from his own experiences. The curriculum will be used during the training and given to trainees as well for reference.

- The advantages of this method are is that it is very quick and convenient for the compiler and agency to conduct the training, and at low cost.

- Disadvantages: the documents may be subjective, verbose, difficult to understand and may even contain mistakes. They often have only words, no pictures for illustration...
• Group method

Figure 2 - Group of compilers preparing documents

A qualified scientist or extension staff is assigned to prepare a training document. After completing the document, it is given to some experts for comments and additions. This method allows a group of specialised persons to contribute to the document so as to avoid any subjective tendency of an individual and the document's contents will be more accurate. However, since it is a group of specialized persons, the document is often theoretical, many sentences are difficult to understand or the contents may be inappropriate for the trainees, who have low education level.
2. **Participatory method to prepare agro-forestry extension documents.**

Participatory method to prepare agro-forestry extension training documents is a process that trainers and trainees (extension staff, farmers...) and those related to preparation of training documents (editorial staff, painter, expert...) all actively join in the process to prepare documents.

![Diagram of participatory method流程图](image)

- Compiler
- Training objects
- Other related parties

- Training need assessment and identification of training subjects
- Organizing compilation of documents
- Trial of the documents
- Use of the documents

*Figure 3 - Farmers too participate in the preparation of agro-forestry extension documents*
Advantages and disadvantages of the participatory methods

<table>
<thead>
<tr>
<th><strong>Advantages</strong></th>
<th><strong>Disadvantages</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Training subjects meet demands of different trainees</td>
<td>• Require the group of compilers to have good skills and knowledge of the participatory method</td>
</tr>
<tr>
<td>• Contents and formality of the documents are suitable for trainees and practical production of farmers.</td>
<td>• Consume more time than other methods</td>
</tr>
<tr>
<td>• The documents can combine good experiences of producers and scientific knowledge of trainers.</td>
<td>• More costly than other methods</td>
</tr>
</tbody>
</table>

*Figure 4: Incorporating practical experiences into the training documents*
II. Participatory method's step to prepare agro-forestry extension training documents

- Training need assessment
- Workshop to prepare the training documents
- Trial of training documents
- Printing, publication of use of the documents
Step 1: Training need assessment

Objectives:
To help extension agency to understand fully the real training needs of trainees, which serves as the base for making plans, training programs and preparation of training documents must be appropriate to the demands and education levels of the trainees.

Assessment methods

- Circulate the ready-made Questionnaires to various stakeholders (including management staff and extension staff at different levels, trainers at training institutions…) to get comments on the training needs for specific objectives.

The method of using ready-made Questionnaires has advantages of collecting lots of information and getting ideas from many people at the same time. However, its disadvantages are that it is hardly likely to have in-depth interviews, the Questionnaires are in the form of multiple choices, so it requires the designers to have good skills, the collected information is for quantity rather than quality.

- To set up working teams for assessment at sites, use some PRA tools like direct interviews, group meetings, marking system, observation… to gather information from various stakeholders, including leaders and experts from provincial Department of...
Agriculture and Rural Development (DARD), leaders of specialized staff of People's Committees (PC) of districts, communes, leaders and staff of extension organizations, and farmer households.

The direct interview method has advantages of getting many in-dept, multi-sided and high quality information, but requires time and the interviewers to have PRA skill.

Normally, it is best to combine both the use of Questionnaires and direct interviews at sites so as to obtain good results from the information collected at large scale and pilot sites.

**Examples**

To assess the training needs of commune extension workers, the working team of MRDP has designed Questionnaires and circulated them to different stakeholders in 10 provinces, whilst it conducted the training needs assessment of commune extension workers at 3 provinces: Lao Cai (representing mountainous area), Tuyen Quan (representing upland area) and Hai Phong (representing plain area).

The ready-made Questionnaires:

<table>
<thead>
<tr>
<th>List of work</th>
<th>Done and on-going</th>
<th>Yet to do</th>
<th>Require to do</th>
<th>Assigned responsibility</th>
<th>Work nature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Chair</td>
<td>Regular</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Guide</td>
<td>Irregular</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Partner</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work</th>
<th>Necessary knowledge and skills</th>
<th>Demand levels</th>
<th>Current capacity</th>
<th>Training urgency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Mediu m</td>
<td>Skillful</td>
<td>Very urgent</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
<td>Low</td>
<td>Known</td>
<td>Urgent</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td></td>
<td>Unknown</td>
<td>Not urgent</td>
</tr>
</tbody>
</table>

| 1-2-3-..... | | | | |

The training needs assessment of the working team at 3 provinces provided the following information:

1. Assessment of the work conducted by commune extension workers

Through group discussions and interviews with organizations, individuals at different levels to clearly define the current work done by commune extension workers, while identifying their work in the
future in order to meet extension agency’s and farmers’ demands. Results from the work done by commune extension workers form the main base to identify the knowledge and skills needed to assist commune extension workers in fulfilling their work.

2. Identification of knowledge and skills needed for commune extension workers

Based on the work done, as mentioned above, discussions are held to identify knowledge and skills relevant to each type of work done by commune extension workers.

3. Identify current capability of commune extension workers

Use PRA to get to know current specialized and technical capability for commune extension workers to conduct agro-forestry extension work.

4. Identification of training needs assessment

Based on the information on the work done by commune extension workers, the knowledge and skills they need to undertake their work and their current capability are evaluated by the working group, using analyzed information and discussions with various stakeholders to define if there is a real training need.

5. Assess demand levels and prioritize training areas

Firstly, rank the importance of the types of work done by commune extension workers. Then list the knowledge and skills of commune that extension workers require, this enables assessment of the training needs. After the training needs are defined, discussions will be held to prioritize training contents.
Step 2: Organize workshop to prepare the documents

**Stage 1: Prior to the workshop**
- Select the subjects for compilation
- Finish the 1st draft
- Arrange logistics for the workshop

**Stage 2: During the workshop**
- Finish the 2nd draft
- Finish the 3rd draft
- Introduce the final draft

**Stage 3: after the Workshop**
- Complete the final draft
- Print the documents for testing
Stage 1: Prior to the workshop

1. Select subjects for compilation

An ad-hoc working group (WG) is established in the workshop with 4-5 members, including extension staff, experienced persons in compiling documents, and if necessary a consultant will be invited to advise on compilation methods. The consultant will coordinate with the WG to define subjects to be compiled by using either of the following 2 methods:

• Select the subjects for compilation based on the training needs assessment conducted previously. The subjects selected have to be important, necessary and prioritized.

• A group meeting is held (10 - 15 persons) with the participation of extension and management staff and farmer representatives, with the aim of assessing and selecting some important subjects for compilation (this method should be applied only when the training needs assessment is not available). The method requires going through the following steps:

  ➢ Select one person to facilitate the meeting

  ➢ Each member of the group has to raise their own views on the essential training subjects. The facilitator should not guide the discussion nor give his comments.

  ➢ After all members have contributed their ideas, others can ask for further explanation on any points that are not clear enough.

  ➢ The meeting facilitator guides the discussions in order to reach agreement.

  ➢ When the topics are clearly identified, the subjects selected have to be prioritized appropriately within the planned budget and time for compilation of documents and further refinement at the next workshop. Other subjects which are not selected might be reserved for later compilation.

2- Finish the 1st draft

Based on the subjects identified, compilers, experts, editorial staff and artists will be selected as appropriate for each subject.

– Compilers are often experienced extension staff, the number of compilers depends on the subject, each compiler is responsible for compiling one or two subjects.

– Experts are often scientists who have a deep knowledge of agriculture, forestry and document compilation. The number of experts depends on the number of subjects.
– Editorial staff are those working at publishing houses, having specialized knowledge on agriculture, forestry and document compilation. The number of editorial staff is often 2.

– Artists are those capable of quickly drawing the real situation. The number of artists is often 2.

After selecting the above persons, the WG will assign duties to each person. The compiler will prepare documents in accordance with the set subjects and ask the artists to draw pictures, that can reflect their ideas. The experts and editorial staff will be provided with the draft to look through quickly and give comments.

The 1st draft has to be finished at least one week before the workshop and copied for circulation to all invited participants of the workshop.

In addition, the WG has to plan the workshop program using the format below and disseminate information in advance to participants. The program helps to make sure the workshop has enough time and that all the workshop contents can be covered.
**Workshop program**
preparation of technical documents for commune extension staff

<table>
<thead>
<tr>
<th>Time</th>
<th>Subjects</th>
<th>Speakers</th>
<th>Expert</th>
<th>Compilation</th>
<th>Illustration</th>
<th>Computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 Aug.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.00-8.30</td>
<td>Registration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.30-8.45</td>
<td>Opening session</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.45-9.15</td>
<td>Summary of the methods</td>
<td>Tuân/</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.15-9.30</td>
<td>Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.30-10.15</td>
<td>2nd session</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.15-11.00</td>
<td>1. upland paddy farming techniques</td>
<td>Vinh</td>
<td>Lam</td>
<td>Chi</td>
<td>Lộc</td>
<td>Thuy</td>
</tr>
<tr>
<td>10.30-11.15</td>
<td>2. Acacia plantation techniques</td>
<td>Tuân</td>
<td>Vinh</td>
<td>Tiến</td>
<td>Hồng</td>
<td>Bá</td>
</tr>
<tr>
<td>11.00-11.45</td>
<td>3. Hybrid-corn cultivation techniques</td>
<td>Nhân</td>
<td>Lam</td>
<td>Chi</td>
<td>Lộc</td>
<td>Thuy</td>
</tr>
<tr>
<td>Afternoon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.30 - 2.15</td>
<td>4. Plantation techniques of canarium spp.</td>
<td>Khoa</td>
<td>Tam</td>
<td>Tiến</td>
<td>Hồng</td>
<td>Bá</td>
</tr>
<tr>
<td>2.15-3.00</td>
<td>5. Plantation techniques of papaya</td>
<td>Hưng</td>
<td>Thoa</td>
<td>Chi</td>
<td>Lộc</td>
<td>Thuy</td>
</tr>
<tr>
<td>3.00-3.15</td>
<td>Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.15-4.00</td>
<td>6. Plantation techniques of morinda officinalis</td>
<td>Đạo</td>
<td>Vinh</td>
<td>Tiến</td>
<td>Hồng</td>
<td>Bá</td>
</tr>
<tr>
<td>4.00-4.45</td>
<td>7. Plantation techniques of cinnamon</td>
<td>Trường</td>
<td>Tam</td>
<td>Chi</td>
<td>Lộc</td>
<td>Thuy</td>
</tr>
<tr>
<td>22 Aug.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.00-8.45</td>
<td>8. Cultivation techniques of soybean</td>
<td>Huế</td>
<td>Thoa</td>
<td>Tiến</td>
<td>Hồng</td>
<td>Bá</td>
</tr>
<tr>
<td>8.45-9.30</td>
<td>9. Plantation techniques of bamboo for shoots</td>
<td>Phúc</td>
<td>Quạt</td>
<td>Chi</td>
<td>Lộc</td>
<td>Thuy</td>
</tr>
<tr>
<td>9.30-9.45</td>
<td>Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.45-10.30</td>
<td>10. Plantation techniques of amomum costatum</td>
<td>Tán</td>
<td>Vinh</td>
<td>Tiến</td>
<td>Hồng</td>
<td>Bá</td>
</tr>
<tr>
<td>Afternoon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.30-2.15</td>
<td>2. Plantation techniques of acacia</td>
<td>Tuân</td>
<td>Vinh</td>
<td>Tiến</td>
<td>Hồng</td>
<td>Bá</td>
</tr>
<tr>
<td>2.15-3.00</td>
<td>3. Cultivation techniques of hybrid-corn</td>
<td>Nhân</td>
<td>Lam</td>
<td>Chi</td>
<td>Lộc</td>
<td>Thuy</td>
</tr>
<tr>
<td>3.00-3.15</td>
<td>Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3- Logistics arrangement

➤ **Meeting rooms**
2 meeting rooms are required
1 big room for the workshop
1 small room for compilation, illustration and computer

➤ **Equipment**

Essential equipment:
1 overhead
2 computers
1 Laser printer
1 photocopy machine

➤ **Stationary**

A4 paper
transparency paper
pens for transparency film
scissors, adhesive tape, glue

**Stage 2: During the workshop**

1- Finish the 2nd draft

− The compiler presents the 1st draft
− Experts present their comments
− Participants contribute comments on the contents, pictures, structure of document, wording in the document

− Editorial staff follow the discussions, take notes of the proposed changes agreed by the participants

− While the compiler of the next subject makes his presentation at the workshop, the group of compiler, editorial staff, artists of the subject return to the small meeting room to discuss amendments of
the documents. Computer staff will revise the document on computer and print it out. Artists draw by pictures based on comments made by participants and compiler and editorial staff.

- The 2nd draft is then completed and copied for circulation to all participants. The same steps will be applied for the 2nd and 3rd sessions.

2- Finish the 3rd draft

After the compiler presents the 2nd draft, similar steps as those mentioned above will be undertaken. The group of author, compilers, artists and computer staff of each subject will revise the document in the small meeting room, then copy it for circulation to all participants.

3- Presentation of final draft

All the final versions of the documents, that have been revised 3 times at the workshop, will be finalized and presented to participants.

**Stage 3: After the workshop**

The WG together with the group of compilers, editorial staff, artists and computer staff will review the activities at the workshop, and results of the document compilation, revision and finalization during the workshop. The WG will also figure out the follow up actions.
Role and responsibility of workshop participants

1- Moderator

Main role:

− Transfer the participatory method to prepare extension training documents
− Facilitate the workshop

Specific responsibility

Prior to the workshop

• Coordinate and manage the workshop preparation
• Together with the WG, select compilers, experts, editorial staff, artists, computer staff and prepare for the workshop
• Coordinate with the WG to guide compilers for preparation of the 1st draft
• Assign duties to members participating in the workshop
• Ensure that all participants understand their duties
• Together with the organizers, work out the program and facilitate the workshop to the scheduled program.

During the workshop

• Facilitate presentation and discussion sessions
• Ensure time schedule for each speaker
• Assure that comments from participants are appropriate and useful
• Request some participants to take turns in facilitating the workshop
• Ensure time for the group of compilers, artists and editorial staff to discuss and revise the draft on the basis of comments made by participants

During the whole course of the workshop

• Ensure that all the activities are conducted as scheduled
Assure that participants and other members understand and perform their role and duty.

Solve difficulties and problems if requested by participants.

2-Compilers

Main role

To prepare the 1st draft of the document, present the documents having been revised 3 times at the workshop, review and revise the draft in accordance with comments made at the workshop.

Comment and propose changes for other subjects (apart from the subject prepared by the compiler).
Specific responsibility

Prior to the workshop

- Prepare the 1st draft (main contents of the subject, idea of pictures for artists to draw)

During the workshop

- Use overheads to present the draft document
- Take note of comments and suggestions from participants
- Discuss with editorial staff the revision of the document
- Discuss with artists to illustrate the ideas
- Examine the revised draft

During the whole course of the workshop

- Discuss and propose ideas to finalize documents presented at the workshop
- Facilitate the workshop if requested

3. Editorial staff

Main role

- Edit the draft, taking into account comments made by participants
- Provide comments for amendment of other documents (apart from the assigned subject)
Specific responsibility

Before the workshop

• Prepare the 1st draft (main contents of the subject, idea of pictures for artists to draw)

During the workshop

• Take note of comments and suggestions from participants
• Discuss with compiler the revision of the document
• Discuss with artists on the illustrated pictures
• Examine the revised draft

During the whole course of the workshop

• Discuss and propose ideas to finalize documents presented at the workshop
• Conduct the workshop if requested
4- Artists

Main role

- Draw pictures to illustrate the compiler's ideas, taking into account comments from participants
- Provide comments for improving pictures in other subjects (apart from the assigned subjects)

Specific responsibility

Prior to the workshop

- Draw pictures for the 1st draft to illustrate the compiler's ideas

During the workshop

- Take note of comments and suggestions relating to the pictures from participants
- Discuss with compiler and editorial staff to improve pictures
- Re-examine pictures in the drafted documents

During the whole course of the workshop

- Discuss and propose ideas to improve pictures in the documents presented at the workshop
5- **Computer staff**

**Main role**

- Type the contents of document in order to help compiler to present it at the workshop for discussion
- Re-type the documents in accordance with the instructions made by compiler and editorial staff

**Specific responsibility**

*Prior to the workshop*

- Type the 1st draft, print it out, save it in the computer's hardware and the floppy disk for easy improvement later on.

*During the workshop*

- Follow the participants' discussions, take note of their comments
- Re-type the documents in accordance with the instructions made by compiler and editorial staff
- Print the revised documents

*During the whole course of the workshop*

- Carefully type the document on computer so that it is well presented and attractive to readers
6- Participants and farmers

**Main role**

- Join in discussions at the workshop, contribute comments for compilers, editorial staff and artists to complete the documents

**Specific responsibility**

*Prior to the workshop*

- Propose necessary subjects for documentation

*During the workshop*

- Carefully read the handouts, concentrate on the presentations made at the workshop
- Join in the discussion, make contributions based on their own experiences in order to help the compiler improve the documents appropriately.

*During the whole course of the workshop*

- Follow the discussions, take note of comments
- **Some skills to organize and moderate the workshop**

  Success of the workshop to prepare extension training documents using participatory method depends very much on organization and moderation skills of the workshop moderator. A good moderator should have the following skills:

  ➢ **Presentation skills**

    - Speak loudly enough for every participants to hear

    - Speak clearly, fluently, not too fast or too slow

    - Be enthusiastic and responsible while moderating the presentation made by compilers and comments contributed by participants.

    - Observe the audience’s appearance while compilers make presentation in order to provide timely advice so that compilers can better present their documents

    - Not to use too technical terms that participants can not understand

    - Not to give explanation on behalf of the compilers or join in arguments between participants and compilers

  ➢ **Summing-up skill**

    This is a very important skill. After the compiler finishes his/her presentation, the moderator has to sum up accurately the contents presented by the compiler in order to help participants have a general picture of the contents having been presented and contribute useful comments. To acquire such a skill, the moderator has to:

    - Sum up the presentation into main items

    - Emphasize important contents for comments

  ➢ **Stimulating skill**

    The moderator has to apply different skills and methods such as the skill to put questions in order to encourage participants to contribute comments, the skill to settle conflicts arising out of the arguments.

    For some, having lots of arguments is justified, however the moderator should put questions agreeable to participants and compilers, he/she should not impose any questions.

    During the discussions, the moderator should raise constructive ideas which might be or might not be accepted by the participants and compilers. However, final conclusions are from the workshop participants not from the moderator.
Skill to prepare program and moderate the workshop schedule

The workshop requires that many different activities are undertaken, but which are inter-related to each other. Only when one activity is completed, can the others be undertaken smoothly. Therefore, the workshop moderator has to prepare the workplan and schedule to implement it. Below is an example of the check-list to monitor activities of compilers, editorial staff, artists to facilitate moderation of the workshop.

Check-list to moderate workshop to prepare extension training documents (Session1)

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Speakers</th>
<th>Status</th>
<th>Editorial staff</th>
<th>Status</th>
<th>Artists</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use fertilizers for paddy</td>
<td>Nam</td>
<td>✓</td>
<td>Cường</td>
<td>✓</td>
<td>Hùng</td>
<td>✓</td>
</tr>
<tr>
<td>Apply SALT</td>
<td>Hà</td>
<td>✓</td>
<td>Cường</td>
<td>×</td>
<td>Hùng</td>
<td>×</td>
</tr>
<tr>
<td>Extension methods</td>
<td>Thùy</td>
<td>✓</td>
<td>Tiến</td>
<td>×</td>
<td>Hùng</td>
<td>×</td>
</tr>
</tbody>
</table>

✔: completed
×: yet to be completed

Step 3: Testing of the documents

The training document is prepared using a participatory method, however it requires a test to ensure the following:

- The document is practical to trainees
- The document's contents are appropriate with the education level of the trainees
- The document contains practical production experiences
- The document has no mistakes

There are 2 ways to test the document

- Test through training
  - Organize training courses for trainees at various localities, the education levels of trainee must different as well. The more courses to be organized the better it is, but it is required to have at least 2 courses for 3 different training objectives: high, medium and low education levels. Each course should have around 20 persons, too
many trainees may impact upon the results of the trial. One training course may try different subjects, but the program has to be appropriate and give enough time for trainers to lecture and trainees to contribute comments.

- Select trainers for the test

It is better to select the one that was involved in the document preparation since that person can recognize well reactions from trainees and the document edition and revision after the training can be done more easily.

- Prepare the questionnaires to explore reactions from trainees on the documents

The questionnaires will be prepared by the training organizers and send to compilers for comments before it is distributed to the trainees. The questionnaires have to contain sufficient criteria to assess the document in terms of technical content, accuracy, and appropriateness, and that the methods to present the issues are understandable to trainees. Below is the example of a questionnaires used for a test training course.
## Questionnaires

### Trainees' evaluation on the training documents

Please evaluate the document in accordance with the following items:

<table>
<thead>
<tr>
<th>Items</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>• The document is appropriate to your awareness</td>
<td></td>
</tr>
<tr>
<td>• The document is appropriate to your working area</td>
<td></td>
</tr>
<tr>
<td>• Are contents of the document accurate?</td>
<td></td>
</tr>
<tr>
<td>• The document is consistent with the lecture provided by trainer</td>
<td></td>
</tr>
<tr>
<td>• Are contents of the document simple and easy to understand?</td>
<td></td>
</tr>
</tbody>
</table>

Your recommendations to the compilers for revision of the document:

- Contents to be added:
  - .....................................................................................................................
  - .....................................................................................................................
- Contents to be deleted:
  - .....................................................................................................................
  - .....................................................................................................................
- Some other comments:
  - .....................................................................................................................
  - .....................................................................................................................

- Test to get feedback from the end users The document for testing will be sent to some extension organizations (provincial extension centres, district extension stations) or projects, programs and other institutions related to extension training to ask for comments. In order to get useful feedback from those organizations, it is necessary to send an attachment with evaluation guidance in table, matrix format or as a questionnaire for easy synthesis later on.
Example of a guide format for the evaluation, attached to the document

| Accuracy of information | Absolutely accurate | | | | Lots of mistake |
|-------------------------|---------------------|---|---|---|
| Understandable          | Easy to understand  | 2 | 3 | 4 | Difficult to understand |
|                         | 1                   |   |   |   | 5                         |
| Details                 | Too detailed        | 2 | 3 | 4 | Too general |
|                         | 1                   |   |   |   | 5                         |

According to you, who will use this document to transfer information to farmers and is the document easy or difficult to use?

| Usable | Easy to use | | | | Difficult to use |
|--------|-------------|---|---|---|
|        | 1           |   |   |   | 5                         |

According to you, is this document useful to the users? how useful it is?

| Useful | Very useful | | | | Less useful |
|--------|-------------|---|---|---|
|        | 1           |   |   |   | 5                         |

Please select 3 - 4 subjects among those sent to you, that you consider the most appropriate for users and why?

<table>
<thead>
<tr>
<th>Document titles</th>
<th>Why is it useful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Among the documents sent to you, which ones do you consider not useful for users and why?

<table>
<thead>
<tr>
<th>Document titles</th>
<th>Why is it not useful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Other comments:

..........................................

.........................................
Step 4: Document completion, printing and use

After getting comments on the test documents, the WG together with compilers, editorial staff and artists will finalize the documents.

- Decide the mode to publish the document
- Print the documents
- Disseminate to users
III- The guidance to integrate gender issue into the participatory process to produce extension training materials

1. Gender indicators should be integrated in training need assessment

Example: Labor division in household

<table>
<thead>
<tr>
<th>Works</th>
<th>Male</th>
<th>Female</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take care children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shopping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Firewood collection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tree planting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plough</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wedding, Funeral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Decision making in family

<table>
<thead>
<tr>
<th>Items</th>
<th>Male</th>
<th>Female</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor division</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children in school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchase</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seed, Seedling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production investment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Involving in extension activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Male</th>
<th>Female</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>field visiting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. The male and female should involve both in all activities

- The rate of female interviewees should be 50%, including female household head, single women.
- Interview the group of men and women both, the group of women only and the group of men only.
- It should contain men and women presentatives both in group discussion for training need identification.
- Among the invited participants of workshop for production of extension training materials, the rate of men and women should be balance, especially the female farmers and female extension workers.
- Try to invite the authors, critics, editors... Those are female to involve in process of the workshop.

3. An attention for using the illustrated pictures or photographs in the extension training materials

The pictures have much effectiveness in training for farmers. So photographs or illustrated pictures in extension training materials should be selected carefully in order to avoid the more following press:

- Gender stereo-type: in the traditional conception the women have to often do "easy" jobs like cooking, take care children, husbandry, sewing.... The men have to do "hard" jobs like plough, tree planting, machine, wood exploitation...
- Gender bias: it is unequal gender conception of the labor division in household and in society also. For example, women have a little of knowledge, low education. So jobs for the women are often simple, low qualified. In opposite, The men have high knowledge, aware. So they often make decision, planning, evaluation, leading...

Some following attached pictures will point out what should not use or at least should not repeat too much in order to avoid gender stereotype and gender bias, and what should use in order to change a gender unequal conception:

- It should be avoided in the pictures:
  1. The scientists, intellectuals... are all male
  2. The men only are leaders, lecturers, trainers...
  3. The important works (like extension planning), the activities required high knowledge (like extension evaluation), attending training courses or meetings are all men.
  4. The activities related to machines are belong to the men.
- The pictures are encouraged to use:
  1. The men and women together discuss, share works and do the same works.
  2. The men and women together involve in extension planning, evaluation, selection of priority activities.
  3. The women absolutely have ability to manage agricultural machines, to select also appropriate species, seed.
  4. The women together with the men involve in group activities like training courses, field visiting, workshop...
  5. The women lead, guide and coordinate the group activities.