TOT Book

Material for ToT participants
- General guide for facilitation and training -

SFDP – Manual ToT 1

Social forestry development project (SFDP) Song Da
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First version: June 2001
Second, completely revised version: May 2003 and this material is still revised each year.

Based on three years of practical experiences in developing active training in the provinces of Son La and Lai Chau, Vietnam. Designed for building up provincial training capacities, which in turn aims at strengthening participatory methodologies in extension, grassroots planning, and community management. (Community based forest management, participatory forest protection regulations, participatory agricultural and forestry extension, and village development planning).

This document belongs to the complete set of PAEM documents:

1. Provincial PAEM Guidelines Son La – including monitoring forms - SFDP Manual PAEM 1
2. PAEM field guide –SFDP Manual PAEM 2
4. **ToT Book – SFDP Manual ToT 1**
5. ToT Book for advanced trainers (forthcoming) – SFDP Manual ToT 2
7. Training Logbook for ToT participants – SFDP Manual ToT 4

These documents have been developed based on the cooperation of Dien Bien and Son La Extension Center and the practical experiences in 02 plot districts, Yen Chau and Tua Chua since 1996. SFDP (Song Da) and SNV (since 1999) have supported the methodology development. This methodology, PAEM (Participatory agricultural extension methodology) was approved in July, 2003 by Son La Provincial People’s Committee.

We hope these documents can serve as a basis for discussion on demand-based extension in the other provinces in Vietnam

All the documents used in this process are available online:

http://www.mekonginfo.org/partners/SFDP/index.htm

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Preface: Learning from experiences

“Teach you? I cannot teach you.
Go and experience yourself”

(Gautama Buddha)

Adults learn especially through experiences. This can be by trying out new things, i.e. making new experiences, or by reflecting experiences they made in the past.

This fact is the most important base for conducting training. And correspondingly, there are basic responsibilities for trainers and learners:

The trainer: to create opportunities for new experiences by conducting practical exercises, or for reflecting old experiences by facilitating discussions and exchange of experiences among the trainees.

The participants: to assume high level of responsibility for their own learning, not to wait passively what the trainer has to tell, but to actively participate, and to thoroughly use the training logbook and other training material.

This training book should help you in performing effective training. But you should not rely too much on this book as it is only written material., and like you might read on the following pages, you will learn not so much from reading alone.

It is more important to experiment with this training manual in any training course that you have to conduct. Then reflect your experiences, and draw your lessons learned for improving your performance next time.

You will recognise that you are trainer and learner at the same time. We always learn from our own experiences. So go ahead and see it as a continuous process, like live itself.
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1 Adult learning principles

1.1 Adult learning principles

1. Who are adults?
The adults are grown up people and are working. They are workers, farmers, state-owned staff, etc...

2. The difficulties confronted by the adults when learning
   - Their knowledge are not systematical
   - They has litte time
   - Their awareness is slow and they are afraid of learning the theory
   - The more they grow up, the weaker their listening and observation skills get
   - Many people are afraid of communicating with the crowd
   - They are highly conservatively and often disregard other people
   - They are afraid of being unsucceful and learning badly (not self-confidence)
   - Their presentation is weak
   - The experiences and difficulties they learnt before affects the following disseminated contents

3. Eight adult learning principles
   Adults learn the best when....? 
   Adults only like to learn in a self-consious way. Children learn something as requested by adults, even though this subject is not interesting; meanwhile adults themselves decide what they want to learn.
   
   Adults only learn based on their demands. Adults integrate their urgent individual demands, the outstanding issues in their life, their feelings and hopefulness as well as aspirations, into the training courses .
   
   Adults learn by practising. There is one proverb: “What I hear is what I forget, what I see is what I remember, what I do is what I understand”
   
   Adults learn through experiences: When joining the learning environment, adults take along their own experiences for the whole life. Those experiences creat their lives themselves. Consequently, it is neccessary to respect and follow-up their individual experiences during the learning process. In the other words, adults learn whatever they know.
   
   Adults join the learning environment through their own opinions. Those opinions affect their learning process and awarness.
   
   Adults learn the best in an unofficial environemnt and feel to be easily accepted and supported by other trainees and trainers.
   
   Adults learn by solving the current issues. The given solutions must base on their practical understandings and analysis involved in their experiences and lives.
   
   Adults are easily adapted to the various teaching methods and like to be guided without having the marks.
1.2 Adult learning principles

Adult learning is most effective when it is based on...

Experiences
The most effective learning is from shared experience, either by discussing past experiences from the participants, or by making new experiences in practical exercises in the training room or in the field; learners learn from each other, and the trainer often learns from the learners.

Reflection
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.

Immediate needs
Motivation to learn is highest when it meets the immediate needs of the learner (need oriented, or learner centred training)

Self-responsibility
Adults are independent learners. Adults interpret information according to their personal values and experiences. They may appear to agree with something in order to complete training activity successfully, but the ultimate test of the training is whether they apply it in their job. Adults share full responsibility for their own learning. They know best what they need and want to learn.

Participation
Participation in the learning is active not passive. Full participation and discussions among the participants increase the dynamics and learning effects of a course.

Feedback
Effective learning requires feedback that is corrective but supportive.

Empathy
Mutual respect and trust between trainer and learner is essential for the learning process.

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

A comfortable environment
A person who is hungry, tired, cold, ill or otherwise physically uncomfortable cannot learn with maximum effectiveness.
We remember …

Therefore, the principles for effective training are to…

→ facilitate the exchange of experiences among the participants (e.g. small working groups, group discussions)
→ create opportunities to gain new experiences (practical exercises, field trips)
→ reflect about experiences and what we can learn from it (reflection sessions and feedback)
### 1.3 Role and tasks of the trainer

The role and task of the trainer is to ensure the most effective learning results in a training program. As we know from the adult learning principles how learning is most effective, we can derive detailed tasks that enhance such learning. The list gives some examples.

<table>
<thead>
<tr>
<th>Adult learning principles</th>
<th>Tasks of the trainer</th>
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<tbody>
<tr>
<td><strong>Experiences</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Create new experiences for participants by including role-play, simulation or games or field trips in your program</td>
</tr>
<tr>
<td>2.</td>
<td>Give participants the chance to share their past experiences individually or in small groups</td>
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<tr>
<td><strong>Reflection</strong></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Get participants to analyze their past experiences and draw lessons from them</td>
</tr>
<tr>
<td>4.</td>
<td>Use methods like brainstorming</td>
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<tr>
<td><strong>Immediate needs</strong></td>
<td></td>
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<tr>
<td>5.</td>
<td>Relate what you are talking about to the participants’ background and experiences</td>
</tr>
<tr>
<td>6.</td>
<td>Relate your topics to the work the participants will be doing</td>
</tr>
<tr>
<td>7.</td>
<td>Give examples or use ‘cases’ that are relevant and realistic to the participants’ ‘real world’</td>
</tr>
<tr>
<td>8.</td>
<td>Ask at the start of a new topic what the participants know about the topic already</td>
</tr>
<tr>
<td><strong>Self responsibility</strong></td>
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<tr>
<td>9.</td>
<td>Start your training with a session asking about and discussing their expectations</td>
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<tr>
<td>10.</td>
<td>Give opportunities to the participants to give their feedback on how the training is developing</td>
</tr>
<tr>
<td>11.</td>
<td>Build in enough flexibility into your training programs to accommodate changes based on participants’ expectations and feedback</td>
</tr>
<tr>
<td>12.</td>
<td>Give participants a chance to link what they learned to their own working environment, through activities like action planning</td>
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<tr>
<td><strong>Participation</strong></td>
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<tr>
<td>13.</td>
<td>Invite participants to ask or answer questions</td>
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<tr>
<td>14.</td>
<td>Use transparencies, prepared flipcharts, or a whiteboard</td>
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<tr>
<td>15.</td>
<td>Ask participants to apply information in solving problems</td>
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<tr>
<td>16.</td>
<td>Organize activities for participants to practice thinking and skills, by including case studies, exercises etc.</td>
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<tr>
<td><strong>Feedback</strong></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Tell participants what they are doing well</td>
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<tr>
<td>18.</td>
<td>Explain the mistakes they are making, and how they could improve their performance</td>
</tr>
<tr>
<td>19.</td>
<td>Instruct participants to provide constructive feedback among themselves</td>
</tr>
<tr>
<td><strong>Empathy</strong></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Let participants realize that you care whether they do well</td>
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<tr>
<td>21.</td>
<td>Show that you care by preparing thoroughly for your sessions</td>
</tr>
<tr>
<td>22.</td>
<td>Listen to participants' comments and inputs and take them seriously</td>
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<tr>
<td><strong>Safe atmosphere</strong></td>
<td></td>
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<tr>
<td>23.</td>
<td>Allow enough time for participants to introduce themselves at the beginning of the training</td>
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<tr>
<td>24.</td>
<td>Include ‘ice-breakers’ or other informal ways for participants to get to know each other better</td>
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<tr>
<td>25.</td>
<td>Agree on certain norms at the start of the training, stressing that everybody has the right to learn and that it is no problem to make mistakes as long as we learn from them</td>
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<tr>
<td><strong>Comfortable environment</strong></td>
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<tr>
<td>26.</td>
<td>Make sure that food, lodging, travel arrangements, etc. are well taken care of</td>
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</tbody>
</table>
**Different roles, different “hats”**

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

<table>
<thead>
<tr>
<th>facilitator</th>
<th>organizer</th>
<th>lecturer</th>
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<tbody>
<tr>
<td>listener</td>
<td>teacher</td>
<td>coordinator</td>
</tr>
<tr>
<td>Energizer</td>
<td>Time keeper</td>
<td>delegator</td>
</tr>
<tr>
<td>interpreter</td>
<td></td>
<td>observer</td>
</tr>
<tr>
<td>Role model</td>
<td></td>
<td>entertainer</td>
</tr>
<tr>
<td>learner</td>
<td>designer</td>
<td>manipulator</td>
</tr>
<tr>
<td>negotiator</td>
<td>moderator</td>
<td>instructor</td>
</tr>
<tr>
<td>moderator</td>
<td>leader</td>
<td>motivator</td>
</tr>
</tbody>
</table>

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

In any case, the trainer should develop a sincere and genuine devotion to create learning opportunities for the participants, which help them to improve their professional and personal performance.
1.4 Effective training

1. Training Need Assessment

Don’t say anything… … until you have found out what the Participants need to know.

2. Selection of appropriate training approaches & methods

Use only proper ways to convey your message… … otherwise you may run into opposition.

3. Active participation

Encourage reflection On own experiences … ask questions instead of answering them… … and challenge fixed opinions.

4. Action Planning

Commit both to follow-up!
1.4.1 Experiential learning cycle

People learn from experience. This model was expounded by David Kolb, a development psychologist, and has since widely recognized in many of the standard texts about training and learning. Kolb developed a way of looking at adult learning as an ‘experiential process’. Learning in this process is seen as a four-stage cycle: concrete experience, reflective observation, abstract conceptualisation, and active experimentation:

One of the principles in adult learning is self-responsibility. When looking at the experiential learning cycle, this would include four requirements for a learner in order to achieve most effective training results:

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

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

What are learning styles?

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

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

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

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

**Theorist**
- strength in creating theoretical models
- probing methodologies and assumptions
- not much concerned in practical use of theories
Two comments have to be made on this generalization of learning styles. Although everybody has an overall preferred learning style, the choice in a specific situation might be different depending on the task and the topic. For example somebody can prefer the trial and error approach while learning a computer program, while she/he feels more comfortable to work from own experiences during training on presentation skills. Second, almost all of us have been formed by many years of education using the instruction approach.

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

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

In every training course the trainees will represent a mixture of all these different learning styles. As a trainer it is important to use all 4 learning approaches during the training. If you do not conscious vary these approaches the chances are big that you will emphasis your own preferred style of learning.

- How to use this knowledge of learning styles during designing a course?

⇒ Vary training approaches and methods during designing your training course, accommodating all learning styles
⇒ Try to design the same session using different approaches to encourage yourself to think more creatively
⇒ Try to walk through all 4 phases of the learning cycle for each new topic.

- How to choose teaching methods knowing to different learning styles

<table>
<thead>
<tr>
<th>Activist</th>
<th>Reflector</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learns best by doing using methods like group discussion projects role play simulation</td>
<td>Learns best in situation where can observer or reflector: brainstorm on own experiences reflecting on a simulation or role play</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pragmatist</th>
<th>Theorist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learns best from specific examples and own involvement such as exercises</td>
<td>Learns best by self-study such as home work analyzing case studies</td>
</tr>
</tbody>
</table>
1.5 Basics about facilitation

1.5.1 What is facilitation?

Facilitation is a way of guiding discussions; field experiments or training that improves the learning effect within the group. It is based on the principle that adults learn best from own experiences and from discussing about their experiences. Technical knowledge is offered by the facilitator according to the demand of the farmers and discussed in a participatory way.

Mostly, the group is to draw conclusions or to agree about next steps. Especially in this step, the facilitator should leave the full stake to the group and not impose own ideas.

Facilitation skills are among the most important requirements for field staff working with farmer groups. Therefore, the two pages on facilitation should form the base for any training course on participatory methodologies like Village Development Planning (VDP), Participatory Agricultural Extension Methodology (PAEM), or Community Forestry.

1.5.2 The key competencies of a good facilitator

1. Group moderation

This is the most frequent task of a facilitator to guide a group to exchange ideas and experiences in order to come up with joint results, conclusions, or work plans.

Good facilitation requires to pay attention to group dynamics, and to integrate the weaker group members, mostly women or poor people.

2. Communication

Group moderation builds upon personal communication skills. Among them, asking proper questions and listen actively are the most important ones.

3. Technical knowledge

Additional to farmers’ experiences and knowledge, the facilitator should contribute specific technical knowledge – however, not imposing but offering and proposing solutions; not in a top-down but in a participatory way, respecting farmers’ interests and demands.

4. Personal attitude

An authentic and positive attitude towards the farmers is the most important base for good facilitation. A person who thinks that farmers are lacking education and do not understand can never be a good facilitator.
## 1.5.3 How to do facilitation

### 1. Group moderation

**Moderate the group discussion**
- Clarify with the group what is the task or objective.
- Pick up the contributions from the group and help structuring different ideas.
- Invite also weaker group members, especially women, to give their ideas, and encourage the group to consider them seriously.
- Mediate conflicting positions.
- Guide participatory decision making.
- Use different methods for visualization, e.g. small cards, pictures, A0 paper, black board, 3-D models etc.
- Help the group to define conclusions and/or action plans.

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### 2. Communication

**Ask questions and listen actively**
- Ask questions for getting information, clarifying situations and opinions, encouraging people’s participation, managing group processes, or help people to raise awareness, or enhance learning processes.
- Use questions to foster analytical thinking: Strong points? Weak points? So, what is the conclusion?
- Listen actively.
- Give feedback, and invite participants to give feedback.

### 3. Technical knowledge

**Contribute technical knowledge**
- Figure out what technical knowledge is demanded by the farmers.
- Make examples or practical demonstrations.
- Ask for the local knowledge and how it might be integrated.
- Prepare easy understandable handouts.
- Do not impose your ideas, but offer your knowledge as a contribution to a learning process. Discuss with the farmers in which way they might apply the technical know how.

### 4. Personal attitude

**Convey empathy**
- Show your full respect to the people.
- Listen actively to the people’s experiences and needs.
- Try attentively to understand their view points, feelings, and situation.
- Give positive and helpful feedback.
- Be respectful and interested in their local experiences.
- Build up mutual understanding and trust, and encourage participants to respect mutual comments, especially of weaker group members and women. This is the most important base for good facilitation.
2 Designing and preparing training

2.1 Training needs assessment

What is a Training Need Assessment?
Training can be understood as the stage between the current and expected competency, i.e. the overall training goal. In the training need assessment, therefore, two points have to be clarified: (1) the overall training objectives and (2) the current competency of the target groups.

Training Need Assessment (TNA) is a process, during which you try to get a feeling in knowing the participants and their competency even before the training begins. This process is not a blueprint. Depending on the available budget, time, scope and purpose of the training different approaches can be followed.

The TNA framework helps you:
⇒ to be systematic so to avoid overlooking important aspects
⇒ to realize which short cuts are made and
⇒ On which assumptions you build your training.

Why bother?
The TNA gives the trainer foreknowledge, which (s)he will need to:
⇒ decide whether a training is the right solution for the problem
⇒ develop an appropriate training strategy to fill the training needs
⇒ design an effective learner-centered training that builds on the experiences and knowledge of the participants
⇒ prioritize and select the topics to be discussed not based on the trainers’ preferences but the participants’ needs
⇒ select appropriate methods and learning approaches based on the characteristics of the participants.

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

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

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

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

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

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

3 **Learner Needs**
This considers the individual’s or group’s competency to carry out specific duties which (s)he has to perform to be effective and efficient in her or his job. Projecting future needs of the learner such as introduction of new policies in forest management is part of looking at the learners’ needs.

To be comprehensive the needs assessments should covers all 3 aspects. However till which extent and how this is done all this depends on your available resources.
2.2 Training goals and learning objectives

- **What is a training goal**
  A training goal is a more generally formulated overall goal of a training event. Effective training is organized according to needs, e.g. the need to improve the technical knowledge of commune extension worker, or the need to increase the management capacities of public servants. The formulation of the training goal in such cases is directly derived from the training need. Normally, the training goals comprise only few sentences.

  In many cases, the trainer does not even have to formulate the training goals as they are defined by higher level (the funding agency). If properly done, the training goals – and even the learning objectives – are based on a training needs assessment. Yet, how to do training needs assessment is subject to advanced ToT only.

- **What are learning objectives?**
  In contrast, learning objectives are crucial to be carefully formulated by the trainer. Learning objectives are much more precise and go into more details than the training goals. A learning objective is a description of the performance, which the learners (participants) should be able to achieve after a training course or an individual session. It can comprise knowledge, skills and attitudes. Such an objective describes the intended outcome of the session, rather than the process of the session itself.

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

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

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

- **How are specific learning objectives formulated?**
  A useful learning objective answers three questions:

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

- **Learning objectives must be formulated in the following form**

  “After the training / session the participants will be able to…”
### Ideas of verbs to be used in knowledge, skills and attitude learning objectives

<table>
<thead>
<tr>
<th>Verbs for knowledge</th>
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</thead>
<tbody>
<tr>
<td>apply</td>
<td>define</td>
<td>examine</td>
<td>qualify</td>
</tr>
<tr>
<td>Argue</td>
<td>demonstrate</td>
<td>explain</td>
<td>rate</td>
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<td>assign</td>
<td>design</td>
<td>identify</td>
<td>recall</td>
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<td>average</td>
<td>diagnose</td>
<td>illustrate</td>
<td>repeat</td>
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<td>Respond</td>
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<td>conclude</td>
<td>distinguish</td>
<td>list</td>
<td>state</td>
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<tr>
<td>contrast</td>
<td>estimate</td>
<td>name</td>
<td>summarize</td>
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<tr>
<td>decide</td>
<td>evaluate</td>
<td>prepare</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbs for skills</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Adjust</td>
<td>coordinate</td>
<td>maintain</td>
<td>read</td>
</tr>
<tr>
<td>administer</td>
<td>communicate</td>
<td>measure</td>
<td>reduce</td>
</tr>
<tr>
<td>approach</td>
<td>cover</td>
<td>mold</td>
<td>remove</td>
</tr>
<tr>
<td>assemble</td>
<td>demonstrate</td>
<td>motivate</td>
<td>Resolve</td>
</tr>
<tr>
<td>build</td>
<td>develop</td>
<td>move</td>
<td>Select</td>
</tr>
<tr>
<td>can</td>
<td>Display</td>
<td>operate</td>
<td>Set up</td>
</tr>
<tr>
<td>Change</td>
<td>find</td>
<td>Organize</td>
<td>stop</td>
</tr>
<tr>
<td>collect</td>
<td>guide</td>
<td>perform</td>
<td>type</td>
</tr>
<tr>
<td>connect</td>
<td>handle</td>
<td>prepare</td>
<td>transplant</td>
</tr>
<tr>
<td>construct</td>
<td>list</td>
<td>process</td>
<td>use</td>
</tr>
<tr>
<td>control</td>
<td>manage</td>
<td>produce</td>
<td>write</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbs for attitude</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Accept</td>
<td>Conform</td>
<td>Initiate</td>
<td>Promote</td>
</tr>
<tr>
<td>Advocate</td>
<td>Convey empathy</td>
<td>Integrate</td>
<td>Protest</td>
</tr>
<tr>
<td>Agree</td>
<td>Cooperate</td>
<td>Join</td>
<td>Pursue</td>
</tr>
<tr>
<td>Approve</td>
<td>Criticize</td>
<td>Judge</td>
<td>Question</td>
</tr>
<tr>
<td>Attempt</td>
<td>Debate</td>
<td>Justify</td>
<td>Recommend</td>
</tr>
<tr>
<td>Attend</td>
<td>Decide</td>
<td>Motivate</td>
<td>Request</td>
</tr>
<tr>
<td>Avoid</td>
<td>Defend</td>
<td>Mediate</td>
<td>Resist</td>
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<tr>
<td>Balance</td>
<td>Devote</td>
<td>Object</td>
<td>Respect</td>
</tr>
<tr>
<td>Challenge</td>
<td>Dispute</td>
<td>Observe</td>
<td>Seek</td>
</tr>
<tr>
<td>Choose</td>
<td>Follow</td>
<td>Persist</td>
<td>Share</td>
</tr>
<tr>
<td>Comply</td>
<td>Influence</td>
<td>Praise</td>
<td>Support</td>
</tr>
</tbody>
</table>

### Example: After the training course, the participants are able to…

- List at least 7 principles of adult learning and explain their meaning
- Use properly the training logbook for self directed learning
- Discuss challenges in agricultural extension and participatory approaches
- Use properly the field guide and accurately record monitoring results into the monitoring book
- Summarize the four areas of facilitation competencies described in the ToT book
- Apply the facilitation competencies when working with farmer groups
### 2.3 Training agenda

After defining the learning objectives the training agenda has to be designed. The issues that require careful planning are: (1) allocate the appropriate time for each session; (2) put clear learning objectives for each session; (3) select a suitable participatory training method; (4) be clear what you must prepare in advance! **Remember: The preparation of the sessions including session plans is extremely important!**

Here is an example:

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic of the session</th>
<th>Learning objective (after the session, participants are able to...)</th>
<th>Training method (participatory!)</th>
<th>Material to prepare in advance</th>
<th>Responsible / Comments</th>
</tr>
</thead>
</table>
|      | **Adult learning principles** | ● List at least 7 principles of adult learning and explain their meaning  
● Discuss the roles and responsibilities of the trainer | Lively lecture | Hand out "adult learning principles" |                        |
|      | **Own training facilitation skills** | ● Use properly the training logbook for self directed learning  
● Link adult learning principles to facilitation competencies which are required when working with groups  
● Make a self-evaluation of the own training facilitation competencies | Working in pair  
Presentation and discussion in plenary  
Individual work (self evaluation) | Session plan  
Training logbook  
A0 paper + marker |                        |
|      | **Facilitation in participatory agricultural extension (1)** | ● Discuss challenges in agricultural extension and participatory approaches  
● Summarize the four areas of facilitation competencies described in the ToT book  
● Reflect the performance of extension workers and give constructive feedback | Wrap up discussion on farmers participation in extension and the importance of facilitation  
Evaluation of Video clips from real extension situations in the field | Session plan  
PAEM Field guide (for participatory agricultural extension)  
Video clips taken during real extension situations in the field |                        |
|      | **Facilitation in participatory agricultural extension (2)** | ● Apply the facilitation competencies when working with farmer groups | Role play | Session plan  
Roles for different players printed on small cards  
Flip chart with evaluation criteria |                        |
2.4 Session plans and session material

- **What is a session plan?**
  A session is a part of a training course that is conducted in order to achieve one (or more learning objectives). A training session plan is a detailed instruction on how to conduct such a session, comprising information about the required time, necessary training aids, and the steps for performing the session like introduction, some practical exercises, followed by a group discussion, and then reflection.

  Short sessions may take half an hour to one hour. Longer sessions can even take more than a day. In most cases however, training sessions take 2 to 3 hours. The purpose of a session is to achieve one or more learning objectives.

- **Why bother?**
  As you will soon realize, it is a real effort to write (good) session plans, Therefore it is important to realize that your session plans are the building blocks of your training. If you only lecture you don’t need session plans, transparencies are enough. However, if you want to run participatory training events you really need them because the preparation and implementation becomes much more complex. Session plans help you to:
  - check whether the session follows a logical flow
  - check time feasibility
  - avoid you forgetting anything to do with preparation
  - avoid you forgetting anything to do or say during the session
  - share your session with other trainers or resource people
  - get feedback
  - improve your session
  - document your training
  - etc.

- **What to write?**
  A session plan can contain many elements. What follows are the most essential ones.
  - Objectives
  - Timing
  - Materials
  - Activities or steps
  - Visual aids, exercise sheets and handouts
  - Comments

- **What is session material?**
  When conducting a session following a good session plan, you normally need certain training aids like an A0 poster that you prepared already in advance, or the instruction of characters for a role game, or technical hand outs, or monitoring sheet as working material. All this material has to be prepared in advance, additionally to the session plan.

  Session material comprises session plan (one page) and all visual aids, exercise sheets, etc necessary to run the session.

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

### OBJECTIVES

At the end of the session the participants are able to...

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

### TIME

... hours ... minutes

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

### MATERIALS

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

### STEPS

Simple instructions, guidelines, questions and exercises can be described here. It should also contain answers and detailed information on questions or subjects that are likely to come up during the training.

Instructions should also be included on how to use the other material presented, such as visual aids and exercise sheets.

| Visual aids, exercise sheets and handouts | Any material needed to run the session, such as transparencies for presentations, worksheets for exercises, case studies and handouts should be included. |
| Tips for the trainer                    | Any comments about the application, possible impact, risks, warnings, or ideas for variations can be included here. |
Quality check of a training session plan

It is not easy to write a good training session plan, and normally it requires a lot of practical training experiences. You can check the quality of a training session plan by going through the following guiding questions:

Is it logical and consistent?
- Are the learning objectives properly formulated and feasible within the available time?
- Do the topics/contents cover what is mentioned in the learning objectives?
- Are the selected methods suitable for meeting the objectives mentioned in terms of knowledge, skills and attitudes?
- Selection of topics: quality versus quantity

Is it learner friendly?

Does it follow the training - learning principles:

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

Is it trainer friendly?

- Is the layout attractive?
- Is it easy to read?
- Are the procedures clear?
- Does it give all the required information to conduct the session?
- Is it flexible?
- Can it be easily adapted?
- Can it be re-used?
- Can it be revised?
- Does it allow for trainer initiative?
- Does it give hints and warnings for facilitation?
- Can it be used with different participant groups?
- Is it suitable for different sized groups?
- Is it economically viable?
- Could the session be conducted by another trainer without extra explanation?

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

■ Need for variety of training methods
People have their own style of learning. Some people prefer to listen and analyze, others
learn more through observation or experience and practice. To support all these different
learning styles we, as trainers, have to use a variety of training methods. Also each training
method can provide different learning purposes: awareness, knowledge, understanding, skill,
attitude or behavior change.

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

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

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

■ Hints for selection of training methods
Keep the following in mind while you select a training method

✓ What are the learning objectives?
  Learning objectives can relate to raising awareness, understanding, mastering skills, and
  changing attitudes...

  Changing attitudes is a challenge for trainers as they often change very slowly and rather
  uncertainly. Changed attitudes can be observed more in the way things are done than
  from what is said. They tend to come mostly from group interaction with peers.

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

✓ What is the participant's profile?
  What is their age, sex, educational and social backgrounds? How are they used to
  learning? Have they participated in training programs before? What is your own
  experience? What are your strong & weak points?

  As a trainer, you will have to feel comfortable using the training method.

✓ What is the practical situation like?
  You will have to check such things as available time, materials, resources, facilities, and
  venues...
## Introduction to some teaching methods

<table>
<thead>
<tr>
<th>Methods</th>
<th>Features</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lecture</td>
<td>To disseminate the knowledge</td>
<td>A high number of participants can join</td>
<td>Only one-way information. Participants cannot listen attentively for a long time. Lack the participation of the trainees</td>
</tr>
<tr>
<td>2. Workshop</td>
<td>To involve participants into discussion about some issues</td>
<td>Participants can together exchange information</td>
<td>Costly</td>
</tr>
<tr>
<td>3. Seminar)</td>
<td>To disseminate the knowledge in an unofficial way rather than to lecture</td>
<td>In-dept information</td>
<td>One–way information</td>
</tr>
<tr>
<td>4. Role play</td>
<td>To be used to applying in training courses for descriptions of some issues</td>
<td>No need materials and be lively. It is easy for participants join the real situations</td>
<td>Be careful with the target group as high-ranking staff. Time costly</td>
</tr>
<tr>
<td>5. Brainstorming</td>
<td>To speak out any sudden ideas</td>
<td>Many different ideas are collected for a short time</td>
<td>Many ideas without accuracy</td>
</tr>
<tr>
<td>6. Field trip</td>
<td>To be used to applying for long-term training courses. After the field trips, participants have to briefly report what they observed in the field. Participants need to know the target of the field trip.</td>
<td>How lively it is! Participants can access the real situations</td>
<td>Preparations in advance are necessary</td>
</tr>
<tr>
<td>7. Group discussion</td>
<td>To work with a 10 member group at maximum to exchange and discuss as well as come into conclusion to some issues</td>
<td>Discussions are led to many directions and in a various way. Thus, many participants have chances to raise their own ideas</td>
<td>Time-costly</td>
</tr>
<tr>
<td>8. Case study</td>
<td>To work in groups to analyse some cases. This is one of the most effective methods for gender related training courses.</td>
<td>Participants have a chance to integrate the learnt theory into analysing the real situation. This also reflects the practical experiences of the learners.</td>
<td>Participants may be attracted by the inaccuracy of the different examples.</td>
</tr>
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<td></td>
</tr>
<tr>
<td><strong>9. Master card</strong></td>
<td>Small cards are distributed to the trainees to get their ideas on some issues.</td>
<td>Be lively! The different ideas can be collected.</td>
<td></td>
</tr>
<tr>
<td><strong>10. Video clips</strong></td>
<td>To use pictures as a case study. The trainers need to select the clips carefully.</td>
<td>To change the training environment and to be interesting with the suitable contents.</td>
<td></td>
</tr>
<tr>
<td><strong>11. Illustration</strong></td>
<td>To use the illustrated pictures for the lecture. It is necessary to have the explanations from the trainers to avoid the misunderstandings.</td>
<td>To become effective for the technical issues. It is difficult for the training course focussing on lecture and policies.</td>
<td></td>
</tr>
</tbody>
</table>
Lively lecture

- **The problem of lecturing**

The lecture continues to be the most popular training method because it provides the instructor and the learners with consistency of presented content and efficiency in time spent on the content. However, as we know from adult learning principles, we remember only to a limited extent what we hear. We learn much better by doing or by reflecting and exchanging our experiences. Lecturing normally ignores this principle completely. Lectures also generally lack an important requirement for effective learning: two-way communication.

- **How to have lively lecture?**

So what can you do to make your lectures more lively?

a) limit your content to not few mayor points, rather than speaking about too many different issues
b) outline your agenda, e.g. by writing the headlines on A0 paper
c) provide summaries every so often, or better ask participants whether they can summarize and repeat the main points
d) use a variety of visual aids to support your points and keep their attention
e) use questioning for encouraging participants to comment on the topic, or contribute with their own experiences with respect to the topic, or to stimulate discussions among the audience about controversial issues.
f) use handouts constructively
g) mix activities to keep participants involved
h) structure materials in a logical way for understanding: general to specific, simple to complex, familiar to unfamiliar (and then reverse it for fun)
i) clearly state how and when questions will be handled

- **Reminder for keeping the participants attention and discipline**

- speak to their boss about the importance of this program
- speak to participants about why they are in the training session
- always start on time!! every time!!
- follow group norms
- stick to the agenda and times
- monitor group energy and interest
- close the session with a high point
- find ways to assure that attendee needs are being met
- plan for involvement and interaction
3 Conducting training

3.1 Start up

- **Prepare well your session material beforehand**!

Keep your training agenda and training session material well prepared before you step in front of the group! (Detailed instructions you got in chapter 2). This is crucial for conducting the training in a sovereign and relaxed way. Especially in the opening when participants feel more insecure the trainer should avoid the impression that he is not well prepared.

Reminder what you have to have at hand:

1. **Training agenda with learning objectives**
2. **Session plans and session material (overhead transparencies, A0 posters, role descriptions for participants in case you want to make a role play, etc.**
3. **Enough photo copies of hand outs for the participants**

Training agenda and session material is best to keep in one folder to keep the order. The handouts are normally too many for putting into a folder. But still, make sure you maintain the overview of the order in which you want to hand them out.

- **Prepare the training room beforehand!**

If any possible, be in the training room one hour before the course starts. Make yourself familiar with the room, the equipment, and check the sitting order (circle of chairs instead of bank rows).

Even if it is someone else’s task to prepare the room, it is you who will be affected if you notice during the session only that e.g. the overhead projector is not working, or that there are no whiteboard markers etc.

- **Opening of the course – mostly standards**

The opening of a training course will influence a lot on the further enrolment of the whole course. So try to make good atmosphere. Fortunately, the opening of a course can in most cases follow some standard steps, which you can practice for gaining sufficient confidence.

1. Opening speech by the organizer
2. Opening speech and introduction to the training course (with general training goal) by the trainer
3. Introduction of the participants – a good chance for a small game or a ice breaker
4. Presentation of the learning objectives and course agenda by the trainer
5. Clarifying expectations of the participants and refining objectives and agenda
6. Setting group norms
7. Starting the first session – avoid lecturing here; instead start with an interactive method

- **Tip: Start with a game – You will be more successful when trainees have fun!**
3.2 Training in facilitation skills

3.2.1 Questioning

- Why ask questions as a trainer?

There are tested skills that can help a trainer conduct more effective training sessions. First, be a good listener. Next, become skilled in the art of using the right questions in the right way at the right time.

There are several ways you can do this. You can – if you feel you have all the answers and want to impress everyone with your knowledge – simply give ‘the answer’. Or you can seek participation and give participants the opportunity to reflect, think, discover and learn by themselves.

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain participants’ involvement</td>
<td><em>How do you feel about…?</em></td>
</tr>
<tr>
<td>Get a feeling for the participants’ thoughts, ideas or opinions.</td>
<td><em>What is your idea about…?</em> <em>What do you think?</em></td>
</tr>
<tr>
<td>Involve non-participative people.</td>
<td><em>Lisa, what do you think?</em></td>
</tr>
<tr>
<td>Recognize key-contributors.</td>
<td><em>Thuba, that’s an interesting idea. Tell us more about it.</em></td>
</tr>
<tr>
<td>Manage classroom time.</td>
<td><em>OK, we’ve spent quite a bit of time on that question. How do you feel about moving on?</em></td>
</tr>
<tr>
<td>Gain understanding by exploring both sides of an issue.</td>
<td><em>That is one way of looking at it. Let’s look at the other side. What would happen if you…?</em></td>
</tr>
</tbody>
</table>
### 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>
</tr>
</thead>
</table>
| General       | Stimulates thinking by everybody.  
Useful for starting a discussion.  
Trend setting. | Question is not directed at anyone in particular, therefore it may not be answered. A wrong question can misdirect the process. Unless sufficient time is allowed for thinking, it may not work. |
| Direct        | Good chance that it will be answered.  
Useful for involving silent or shy participants.  
Can break the monopoly of discussion by more vocal trainees.  
Can tap specific resource person in the group, e.g. forester, gender specialist.  
Can be used to refer to a point that was lost due to irrelevant comments by others. | It can embarrass an unprepared participant. More effective if followed by a general question to put the focus back to the group as a whole. |
| Open-ended    | To get concrete feedback or information.  
It will make participants think.  
Quality of the discussion will improve as new details are discovered,  
Good for analyzing problem situations *(Why did this happen? What needs to change?)*. | Such questions are more difficult to answer.  
Questions starting with why may be perceived as threatening.  
If a trainer cannot build on the responses, usefulness is reduced. |
| Factual       | To clarify factual “fogginess”.  
To steer away from assumptions or generalizations.  
Valuable in initial stages of discussion. | A few participants who know the facts may monopolize discussion. |
| Re-directed   | Ensures that the answers lie with the participants.  
Can provoke lively exchanges among trainees. | May give the impression that the trainer is not knowledgeable. Can be perceived as an avoiding tactic. |
| Leading       | Useful in redirecting a discussion that has gone off track.  
Helpful in facilitating control and taking charge. | Can be manipulative.  
Good points can be lost due to the trainer’s anxiety to maintain control. |
3.2.2 Active listening

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

- **Listening barriers**

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

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

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

  **Glassy-eyed listening**
  Sometimes listeners look at people intently, and seem to be listening although their minds may be on other things and they may drop back into the comfort of their own thoughts. They become glassy-eyed, and often a dreamy or absent-minded expression appears their faces. If we notice many participants looking glassy-eyed in sessions, we have to find an appropriate moment to suggest a break or change in pace.
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 favourite ideas, prejudices, and points of view overturned, and many do not like to have their opinions challenged. So, when a speaker says something that clashes either with what they think or believe, they may unconsciously stop listening or even become defensive. Even if this is done consciously, it is better to listen and find out what the speaker thinks, and understand all sides of the issue, so that the job of understanding and responding constructively can be done later.

Do’s and Don’ts of Listening

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:
- rush the speaker
- argue
- interrupt
- pass judgement too quickly
- give advice unless it is requested by the other person
- jump to conclusions
- let the speaker’s emotions affect your own too directly
3.2.3 Observation of group dynamics

What is observing?
Observing is the ability to:
- see what is happening without judging
- understand non-verbal clues
- monitor the group processes objectively.

Why bother?
Within a 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. Non verbal communication can convey strong messages. Good observation will help you to:
- assess feelings
- monitor group dynamics
- and monitor equal participation.
Therefore it is very important as a facilitator 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 looks at who when talking?
- What style of communication is used (statements, questions, gestures)
- Who sits beside whom?
- Is this always like this?
- Who avoids whom?
- What is the general level of energy?
- What is the overall level of interest?
- Etc.

Tips when Using Your Observation skills
- Never assume based on your own interpretation of members body language; check with the group member directly or indirectly
- Respond to low energy levels when you see that the group has dropped
- Find ways to help the group verbalize how they are feeling if you observe that the process in the group is not smooth (feedback, go around etc)
3.2.4 Group dynamics

- **What is group dynamics**
  Group dynamics is how the trainees (and trainers) interact and communicate with one another and what their roles are (e.g., a head of the group, monitors, etc.).

- **How is it important?**
  Group dynamics highly influence the training quality. In case there is a shortage of close relationship among trainees and trainers, it is impossible to create a confident and relaxed learning environment. Consequently, the trainees feel reluctant to the training courses. The courses will be successful if the trainers can encourage the trainees, create a mutual trust and convey the sympathy.

- **Tips**
  Creating a happy and excited learning environment is an important element for a successful training course. During the sessions, the training-related games should be organized. Also, the coffee break and the mutual environment should be paid attention to.

It is necessary to arrange the seats for all the trainees in the class to ensure the group dynamics. The below-mentioned illustration is a traditional/classical training that gives a one-way lecture from the trainers to the trainees. The trainees cannot exchange and interact with one another. According to the adult learning principles in the modern training courses, it is more advantageous to arrange all the seats in a circle. Such arrangement gives a chance for the trainees and trainers to communicate better.
3.2.5 Working with opposites

Working with groups is seldomly easy. From the models and structures outlined already, it is obvious many things can go wrong! There is plenty for the trainer or group worker to keep an eye on. Usually, it is not possible to do all these things simultaneously.

Working with a group is a constant process of making adjustments and changes as you go along – not sticking rigidly to a plan formulate in advance, particularly when that plan isn’t working with the group.

Philosophers in ancient China explored the idea of *yin* and *yang*. *Yin* and *yang* represent the two halves of any dynamic interaction. The two are inseparable – one cannot occur without the other. Common examples of *yin* and *yang* are positive and negative, passive and active, female and male, dark and light.

This idea of interdependent halves can be applied to work with groups, particularly where problems or difficulties are occurring. The task & process model is one application of the concept. If the group has trouble with its task, work on process for awhile – and vise versa.

The ability to change focus and from another perspective is a critical skill for the trainers or group worker. It is most useful in dealing with problems and resistance that occur in the group. When combined with observational techniques the list below can help you decide what to do if things are not working: Try the opposite!

<table>
<thead>
<tr>
<th>Task</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with the whole group</td>
<td>Divide into small group</td>
</tr>
<tr>
<td>Leader control</td>
<td>Participant control</td>
</tr>
<tr>
<td>Active exercise</td>
<td>passive exercise</td>
</tr>
<tr>
<td>Lecture</td>
<td>Activities</td>
</tr>
<tr>
<td>Stand</td>
<td>Sit</td>
</tr>
<tr>
<td>Talk</td>
<td>Draw</td>
</tr>
<tr>
<td>Sit in a round</td>
<td>Sit in row</td>
</tr>
<tr>
<td>Be directive</td>
<td>Be nondirective</td>
</tr>
<tr>
<td>Keep working</td>
<td>Take a break</td>
</tr>
<tr>
<td>Speak</td>
<td>Remain silent</td>
</tr>
<tr>
<td>Take part</td>
<td>Observe</td>
</tr>
</tbody>
</table>
3.2.6 Using training aids

Flip charts and transparencies

**Transparency**

<table>
<thead>
<tr>
<th>advantages</th>
<th>disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• facilitator is able to face audience all the time</td>
<td>• depends on electricity</td>
</tr>
<tr>
<td>• focuses readers' attention</td>
<td>• equipment is vulnerable</td>
</tr>
<tr>
<td>• light makes it easy to read</td>
<td>• light bulb may burn out</td>
</tr>
<tr>
<td>• can enlarge up to required size depending on audience</td>
<td>• light being switched on and off can strain the eyes</td>
</tr>
<tr>
<td>• sequence easily changed</td>
<td>• needs a room which can dim the light from outside</td>
</tr>
<tr>
<td>• possible to use overlay to build up your story</td>
<td></td>
</tr>
<tr>
<td>• easily photocopied as handout</td>
<td></td>
</tr>
<tr>
<td>• hand written or high tech computer prepared</td>
<td></td>
</tr>
</tbody>
</table>

**tips**

- never copy from a book directly without enlarging
- use 6 words per line
- use less 6 lines per page
- use lay-out rules
- use special effect: overlays to build up your story, cut outs, and photographs to liven up your story
- use only keywords, not everything you have to say should be shown
- show only what you are talking about
- switch off the lamp, carry an extra light bulb
- do not wave with your hands or stand in the way of the light
- face the audience all the time
- indicate where you are on the transparency
- check overheads and equipment, set-up before you start
## Flipchart

<table>
<thead>
<tr>
<th>advantages</th>
<th>disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>easy to sequence as they flip over</td>
<td>not readable for big groups</td>
</tr>
<tr>
<td>all graphics and colors possible</td>
<td>needs preparation and skill to flip and write</td>
</tr>
<tr>
<td>develops a record of all past work</td>
<td>headache to type them up for documentation of the course</td>
</tr>
<tr>
<td>can serve as framework for brainstorm, writing initial questions for trainees to fill in the answers</td>
<td>needs lot of space during storage</td>
</tr>
<tr>
<td>possible to be prepared in advance</td>
<td>participatory training uses lots of flipcharts. More paperless trees...</td>
</tr>
<tr>
<td>after using can be easily reviewed and displayed</td>
<td>easily damaged during transport</td>
</tr>
<tr>
<td>cheap</td>
<td></td>
</tr>
<tr>
<td>mistakes easily repaired</td>
<td></td>
</tr>
<tr>
<td>does not require electricity</td>
<td></td>
</tr>
</tbody>
</table>

## Tips

- equipment: sturdy easel, good tape, flat pens
- colors: working red/green/black alternate, organize, highlight
- recording: abbreviate & condense block letters
  - 8-12 lines, table height
  - index abbreviations
- position; talk to audience don’t block the view, walk around to check your own making
- prepare sheets: difficult charts, models etc.
  - reveal poster at time needed
- paste and display posters with overviews or framework for easy reference at all times
- roll them up for transport
- use white tape to mask mistakes
- prepare flipcharts as a second option in case electricity not available
3.3 Feedback

3.3.1 What is feedback

Feedback is a way of helping another person to understand the impact of her or his behaviour on others. Feedback helps a person to keep her/his behaviour “on target” and thus improve her/his performance.

Personal feedback gives information about behaviour and performance. Feedback can be exchanged frequently in a training situation, from trainer to participants, vice versa or between participants.

- How does feedback work?

Getting familiar with JOHARI’s-Window will help to understand the effect of feedback.

Look at the following picture. It has the shape of a window with four frames. It is called JOHARI’s window after the people who worked it out. The window is a model that shows how communication works and helps us to understand how we can grow in self-knowledge and how we can build deeper trust in teams and communities by sharing feedback.

- The Johari Window
The window represents the self- the whole person. The four frames of the window can be described as follows:

**Open**  
The part of yourself which is known to you and others. It is the area of mutual sharing.

**Hidden**  
That part of yourself which is known to you, but not shared with others. Sometimes more sharing can clear the air, build trust and make teamwork easier.

**Blind**  
That part of you which is known to others, but unknown to you. The tone of your voice, or a talent of which you are not aware, may all be in this area.

**Unknown**  
That part of yourself that is unknown to yourself and others. Here are talents and abilities which you do not yet know you have and others have never seen. But they are part of you and may one-day come to the surface.

**Feedback**  
Is one way by which others open up the blind area within yourself by letting you know what they see in you which you do not see yourself.

**Sharing**  
Is one way of opening yourself more to others.

**Revelation**  
Is an experience whereby the mysterious area within yourself is suddenly revealed. Revelation comes spontaneously; it can not be planned.

In other words, the way we see ourselves is partly a result of what we have been told by others; how they see us. Sometimes it is even the other way around: the way we feel or behave can depend on what we think others see in us. For example:

“I did not understand what the teacher told us, but if I ask her to explain it to me again, she will think that I am very stupid. So I better keep quiet.”

In many cases it would be very helpful to hear from the others how they actually see you, and this can be done through feedback.
3.3.2 How is feedback given?

Be clear about what you want to say. After the activity, take a few moments to decide which points you want to make and perhaps those that you want the observers to make. Hesitation during the feedback may give the impression that you do not know what to say, or that there is something you want to hide. Feedback will only be effective when certain criteria are used. Following are some hints for giving constructive feedback.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Bad example</th>
<th>Good example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Well timed</strong></td>
<td>Last week...</td>
<td>When you just...</td>
</tr>
<tr>
<td>don't delay feedback. It carries more weight if given soon after the observation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be specific, not general.</strong></td>
<td>Your are always so talkative!</td>
<td>Just when we were deciding the issue, you talked so much I stopped listening.</td>
</tr>
<tr>
<td><strong>Be descriptive, not judging</strong></td>
<td>You only want to annoy me!</td>
<td>I feel annoyed, because you interrupt me all the time!</td>
</tr>
<tr>
<td><strong>Own the feedback</strong> Feedback is the presentation of your opinion, not anyone else’s.</td>
<td>You did...</td>
<td>In my opinion</td>
</tr>
<tr>
<td></td>
<td>You are...</td>
<td>To me it gave the impression</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I feel, .... because...</td>
</tr>
<tr>
<td><strong>Focus on behavior</strong> not on the person</td>
<td>You are arrogant!</td>
<td>You often lifted your eyebrows, when I was talking. This made it hard for me to keep talking.</td>
</tr>
<tr>
<td><strong>Focus on the positive, Not the negative</strong></td>
<td>You don’t smile enough..</td>
<td>You have a warm smile, you should use it more often, and it makes me feel happy to work with you.</td>
</tr>
<tr>
<td><strong>Seek or offer alternatives.</strong></td>
<td>Do not simply state the criticism.</td>
<td>How could it have been avoided How do you think it might have gone if you had..?</td>
</tr>
</tbody>
</table>

In short try to phrase your feedback as follows:

*When... (naming the specific behavior)...*

*I... (description of your feeling)....*

*Because.... (informing on the effect of the behavior)....*
3.3.3 How should feedback be received?

Feedback tells you how another person sees your actions and gives you the choice of trying to change your behavior. Even if you ‘disagree’ with the feedback, it is important for you to hear it clearly and understand it.

Giving someone feedback is sometimes difficult. If you keep the following in mind, it will make it easier for someone else to give you feedback that you can use.

Concentrate, be observant and listen
You don’t need to do anything with the feedback. Simply look at the person giving you feedback and listen carefully.

Check
Wait until the feedback is given, then paraphrase the major points. So, what your are saying is that...

Clarify
Ask clarifying questions or ask for examples. When and how did I upset you?

Don’t defend
Most of us have difficulty hearing both positive and negative things about ourselves. To cover our discomfort, we defend ourselves with quick responses. Unfortunately, valuable opportunities for self-growth are lost if you defend yourself.

That’s because...
I think that most people...
Yes. But...
You got me wrong...
Who are you to make such comments...

State your limit
If the sender gets carried away, overwhelming you with suggestions, advice, or criticism, you can say that it is enough.
I have heard enough for now, thanks for all the helpful feedback so far.

Consider how the feedback can help you to improve
It might just be that others are right with their feedback and that they can give you helpful comments and advice. Therefore, in any case, consider how the feedback can help you to improve!
3.3.4 A feedback check list

- Was the feedback specific and behavioral? Was there evidence or examples of actual events?
- Was it clear that direct and specific feedback was actually being given, rather than general, ill-defined, impersonal comments?
- Was praise and/or criticism included in the feedback? How strong were these elements? What effect did each have on the receiver?
- Did the receiver check understanding? How?
- What feedback skills did the giver use? How effective were these?
- How well did the receiver appear to accept the feedback? What evidence for this was there?
- Did the receiver appear to encourage feedback? How was this evident?
- Did the feedback provoke defensiveness? What form did this take? How was it dealt with by the giver?
- Were any of the areas of feedback chosen:
  - Areas in which the subject was unwilling to accept feedback?
  - Areas where the subject would be unable to change?
- How honest was the feedback? Were positive emotion issues avoided? If so, could or should they have been included? If so, how?
- Did the receiver appear to use the skills of receiving feedback?
4 Evaluation of Training

■ What is training evaluation
Training evaluation is the analysis to what extent the overall training goals and learning objectives have been met. It is a systematic collection of qualitative and quantitative information necessary to improve the efficiency and effectiveness of training.

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

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

■ What and when to evaluate
Most evaluation exercises measure mainly the satisfaction and enjoyment of the participants. However, evaluation at the end of the training should actually measure the specified learning objectives. In other words the evaluation should measure the change in knowledge, skills and attitude change rather than just satisfaction or enjoyment.

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

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

■ Steps in planning evaluation
1. Decide why to evaluate and for whom
2. Specify what to evaluate; which levels and which components at each level
3. Decide what information to collect from whom; participant, resource people, employers, villagers etc.
4. Select evaluation methods and techniques which fit best your purposes and situation
5. Develop and conduct the evaluation activities.
6. Integrate and analyze the data of the Training Needs Assessment, Daily monitoring, Participants Action Plans, Participants’ Evaluation, and trainers’ feedback and observations, feedback from employers, villagers, etc.
7. Take action based upon results, such as revise training events, develop new events and/or approaches, develop follow-up and support activities needed.
Ideas for unconventional evaluation methods and techniques at the end of the training

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

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

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

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

Evaluation Mural
Using symbols, group members create a mural that represents their collective feelings and thoughts about, for example; the contents of the training, how they feel, the approach used in the training. The mural should answer only one question.

Metaphors to capture learning and/or change
Group or individuals can choose an object (either from the objects provided, drawings of from their own imagination) and use this object as a metaphor to describe some aspect which is evaluated. For example, participants could be asked to choose a plant and describe how their experiences in the training are like that plant. They may speak of it flowering, or they may speak of it withering because insufficient nurturing. The trainer can then ask questions related to what the participants have said.
☑ **Time-line accomplishments**
Time-lines may help to show how learning diminishes or is enhanced (and why) with the passage of time. Individuals can create a time-line which shown significant events, particularly in terms of learning over the time of the training. They may illustrate this time line with symbols. The time line should rise, fall dip, and turn to illustrate change occurring.

☑ **Label parts of self that have changed**
Ask participant to make simple drawing of a person on one or 2 flip charts. Then, label parts of themselves that have changed. For example, perhaps they listen more and would therefore somehow highlight the ears (make them larger, a bright color, etc). Perhaps they have a new understanding or a concept so they would highlight or label the brain and list or say what the change has been.

☑ **Use various forms of creative expression (drawing, music, dance, drama, role play, collage, found objects, (shadow) puppets)**
Ask groups to express their feelings and ideas about a question using culturally acceptable and familiar form of creative expression (the facilitators should decide ahead of time whether the group(s) would be creating a collage, developing and presenting a drama, etc. Possible questions are: how has the training effected you, before and after.

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

**Methods used for daily monitoring** can also be used to complement the evaluation at the end of the training such as; the evaluation wheel, review and rank accomplishment of learning.
## Training evaluation form

The trainees are requested to fill in the form at the end of the training.

Location:                          Date:

1. **Common attitude and interest – What is your opinion and interest and do you like this training course?**

<table>
<thead>
<tr>
<th>Marking</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Very useful</td>
<td></td>
</tr>
<tr>
<td>☐ Useful</td>
<td></td>
</tr>
<tr>
<td>☐ Medium</td>
<td></td>
</tr>
<tr>
<td>☐ No necessity</td>
<td></td>
</tr>
</tbody>
</table>

2. **Useful – Can you learn something useful for your real job? What is the most interesting?**

<table>
<thead>
<tr>
<th>Marking</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Very useful</td>
<td></td>
</tr>
<tr>
<td>☐ Useful</td>
<td></td>
</tr>
<tr>
<td>☐ Medium</td>
<td></td>
</tr>
<tr>
<td>☐ Not useful</td>
<td></td>
</tr>
</tbody>
</table>

3. **Methods – Can you select any training methods?**

<table>
<thead>
<tr>
<th>Marking</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Various and suitable</td>
<td></td>
</tr>
<tr>
<td>☐ Suitable</td>
<td></td>
</tr>
<tr>
<td>☐ Medium</td>
<td></td>
</tr>
</tbody>
</table>

4. **Training materials – What is your opinion about the quality of the training materials?**

<table>
<thead>
<tr>
<th>Marking</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Excellent</td>
<td></td>
</tr>
<tr>
<td>☐ Very good</td>
<td></td>
</tr>
<tr>
<td>☐ Good</td>
<td></td>
</tr>
<tr>
<td>☐ Medium</td>
<td></td>
</tr>
</tbody>
</table>

5. **Training capacities – What is your common impression on the trainers (empathy, enthusiastic, and capacities)?**

<table>
<thead>
<tr>
<th>Name:</th>
<th>☐ Marking</th>
<th>☐ Marking</th>
<th>☐ Marking</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Excellent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Very good</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Good</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Medium</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Not good</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. **Which changes are necessary for the improvement of next training courses?**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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