

PARTICIPATORY TRAINING OF ADULT LEARNERS



4/13/2015

Training of Trainers Workshop Series Final Report

Hosted by the Gender and Development Working Group

Report prepared by Rebecca J. Williams

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WORKSHOP HOSTS AND ORGANIZERS

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Participatory Training of Adult Learners

TRAINING OF TRAINERS WORKSHOP SERIES FINAL REPORT

PROJECT SUMMARY

The Gender and Development Working Group (GDWG) worked in collaboration with the IFAS-Global and UFIC Program Development's Integrating Gender and Nutrition within Agricultural Extension Services (INGENAES) grant in order to create and implement a hands-on and participatory Training of Trainers (TOT) workshop series. The purpose of the workshop series was to help graduate students who are working (or will be working) in conservation and development fields to gain some basic training design and implementation skills. Conservation and development specialists are often asked to train communities, groups, agencies, NGOs, and more on topics that they have expertise in. The hope is that this workshop series would help graduate students take their expertise in their field and translate it into trainings that are relevant to their audiences.

The GDWG prepared and facilitated a series of TOT workshops with a specific focus on the design, development, and implementation of participatory training for adult learners. The workshops used gender and development as the platform for the workshops, though the series was designed to allow participants to transfer the knowledge and skills they learned to their own fields. To accompany the workshops and to provide resources for others, a training-of-trainers manual was created including suggested training schedules, objectives, activities, lecture materials and resources.

Participants interested in attending the workshops were able to choose from a monthly 2-hour workshop series or a single full day workshop, both covering the same materials. The workshops were held on the following dates:

Monthly Workshop Series: January 19, February 16, March 9, and April 6 from 5:30pm-7:30pm

Single-Day Workshop: March 21, 8:30am-5:00pm

Participants who completed either the monthly workshops or the single-day workshop were given a certificate of participation and are listed in Appendix A.

WORKSHOP OBJECTIVES

Session 1 Objectives

Purpose: Session 1 oriented participants to when and why training may be an appropriate response to a development or conservation issue and how to identify what the training needs may be. The workshop focused on a basic needs assessment, key adult learning theories, identifying training issues and needs, learning how and why to create action-oriented and learner-centered learning objectives, and how learning objectives relate to the design of participatory training. The workshop objectives were as follows:

Needs Assessment

1. Conduct a needs assessment for a training issue within a conservation and development context.
2. When given a conservation and development related training issue,
 - a. Identify the key training issue or need, constraints, target and secondary audience, and assumptions.
 - b. Identify overall project goals, objectives, and outcomes.

Learning Cycle - Kolb's

3. Describe Kolb's experiential learning cycle and how it relates to participatory adult learning.

SMART Objectives

4. When given a conservation and development related training issue,
 - a. Brainstorm a list of topics, ideas, content, (etc.) that will need to be addressed to improve situation.
 - b. Categorize brainstormed list into "must know," "nice to know," and "need to know."
 - c. Order the "must know" [and "nice to know" if appropriate] items into a logical sequence.
 - d. Re-write the list of items into sentences that describe what must take place in order to address the item.
 - e. Create measurable and action-oriented (SMART) learning objectives that appropriately measure learning of the topics.

Session 2 Objectives

Purpose: Session 2 will focused on de-constructing participatory training activities to identify how they can be adapted to a particular training issue or need.

Training Design Part 1

1. Given a list of SMART learning objectives for a conservation and development training need/issue,
 - a. Identify participatory training activities that will result in participants learning the KSA's necessary to reach the learning objectives.
 - b. Design participatory training activities that will result in participants learning the KSA's necessary to reach the learning objectives.

- c. Adapt participatory training activities to appropriate learning contexts [age of participants, space and location, electrification or not, literacy versus low or no-literacy, identified constraints, etc.]

Session 3 Objectives

Purpose: Session 3 went into more depth in creating training materials including how to create a training activity for a particular objective or set of objectives, identifying and creating a plan for any constraints to an activity, and creating a timeline and agenda for a workshop.

Training Design – Part 2

1. Given a training activity related to conservation and development,
 - a. Identify the steps necessary to conduct the activity.
 - b. Identify the materials needed to conduct the activity.
 - c. Estimate the time it will take to conduct the activity.
 - d. Identify any potential constraints or issues that may occur during the activity and create a secondary plan (or solve the constraint/issue).

Timelines and Agendas

2. Given a set of learning objective-based training activities for a conservation and development related training need/issue,
 - a. Determine the timeline needed to fully train the participants to meet the learning objectives.
 - b. And given a constrained timeline (2 hours), determine the objectives and activities most important to meeting the training needs.
 - c. Create an agenda complete with introductions, ice breakers, activities, materials needed, and wrap-up/closing.

Session 4 Objectives

Purpose: Workshop 4 will continue facilitation exercises to give participants the opportunity to practice facilitation and deal with common training issues. During this session participants will also develop an evaluation plan for short and long-term evaluation of a training workshop.

Dealing with Common Facilitation Issues

1. Demonstrate best practices in training facilitation.
2. Demonstrate best practices in handling common training issues.

Formative and Summative Evaluation

3. Develop clear formative and summative indicators to measure participant achievement of the learning objectives.
4. Develop appropriate evaluation activities to measure participant achievement of the learning objectives.

WORKSHOP AGENDAS

Monthly Workshop Agendas

Session 1 – January 19, 2015

Facilitators: Rebecca J. Williams, Dr. Sandra Russo, Mary Rodriguez, Tiffany Freer

5:30-5:50	Ice Breaker and Introductions
5:50-6:00	Adult Learning Theory
6:00-6:20	Training Needs Assessment
6:20-7:20	Creating Measurable Learning Objectives for a Training Need
7:20-7:30	Globe Evaluation Game

Session 2 – February 16, 2015

Facilitators: Rebecca J. Williams, Dr. Sandra Russo, Mary Rodriguez, Tiffany Freer

5:30-5:45	Ice Breaker and Introductions
5:45-6:05	Review of SMART Learning Objectives
6:05-7:00	Training Design – Statement Ranking, Brainstorming, Demonstrations, Case Studies, Listing/Ordering Activities
7:00-7:30	Training Design – Practice Activity

Session 3 – March 9, 2015

Facilitators: Rebecca J. Williams, Dr. Wendy-Lin Bartels

5:30-5:40	Ice Breaker and Review
5:40-6:40	Training Design – Role Plays and Group Mapping/Drawing
6:40-6:50	Considerations for Agendas and Activity Plans
6:50-7:30	Training Design – Practice Activity

Session 4 – April 6, 2015

Facilitators: Rebecca J. Williams, Dr. Sandra Russo

5:30-5:40	Ice Breaker and Review
5:40-6:20	Proactive and Reactive Facilitation Skills
6:20-7:05	Formative and Summative Evaluation
7:05-7:30	Final Thoughts & Workshop Evaluation

Single-Day Workshop Agenda

March 21, 2015

Facilitators: Rebecca J. Williams, Dr. Sandra Russo, Dr. Kathy Colverson, Mary Rodriguez

Session 1 – 8:30-10:30

- 8:30-8:50 Ice Breaker and Introductions
- 8:50-9:00 Adult Learning Theory
- 9:00-9:30 Training Needs Assessment
- 9:30-10:30 Creating Measurable Learning Objectives for a Training Need
- 10:30-10:45 Coffee Break

Session 2 – 10:45-12:30

- 10:45-11:05 Review of SMART Learning Objectives
- 11:05-12:00 Training Design – Statement Ranking, Brainstorming, Demonstrations, Case Studies, Listing/Ordering Activities
- 12:00-12:30 Training Design – Practice Activity

Lunch Break - Box Lunches from Café C/Celebrations Catering – 12:30-1:30

Session 3 – 1:30-3:15

- 1:30-2:30 Training Design – Role Plays and Group Mapping/Drawing
- 2:30-3:15 Training Design – Practice Activity Part II
- 3:15-3:30 Coffee Break

Session 4 – 3:30-5

- 3:30-4:10 Troubleshooting Common Facilitation Issues
- 4:10-4:45 Formative and Summative Evaluation
- 4:45-5:00 Final Thoughts & Workshop Evaluation

WORKSHOP EVALUATIONS

Monthly Session 1 Evaluation

Question	Most Negative				Most Positive	Average Score
	1	2	3	4	5	
Was your interest held during the workshop?	0	0	2	3	8	4.46
Do you have a better understanding of: What to look for in a training needs assessment?	0	2	1	6	4	3.92
Do you have a better understanding of: Basic principles of adult learning?	0	0	1	3	9	4.62
Do you have a better understanding of: Writing a SMART learning objective?	0	1	0	9	3	3.77
Do you have a better understanding of: Why we use learning objectives when planning for training?	0	0	0	6	7	4.54
Please tell us three useful things that you learned in this training:	<ul style="list-style-type: none"> • (1) Adult learning requires different planning and tools because it is more based on experiences. (2) The importance of define SMART objectives. • (1) Most of this was new to me including the SMART objectives. (2) How adults learn different than kids. (3) One very useful tip was something she mentioned at the beginning about being prepared and having groups already made up to save time (and use shapes or colors to designate the groups). • (1) SMART objectives. (2) Adult learning cycle. (3) Needs assessment for training. • (1) Dividing people into color groups with nametags is a great way to make small groups without using valuable workshop time. (2) Globe activity at the end was a fun way to wrap up. • (1) Limitations before carrying out a training in peasant communities. (2) Identifying the master problem and disaggregate it into sub-problems in order to find solutions. (3) Importance of a brief evaluation activity at the end of the training. • (1) The Kolb's' Cycle. (2) Principles of Adult Learning. (3) SMART objectives aren't only for classroom lessons - specific instructions are great. • (1) Adult learner theory (2) The ways in which adults lean the most is by experience. I see the importance of relating life experience into learning. (3) I learned about the 12 areas to better communicate and work with adult learners. • (1) Training needs assessment protocol. (2) Ways in which to prioritize learning objectives. (3) The importance of ice-breakers and team building. • (1) Importance of having a clear learning objective. (2) The need to engage adult learners in experiential learning experiences. (3) Planning and time facilitation is key when training. • (1) Adult learning principles. (2) How to write SMART learning objectives. • (1) The cycle, the principles for adult learning and (2) how important a good ice 					

	<p>breaker activity.</p> <ul style="list-style-type: none"> • (1) A few tricks for hosting a workshop. (2) Good intro to adult education theory/praxis. (3) Using certain new action words.
What did you like most about the training?	<ul style="list-style-type: none"> • The ideas presented were reiterated many times until we get more familiar with them. • Rebecca is an awesome teacher - my attention was kept the whole entire time which is difficult that time of day after having been in class all day. Not one time did I look at my watch and wonder when this was going to be over. • Very engaging & hands on. • Participatory activities, facilitators kept things moving. • Organization and sequence. • Interactive and small group activities! • I liked the interaction and the practical approach. • The dynamic sequence of the activities. • I most liked the collaborative, small group approach. • Dynamic group work. • The format, very informal but serious and looking for the goals. • I liked the structure.
What aspects of the training could be improved?	<ul style="list-style-type: none"> • The work in teams wasn't so well-organized. Sometimes it became confusing. • I honestly can't think of anything- maybe on the case studies add some details to a few of them so they don't have to spend so much time theorizing what is actually going on (that was not the case on my case study but seemed to be on a couple of them) and had more time to spend on actually doing what was asked. • Nothing I can think of. • Gosh it flew by so fast. But I know, time constraints are always around. • None that I can think of. • Perhaps better explanation of expectation of activities, especially the activity where we try to utilize the action verbs. It wasn't clear what we were to do with the list. Also, printing more pages of those action verbs or having them posted in the room while working on the activity could be great. • More focus on how to write SMART learning objectives. I still feel confused about what are "measurable" objectives. • More participation of the others facilitators. • Was thinking about this, the training was really well done though. Maybe outlining better what the objectives are for the next 3 sessions. And putting a garbage can(s) out when serving food.
What did the facilitators do well?	<ul style="list-style-type: none"> • They presented the concepts and ideas in a very clear way. • Kept our attention- all the facilitators were great, gave us information in a precise manner, and gave us relevant information. • Reinforcement/Support. • Upbeat, kept things moving, put into practice what was being taught (most of the time....ya know, cuz this is a training of trainers about training of trainers so theoretically you should be doing exactly what you are teaching us). • The recap email after the session was really helpful. • Everything seems very organized and well thought-out. • I enjoyed the case studies. • It was a very interactive and dynamic training. • Present information and guide us through discussions after group activities. • They were good at explaining and checking up on us to make sure we understood

	<p>the activities.</p> <ul style="list-style-type: none"> • Keep the flow, engage, assist. • The facilitators engaged us well with interesting ways. • Time management. Motivation in small groups. • The whole activity was great. • Made me feel comfortable and at ease in the group.
What can the facilitators improve upon?	<ul style="list-style-type: none"> • Again, the organization of the groups. • Mmm. Maybe the posters can be bigger, easier to read? But it's great that they use draft paper which is a resource available anywhere for cheap! • Not sure. • The facilitators need to consider a need for a brief 5 minute break. It might also be nice to have everyone share their names collectively at the beginning. • More discussion about how to write effective SMART learning objectives that can be measured. • It was great.
What topics would you like to see covered in future workshops?	<ul style="list-style-type: none"> • How to develop workshops with vulnerable populations or in rural contexts. • Specific ways to engage participants. • Not sure. • Assessment analysis. • The green dot exercise? Where in a small group one person is unknowingly assigned the position to always be cut off from speaking by everyone else in the group. Maybe it's too puerile but it might be interesting. Oh - and that excellent drama by the river. Morals and values and ASSUMPTIONS are incredible, man. • I would like to learn more specific training for example for leadership and community/organization participation. • More practice about how to write effective SMART learning objectives that can be measured. • How to evaluate the effects of the workshop. • More "tricks" tips and strategies for hosting workshops.
Please share any other comments, observations, or suggestions:	<ul style="list-style-type: none"> • Very impressive workshop so far- I am looking forward to the rest! • GREAT WORKSHOP OVERALL! • Thanks! Go trainers of trainers! • It was great. The food was good, the pre-workshop organization and the way the workshop was conducted. • So glad I came and looking forward to the rest of semester!

Email Survey, Respondents = 13 out of 27, 48% response rate

Monthly Session 2 Evaluation

Question	Most Negative 1	2	3	4	Most Positive 5	Average Score
Was your interest held during the workshop?	0	0	0	3	4	4.57
Do you have a better understanding of: How to conduct a participatory Demonstration activity?	0	0	0	1	6	4.86
Do you have a better Understanding of: How to conduct a Statement Ranking activity?	0	0	0	1	6	4.86
Do you have a better understanding of: - How to conduct a Brainstorming activity?	0	0	0	1	6	4.86
Do you have a better understanding of: Why we use learning objectives when planning for training?	0	0	0	3	4	4.57
Do you have a better understanding of: How to connect participatory activities to learning objectives?	0	0	0	0	7	5
Please tell us three useful things that you learned in this training?	<ul style="list-style-type: none"> • (1) Different ways of incorporating demonstrations that draw out people to participate (2) The adaptability of statement ranking activities (3) The importance of an exercise that draws out the difference between sex and gender. • (1) I think that the description of how to conduct a statement ranking activity, a participatory demonstration activity and a brainstorming activity was very useful. However, to learn the logic behind those activities is definitely the major contribution of the workshop. • (1) The different types of participatory training. (2) Ideas on ways to vary them. (3) Need to be flexible depending on your audience! • (1) I liked the different types of activities and how they were connected to the learning objectives discussed in the first workshop. As someone who works in Gender, it was also helpful to see examples of gender-based activities I had not previously seen used. Becky also littered throughout her presentation tips and alternatives that helped you imagine using this information in different ways. • (1) Variety of brainstorming activities and flexibility when in the field. There is no "one" answer to facilitating training programs! 					
What did you like most about the training?	<ul style="list-style-type: none"> • That we were able to pseudo pick out groups. • The explanation about WHY to use these activities. • Again, the facilitators were great! I have been to quite a bit of training and Becky (i believe she is the main one) is one of the best I have seen. She is very good at keeping people's attention and keeping the pace fast (which I like - for some people they may feel a little rushed but for me that is what I appreciate). • Emphasis on gender, being given enough information to imagine these activities and examples being used in other ways for my own work. • Dynamic activities. Time management. Teamwork. Energy food! 					

Participatory Training of Adult Learners

What aspects of the training could be improved?	<ul style="list-style-type: none"> • Adhering to time of training. • The organization of the group exercises. The first one was a little bit messy. • I really can't think of anything. • Sometimes the directions for the activities weren't immediately clear (this could also be my fried brain at the end of the day).
What did the facilitators do well?	<ul style="list-style-type: none"> • Explained and debriefed activities well. • To explain the logic behind the activities, which allow us to really identify the significance of the activities for adult learning. • Kept our interest. Gave pertinent information not just irrelevant theories. Kept the pace fast. • Getting the group engaged, making people feel comfortable. • Keep the high energy level and motivation. Always checked on participants and encouraged critical thinking!
What can the facilitators improve upon?	<ul style="list-style-type: none"> • The organization of the group activities. • Maybe mix up the subjects we are using as examples since it is a multi- disciplinary group (although for some of the activities it has been a subject that can be looked at from a multi-disciplinary side). • Leaving more time for questions. Ending the workshop on time.
What topics would you like to see covered in future workshops?	<ul style="list-style-type: none"> • Issues that may arise in workshops (specifically how to deal with unruly or rude participants). Also, how to facilitate group norms of acceptable behavior throughout longer workshops. • Challenges and conflicts that could be faced in training processes. • I would have liked more time at the end to really come up with our own ideas and discuss new ideas stemming from the examples you had given in seminar. • More examples of activities. • How to consider the impact of knowledge and understanding of concepts. If you cannot "measure", then what can you do for evaluation?
Please share any other comments, observations, or suggestions:	<ul style="list-style-type: none"> • Overall this was an excellent workshop. I did feel fatigue by the time we got to the last activity, which seemed to be an important one. Perhaps Monday evenings are stretching folks' attention spans. Other than that - loved it loved it! • This session was definitely so much better than the first one. I learn a lot about very interesting training techniques while I enjoyed the experience. • Really has been a great workshop! Again, Becky is very professional (I am an older grad student who has been out in the professional world for many years) and people pay big bucks to get someone like Becky to come to their company to train. • Really enjoying this training series and happy to be involved!

Email Survey, Respondents = 7 out of 21, 33% response rate

Monthly Session 3 Evaluation

Question	Most Negative 1	2	3	4	Most Positive 5	Average Score
Was your interest held during the workshop?	0	0	1	2	8	4.25
Do you have a better understanding of: How to conduct a Community Mapping activity?	0	0	2	5	5	4.25
Do you have a better understanding of: How to conduct a Role Play activity?	0	0	1	6	5	4.33
Do you have a better understanding of: How to connect participatory activities to learning objectives?	0	0	0	5	7	4.58
Do you have a better understanding of: Writing an activity plan to conduct an activity?	0	0	0	6	6	4.5
Do you have a better understanding of: Writing a session plan to meet learning objectives?	0	0	0	6	6	4.5
Please tell us three useful things that you learned in this training.	<ul style="list-style-type: none"> (1) The matrices for planning workshops and activities were really useful (2) Good advice on not handing out handouts until they are ready to be used, and on having materials (tape, markers) at the tables to save time (3) It's helpful to re-cap things that were covered in past sessions. How to conduct participatory activities: role play, ranking, icebreakers. (1) Different strategies to use for different learning objectives. (2) Writing an activity plan that is thorough and complete that anyone could facilitate the activity. (3) Tips on facing challenges in facilitating groups (e.g., quiet/loud groups, extrovert/introvert). (1) Planning a training session. (2) Ways to help engage the participants like in role playing. (3) Writing an activity plan. (1) Preparing a flexible activity plan and schedule to accommodate different learning styles and group dynamics. (2) Activities tend to take longer than planned (3) Becky Williams was an elementary school music teacher. (1) Using icebreaker to review material covered. (2) How to use a mapping activity. (1) The session and activity plans were really helpful to me as strategies for organizing workshops in a systematic way. I liked thinking about those activities in relation to the specific objectives. (2) Intended outcomes for the workshops. (1) How to plan for trainings before by writing out activities and describing them in detail. (2) Community mapping can be helpful in data collection. (3) Discussions after each activity are important. (1) The most important thing that we did was how to do the activities planning. I also liked the role play. (1) The importance of not telling that some groups would be asked to act out the role play but not all in order to get maximum participation. (2) The importance of thoughtful planning and writing of lesson/activity plans. (1) How to follow steps to do a complete activity. (2) Which activity to use based on the objectives. (3) How to integrate play role activities in the training 					

<p>What did you like most about the training?</p>	<ul style="list-style-type: none"> • I like that the facilitator treats us as peers and keeps the atmosphere of the workshop informal and upbeat, while still getting across important information in an organized way. • The discussion about the importance or purpose of each activity. • Dynamic activities, strict time schedule, snacks, open discussion. • Very interesting, good material and love her fast pace- keeps me interested and not bored at all. • The hands-on approach. • The discussion that followed each activity. The commentary that followed the session from Windy Lynne - seeing different perspectives and approaches to facilitation. • I enjoyed the mapping activity and of course the snacks. • The Posters are really helpful at every session. • The pace of the workshop is great. • Being able to develop different activities for different purposes. • That we stayed in our same group the entire time. The gradual progression of information presented.
<p>What aspects of the training could be improved?</p>	<ul style="list-style-type: none"> • I would prefer to have more time to discuss about each topic than to spend our time in group activities. Also, the schedule of the workshop. On Monday from 5:30 to 7:30, many people is tired and a little bit distracted. • More time! • Devote more time to case study activity at the end. • A mid-training break. • I have implemented the community mapping exercise before (East Africa) and it was not successful. I would have liked more opportunity to trouble shoot this activity, or alternatives for implementing it, especially in communities where aerial maps are not typically part of collective culture/knowledge. • The Role Play activity - the activity on gender, where we were told to do a skit afterwards if I understand correctly - was interesting but I think the skit part was a little awkward. It's difficult because the workshop takes place later in the day when most people are pretty tired after a day of work/school and may not be very high energy or open to getting in front of a group. • During the last workshop we had many activities but we were not able to complete any of them. I don't know what is better, do more activities (as we did) or do less and be able to accomplish them. • The time constraints of the session always seem to disallow more time for discussion and de-briefing. Perhaps after allow groups to present, asking groups to quickly discuss the importance/challenges to an exercise (in 2-3 minutes) and then quickly.
<p>What did the facilitators do well?</p>	<ul style="list-style-type: none"> • Explain the purpose of each activity. • Dynamic energy, strict to time schedule, facilitating tips in the field. • Keep our attention, give feedback, give alternate ways to do things. • Preparation, organization, enthusiasm, encouragement. • The pace is excellent and the trainings run well. • Most everything! There is so much material to cover and Becky did a great job trying to synthesize everything in an efficient and effective way. She does move at a fast pace as pointed out by Wendy-Lin but this is in the interest of being able to cover a variety of topics. • She explains very well. • The activities were well planned (although the time was a constraint) and the pace

	<p>was great.</p> <ul style="list-style-type: none"> • Giving a concrete and easy guide for developing every activity.
What can the facilitators improve upon?	<ul style="list-style-type: none"> • To include a discussion about constraints to implement the training agenda. • I liked the fast pace but for some it may be too much. The facilitators were great- can't say much to improve upon. • Point out more potential pitfalls for each type of activity. • Leaving more space for questions, discussion though this is tricky given the limited time frame of the workshop. • Allow more time for each activity. • Giving more activities to be able to assess the effectiveness of the activities we are going to implement.
What topics would you like to see covered in future workshops?	<ul style="list-style-type: none"> • More on evaluation. • Other ideas from the various facilitators and audience on different exercises in mapping, ranking, etc. • How to convey technical information that doesn't lend itself to activities in an engaging way (i.e. any other way than a traditional lecture). • Preparing for international trainings - do you take things like markers and flip charts with you or rely on being able to purchase them on site? • I'm looking forward to the topics planned for the final, fourth workshops. • Evaluating the outcome of a training. • How to facilitate through conflicts in groups. • Evaluation methods.
Please share any other comments, observations, or suggestions:	<ul style="list-style-type: none"> • Not sure if this is planned already, but if we could receive some sort of resource at the end of the series would be really useful, like with the agenda/activity templates that we used yesterday and even with descriptions of the activities that we did during the workshop (because I could see myself using those activities in the future). Electronic format would be preferable for me. • Thanks for working so hard on these workshops, I really appreciate it! :) • Great, Rebecca is really one of best trainers I have seen. • Thank Becky! • Can we bring beer to the next training? • Really enjoying this series!! It has been very helpful to me for my own work and I appreciate it being offered.

Email Survey, Respondents = 12 out of 21, 57% response rate

Monthly Session 4 Evaluation & Overall Evaluation

Question	Most Negative 1	2	3	4	Most Positive 5	Average Score
Was your interest held during the workshop?	0	0	0	5	14	4.74
Do you have a better understanding of: How to deal with common training issues?	0	0	2	8	9	4.37
Do you have a better understanding of: Summative versus formative evaluation for a training context?	0	0	1	6	12	4.58
Do you have a better understanding of: Adapting participatory activities for evaluation purposes?	0	0	2	5	12	4.53
Please tell us three useful things that you learned in this training						
	<ul style="list-style-type: none"> (1) Adapting activities when needed. (2) Being aware of individuals in your training and adjusting. (3) Types of evaluation. (1) Very important to have an evaluating comparing with some standards. (2) Have pro-active facilitation activities. (3) Plan well the activities. (1) SMART goals, (2) How/when to incorporate evaluations. (3) Different brainstorming exercises. (1) Break doesn't work for 5 minutes. (2) Translating takes twice the time. (3) Avante garde theater is not appropriate for all audiences. (1) Session plans/agendas. (2) Ice breakers (new ideas). (3) Group activities with SMART objectives. (1) Activity ordering. (2) Adaptive facilitation practices. (3) Review of all workshops. (1) Formative vs. summative evaluation. (2) Activities as evaluations. (3) Take a break if things get hard. (1) I learned how to design learning objectives. (2) Session plans/agenda. (3) Reviewed multiple activities to do for workshops. (1) Summative and formative evaluation. (2) Facilitation techniques. (1) 12 Principles of Adult Learning. (2) Setting learning objectives. (3) Planning training in the amount of time necessary. (1) Breaking down trainings by time. (2) Reactive facilitation. (3) Adjusting to context. (1) Techniques for proactive management of challenging behaviors. (1) You can change your agenda once gauging participant's knowledge. (1) How to deal with difficulties. (2) How to organize activities. (3) How to assign appropriate time for activities. (1) The importance of having "SMART." (2) To plan an agenda. (3) Different activities to engage participants. (1) How to engage group in challenging situations/discussions. (2) How to combine activities to save time. (3) How to plan 2hr + 4hr sessions → Icebreakers are important. 					

	<ul style="list-style-type: none"> • (1) Formative and summative evaluation. (2) Don't have breaks in a 2 hour session. • (1) Summative vs. formative evaluation. (2) Strategies for solving problems during facilitation. (3) Organizing activities and time for a specific workshop. • (1) Difference between summative and formative evaluation. (2) Different training activities (case studies, role play). (3) Agenda planning.
What did you like most about the training?	<ul style="list-style-type: none"> • Very informative – great info, kept my attention. • Very participatory, comments after the discussion, several examples of what can be done. • How didactic it was. It was lively, yet educational. You all did a phenomenal job keeping interest and teaching us. • Review of concepts, summary and wrap up. • Participating in the activities. • Activities – balloon, skit. • Balloon activity. Mutual respect between facilitators and participants. • I loved the material that was prepared for it and the group participation. • Learned tons of new material, liked how we learned by doing activities. • It was great to learn new techniques for leadership training. • Q&A. • Balloons. • Role-playing, great job at debriefing. • Ways to deal with participants during training. • The demonstration of the activities. • Balloon activity as evaluation yet energizer/team building exercise. • Today was very active, I liked it. • The role-play, the discussion at the end. • How active it was!
What aspects of the training could be improved?	<ul style="list-style-type: none"> • More specific types of formative and summative evaluation. • NOTHING! It was awesome! • Explanation of summative and formative re: training, ground in example. • Note sheets after each session. • More open-ended time (tough though because of short class). • More time. • It would be great if we could have included a little more discussions, but I understand the time restriction. • Recruit people from different backgrounds. • Specific examples of formative vs. summative. • Monday evenings are not a good time. • Perhaps adding time to activities. • I think it is important to have an “official” break.
What did the facilitators do well?	<ul style="list-style-type: none"> • Becky is a very good facilitator. • Engaging the whole group, always comment after an activity. • ENGAGE! You all balanced fun and education so well. • Proactive planning. • Present the material, had good examples. • Everything! Becky is really dynamic, brings a lot to the workshop, is well prepared. Great sense of humor. • Keep on schedule. Keep us active with a purpose. • She did everything to make everyone comfortable and she is an excellent facilitator.

	<ul style="list-style-type: none"> • Honestly I would've liked a more in-depth class. • Engaged the group. • Gave feedback, facilitated discussion. • Field questions. • Explaining evaluation. • They explained the rules very well (balloon game). • Be flexible and adapt to time constraints and participant needs. • Keep energy level up, motivating. • Always encouraging participants. • Engaging the group, being prepared, building in time for discussions.
What can the facilitators improve upon?	<ul style="list-style-type: none"> • Honestly, I thought it was amazing. • Managing more vocal participants (you know who) in order to give others a chance to contribute. • More time for questions and discussion. • Well organized, tons of info, comfortable learning environment. • Try to recruit people who haven't already taken Jon Dain's class. • I think y'all were super! Creative, organized. • To give more time for discussion and Q&A.
What topics would you like to see covered in future workshops?	<ul style="list-style-type: none"> • Maybe introduce more problems associated with discussion. • Working with translators, conducting participatory research. • Evaluation of the success of training in-time. • More activity planning and problem solving. • Needs assessment. • Leadership, self-esteem • Resolving conflict. • Other practical field trainings. • Evaluations. • Training assessments. • More gender.
Please share any other comments, observations, or suggestions:	<ul style="list-style-type: none"> • Thank you! • Maybe offer coffee for the evening workshop ☺ • Thanks so much! Very fun and useful and yummy snacks ☺ • I loved the workshops and would recommend it to anyone. • Thank you! • Very good workshop overall!
Should this training be repeated in the future? Why or why not?	<ul style="list-style-type: none"> • Absolutely, very useful, informative, practical. • For sure, maybe a second level for those that took the first one. • YES! It was so useful. I've facilitated a lot of groups and I learned SO much. Please keep it. • Yes! Very practical. • Yes, it was very helpful. • Yes! It's been great – fortunate that this is offered free. • Yes – very practical skills and tools that I will definitely use. • Yes! It is very practical and useful. • Yes, but more in depth. 1 credit course maybe?

	<ul style="list-style-type: none"> • Yes, I think it would be great for a wider group of students, especially undergraduates who plan to join Peace Corps, etc. • Yes! Very useful. • Yea! • Yes, very informative even for students who took Jon Dain's class (recruit more who haven't, though). • Yes, in particular for students working with rural communities abroad. • Yes. I think it provides useful strategies for planning workshops. • Yes. I think it's helpful for students who don't get to take Jon Dain's class. • Yes! Very helpful for those of us who have not prepared their own workshops before or don't know how to organize their activities. • Yes! It was very useful, especially when you're about to go into the field.
<p>Would a full 3-credit hour course focusing on training for conservation and development be of value? Why or why not?</p>	<ul style="list-style-type: none"> • Yes, would be plenty to do for a full 3 credit class. • It would be great. We could be more exposed to all concepts and have more time for the activities. • ABSOLUTELY! I would take it despite my having a lot of experience. This course would be valuable for people new to training or for veterans. • Maybe if incorporated with Dain's Facilitation Skills. • Yes, because it would help students feel prepared for any training. • Yes if included gender perspective, included "field trips," to examples in different settings, plan an actual workshop and implement. • Yes! Although Jon Dain's Leadership class is kind of this but it's always full. • Yes. I think it would be useful to go into the value of training strategies more in depth and have more time to process and practice training techniques. • Yes – I think skills for the field would be a huge value. • Yes, it would be great if geared toward undergrads. • 3-hour may be too much but 1 hour would be good. • Yes – I see Jon Dain's class as such. • No,. Jon Dain's class is enough. • Yes! It would need to cover more about dealing with difficulties during training. • It would be valuable because it will give you more time to go in-depth with some significant topics and give more time for the discussions. • Yes, I would love to learn more about or go more in depth into some of these which a class would allow for. Especially stuff covered in sessions 2-4.

Paper Survey, Respondents = 19 out of 21, 90% response rate

Single-Day Workshop Evaluation

Question	Most Negative 1	2	3	4	Most Positive 5	Average Score
Was your interest held during the workshop?	0	0	0	2	14	4.88
Do you have a better understanding of: What to look for in a training needs assessment?	0	0	2	6	8	4.38
Do you have a better understanding of: Basic principles of adult learning?	0	0	2	6	8	4.38
Do you have a better understanding of: Writing a SMART learning objective?	0	0	2	1	13	4.69
Do you have a better understanding of: Why we use learning objectives when planning for training?	0	0	0	4	12	4.75
Do you have a better understanding of: How to connect participatory activities to learning objectives?	0	0	0	5	11	4.69
Do you have a better understanding of: How to conduct various participatory training activities?	0	0	0	3	13	4.81
Do you have a better understanding of: Writing an activity plan to conduct an activity?	0	0	1	7	8	4.44
Do you have a better understanding of: Writing a session plan to meet learning objectives?	0	0	3	8	5	4.13
Please tell us three useful things that you learned in this training.	<ul style="list-style-type: none"> • (1) How to connect participatory activities to learning objectives. (2) Activities. (3) Adapting activities when necessary. • (1) Not give 15+ min of lecture without breaks. (2) Engage participants with activities. (3) Choose the right kind of activities for a given circumstance. • (1) Learned some great participatory tools to use in training. (2) How to plan a good training session, lesson planning. (3) Planning is key!! • (1) What to think about/consider when planning a training. (2) Types of participatory activities (3) Ways to adapt activities. • (1) Learned the way to divide a training into different components/activities. • (1) SMART. (2) Using one activity to achieve multiple goals. (3) Opinion ruler. • (1) Managing activities/watching for disruptive people. (2) Constructing more specific objectives for learning. (3) Differences between teaching and training. • (1) Planning a session outline. (2) Adapting core activities to situation. (3) Make sure you have clear objectives! • (1) Different activities to apply to training sessions. (2) Writing specific SMART objectives. (3) Overall organization of facilitating a workshop. • (1) More tools. (2) Knowledge. (3) Involvement. • (1) The importance of SMART learning objectives. (2) Several types of participatory 					

	<p>activities, how to implement them and appropriateness. (3) How to organize a training workshop.</p> <ul style="list-style-type: none"> • (1) Connect with your audience. (2) Skills to do a good presentation. (3) Guiding questions. • (1) How to: activity plan. (2) How to: session plan. (3) Why we need Bloom's. • (1) Set learning objectives. (2) Clear measurable objectives. (3) Prepare according to audience, objectives. • (1) How to keep attention of crowd. (2) Facilitation activities. (3) Have clear objectives. • (1) Process pieces of conducting a training. (2) Linking objectives with activities of time and audience. (3) Making training more interactive.
What did you like most about the training?	<ul style="list-style-type: none"> • Everything. I liked how we learned by doing, the activities that we participated in helped us learn and fully understand the objective of the workshop. • Role-plays. • Enthusiastic and very smooth facilitation. Kept things moving and kept us engaged. • Variety of activities. • Didn't know how the time went. Engaging. • Getting practice at designing an activity/session. • Application of activities as we discussed them. • How dynamic it was. Went by fast – no time to get bored. • It's organization. We were here from 8:30-5 but it did not feel like that. The workshop flow was great with participants constantly moving and learning. • SMART. • How interactive it was and the fact that it was applicable and practical. • Expertise from the professor. • Making explicit those things I know but didn't know I knew. • Very clear and to the point. • Excellent planning and smooth execution. • Very interactive and participatory.
What aspects of the training could be improved?	<ul style="list-style-type: none"> • Can't think of anything... • I think everything was great, no suggestions, sorry! • It was a lot all at once. I would have liked more time. • More discussion of adult learning – perhaps some background reading? • Room with windows. • I think a bit more time should have been spent on creating an activity/session plan. This was an important part that we didn't focus enough on. • Providing broader examples. • More time to complete the activities or fewer activities. Afternoon coffee. • Could be condensed. • I felt everything was perfect. • Time.
What did the facilitators do well?	<ul style="list-style-type: none"> • Everything. Explaining, conducting activities, getting everyone to feel comfortable enough to speak up and ask questions and show thoughts. • They were very polite and engaging. • Enthusiasm, very engaging, kept things moving, encouraged participation from everyone. • Everything. Time management! • Excellent planning and engagement. Excellent coverage of topics.

	<ul style="list-style-type: none"> • Kept us engaged. • Yes! • Did a great job! Really liked how structured it was. Makes it easy to plan activities! Feel like the “training secrets” were shared. • Good explaining and discussion/activity flow. • Proactive/reactive. • Providing example and drawing upon their expertise. • Took examples from their own experience. • Cover material systematically. • Everything. • They were clear with the objectives and prepared very well. Their efforts and planning led to smooth execution. • Engage participants, meet the objectives of TOT using illustrations.
What can the facilitators improve upon?	<ul style="list-style-type: none"> • Can't think of anything. • It was perfect to me. • I can't think of anything... • No suggestions – good work. • Nothing! Was great! • Time – maybe shorter breaks? • Skip some activities. • Nothing specifically.
Should this training be repeated in the future? Why or why not?	<ul style="list-style-type: none"> • Yes, definitely. It was a very dense training without being too overwhelming or “unachievable” to really absorb the information. • Yes, also, maybe a similar one could be developed focused on how to provide technical training to NGO staff or something. • Yes, but expand on things more. It was a little too quick. • Yes. It's very useful. • Yes it helps to improve the way you carry out training. • Yes, very helpful tools to manage groups and when trying to complete an action in a given time frame. • Yes – I imagine the TCD/MDP community would have high demand for it. • Yes!! Because it is awesome! Should be described differently though. “How to set up training sessions” rather than TOT Gender. • Yes. I would highly recommend it and would love to do some adaptation of it in future. • Yes I would like. • Most definitely – a class might even be a better option. • Yes – to make sure if we followed instructions in this workshop. • Definitely. • Yes, very useful. • Yes. • Yes with multiple day sessions, not enough time for all activities.
What topics would you like to see covered in future workshops?	<ul style="list-style-type: none"> • Maybe an example of a problem/target issue, session plan with results) an actual example that the facilitators have completed. • Participatory needs assessment. Practice facilitation – I would take a whole class on this stuff.

	<ul style="list-style-type: none"> • Writing research papers – do/don'ts strategies, types of papers. • Adult learning. • More “difficult” scenarios and dynamics (facilitation skills). • Facilitation vs. training. How to run a multi-day workshop. • Start off with different between training and education. • Project evaluation, grant writing, budget management. • We should get into details and a bit more time. • Adult learning, participatory activities, effectiveness.
Would a full 3-credit hour course focusing on training for conservation and development be of value? Why or why not?	<ul style="list-style-type: none"> • Yes – the workshop was very informative but a class would presumably include more information, theory, practice. • Yes, it is an important skill, especially for TCD. • Ah – yes. Definitely – it's hard to use on the field without practice. • No. I think this topic is better addressed in a workshop. This workshop should be offered regularly/periodically so students can take it once during their graduate program. • I think so, because there is going to be more conflict about NRM in the future. • Yes – this is an important skill and the more detail/practice the better. • Yes!! When!? I'll take it! (seriously) • Yes, but Jon Dain already offers a facilitation course? • Yes, because it is very important for me. • Yes. There are a lot of topics to cover and a lot of theory and I think lots of people could benefit. • YES. More professional skills training needed. • Yes, needed skill in many disciplines. • Yes. It will help students learn practically and continuously. • Yes.
Please share any other comments, observations, or suggestions:	<ul style="list-style-type: none"> • I learned A LOT! Thank you! • I loved it! • Good food, but afternoon coffee would have been golden 😊 • Thanks so much for organizing this workshop! • Great job. • Thanks so much!! It was REALLY great! • Thank you very much. • Good food! Prefer a location with windows. • Congrats, this even was really good. • Great job! • Great workshop, thank you! • Great!!

Paper Survey, Respondents = 16 out of 17, 94% response rate

APPENDIX A: WORKSHOP PARTICIPANTS

Monthly Series Participants – Completed Certification

#	Name	Program
1	Chan-Gomez, Irving	Masters of Sustainable Development Practice
2	Chapman, Helena	Department of Environmental and Global Health
3	Christ, Ben	Masters of Sustainable Development Practice
4	Davidson, Kelly	Food and Resource Economics
5	Devereux, Taryn	Program Coordinator, Women's Leadership Program in Paraguay
6	Espin, Johanna	Department of Sociology
7	Gelcer, Eduardo	Department of Agricultural and Biological Engineering
8	Goertz, Hans	Masters of Sustainable Development Practice
9	Kane, Rugiyatu	Masters of Sustainable Development Practice
10	Kury, Tyler	Department of Environmental and Global Health
11	Lookabaugh, Lara	Latin American Studies
12	Marks, Kristen	Masters of Sustainable Development Practice
13	Monroe, Mandy	Latin American Studies
14	Ochoa, Nathalia	Program Coordinator, Center for Latin American Studies
15	Okroku, Therese	Department of Anthropology
16	Polo, Gabriela	Masters of Sustainable Development Practice
17	Poulsen, Elizabeth	Masters of Sustainable Development Practice
18	Ramos, Cristina	Department of Sociology

Participatory Training of Adult Learners

19	Rivas, Mayra	Food and Resource Economics
20	Turientine, Whitney	Masters of Sustainable Development Practice
21	Wilfong, Tara	Department of Environmental and Global Health



Single-Day Participants – Completed Certification

#	Name	Program
1	Anderson, Matthew	Masters of Sustainable Development Practice
2	Bailey, Karen	School of Natural Resources and Environment
3	Callicott, Christina	Department of Anthropology
4	Casilla Hanco, Roxana	Latin American Studies
5	Chatterjee, Nilovna	School of Forest Resources and Conservation
6	Delgado Bernal, Manuel	Professor of Wildlife Management, Universidad Nacional Amazónica de Madre de Dios
7	Gautam, Rajendra	Soil and Water Science
8	Good, Ryan	Department of Geography
9	Hervas Avila, Susana	School of Natural Resources and Environment
10	Horwood, Jessica	Masters of Sustainable Development Practice
11	Leite, Flavia	Department of Sociology
12	Panta, Smrittee	Tourism, Recreation, and Sport Management, Health and Human Performance
13	Pena, Carlos	Latin American Studies
14	Pflugger, Brigitte	Latin American Studies
15	Pupo West, Thales Augusto	School of Natural Resources and Environment
16	Smith, Audrey	Department of Geography
17	Soto-Shoender, Jose	Wildlife Ecology and Conservation



APPENDIX B: WORKSHOP LESSON PLANS (SIMPLIFIED)

Session 1 Plan

<p>CIRCLE ACTIVITY</p> <p><i>Time:</i> 10 minutes</p> <p><i>Materials:</i></p> <ul style="list-style-type: none"> ✓ Circle Questions (page 47) 	<ul style="list-style-type: none"> • Ask participants to stand and form a circle. • Explain that participants will take a step forward into the circle if the statement that the facilitator reads applies to them. • After each statement the participants who stepped forward will return to their original spot. • Repeat the process until all statements have been read.
<p>INTRODUCTIONS & BRAINSTORMING</p> <p><i>Time:</i> 10 minutes</p> <p><i>Materials:</i></p> <ul style="list-style-type: none"> ✓ Flipchart paper ✓ Markers 	<ul style="list-style-type: none"> • Divide participants into groups of 4-5. • In groups introduce yourself with your name, department, and a brief description of your best experience as a student – whether in a classroom, training, or other situation. • Compile on flipchart paper. • Each group shows flipchart to the plenary. • Facilitator compile at front of room – checkmarks next to repeat (shortcut - raise hands if your group had something similar to this, skip verbal repeats). • Use as springboard to introduce adult learning methods.
<p>INTRODUCTION, KOLB'S EXPERIENTIAL LEARNING, 12 PRINCIPLES OF ADULT LEARNERS</p> <p><i>Time:</i> 10 minutes</p> <p><i>Materials:</i></p> <ul style="list-style-type: none"> ✓ Prepared flipcharts (page 48) 	<ul style="list-style-type: none"> • Introduce KOLBS AND 12 Principals of adult learning– put up on wall on flipchart. • BRIEFLY explain what each are, state that will not focus on the theory behind these adult learning methods, will demonstrate during the TOT, every activity is structured to both teach training skills and demonstrate differing participatory adult learning activities. • Reflect back throughout workshop.

<p>NEEDS ASSESSMENTS</p> <p><i>Time: 20 minutes</i></p> <p><i>Materials:</i></p> <ul style="list-style-type: none"> ✓ Needs Assessment Case Studies 1-3 (page 49) ✓ Flipchart paper ✓ Markers 	<ul style="list-style-type: none"> • Briefly explain the needs assessment – key questions. • Divide participants into groups of 4-5. • Ask participants to analyze the case study using the key questions for a basic needs assessment. • Ask participants to compile their responses on flipchart: <ul style="list-style-type: none"> ○ Key issues ○ Training needs ○ Target audience ○ Assumptions ○ Constraints
<p>CUP GAME</p> <p><i>Time: 10 minutes</i></p> <p><i>Materials:</i></p> <ul style="list-style-type: none"> ✓ Cup Game cards (page 52) ✓ SMART Flipcharts (page 55) 	<ul style="list-style-type: none"> • Explain to participants that the object of the game is to put the cups in the order from the simplest to the most complex, first. • Compare across groups. • Use as springboard to explaining training goals and the specificity of learning objectives. • SMART Learning Objectives Flipchart. • SMART Objective Example Flipchart
<p>SMART OBJECTIVES</p> <p><i>Time: 40 minutes</i></p> <p><i>Materials:</i></p> <ul style="list-style-type: none"> ✓ Flipchart paper cut into strips widthwise ✓ Cards with “must know,” “nice to know,” and “does NOT need to know ✓ Needs Assessment Case Studies 1-3 (page 49) ✓ Bloom’s taxonomy action verbs handout (page 56) ✓ Masking tape 	<ul style="list-style-type: none"> • Brainstorm: <ul style="list-style-type: none"> ○ Tell participants: Using the slips of paper, in groups brainstorm the topics and content that the target audience needs to know to address the training problem that was identified in the needs assessment case study. ○ Put each individual topic on one slip of paper and tape up on the wall. • Categorize & Order: <ul style="list-style-type: none"> ○ Categorize what was brainstormed into “must know now” “nice to know now” “does NOT need to know now.” ○ Put in a logical order. • Action Verbs: <ul style="list-style-type: none"> ○ Reflect back to cup activity and Objectives – specific versus vague, measurable or not measurable. ○ Ask participants to take the list of Bloom’s Taxonomy action verbs and the categorized information and turn them into observable learning objectives, by assigning each topic a measurable action verb and re-writing into a statement. ○ Ask each group to read one learning objective to plenary.
<p>GLOBE EVALUATION</p> <p><i>Time: 5 minutes</i></p> <p><i>Materials:</i></p> <ul style="list-style-type: none"> ✓ Ball (in this case an inflatable globe) 	<ul style="list-style-type: none"> • Tape review questions to the outside of the ball. • Ask participants to stand in a circle. • Throw the ball to a person in the circle. Explain that participants will read and answer the question facing up. They will then remove the taped question (so that questions do not repeat).

<ul style="list-style-type: none">✓ List of review questions (page 57)✓ Masking tape	
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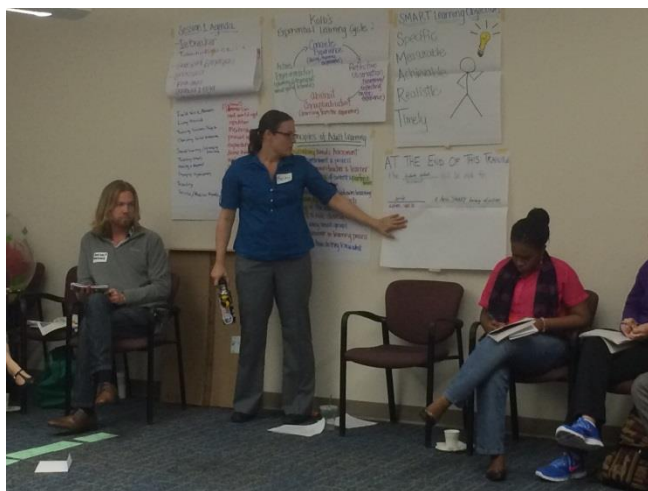
Activities in Action: Monthly Series Session 1



Session 1: Conducting a Needs Assessment



Session 1: Cup Game



Session 1: SMART Objectives Flipchart



Session 1: Creating Learning Objectives

Session 2 Plan

<p>NAME GAME</p> <p><i>Time: 5 minutes</i></p> <p><i>Materials: None</i></p>	<ul style="list-style-type: none"> • Ask participants to stand and form a circle. • Explain that participants will introduce themselves by giving their name paired with an adjective that describes them, and their department (Example: Bewildered Becky, Awesome Andy).
<p>SMART ICE BREAKER</p> <p><i>Time: 10 minutes</i></p> <p><i>Materials:</i></p> <ul style="list-style-type: none"> ✓ Strips of paper with pieces of learning objectives (page 58). Divide to make enough pieces for the group. 	<ul style="list-style-type: none"> • Hand out pieces of learning objectives to the participants. • Ask participants to stand up and walk around the room until they find 2-3 other people with whom together they make a completed learning objective. • Tell participants that once they have a complete objective, that will form their group for the evening and they can find a seat at a table. • Ask participants to introduce themselves to their groups. • When all groups have taken a seat, ask each group to read their objectives and state why it is or is not SMART.
<p>STATEMENT RANKING: ATTITUDES ABOUT WOMEN AND MEN</p> <p><i>Time: 20 minutes</i></p> <p><i>Materials:</i></p> <ul style="list-style-type: none"> ✓ List of statements (page 61) ✓ Placard for “totally agree” and “totally disagree” ✓ Flipchart paper ✓ Markers ✓ Masking tape 	<ul style="list-style-type: none"> • Tape the placards for “Totally agree” and “Totally disagree” in the UFIC hallway on opposite ends. • Ask participants to line up between the signs. • Point out that at one side of the room is a sign that says “Totally Agree” and the other side says “Totally Disagree.” • Explain that when the facilitator reads a statement, the participants should order themselves along the line based on how strongly they feel about the statement – WITHOUT SPEAKING. • Read each statement giving participants time to move along the continuum. When appropriate, ask participants to explain why they chose their location along the continuum. • Ask participants to return to their seats and process out the activity on flipcharts with the following questions: <ul style="list-style-type: none"> ○ <i>Explain:</i> Point of activity is to gain an understanding of participant’s views of gender and understanding of gender topics by arranging themselves on a rating scale. ○ How does this activity work? What is the process? ○ What kinds of objectives would this activity work for? ○ What are some other ways that this activity could have been adapted to be run differently?
<p>BRAINSTORM:</p>	<ul style="list-style-type: none"> • Divide the participants into two groups. One group will be “men”

<p>GENDER VS. SEX</p> <p><i>Time: 20 minutes</i></p> <p><i>Materials:</i></p> <ul style="list-style-type: none"> ✓ Blank colored slips of paper ✓ Flipchart paper ✓ Markers ✓ Masking tape 	<p>the other group will be “women.”</p> <ul style="list-style-type: none"> • Ask the participants to write down the attributes and stereotypes of either men or women and tape them on the wall (different walls for men and women). • When finished, ask the participants if any of the attributes could really apply to men or women, and move those to a third wall. • Ask participants to return to their seats and process out the activity on flipcharts with the following questions: <ul style="list-style-type: none"> ○ Point of activity is to show sex versus gender but let’s focus on the bones of the activity. ○ How does this activity work? What is the process? ○ What kinds of objectives would this activity work for? ○ What are some other ways that this activity could have been adapted to be run differently?
<p>DEMONSTRATION: COWS AND BIRDS</p> <p><i>Time: 20 minutes</i></p> <p><i>Materials:</i></p> <ul style="list-style-type: none"> ✓ Cow masks (page 63) ✓ Bird masks (page 64) ✓ Potable water ✓ Cups ✓ Straws ✓ Flipchart paper ✓ Markers ✓ Masking tape 	<ul style="list-style-type: none"> • Ask for 10 volunteers; give half cow masks and half bird masks. • Place 5 cups on one side of the table and 5 cups on the other side, filled with water, on the bird side put straws in the cups. • Ask the cows to stand on the side without a straw, the birds on the side with a straw. • Explain to the participants that the object is to drink the water as quickly as possible as their animal would. The first group to finish wins. • Ask participants to return to their seats and process out the activity on flipcharts with the following questions: <ul style="list-style-type: none"> ○ Point of activity is to show what happens when one group has access to resources that another group does not. With the participants you would go on to discuss how this relates to men and women. ○ How does this activity work? What is the process? ○ What kinds of objectives would this activity work for? ○ What are some other ways that this activity could have been adapted to be run differently?
<p>RECALL OF ACTIVITIES</p> <p><i>Time: 10 minutes</i></p> <p><i>Materials:</i></p> <ul style="list-style-type: none"> ✓ Flipchart paper ✓ Markers ✓ Masking tape 	<ul style="list-style-type: none"> • Process on flipcharts: • Ordering Activity <ul style="list-style-type: none"> ○ How did the ordering activity work from last time? What was the process? – Reminder of Flipchart ○ What kinds of objectives would this activity work for? ○ What are some other ways that this activity could have been adapted to be run differently? • Case Study <ul style="list-style-type: none"> ○ How did the case study activity work from last time? What was the process? – Reminder of Flipchart. ○ What are some other ways that this activity could have been adapted to be run differently? ○ What kinds of objectives would this activity work for?

PRACTICE ACTIVITY

Time: 35 minutes

Materials:

- ✓ Training Design Practice Activity case studies (page 65)
- ✓ Flipchart paper
- ✓ Markers
- ✓ Masking tape

- Explain to participants:
- In your groups read the case study of a training need and the associated learning objectives. Work with your group to identify the activities that would work best to help the participants achieve the learning objectives and put together a suggested activity plan. For now, do not worry about time constraints. You are also welcome to include some brief lecture if necessary (no more than 15 minutes).
- Guiding Thoughts:
 - Choose an activity that will match the observable action.
 - Think of how to adapt that activity for the context and outline the steps that you would take to run the activity.
 - Remember that an activity should always have a point – think about how the activity functions and if that will help to guide the participant to achieving the learning objective.
 - Share at the end and discuss.

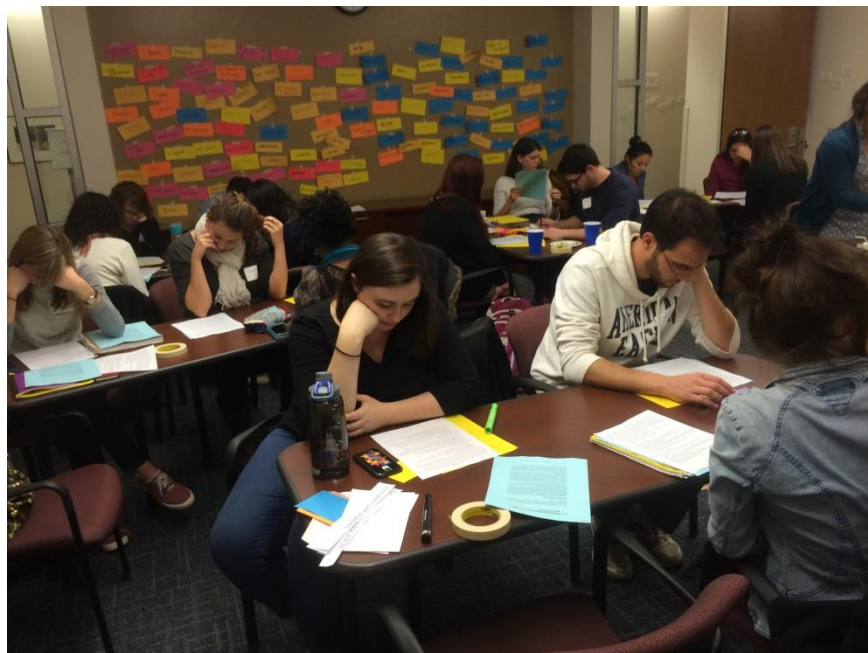
Activities in Action: Monthly Series Session 2



Session 2: Brainstorming Gender vs. Sex



Session 2: Cows vs. Birds



Session 2: Practice Activity

Activities in Action: Single-Day Workshop Session 2



Session 2: Brainstorming Gender vs. Sex



Session 2: Cows vs. Birds



Session 2: Practice Activity

Session 3 Plan

<p>BRAINMAP ICEBREAKER & REVIEW</p> <p>Time: 10 minutes</p> <p>Materials:</p> <ul style="list-style-type: none"> ✓ Flipchart paper ✓ Markers 	<ul style="list-style-type: none"> • In advance, place four flipcharts on tables in different spots in room. • Ask participants to count off 1-4, assign each group to a different table. • Tell participants: Each time you go to a table introduce yourself to the people at the table with your name and department. • Ask participants to write down everything they remember from the TOT thus far including activities, concepts, ideas, tips, and etcetera. • After 2-3 minutes ask everyone to go to a different table (any table) and add to the flipchart that is at the new location. Repeat four times so everyone has a chance to get to every flipchart. • Ask participants to return to their original table and with the black marker circle one thing that they found particularly useful or relevant and explain to plenary.
<p>ROLE PLAY: ENTRENCHED BELIEFS</p> <p>Time: 30 minutes</p> <p>Materials:</p> <ul style="list-style-type: none"> ✓ Flipchart paper with terms brainstormed in the Sex vs. Gender activity in Session 2 	<ul style="list-style-type: none"> • Refer back to the brainstorming activity from Session 2 and reflect on the stereotypes of men and women. • Tell participants: In groups, briefly discuss where you got your notions, beliefs, or perceptions about men and women. Choose one story to dramatize for the group and create a role play with the people in your group. • Be prepared to share your role play activity with the group. • You will have 15 minutes to prepare. Feel free to find a space to rehearse your role play if you wish. • 10 minutes for role plays – may not get to all of them. • Ask participants to return to their seats and process out the activity on flipcharts with the following questions: <ul style="list-style-type: none"> ○ Point of activity is to show how perceptions of gender are socially constructed and deeply embedded notions. ○ How does this activity work? What is the process? ○ What kinds of objectives would this activity work for? ○ What are some other ways that this activity could have been adapted to be run differently?
<p>COMMUNITY MAPPING: EMPOWERED OR DISEMPOWERED SPACES & PLACES</p>	<ul style="list-style-type: none"> • Ask participants to draw a map of Gainesville (level of detail is up to them) and identify spaces and places where women are either empowered or disempowered. Put a sun or moon next to areas to show if it is empowered or disempowered during one time or the other. • Once you identify these places for women, do the same for men. • Once participants are finished ask them for a volunteer woman to share their map and discuss places and spaces in Gainesville where

<p><i>Time:</i> 30 minutes</p> <p><i>Materials:</i></p> <ul style="list-style-type: none"> ✓ Flipchart paper ✓ Markers 	<p>they feel empowered or disempowered. Repeat for a male volunteer.</p> <ul style="list-style-type: none"> • Ask participants to return to their seats and process out the activity on flipcharts with the following questions: <ul style="list-style-type: none"> ○ Point of activity is to show that there are places where women and men perceive that they are or are not “safe” and that they lack power. Would follow up with a discussion about why some places are or are not safe and the underlying issues associated with that regarding gender norms and behavior ○ How does this activity work? What is the process? ○ What kinds of objectives would this activity work for? ○ What are some other ways that this activity could have been adapted to be run differently?
<p>PRACTICE ACTIVITY: AGENDA & SESSION PLAN</p> <p><i>Time:</i> 50 minutes</p> <p><i>Materials:</i></p> <ul style="list-style-type: none"> ✓ Flipchart prepared with agenda and session plan considerations (page 66-68) ✓ Session & Activity Plan Case Study (page 70) ✓ Session Plan Template (page 71) ✓ Activity Template (page 72) ✓ Flipchart paper ✓ Markers 	<ul style="list-style-type: none"> • Explain agenda and session plan considerations flipchart. • Tell participants: In your groups read the case study of a training need and the associated learning objectives. Work with your group to do the following: <ul style="list-style-type: none"> ○ Identify the activities that would work best to help the participants achieve the learning objectives and put together into a session plan. ○ Choose one of the activities and create a detailed activity plan for that activity. ○ Choose activities that will match the observable action as stated in the learning objective. ○ Think of how to adapt that activity for the context and outline the steps that you would take to run the activity. ○ Remember that an activity should always have a point – think about how the activity functions and if that will help to guide the participant to achieving the learning objective. • Give participants time to process their case study and create their session plan and activity plan. • When finished, ask each group to share the challenges they faced in creating their session plans and agendas, and how they addressed them.

Activities in Action: Monthly Series Session 3



Session 3: Brainmap Icebreaker



Session 3: Entrenched Beliefs Role Plays

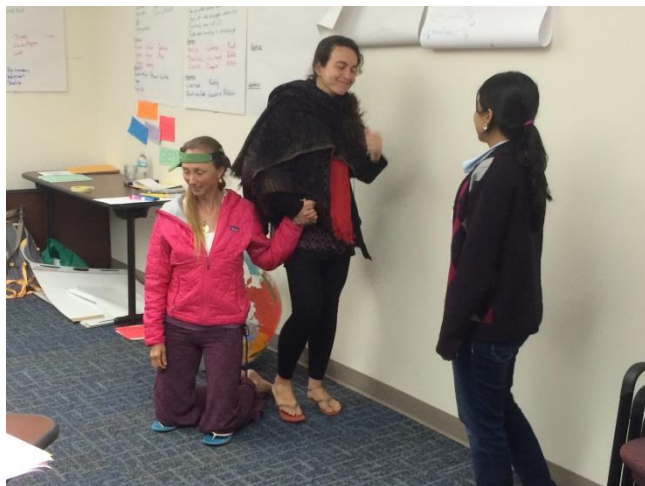


Session 3: (Dis)Empowered Spaces & Places Map

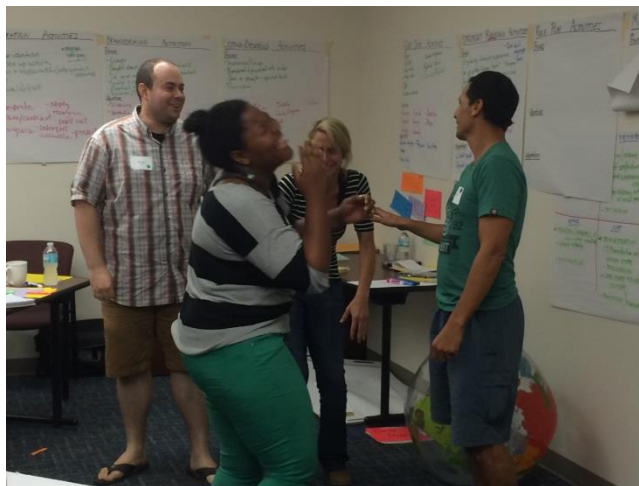


Session 3: Discussing the Case Study

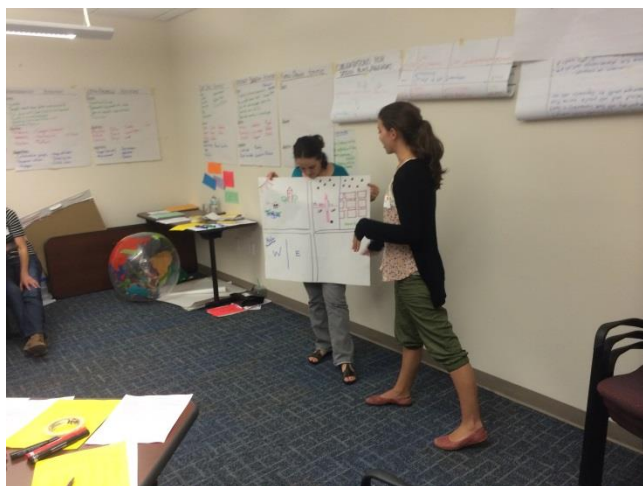
Activities in Action: Single-Day Workshop Session 3



Session 3: Entrenched Beliefs Role Plays



Session 3: Entrenched Beliefs Role Plays



Session 3: (Dis)Empowered Spaces & Places Map



Session 3: (Dis)Empowered Spaces & Places Map

Session 4 Plan

<p>RE-BRAINMAP ICEBREAKER & REVIEW</p> <p><i>Time:</i> 10 minutes</p> <p><i>Materials:</i></p> <ul style="list-style-type: none"> ✓ Flipchart paper ✓ Markers 	<ul style="list-style-type: none"> • In advance, place four flipcharts from the brainmap activity in Session 3 in various locations in room. • Ask participants to count off 1-4, assign each group to a different table. • Ask participants to write down anything that is missing in the brainmap (particularly what was done in Session 3). • Explain that participants will also select one item that they have recently use or will likely use in the future to share with plenary. • After 5 minutes ask participants to form a circle in the room. • Ask participants to introduce themselves with their name, department, and the one item they chose (and why they chose it).
<p>FACILITATION SKILLS STORYTELLING</p> <p><i>Time:</i> 40 minutes</p> <p><i>Materials:</i></p> <ul style="list-style-type: none"> ✓ Flipchart paper with proactive and reactive facilitation skills (page 73) ✓ Facilitation Skills Storytelling Prompts (page 74) ✓ Flipchart paper ✓ Markers ✓ Masking tape 	<ul style="list-style-type: none"> • Review flipchart on proactive and reactive facilitation skills. • Hand out prompts to participants that demonstrate one or more common training issues. • Ask the participants to create a brief story that demonstrates how a protagonist handled the training issue. Each group will share their story through either (A) a role play or (B) an illustration on a flipchart with narration. • Give participants time to prepare their stories. • Ask each group to share their facilitation story. • Discuss.
<p>EVALUATION CASE STUDY</p> <p><i>Time:</i> 35 minutes</p> <p><i>Materials:</i></p> <ul style="list-style-type: none"> ✓ Formative and Summative evaluation flipchart (page 75) ✓ Evaluation Case Study (page 76) ✓ 2-hour Agenda example cut into strips (page 77) ✓ 4-hour Agenda example 	<ul style="list-style-type: none"> • Review formative and summative evaluation flipchart. • Provide groups with the 2 hour and 4 hour session plan agendas cut into strips (helpful if separated into envelopes) • Ask groups to <ul style="list-style-type: none"> ○ Put the activities into the order they feel is best. ○ Assign an amount of time for each activity. ○ Identify which activities in the plan could be considered good “formative” evaluations ○ Develop a summative evaluative activity to see what the participants in the case study have learned. • Guiding Thoughts <ul style="list-style-type: none"> ○ Remind participants to think of all of the activities that we have done over the past weeks (point to wall). ○ Choose activities that will match the observable action as

<p>cut into strips (page 79)</p> <ul style="list-style-type: none"> ✓ Flipchart paper ✓ Markers 	<p>stated in the learning objective.</p> <ul style="list-style-type: none"> ○ Think of how to adapt that activity for the context and outline the steps that you would take to run the activity. ○ Remember that an activity should always have a point – think about how the activity functions and if that will help to guide the participant to achieving the learning objective. <ul style="list-style-type: none"> • When finished, ask participants to share EITHER their 2-hour or 4-hour session plan explaining the order they put activities into, how much time they gave each activity, where they added summative and formative evaluations, and what those activities were.
<p>BALLOON EVALUATION GAME</p> <p><i>Time: 50 minutes</i></p> <p><i>Materials:</i></p> <ul style="list-style-type: none"> ✓ Balloons, 5 colors ✓ Balloon game “steps” cut into strips (page 82) for 5 groups ✓ Chairs ✓ Masking Tape 	<ul style="list-style-type: none"> • Prepare game by putting one strip of paper into each balloon and inflate. It is helpful to keep each team one color. Should be 5 teams with the same strips of paper. When inflated, tape the balloons to 5 chairs and place the chairs along a wall. Be sure that each group has the same 5 steps. Above the chairs put team names and pieces of tape for the groups to use. Put a line of tape on the floor on the opposite side of the room as the chairs. • Explain the “rules” of the game: <ul style="list-style-type: none"> ○ No sabotaging another team ○ Each person must “go” once ○ Each person must wait until their teammate crosses back over the line. • Explain how the game “works:” <ul style="list-style-type: none"> ○ This is a relay race – One at a time run to chair, grab balloon, pop balloon, and put the step to writing a learning objective on the wall. Run back and tag hand of next teammate. ○ Object is to get all of the steps on the wall in the correct order first.
<p>WRAP - UP</p> <p><i>Time: 25 minutes</i></p> <p><i>Materials:</i></p> <ul style="list-style-type: none"> ✓ Evaluations (page 84) ✓ Certificates (page 86) 	<ul style="list-style-type: none"> • 15 minutes open Q&A. • Hand out final evaluations. • While participants are filling out evaluations hand out certificates of completion • Final Thanks. • Photo with participants.

Activities in Action: Monthly Series Session 4



Session 4: Balloon Evaluation Game



Session 4: Balloon Evaluation Game

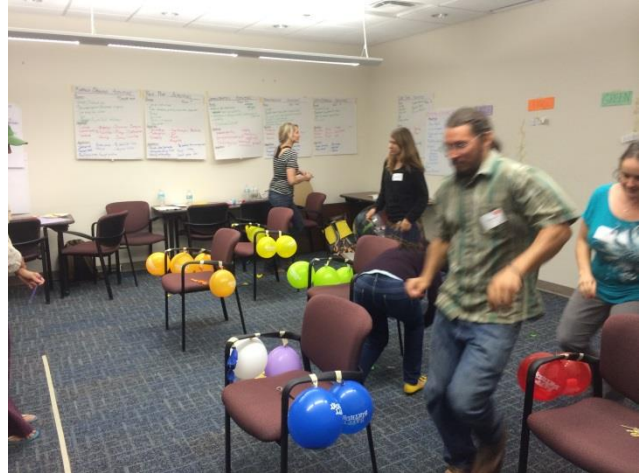


Session 4: Certificates

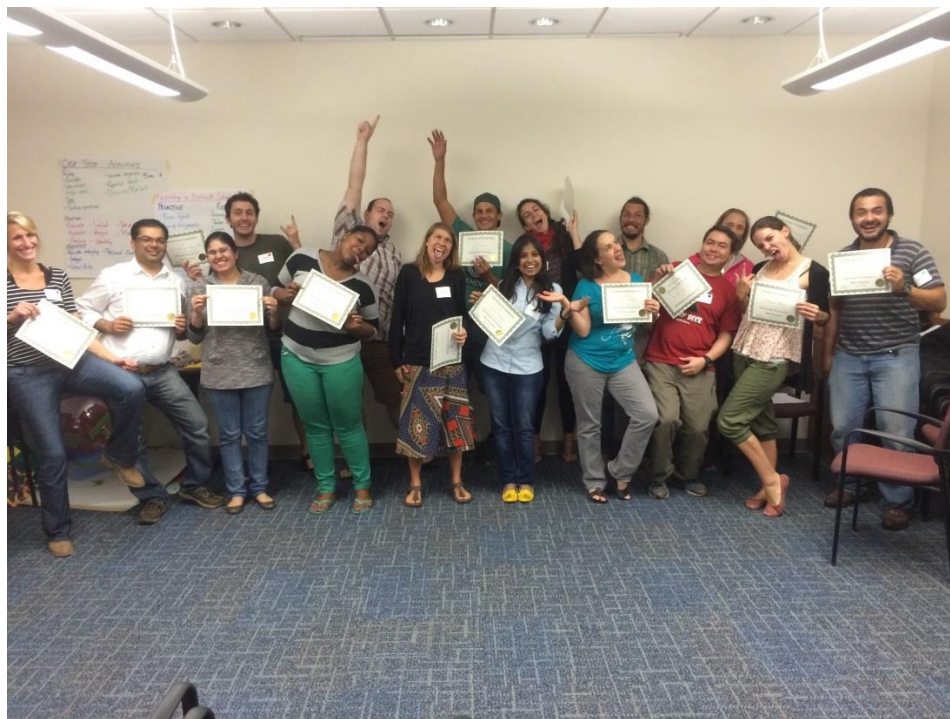
Activities in Action: Single-Day Workshop Session 4



Session 4: Balloon Evaluation Game



Session 4: Balloon Evaluation Game



Session 4: Certificates

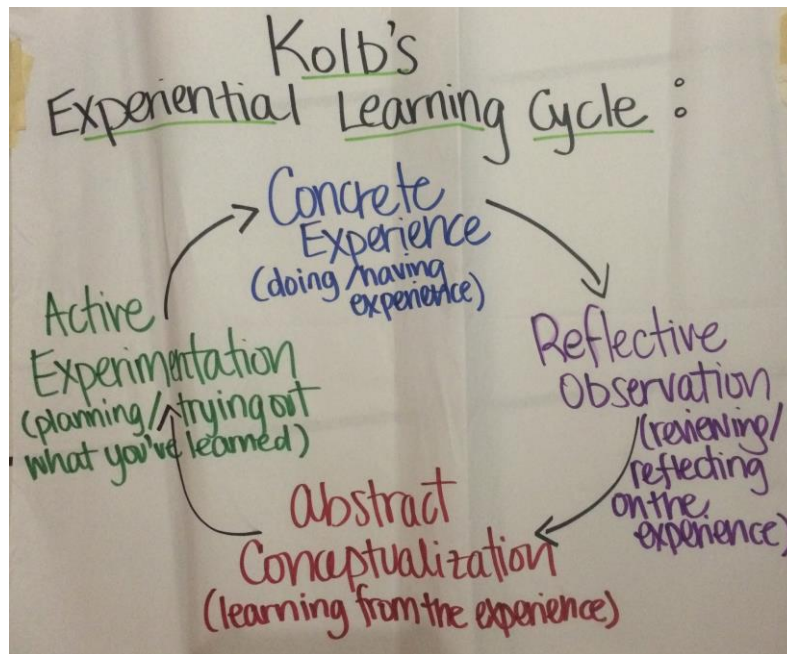
APPENDIX C: WORKSHOP HANDOUTS AND MATERIALS

Session 1 Handouts and Materials

Circle Activity Questions

1. I am a graduate student
2. I work in the Environmental, Biological, Agricultural or other natural sciences
3. I work in the Social or Human Sciences
4. I have some background in training or education
5. I have some experience in facilitation
6. I play a sport
7. I have a pet dog
8. I have tattoos
9. I am from outside of the United States
10. I have lived/ worked outside of the United States
11. I watch Downtown Abby every Sunday night
12. I think David Attenborough is a better Planet Earth narrator than Oprah Winfrey
13. I have been to the Wizarding World of Harry Potter at Universal Studios
14. Chipotle makes my favorite burritos
15. I have seen a manatee in the wild
16. I have a secret talent
17. I have been discriminated against because of my gender, race, religion, sexual identity or other characteristic
18. My mother/ grandmother is the head of my household
19. I have seen/ experienced differences in the way women are treated in my place of work/ research
20. I am hoping to use what I learn in this workshop
 - a. ...in my research setting
 - b. ...in future work with rural communities
 - c. ... in future work with development agencies
 - d. ... in future work in extension
21. I have no idea how I will use what I learn in this workshop, I'm just happy to be here

Kolb's Experiential Learning Flipchart



12 Principles of Adult Learners Flipchart

-
- 12 Principles of Adult Learning
1. **Participatory** Needs Assessment
 2. **Safety** in environment & process
 3. **Relationship** between teacher & learner
 4. Attention to **Sequence** of content & **reinforcement**
 5. **Praxis**-action with reflection
 6. Respect for learners as subjects of own learning
 7. **Cognitive, affective, & psychomotor** aspects
 8. **Immediacy** of the learning
 9. **Clear roles** & role development
 10. **Teamwork**: using small groups
 11. **Engagement** of learner in learning process
 12. **Accountability**: how do they know what they know?

Needs Assessment Cases

NEEDS ASSESSMENT CASE STUDY 1

The Mpigi district in Uganda boasts about 40 forest reserves, all of which have been invaluable to the people living around them. Most of these reserves have been heavily encroached upon and, as a result, biological diversity has been drastically affected. Overexploitation of resources in these forests has affected the ability of the forest reserves to recover. Only one forest remains intact in the district, Mpanga forest. The importance of the ecosystem services provided by the Mpanga forest is not widely understood by the nearby community, especially the fact that it provides the only local source of clean drinking water through its network of underground streams.

The Friends of Mpigi Forests Conservation and Development Organization, have a major objective to conserve forests and wetlands in Mpigi district. However, the organization faces other problems associated with deforestation that must be tackled in order to achieve conservation goals. The HIV/AIDS pandemic has increased the burdens on many families and there are many households now headed by widows and children. It would be difficult to convince families not to encroach on the forest, as they often rely on the forests for food and other resources, most of which are gathered by the women and children.

The Friends of Mpigi Forests have recently learned that the women in the community have begun to seek out more forest resources in order to start a craft business. They got the idea from the only teacher in the community, the elementary school teacher, who is trying to help the women find economic opportunities.

- 1. What are the primary issues described in the case study?**
- 2. What are the issues that can be addressed through training?**

Choose only one issue from #2 for the following questions:

- 3. Who would be the most appropriate target audience for a training program?**
- 4. What are the assumptions you are making about the target audience?**
- 5. What constraints will you need to address in designing a training program for this audience (example: social constraints, education level, logistics)?**

Adapted from Case Study 2.1 in the UNDP Gender Mainstreaming Training Manual: http://www.undp.org/content/dam/undp/library/Environment%20and%20Energy/Sustainable%20Energy/Gender_Mainstreaming_Training_Manual_2007.pdf

NEEDS ASSESSMENT CASE STUDY 2

In Indonesia, an increasing population and the growing use of irrigation of paddy fields in Java is expected to create water demand problems by 2020. Indonesian women have traditionally played a critical role in rice cultivation, but female farmers have seldom been involved in all the stages of irrigation development and water management. Surveys conducted by the *Cidurian Upgrading and Water Management Project* showed that despite this, women were actively involved in irrigation: they monitored water conditions in the fields to check illegal intake and outlet of irrigation water; they controlled the buffaloes that damaged the canals; and they used tertiary irrigation water for household purposes.

In this part of Java, there are no strong women's organizations in the villages, and social barriers prevent women from attending any training or extension meetings with men. Women face educational barriers and as such have low education levels and often display shyness. The *Cidurian Upgrading and Water Management Project* is concerned that women's lack of participation in management could result in less effective water management due to their important roles irrigation.

- 1. What are the primary issues described in the case study?**
- 2. What are the issues that can be addressed through training?**

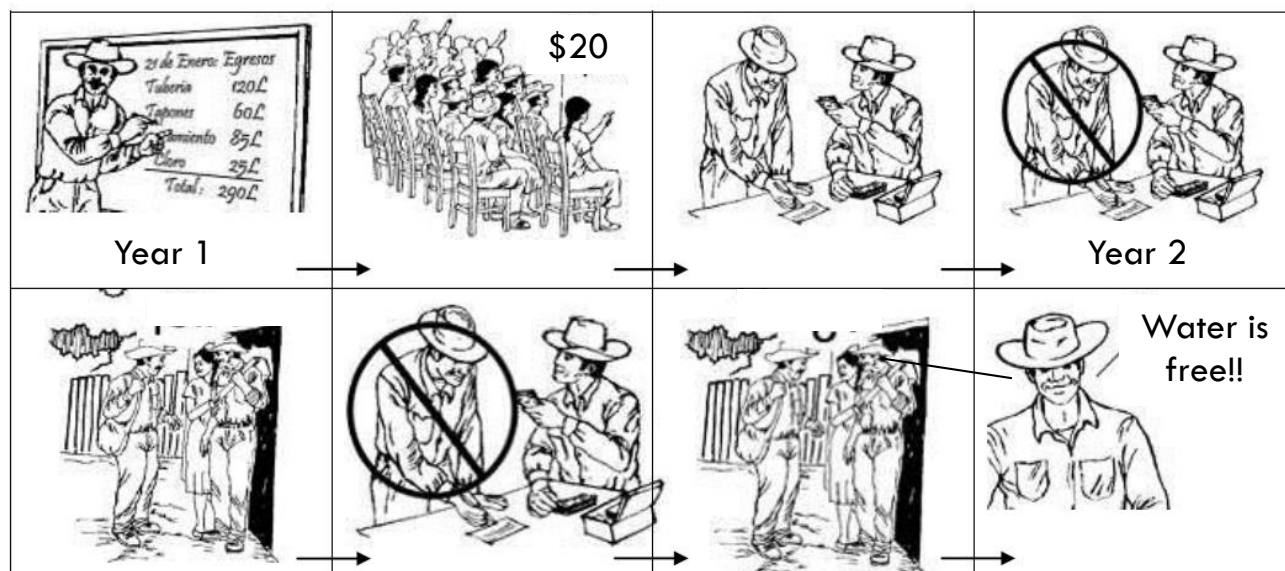
Choose only one issue from #2 for the following questions:

- 3. Who would be the most appropriate target audience for a training program?**
- 4. What are the assumptions you are making about the target audience?**
- 5. What constraints will you need to address in designing a training program for this audience (example: social constraints, education level, logistics)?**

Adapted from Case Study 5.5 in the UNDP Gender Mainstreaming Training Manual: http://www.undp.org/content/dam/undp/library/Environment%20and%20Energy/Sustainable%20Energy/Gender_Mainstreaming_Training_Manual_2007.pdf

NEEDS ASSESSMENT CASE STUDY 3

In Honduras, a community named “La Cañada” has a water system that has been in operation for five years. The community, with the help of the NGO who constructed the system, decided that a water tariff of 20 Lempira (\$1) per month (per household) would cover the costs of operating and maintaining the water system. This decision happened during a community meeting led by the community-elected Water User Association. The first year, many of the households paid the tariff, but many families refused to pay the tariff. The President of the Water User Association in the community visited the houses that would not pay the tariff and explained why the tariff was required. The households all agreed to pay the tariff, but the next month they yet again did not pay. Pablo, one of the water users who did not pay said, “Why do I have to pay for water? Before, my wife only had to walk to the spring with a bucket and could carry water home for free! Water was free! The water system is already built so why should I have to pay? We are a poor family and do not have money.”



1. What are the primary issues described in the case study?
2. What are the issues that can be addressed through training?

Choose only one issue from #2 for the following questions:

3. Who would be the most appropriate target audience for a training program?
4. What are the assumptions you are making about the target audience?

What constraints will you need to address in designing a training program for this audience (example: social constraints, education level, logistics)?

Cup Game Cards



**Fill the cup to the brim with hot
coffee**



Fill the cup with hot coffee



Pour some coffee in the cup



Pour some liquid in the cup

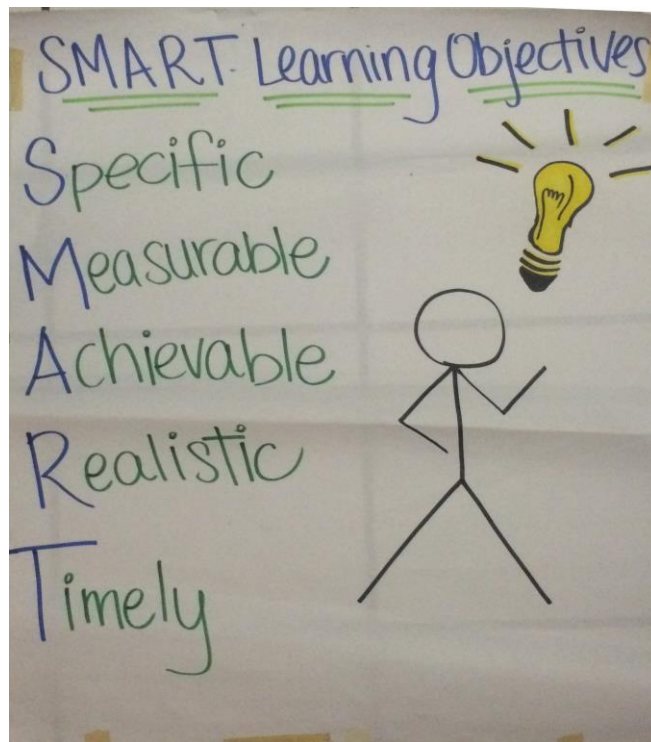


Know what to put in the cup

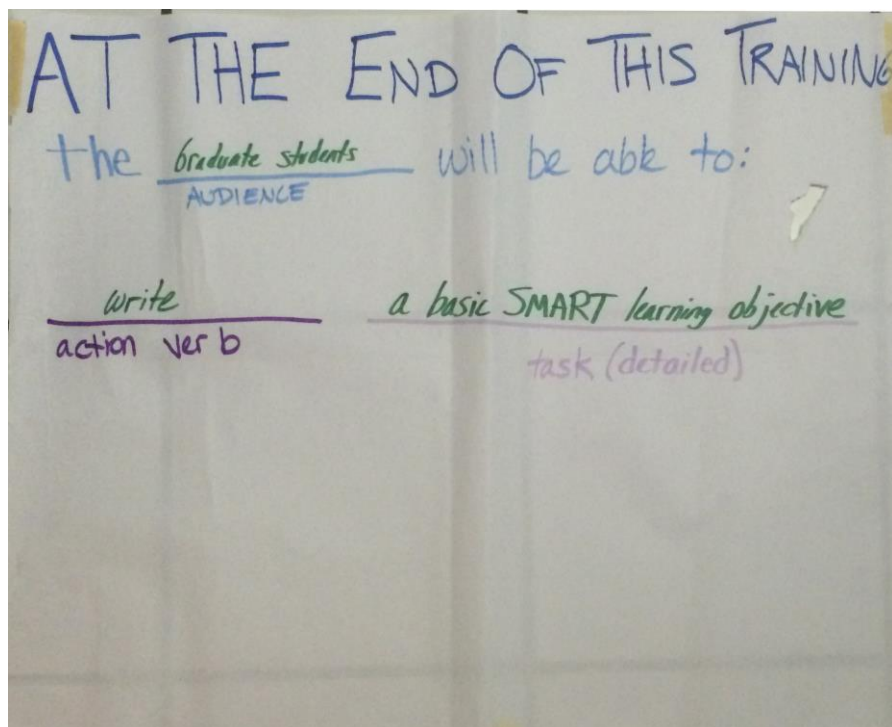


Understand how to use the cup

SMART Flipchart



SMART Example Objective Flipchart



Bloom's Taxonomy Handout

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Bloom's Definition	Remember previously learned information. <i>(Most basic)</i>	Demonstrate an understanding of the facts.	Apply knowledge to actual situations.	Break down objects or ideas into simpler parts and find evidence to support generalizations.	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria. <i>(Most complex)</i>
Measurable Action Verbs	<ul style="list-style-type: none"> Arrange Define Describe Duplicate Identify Label List Match Memorize Name Order Outline Recognize Relate Recall Repeat Reproduce Select State 	<ul style="list-style-type: none"> Classify Convert Defend Describe Discuss Distinguish Estimate Explain Express Extend Generalize Give example(s) Identify Indicate Infer Locate Paraphrase Predict Recognize Rewrite Review Select Summarize Translate 	<ul style="list-style-type: none"> Apply Change Choose Compute Demonstrate Discover Dramatize Employ Illustrate Interpret Manipulate Modify Operate Practice Predict Prepare Produce Relate Schedule Show Sketch Solve Use Write 	<ul style="list-style-type: none"> Analyze Appraise Breakdown Calculate Categorize Compare Contrast Criticize Diagram Differentiate Discriminate Distinguish Examine Experiment Identify Illustrate Infer Model Outline Point out Question Relate Select Separate Subdivide Test 	<ul style="list-style-type: none"> Arrange Assemble Categorize Collect Combine Comply Compose Construct Create Design Develop Devise Explain Formulate Generate Plan Prepare Rearrange Reconstruct Relate Reorganize Revise Rewrite Set up Summarize Synthesize Write 	<ul style="list-style-type: none"> Appraise Argue Assess Attach Choose Compare Conclude Contrast Defend Describe Discriminate Estimate Evaluate Explain Judge Justify Interpret Relate Predict Rate Select Summarize Support Value

Globe Evaluation Questions

Name one thing you should look for in a needs assessment.

Tell us one NEW thing you learned today.

Tell us one thing you would like to know more about.

Name one measurable action word that you can use in a learning objective.

Name one important principle of adult learners.

Name one possible constraint to learning that you may need to consider when planning training.

What does the “S” in SMART learning objective mean?

Name one important consideration for a learning objective to be SMART

Once you have brainstormed information for a learning objective, what should you “categorize” it into?

What does the “M” in SMART learning objective mean?

Session 3 Handouts and Materials

SMART Icebreaker

At the end of this training

the participants will be able to

discuss

the importance of paying an
adequate water tariff.

At the end of this training

the instructor will teach the
participants to

discuss

the importance of paying an
adequate water tariff.

At the end of this training

the participants will

understand why they should pay a water tariff.

At the end of this training

the participants will be able to

solve

their water tariff problems.

At the end of this training

the participants will be able to

articulate

three reasons why they should pay

an adequate water tariff.

At the end of this training

the participants will be able to

fix

their water tariff problems.

At the end of this training

the participants will be able to

calculate

an adequate water tariff.

SMART Objectives Review Flipcharts

IDENTIFY THE TRAINING NEED

When working and researching in conservation and development, there is often a demand or need for training. Training skills would help graduate students (future development workers) in meeting these needs.

- Identify the needs/target audience etc.

BRAINSTORM

Facilitation Skills
evaluating learners
needs assessment
time constraints
Kolbs
participatory activities
creating activities
learning objectives
12 key aspects of adult learners
agendas
KSA
Bloom's Taxonomy
action verbs "measurement"
timelines

MUST KNOW	NICE TO KNOW	DO NOT NEED TO KNOW NOW
participatory activities	KSA	Bloom's Taxonomy
adapting activities	Role of facilitator	
designing activities	Timelines	
matching with learning objectives	Agendas	

AT THE END OF THIS TRAINING

the graduate students
AUDIENCE will be able to:

write
action verb

a basic SMART learning objective
task (detailed)

Statement Ranking Activity: Statements

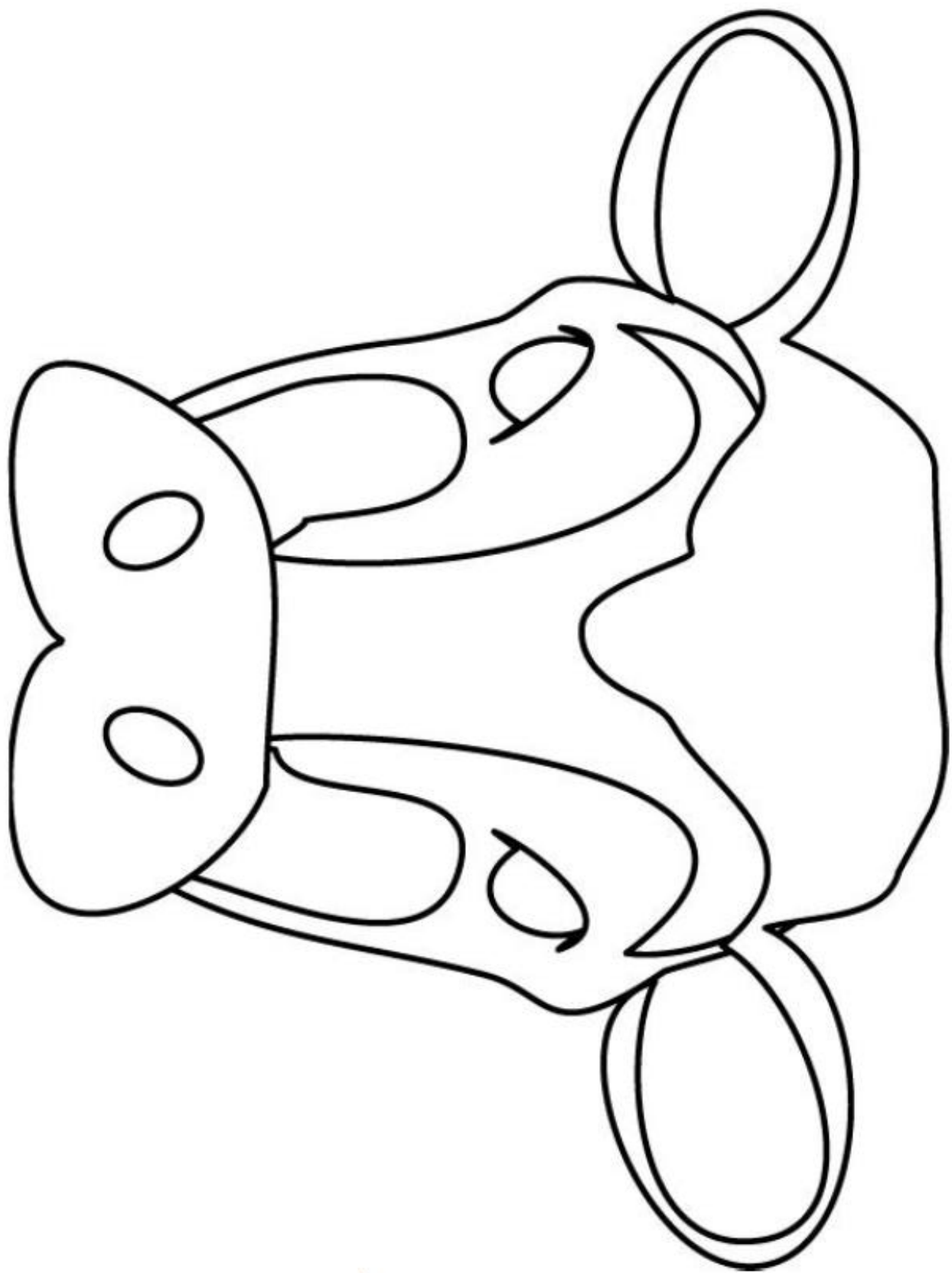
(First let's try an easy statement so that you can see how the activity will work)

- Pizza is the food that most defines US Americans.
- Brazil is the best national soccer team in the world, besides my own country, of course.

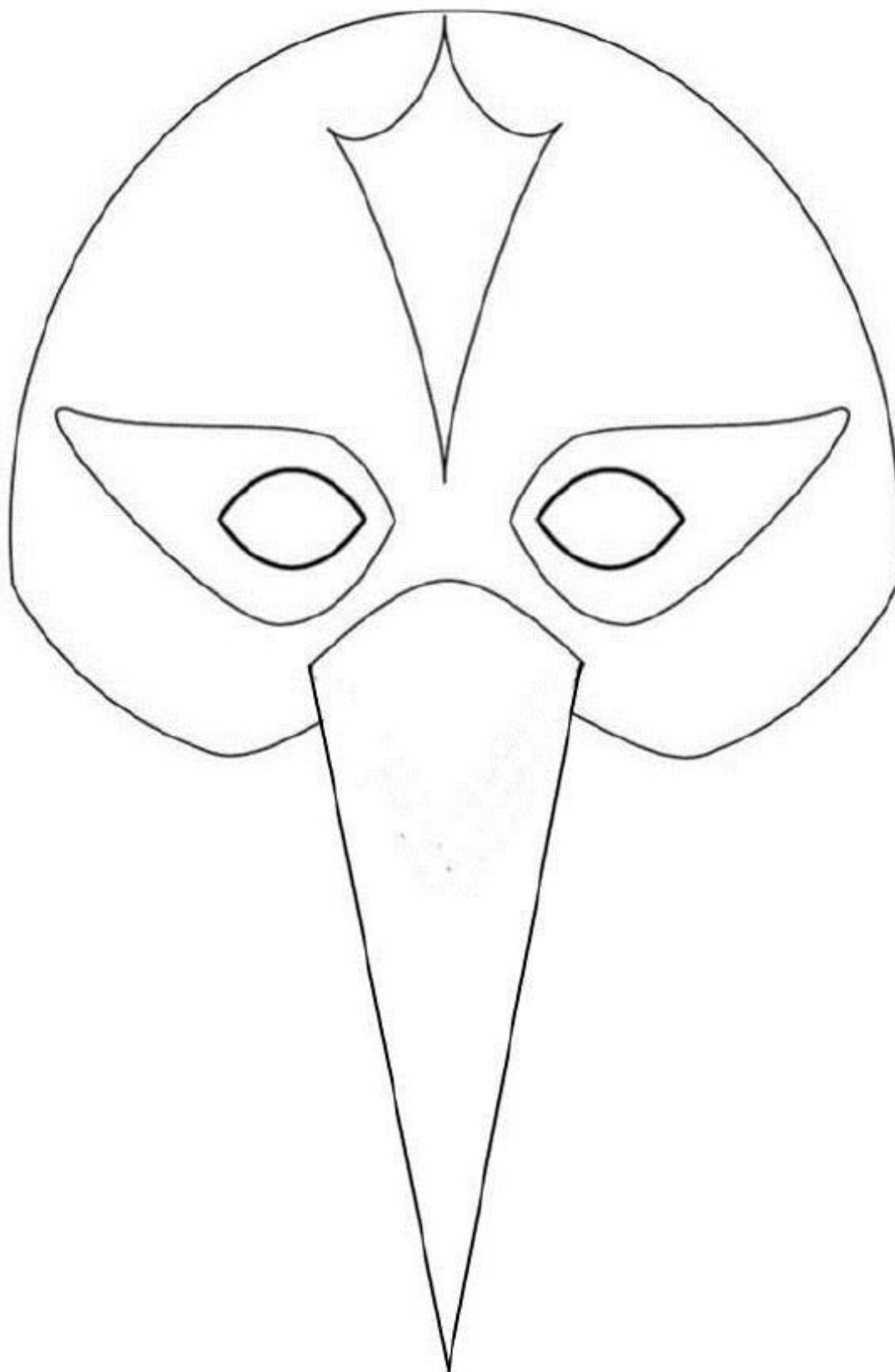
(Now let's try some more complex statements)

- Women can do the same jobs as men.
- Women are better cooks than men.
- There are gender biases in my department.
- In my country, men and women are treated equally in society.
- Women are just as good as leaders as men are.
- I have had unwanted attention while in a public place because of my sex.
- Women should stay home and take care of the children.
- The media is largely responsible for the sexualization of women.
- I have experienced barriers to success because of my sex.

Cows vs. Birds: Cow Mask



Cows vs. Birds: Bird Mask



Training Design Practice Activity

In El Tigre, Honduras community members have been falling ill after heavy rains with symptoms of gastrointestinal distress. The nurse at the health center worked with the community to determine that the local water source has the presence of the parasite giardia. No heavy metals, pesticides, or other toxins were found. The nurse worked with the community to determine several ways to address this issue, one of which included community training to purify water at the household. He/she identified the following learning objectives (you may add others as you see fit):

1. Discuss how water affects a person's health.
2. Describe the cycle of illness that occurs from water contaminated with parasites.
3. Define the concept of "potable water"
4. List the steps to purifying water in the household

You may assume the following:

- Women are responsible for collecting water for the household.
- The community is rurally located and does not have access to electricity.
- The average education level is 5th grade.
- The men and women in the community are eager to solve the problem and have agreed to participate in training. You will have around 25 people attend each training you give.
- For now, do not worry about time constraints.
- You may include lecture in your planning, but keep it to less than 15 minutes.

In your groups do the following:

- Identify participatory activities that would help the learners meet the learning objectives.
- Modify the activities to function how you see fit (*Example: Brainstorming in small groups instead of large groups. Use strips of paper to move the items around later or keep them items on a single paper*)
- List the steps that you would take to conduct each activity.
- Be prepared to give a rationale for your choice (*Example: We chose brainstorming so we could compile a list of community resources*)

Session 3 Handouts and Materials

Session 2-3 Participatory Activity Processing Flipcharts (Finished)

CASE STUDY ACTIVITIES

Process:

- Divide into groups
- Pass out case studies
- Read & interpret in groups
- Group collaborates on responses to guiding questions
- Share and discuss

Objectives:

- Analyze • Interpret
- Compare • Examine
- Evaluate • Synthesize

Adaptations:

- Visual Case Study (comic strip)
- Read aloud

PUZZLE/ORDERING ACTIVITIES

Process:

- Divide into groups
- Pass out [for example] strips of paper with steps or a list
- Rank from general to specific (or in order)
- Compare results

Objectives:

- List • Match • Classify
- Arrange • Compare • Label
- Organize • Prioritize • Identify

Adaptations:

- Race/Speed Game
- Include incorrect steps/items to identify
- Images instead of text
- Use as icebreaker (find your match)

BRAINSTORMING ACTIVITIES

Process:

- Divide into groups
- Compile terms
- Display & Discuss
- Categorize/Organize
- Assess the situation & Discuss

Objectives:

- List • Identify • Name
- Organize • Distinguish • Recall
- State • Examine • Classify

Adaptations:

- Whole group/Small group
- Single paper/Slips of paper
- Written/Drawn/Spoken (Facilitator compiled)

STATEMENT RANKING ACTIVITIES

Process:

- Explain process & purpose
- Lined up based on level of agreement
- Facilitator read a statement
- Participants move along the wall (line) to rank themselves (usually silent)
 - Started with humor/easy
 - Moved to more difficult
- Ask people to share why they ranked so

Objectives:

- Identify attitude • Judge • Demonstrate
- Discuss • Rank • Indicate
- Evaluate • Assess • Rate

Adaptations:

- Written, Signs with numbers, "stoplight" colors
- Self-ranking (independent)

DEMONSTRATION ACTIVITIES

Process:

- Set up demonstration
- Get volunteers/participants
- Assign roles
- Involve non-participants [for example] to cheer
- Run the demonstration
- Discuss

Objectives:

- Demonstrate
- Discover
- Dramatize
- Identify
- Show
- Predict
- Illustrate
- Assess
- Interpret

Adaptations:

- Involve all as teams
- Non-participants serve as observers (may want to give guiding questions)

COMMUNITY MAPPING/ GROUP DRAWING

Process:

- Groups
- Materials
- Set the stage - instructions
- Define terms (before or after)
- Time to draw / process
- Examples / Sharing
- Discussion

Objectives:

- Define
- Reflect
- Compare
- Analyze
- Illustrate
- Map

Adaptations:

- Draw "river of life"
- Skeleton
- Collaborative projects
- Draw a story

ROLE-PLAY ACTIVITIES

Process:

- Groups
- Explained → prompt
- Time to discuss / practice
- Checked in (Facilitator)
- "Chose" volunteer
- Performed
- Feedback
- Discussion ← Applause 😊

Objectives:

- Share
- Identify
- Recall
- Dramatize
- Analyze
- Illustrate

Adaptations

- Script - coding activity
- Pick volunteers first

Considerations for Session Plans Flipchart



Session Plan Example Flipchart

OBJ. #	ACTIVITY NAME	ACTIVITY TYPE	TIME
—	Name Game	Introduction & Ice breaker	10 min
1 & 2	Gender vs. Sex	Brainstorming & Discussion	20 min
2 & 4	Opinion Ruler	Statement Ranking & Storytelling	20 min
2, 3, 4	Entrenched Beliefs	Role-play & Discussion	40 min
—	Sounds of the Rainforest	Energizer	5 min
1, 2, 3, 4	My Gendered Day	Case Study Evaluation	25 min

Activity Plan Example Flipchart

Activity	Opinion Ruler TIME: 20 min
OBJECTIVES	<ul style="list-style-type: none"> 2. Identify underlying beliefs about gender 4. Discuss how gender beliefs affect the community
TARGET AUDIENCE	<ul style="list-style-type: none"> • Members of the water users association • Literate or non-literate
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Signs for "totally agree" and "totally disagree" ✓ List of gender statements
PROCESS	<ul style="list-style-type: none"> - Create/find an open space & place the signs on opposite sides - Ask participants to line up between the signs. - Explain that the facilitator will read a statement and the participants will move along the line based on the strength of their agreement. - Read the statements. <ul style="list-style-type: none"> - Start with humor/easy - Progress to difficult - If/When appropriate, ask people to share why they ranked so.
DISCUSSION POINTS	<ul style="list-style-type: none"> - How did this activity illustrate differences in gender norms? - How do these differences affect the community?

Practice Activity: Session & Activity Plans Case Study

An NGO in Senegal has decided to implement a reforestation project in partnership with local women's associations who use non-timber forest products for small enterprise. Ten villages have been targeted in Senegal for the reforestation project. You have been asked to bring together leaders from the local women's associations for a series of workshops. One of the workshops will focus on the importance of reforestation in the communities. The following objectives have been identified for the first 2-hour workshop:

1. Discuss the importance of reforestation in the target communities.
2. Identify how women use forest resources in the communities.
3. Identify key tree species for reforestation in the communities.

You may assume the following:

- The leaders of the women's associations range in literacy level from fully literate to semi-literate.
- You will have 25 women leaders from the village women's associations in attendance.

In your groups do the following:

- Create a 2 hour training session plan. Modify the activities we have discussed to function how you see fit. Feel free to include activities we have not discussed. Be sure to include:
 - a. An icebreaker
 - b. Participatory activities to help the learners meet the learning objectives
 - c. Lecture – if needed
 - d. Energizer – if needed
 - e. A possible evaluate activity (*we will discuss evaluation in the next session*)
- Choose ONE activity and create an activity plan detailing how to run the activity.

Session Plan Template

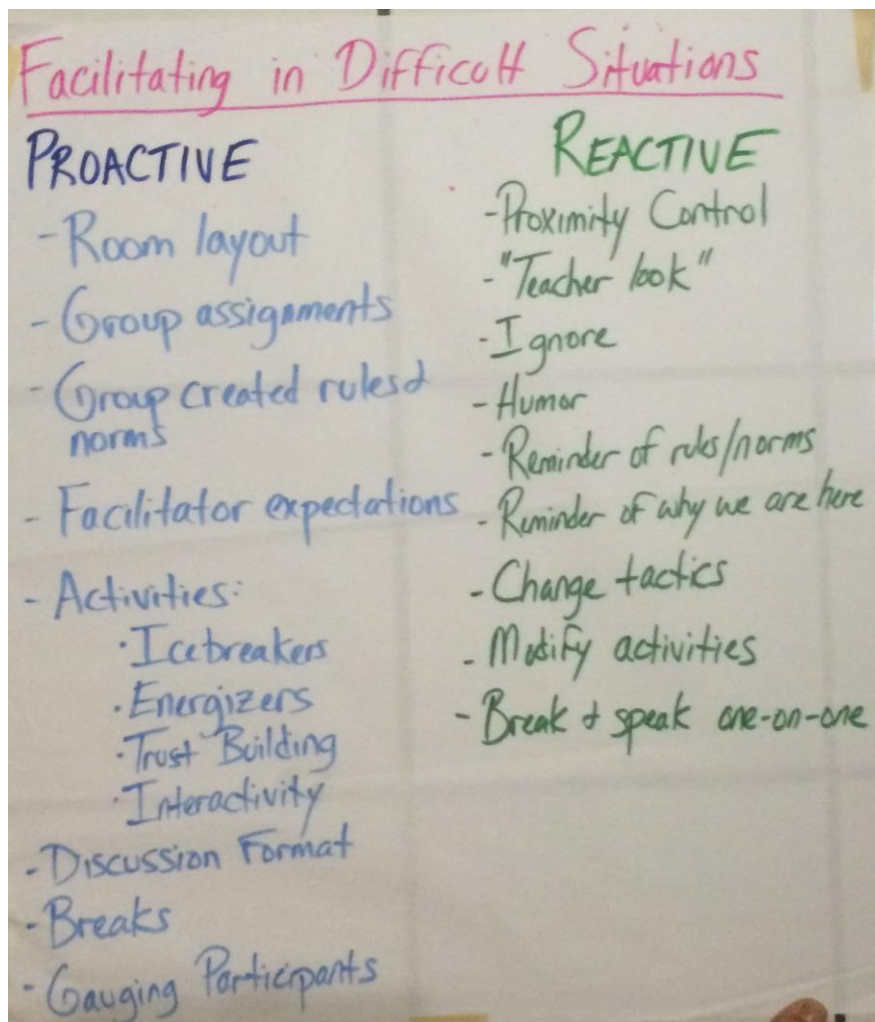
Obj #	Activity Name/Type	Activity Description	Time

Activity Plan Template

ACTIVITY NAME/TYPE		TIME	
OBJECTIVES			
TARGET AUDIENCE			
MATERIALS & PREPARATION			
PROCESS			
DISCUSSION POINTS			

Session 4 Handouts and Materials

Proactive and Reactive Facilitation Skills Flipchart



Facilitation Skills Storytelling Prompts

Prompt 1: You are conducting a training session for an NGO. During your presentations and activities there are two men in the back of the room who are continuously laughing, talking while you are talking, and disrupting those around them.

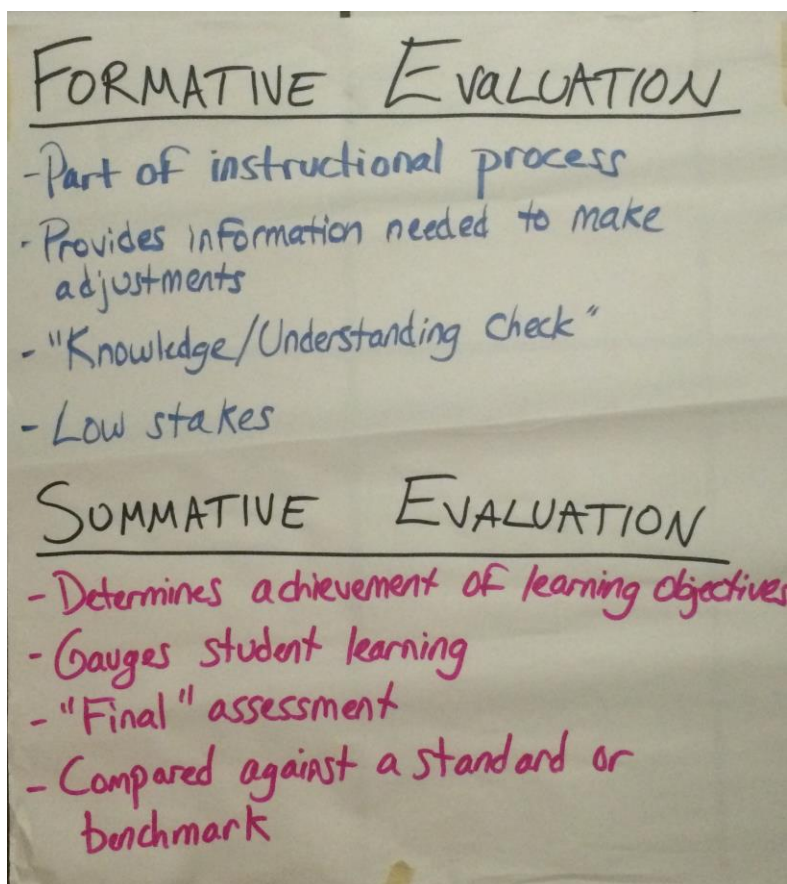
Prompt 2: You are conducting a training that includes topics that may be very personal or sensitive in nature to the participants. During one of your participatory activities, one of the participants becomes visibly upset although they are trying to not be disruptive.

Prompt 3: You are conducting a workshop that is designed to elicit participation from those attending ranging from discussion to role-play activities. However, you are having trouble getting people to volunteer for activities and getting participants to speak up during the activities.

Prompt 4: You are conducting a workshop where discussion is a key component. However, you have one or two participants who are monopolizing all of the discussion and the other participants are unable to express their thoughts.

Prompt 5: You are conducting a training session for a development agency. It is a required training and some of the participants are reluctant and even irritated that they have to attend. While not being blatantly aggressive, their body language and attitudes are causing tension in the group.

Formative and Summative Evaluation Flipcharts



Evaluation Case Study

El Tigre, Honduras community members have been falling ill after heavy rains with symptoms of gastrointestinal distress. The nurse at the health center worked with the community to determine that the local water source has the presence of the parasite giardia. No heavy metals, pesticides, or other toxins were found. The nurse worked with the community to determine several ways to address this issue, one of which included community training to purify water at the household. He/she identified the following learning objectives (you may add others as you see fit):

1. Discuss how water affects a person's health.
2. Describe the cycle of illness that occurs from water contaminated with parasites.
3. Define the concept of "potable water"
4. List the steps to purifying water in the household

In your groups do the following for both a 2 hour session plan and a 4 hour session plan:

- Take the activities given in the session plan envelope and put them in a logical order. Feel free to change, modify, or delete activities as you see fit.
- Decide how much time each activity will take.
- Identify if and where in the training plan you should add formative evaluation activities, or how you will use an existing activity (or activities) as an evaluation.
- Identify where in the training plan you should add a summative evaluation activity (or activities), what activity you will use, and why.

Tape your session plans to a flipchart.

2-Hour Agenda Example

Obj #	Activity Name/Type	Activity Description	Time
---	Icebreaker	Name game: Introduction of participants and icebreaker.	
1,2,3	Demonstration	Provide each person with a cup for water. Allow the participants to choose from one of three bottles of water (all potable, but 1 regular, 1 with coffee grounds to look brown, and 1 with dissolved salt to taste bad). Discuss why clear water isn't always clean.	
1,2,3	Lecture	Potable water and cycles of water-borne illness	

1,2	Body Mapping	In groups, using a paper with an outline of a body, show how contaminated water affects the people in the community.	
4	Lecture	Steps to purifying water in the household. 3 Methods: Solar disinfection, chlorine disinfection, and boiling.	
4	Puzzle/Ordering Activity	In groups, divide the steps into the correct process and put in the correct order.	
	Evaluation		

4-Hour Agenda Example

Obj #	Activity Name/Type	Activity Description	Time
---	Icebreaker	Name game: Introduction of participants and icebreaker.	
1,2,3	Demonstration	Provide each person with a cup for water. Allow the participants to choose from one of three bottles of water (all potable, but 1 regular, 1 with coffee grounds to look brown, and 1 with dissolved salt to taste bad). Discuss why clear water isn't always clean.	
1,2,3	Lecture	Potable water and cycles of water-borne illness	

1,2	Body Mapping	In groups, using a paper with an outline of a body, show how contaminated water affects the people in the community.	
4	Lecture	Steps to purifying water in the household. 3 Methods: Solar disinfection, chlorine disinfection, and boiling.	
4	Puzzle/Ordering Activity	In groups, divide the steps into the correct process and put in the correct order.	
	Evaluation		

	Evaluation		
	Break		
	Break		

Balloon Game “Steps”

Needs Assessment: Identify the training issue/need, target audience, constraints and assumptions

Learning Objectives: Brainstorm what the target audience needs to know

Learning Objectives: Categorize brainstorm into must know, nice to know, does not need to know

Learning Objectives: Add a measurable action word and rewrite into a learning objective

Design activities that help the target audience learn what they need to meet the objective

APPENDIX D: WORKSHOP EVALUATION TEMPLATE (COMBINED)

Please indicate your response to the questions below by selecting the appropriate number, with:
1 = MOST NEGATIVE and 5 = MOST POSITIVE

1) Was your interest held during the workshop today?

1 2 3 4 5

Do you have a better understanding of:

2) How to deal with common training issues?

1 2 3 4 5

3) Summative versus formative evaluation for a training context?

1 2 3 4 5

4) Adapting participatory activities for evaluation purposes?

1 2 3 4 5

Please tell us three useful things that you learned in this training:

1.

2.

3.

What did you like most about the training?

What aspects of the training could be improved?

What did the facilitators do well?

What can the facilitators improve upon?

Should this training be repeated in the future? Why or why not?

What topics would you like to see covered in future workshops?

Would a full 3-credit hour class focusing on training for conservation and development be of value? Why or why not?

Please share any other comments, observations, or suggestions:

APPENDIX E: CERTIFICATE OF COMPLETION TEMPLATE

(Next Page)

Certificate of Completion

AWARDED TO

Participant Name

FOR SUCCESSFULLY COMPLETING THE TRAINING-OF-TRAINERS WORKSHOP

Participatory Training for
Adult Learners



DATE