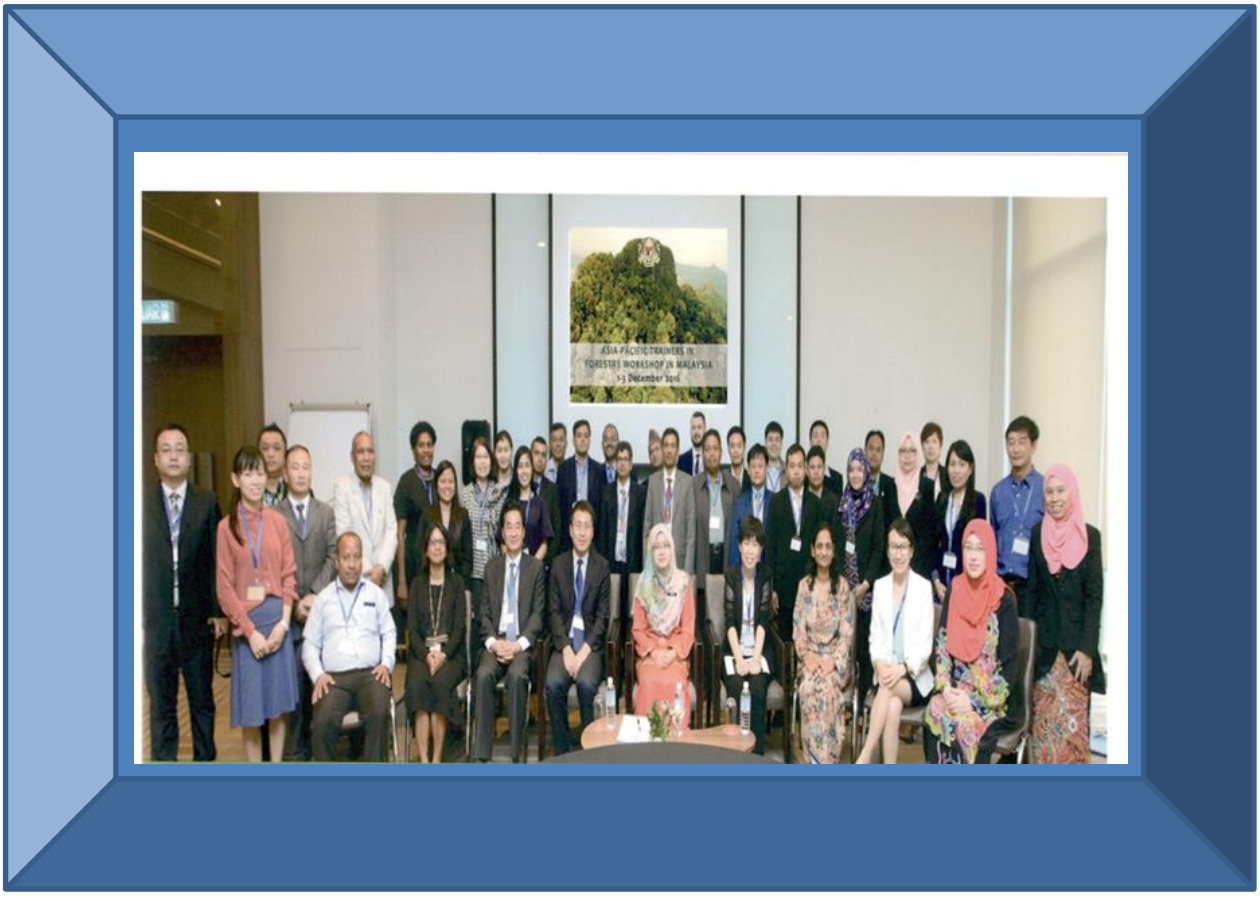
Training Report

Training of Trainers:

Designing and delivering participatory training in the forestry context



In collaboration with APFNet and RECOFTC

2 December – 3 December 2016

Putrajaya, Malaysi

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I. Background

APFNet and RECOFTC in collaboration organized a capacity building initiative for APFNet economies in the region entitled "Designing and Implementing Participatory Trainings within the context of forestry" in the region. The training is targeted to a core cohort of decision makers, administrators and trainers who have the mandate and responsibility to review, improve and make decisions on the training programs in their own economies. This training was held in Kuala Lumpur, Malaysia from the 2 – 3 December 2016 and targeted 29 participants from the AP economies. The training was conducted back-to- back with the APFNet annual event for the region. This year's event was called the "Asia Pacific Trainers in Forestry Network (TIF) Capacity Building Workshop and was conducted on the 1 December 2016. The TIF Network is an informal network that aims to strengthen the capacity of regional forestry trainers through regional networking, training skill development and technical activities.

II. Details of the customized training

i. Introduction

RECOFTC in collaboration with the APFNet delivered a customized training of trainers on "Designing and delivering participatory training in the forestry context" for 29 (twenty nine) officials from various government agencies. The workshop aimed at increasing the knowledge and skills of the participants on how to design and deliver more effective and participatory training events in various capacity developments setting in their own economies. This 2-day in-class training was conducted in Malaysia and is part of the APFNet's continuous initiative to improve the communication and skills of the forestry officials in the region.

ii. Target participants

As the training is very intensive and requires active interaction, it could only accommodate a maximum of 30 participants**.** The training will be attended by decision makers-, administrators and -trainers in the region who are mandated to implement forestry training programs in their own economies.

It is suggested that the particpants for this training have the following criterion:

- Has the mandate to design and deliver training on the topics related to forestry and forestry related initiatives
- Plan to design and deliver a training in the next 6 months
- Be willing to learn new ways of training design and delivery

(Please see Annex 1 for the participant list)

iii. Objectives of the training

The overall aim of the training course is to enhance participatory training approaches of trainers who are promoting the participatory forest management capacity building initiatives. At the end of the course, the participants will be able to:

1. Assess the principles of adult learning and experiential learning in designing and delivering a training course;
2. Develop a training agenda, sessions and learning objectives based on the needs of their target audiences;
3. Describe some of the participatory training methods and techniques to develop and design a training program that enhance effective learning processes;

Course Content

The training would focus on the following topics (designed as learning blocks):

Block 1: Basic principles of participatory training design

- How do adults learn: traditional vs. participatory training
- Values of experiential learning in training design

Block 2: The skills and roles of the participatory trainer

Block 3: Components of the training design:

- developing the trainer's agenda
- writing learning objective
- writing session plans

Block 4: Introduction to participatory training methods and techniques

Block 5: Preparing a training agenda and action plan

iv. Duration and Time:

Duration of this training program was 2 days.

v. Expected outputs

The participants will have strengthened their skills in the design and deliver participatory training events using participatory techniques and methods for the development forestry and forestry-related initiatives.

vi. Training Approach

The course combined relevant materials and the trainers' own extensive experience, knowledge and skills in training for the forestry context. The training was also designed to draw on the varied experience of the participants. The starting point of this process was the pre-course assignment that looked at case studies prepared by individual participants. Throughout the course, a variety of tools to facilitate discussions and collective learning was employed including **role-plays, games, small group work, and presentations.** The trainer

facilitated this rich mix of information within a highly interactive learning environment which included high-level learning approaches that required analysis, synthesis and reflection by participants. The training provided participants with an understanding of the basic principles, processes and techniques to community forestry development and management and participatory processes. Continuous monitoring of the training is done at the end of each day, where participants provide feedback on the content and process of each day's training sessions, and the following day starts with reflection where the trainer assists in consolidating and clarifying the knowledge and skills that was learned in the previous day.

III. Details of the sessions

The following is a brief description of each of the session. Please note that some of the sessions that had been planned in the agenda that was circulated to participants had been adapted and modified after discussion between the trainer and facilitator and participants and a collective decision was achieved. The decision for modification included issues such as time constraints of the event itself and other unexpected logistics and travel issues.
(Please see Annex 2 for the detailed agenda for the in-class sessions)

Day 1: Friday, 2nd December 2016

- ***Introduction, setting of training objectives and expectations, introduction of agenda and collaborative training norm setting***
  In this session, participants shared what they thought were some of their strengths and areas that needed to be improved in order to become an effective participatory trainer.

Participants visualize what are their strengths and weakness as a trainer and share amongst themselves

- **Learning Block 1** : ***Adult Learning principles , participatory Vs conventional training, the experiential learning cycle***

  These sessions introduce some of the core theories and frameworks that are involved in participatory training. Participants will learn about the principles that govern learning in this way, and explore some of the different learning styles focusing specifically on experiential learning and how this is linked to the principles. Participants explore the basic differences between a convention / traditional training approach with that of the participatory approach.

Participant from Mongolia describing how she learned a new skill and highlighting the principles of adult learning

- **Learning Block 2 :** ***Role and skills of the participatory trainer***
  Based on the previous sessions participants then explore some of the roles of a participatory trainer plays in the training, making the link to the adult learning principles and experiential training approach. This session also links to the skills and knowledge that is needed for a trainer to play his/ her role effectively in a participatory training setting.

Group work among participants discussing what are some of the roles of a participatory trainer in the forestry context

Day 2 : Saturday, 3 December 2016

- **Learning Block 3 :** ***Components of the training design : Conducting a training needs analysis; Developing a training strategy ; Developing the trainer's agenda ; writing learning objective; writing session plans***
  In these sessions, participants were exposed to all the components of developing a training program. They explored what was a training strategy, trainer's agenda,

learning objectives and the format of a session plan. All these parts will be what they would practice the following day to develop for the topics that they will choose to develop training on.

Sharing each economy teams training agenda and session plans for peer feedback

- **Learning Block 4** : ***Selecting participatory training method : Participatory methods; Developing a trainer's agenda; Developing a session plan for various topics***
  In this session, participants learned the various methods they can use to make their trainings more participatory. They assessed the pros and cons of each method and discussed further the steps in using a number of methods including fishbowl, carousel , small group discussion, buzz groups , energizers, case study, role play to name a few. This session also discussed which of the Knowledge, Skills and Attitude (KSA) each of the methods can help to achieve.
  The next activity in this learning block is for participants to develop a trainer's agenda and to prepare one session plan for a topic that they will deliver in their own organization.

Participant from Fiji presenting their session plan for a training for wildlife wardens that they will be conducting in the following week

- **Learning Block 5 : Action Planning**
  Due to a constraint of time the action planning was **not able to be** conducted. The session was designed as participants to be divided into economy groups and they were presented with an action planning matrix, which asked them to consider their plans after attending this training. The economy groups had to consider the following points when developing their action plan:
  - What they wanted to achieve(objective(Why) and activities);
  - When they will do these activities;
  - With whom they will do the activities (i.e partners, other colleagues, donors etc.)
  - How they would undertake the activities (i.e. workshop, in-house training, joint collaboration workshop etc.

IV. Details of Feedback from Participants

Participants were given two different feedback forms[1]:

1. the immediate reaction to the training was evaluated (***Level 1 Evaluation***)
2. the self-perceived learning by the participants (***Level 2 Evaluation***).

Level 1 Evaluation form invites participants' response on the technical content, administrative and logistical aspects of the course. Level 2 Evaluation form asks participants

[1] RECOFTC employs the Kirkpatrick system of monitoring and evaluation for its capacity building exercises. This system consists of 4 different levels that enables tracking of individual participants' progress over a period of several years.

to assess their competencies and knowledge against all topics before and after attending the training.
The contents of what was evaluated are as follows:

1. Objective of the training program and contents
    1.1 Clear objectives
    1.2 Relevant content and activities
    1.3 Relevant to interests
    1.4 Process of training
    1.5 Appropriate length
2. Training course materials and exercises
    2.1 Sufficient, clear and relevant
    2.2 Useful back on the job
3. Resource Persons
    3.1 Rejani Kunjappan
4. Environment (training venue, accommodation & logistics)
    4.1 Conducive to learning
    4.2 Satisfactory administrative and logistic support
    4.3 Accommodation
    4.4 Meals and refreshments
5. Conducive working environment
    5.1 Favorable working environment

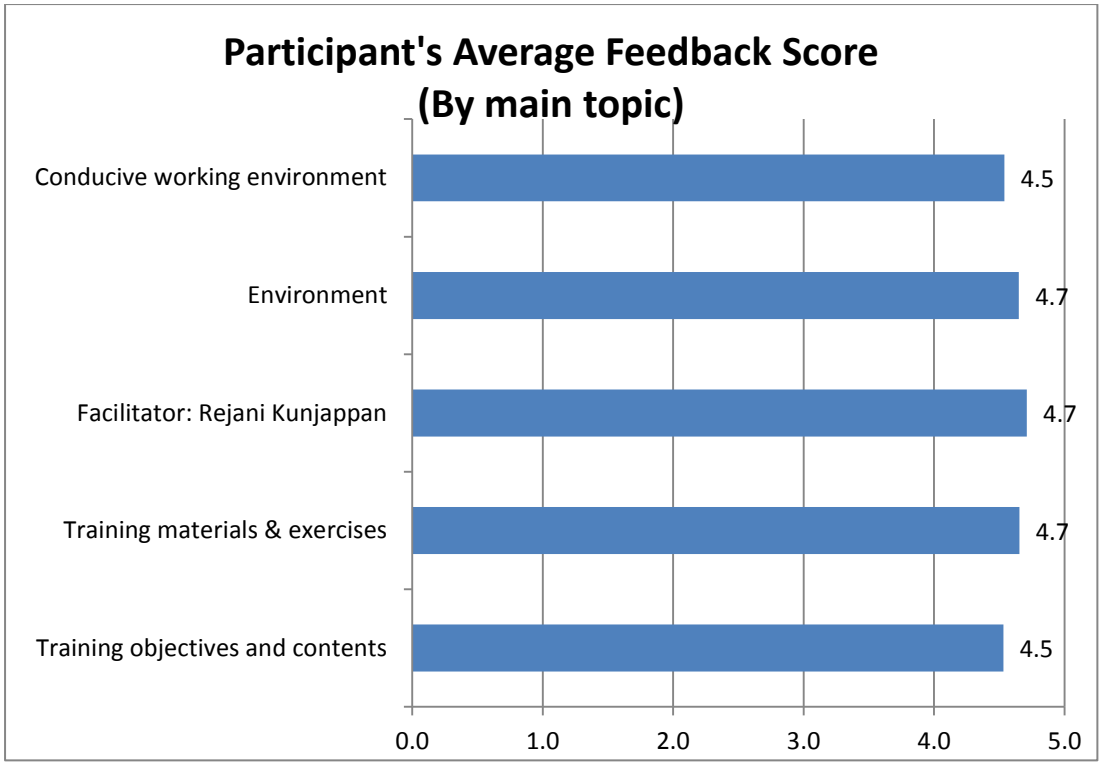
(Please see Annex 3 and Annex 4 for the evaluation forms)

***** Please note that while the participant list shows 29 participants **ONLY** 26 participants filled up the evaluation forms.

i. General feedback – Level 1

The general feedback of participants on the training course and facilitators can be seen in Figure 1 below.

The feedback of participants on the training course and facilitators can be concluded as the Figure 1 and Figure 2.



Note: 5 = strongly agree, 4 = agree, 3 = neither disagree nor agree, 2 = disagree and 1 = strongly disagree

Figure 1: Participants average feedback by main topic

Overall the training was rated very high by the participants: almost all aspects, on average received a relative score of 80% and more. The clarity of the objectives, the capacity of the trainer and appropriateness of the contents were among the factors that were highly rated. It scored an average of 4.7 out 5.0.

The following conclusions can be drawn for the different sections:

a. Clear linkages between the objectives of the program and content
   - The links between course objectives and contents delivered were clear.
   - Given the amount of materials to be delivered, participants deemed the duration of the course to be appropriate.

b. Sufficiency and clarity of the course materials and exercises
   - Most of the participants found the course materials useful in relation to their current job scope.
   - Group exercises and discussions were useful in the collective and individual learning experiences. They provided the means to draw out ideas or debate over differences of opinion.

c. Comfort level of the venue, accommodation and logistics
   - The participants were happy with the logistic arrangement for the training. The room was big enough and allowed for many interactive activities as planned by the training team.

d. Conduciveness of the working environment
   - The physical environment of the course was conducive for learning.

e. The competency of the resource persons
   - Participants felt that main trainer (Rejani Kunjappan) could deliver well with clear logic and allowed rooms for discussion and participation.

f. Length of program
   - Participants felt the length of the training could be longer to give participants more time to understand the conceptual and theoretical frameworks as well as develop their skills not only in the design but also in the delivery of training programs. From the feedback, it can be seen that this aspect of the training only scored 3.6 over 5.0 whereas all the rest of the aspect scored an average of 4.5 – 4.7. *(See below for more details)*

As shown in the results of evaluation, in average participants agreed that all aspects of the event was good and were satisfied by them. All topics taught could meet the expectations of participants. The objectives are clear and the contents are relevant to their interests. One area that was not to the participants' satisfaction was the length of the program. This scored a 3.6 over 5.0 and was the lowest score.

(*(Please see more details of participants' feedback and suggestions in Annex 5: Detailed Analysis of Evaluation (Level 1))*

Some examples of comments that were elicited by the assessment included (recorded verbatim):

- Almost overwhelmingly most participants noted that the training program should be extended to a 3 – 5 day program. A longer program would mean they are less rushed and participants had more time to apply the knowledge and skills they had learned in this training. Practice sessions in delivery training through micro-teaching session would be most useful. More than a few participants said that the training was essential but needed more time to cover especially knowledge and application of participatory techniques.
- The participatory method can help ensure that participants of training continue to be interested in the topic because they are involved actively in the training.
- Some participants suggested a field trip but failed to explain what exactly they hoped to get from the field trip based on the topic of the training.
- Some participants indicated that they need to review or incorporate participatory methods in the training they are conducting in their own training centers. They also suggested that they would share the information with their colleagues.

(Please see more details of participants' feedback and suggestions in Annex 6)

ii. Before and After training Self-assessment (Level 2)

In the training self-assessment, most of participants identified that they gained more skills and new knowledge on all the learning blocks that was covered in the training as shown in Figure 2.

Specifically the knowledge and skills included the following topics:

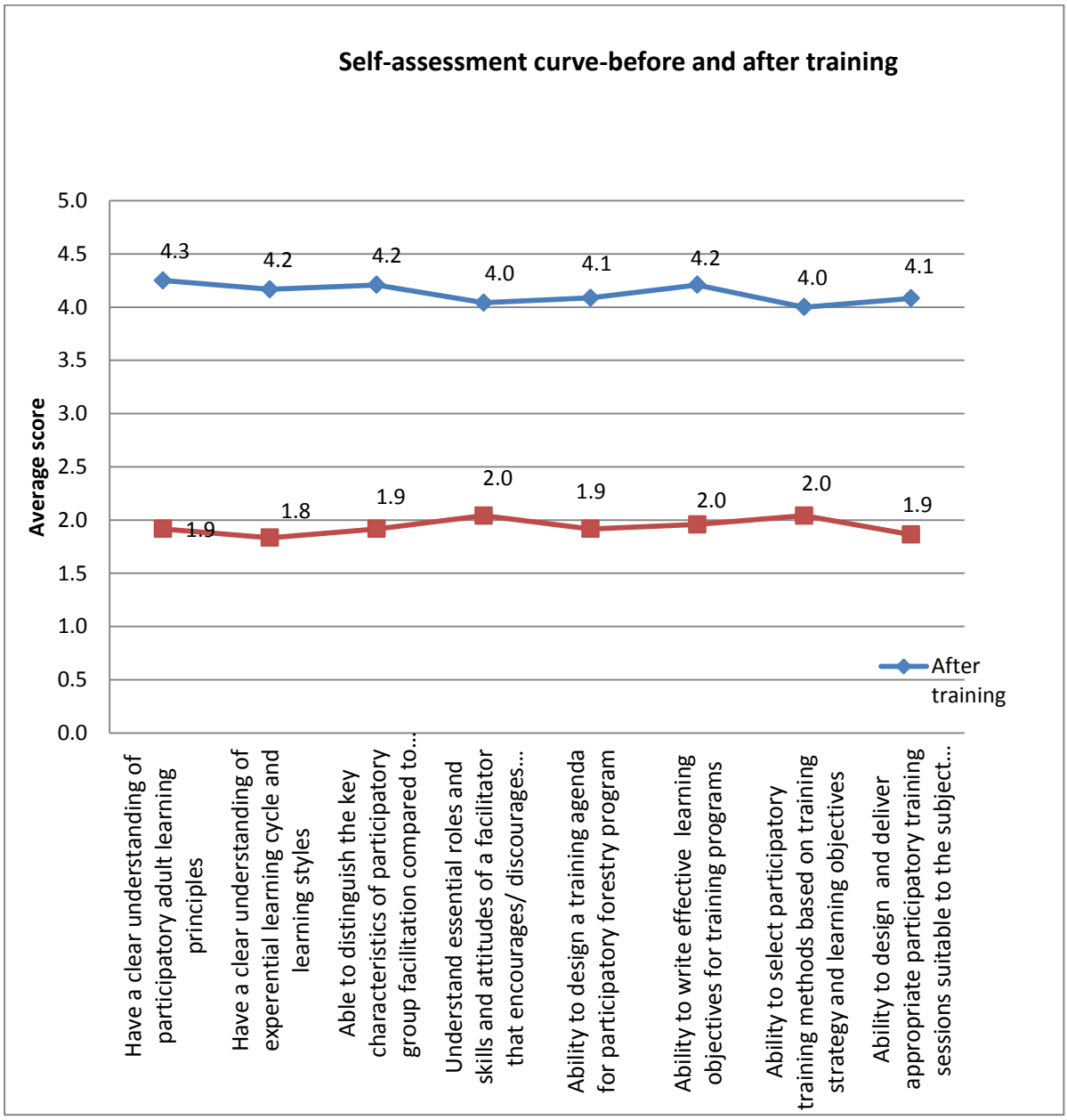


Figure 2: Participants' *Before and After* self-assessment on key topics of the training contents

A detailed analysis showed the 4 topics that participants felt that they had acquired most knowledge and skills were that of adult learning principles, experiential learning cycle, the difference between conventional and participatory trainings and writing learning objectives for training programs. See the table below for a summary of the survey.

	Have a clear understanding of participatory adult learning principles	Have a clear understanding of experiential learning cycle and learning styles	Able to distinguish the key characteristics of participatory group facilitation compared to conventional group facilitation	Ability to write effective learning objectives for training programs
After training	4.3	4.2	4.2	4.2
Before training	1.9	1.8	1.9	2.0

Table 1: Results from Level 2 evaluation

From this it can be concluded that the highest learning effect happened with respect to the adult learning principles (difference = 2.4); experiential learning cycle (difference =2.4); the difference between conventional and participatory trainings (difference =2.3) and to writing learning objectives for training (difference =2.2). This can probably be attributed to the fact that these topics resonated with many of the participants because they themselves had a direct need for the training. The group being a mixed one with practitioners and policy makers received different benefits and learning from the sessions.

Overall, the participants indicated that they felt more confident to deliver a participatory training after undergoing this 2-day training workshop (difference =2.2).

	Ability to design and deliver appropriate participatory training sessions suitable to the subject matter and the audience
After training	4.1
Before training	1.9

Table 2: Results from Level 2 evaluation on ability to design and deliver participatory training

III. Analysis of the evaluation

i. Participants

The participants' levels of experience with and understanding participatory training were greatly varied. Participants consisted of national and sub-national government officials. Some participants were officers at the national level with little opportunity or mandate to

design and deliver training in forestry institutes in their economies; some of the participants were directly involved in training in their economies. While helpful for exchanging experiences, the very wide range in participants' capacities and roles in working with communities made it difficult to deliver appropriate level of content to all. Participants found it very useful to have the opportunity to meet and discuss with those from other sectors or regions.

ii. Content and sessions

The content of the training unfolded through a progressive learning journey from the basic concepts and tools, undertaking to cover both knowledge and skills in 2 days. It was a hope that it would also create some awareness among the participants for the need to infuse their forestry training with the participatory principles and values.

The scope of content was ambitious given the limited amount of time. The amount of time required delivering all the sessions and in-depth and rich reflection was not sufficient. Some theoretical concepts and frameworks took longer to explain than expected. Participants had varying exposure to these concepts beforehand, with many learning about the concepts for the first time. The lack of time to practice was keenly felt by the participants and this was noted in the feedback they gave.

The learning was built through different sessions, as listed in the agenda. Each session was designed around the following components:

- introduction to a topic/concept/theory;
- activities to practice about the topic/concept/theory;
- Reflection in order to consolidate the learning from the activities and generate a linkage to participants' working context.

The reflection component, at the end of the event, also allows participants to start thinking about how to apply the new learning after the training.

iii. Methods

Conducting activities in smaller groups was much more effective than large group work, where only a few people ended up taking over and other participants watched passively. This was a result of rather big group for this training. RECOFTC trainings usually do not exceed a number of 24 participants and this group being 29 participants meant that some of participants were passive observers.

The trainer countered this by suing methods such as "Snowball" activities for brainstorming and group work and these were positively received by the participants and effective for brainstorming and involving participants. The highly participatory manner of training was new to most of the participants, as pointed out during feedback sessions. The participants responded positively overall to this style of learning and gave positive feedback.

RECOFTC's approach to training is learner-centered. For adults to learn it is necessary that an enabling environment is created in order to allow interaction, sharing of experiences and contribution from all participants. For this reason, since the start of the training, trainers have used friendly and highly interactive methods. In particular, the use of small groups to conduct exercises and discussions was useful so that all could express themselves and actively participate in the discussions in class and in the field.

iv. Achieving objectives

From the plenary discussion during the course wrap up, held at the end of training course, participants agreed that the objectives set on day one were achieved and their expectations were mostly met. This was further consolidated in the feedback analysis based on Level 1 and Level 2 Evaluations that were conducted.

(Please see Annex 6: Specific comments from participants on the suggestions from the participants which were assessed by the Level 1 Evaluation)

IV. Observations and Recommendations

Based on the observations above and participant feedback, the following ~~are~~ recommendations are suggested by RECOFTC to the organizers for future trainings and capacity development activities :

1. Target a more defined and specific group of participants with specific needs in term of designing and delivering trainings for the forestry institutes in the economies. Fro~~r~~m the feedback that was received, this short training benefitted those who are directly involved in making decisions regarding curriculum and delivery in training institutes and also for those officers who are mandated to do trainings themselves.

2. It is suggested that the organisers should allow for time to have a longer and more comprehensive training schedule in terms of the duration of the training. This would allow for more time to conduct the training in the participatory way .It would also allow for more practical and "clinicing"/mentoring methodology for the training. There would be enough time for longer discussions with participants about the content, as well as to be able to address any questions or issues that participants may face in using the knowledge and skills in their own context. One session that has proven to be effective when RECOFTC had conducted this topic previously is to dedicate a whole day for the training design~~–~~, and another day to do a micro-teaching session for each participant. Participants would be video-taped during their micro-teaching session, and then provided constructive feedback on improving and working on particular skills. Time allocated for these methods have proven to be effective in developing the skills of participants in being effective participatory trainers.

ANNEX 1 – Participants' list

Economy	Name	Position and Organization	Email
Bangladesh	**Dr. Abu Nasar Mohammed Abdullah**	Senior Assistant Secretary, Ministry of Environment and Forests Bangladesh Secretariat, Dhaka	abdullah6677@gmail.com
Bangladesh	**Mr. Mohammed Mizanur Rahman**	Deputy Conservator of Forests Divisional Forest Officer Forest Utilization Division Chittagong, Bangladesh Forest Department	mizan9090.ziri@gmail.com
Cambodia	**Mr. Top Meng Nguon**	Deputy Chief of the Forest and Wildlife Training Center, Forestry Administration	nguon_top@yahoo.com
Cambodia	**Mr. Sem Rida**	Technical staff of the Forest and Wildlife Training Center, Organization Forestry Administration in Institute of Forest and Wildlife Research and Development	semrida168@gmail.com
China	**Ms. Lei Xue**	Executive Deputy Division Director of International Cooperation Division, STAFA	leixue_1022@163.com
Fiji	**Mr. Manasa Luvunakoro**	Principal Forestry Officer – Training and Education, Ministry of Forests	mluvunakoro@gmail.com
Fiji	**Ms. Mereoni Rokocaucau**	Acting Forester Academic, Ministry of Forest	mrokocaucau@gmail.com
Indonesia	**Mr. Agus Widoyoko**	Assistant Director Planning, Evaluation and E-Learning Development, Center for Education and Training on Environment and Forestry	aguswdyk@gmail.com
Indonesia	**Ms. Esi Fajriani**	Facilitator/Trainer, Center for Education and Training on Environment and Forestry	fajriani_esi@yahoo.co.id
Lao PDR	**Mr. Soukphavanh Sawathvong**	Technical Officer, REDD+ Office, Department of Forestry	sawathvong.soukphavanh@gmail.com
Lao PDR	**Mr. Philaxay Manilack**	Technical Officer, Department of Forestry, Ministry of Agriculture and Forestry	pmanilack@gmail.com
Malaysia	**Mr. Amsari Mahmud**	Assistant Director Training, Forestry Department of Peninsular Malaysia	amsari@forestry.gov.my

Economy	Name	Position and Organization	Email
Malaysia	**Ms. Norlida Kamil**	Assistant Director Training, Forestry Department of Peninsular Malaysia	norlida@forestry.gov.my
Malaysia	**Ms. Nora Azlina Musa**	Assistant Director International Affairs, Forestry Department of Peninsular Malaysia	ina@forestry.gov.my
Mongolia	**Ms. Enkhjargal Damdinsuren**	Officer, Ministry of Environment and Coordination Department	tree_forest_tree@yahoo.com
Mongolia	**Mr. Otgonsuren Batgombo**	Senior Officer, Ministry of Environment and Tourism	otgonsuren1962@yahoo.com
Myanmar	**Mr. Tint Swe**	Director, Training and Research Development Division, Forest Department, Ministry of Natural Resources and Environmental Conservation	utintswe83@gmail.com
Myanmar	**Mr. Aung Ye Win**	Staff Officer, Central Forestry Development Training Centre, Forest Department, Ministry of Natural Resources and Environmental Conservation	aungyewin1981@gmail.com
Nepal	**Mr. Nabin Prakash Upadhyaya**	Training Officer at Central Forestry Training and Extension Centre, Kathmandu	nabinupadhyaya@yahoo.com
Nepal	**Mr. Poorneshwor Subedi**	Regional Training Officer (RTO), Eastern Regional Training Centre Biratnagar, Ministry of Forests and Soil Conservation	poorneshwor@gmail.com
PNG	**Mr. Geno Kini**	a/Manager Organization Development Branch, Papua New Guinea Forest Authority	gkini2@pngfa.gov.pg
PNG	**Mr. Haron Jeremiah**	Deputy Head of Forestry Department, PNG University of Technology	haron.jeremiah@pnguot.pg
The Philippines	**Ms. Abegail Lovely A. Pasion**	Forest Management Specialist I, Forest Management Bureau-Department of Environment & Natural Resources	abegaillovelypasion@gmail.com
The Philippines	**Ms. Michelle N. Ojeda**	Forest Management Specialist II, Department of Environment and Natural Resources - Forest Management Bureau	icheojeda@yahoo.com
Sri Lanka	**Mr. Hewa Gajanayakage**	Assistant Conservator of Forests, Forests Department	dfopolonnaruwa@yahoo.com

Economy	Name	Position and Organization	Email
	Wasantha		
Thailand	**Mrs. Pimpan Petcharat**	State and Civil Forest Protection Institution Acting Director (Human Resource Officer, Professional Level), Training Division, Central Administrative Officer, Department of National Parks, Wildlife and Plant Conservation	08pimfah@windowslive.com
Thailand	**Dr. Preecha Ongprasert**	Director, International Convention and Commitment Division, International Forestry Cooperation Office, Royal Forest Department	preecha_ong@yahoo.com
Viet Nam	**Dr. Trieu Thai Hung**	Researcher, Silviculture Research Institute, Vietnamese Academy of Forest Sciences	trieuthaihung@gmail.com
Viet Nam	**Mrs. Trinh Thi Thanh Ha**	Officer, VNFOREST	thanhha819@gmail.com

ANNEX 2 – Session-based Agenda

Training of Trainers:

Designing and delivering participatory trainings in the forestry context

2 December – 3 December 2016

Kuala Lumpur, Malaysia

In collaboration with APFNet

The overall aim of the training course is to enhance participatory training approaches of trainers who are promoting the participatory forest management capacity building initiatives. At the end of the course, the participants will be able to:

4. Assess the principles of adult learning and experiential learning in designing and delivering a training course;
5. Develop a training agenda, sessions and learning objectives based on the needs of their target audiences;
6. Describe some of the participatory training methods and techniques to develop and design a training program that enhance effective learning processes;

Day 1: 2 December , 2016 FRIDAY				
Module	**Objective**	**Comments**	**Method**	**Facilitators**
Introduction **Strengths and weakness as a trainer** 8.30 – 9.00 am Training expectations, objectives and agenda setting 9.00 – 10.00	Participants will: -		- Assess strengths and weakness as a trainer using the Quadrant method: Participants` have 20 mins to think of their strengths and weakness and then share with at least 2 persons in the room - Ask for a couple of participants to share their discussions with the larger group and address key observations - Remind participant that a number of the methods and tools used in this workshop are also examples of participatory training methods	RK
BREAK 10.00 – 10.15				
Block 1 : Adult Learning principles 10.15 – 11.15	Participants will: - Identified the basic adult learning principles based on their own learnings as adults	Pg 31 – 32 Flip chart on : 1.adult learning principles 2. % of retention	- Introduce that we have to know more about how we learn as adults to become better at designing and delivering trainings - Ask participants to think of one good learning experience they have had recently. They should consider the following questions based on the learning event: What did you learn?; How did you learn it? ; Who helped you learn it? What was the situation in which you learnt it? Why did you need to learn it? Participants have 10 mins to do this. - Ask for 10 volunteers to share in a table prepared with 5 columns : WHAT, HOW, WHO, WHERE and WHY - Review and then share the adult learning principles using the examples that have been generated by the participants - Summarise : 1. these principles are universal and not new ideas 2. importance of experience – adults learn best when they learning is directly related to their day to day experience , discuss more about this in the next session 3. How much we can remember when we … - Ask participants to do the trainer's self assessment and show	RK

Participatory vs. Conventional training 11.15 – 12.15	- Can mention at least 5 differences between participatory and conventional training	Pg;38-39 Flip chart on : 1.Learning continuum	how each of the skills relate to the principles - Ask participants what they think is conventional training and what they think is participatory training - In 5 groups to think about what are the advantages and disadvantages of conventional vs participatory trainings and write this on flip chart - Use the carousel method for participants to discuss the results of each group. - Reflect some key points raised and summarise : 1.We chose approaches according to : skills and experience, learning styles , number of participants, practices of the institute, time etc. 2. learning increases when the style is more participatory and uses participatory methods – present the continuum and also remind on the % of retention	
Experiential learning cycle 12.15 – 12.45pm	- Can explain the flow and logic of the experiential learning cycle - Recognize the phases of experiential learning cycle in the session design	Pg: 138- 139 Flip chart on: 1. Experiential learning cycle	- Explain we will now talk a little more about learning styles – refer back to adult learning principles – i.e. adults learn better by doing , but there is also a preference to learn - Present the computer example - Present the experiential learning cycle – helps to design sessions - Ask participants to pair up , and hand out the 4 different sessions and ask discuss where in the cycle the session starts. Discuss in plenary - Summarise : 1. Designing the sessions differently to accommodate different styles – overlay the styles on the cycle 2. Important o consider varies methods and approaches to address the many different style of participants 3. Everyone has a preferred style– depending on the topic and task. We are also product of years of experience in instruction 4. Use the cycle and styles to help us design and deliver our training – varies methods and approaches to cater to the different topic and participants preference.	

LUNCH 12.45 – 2.00				
Role of the trainer 2.00 – 3.15	Participants will: - Explain the difference between a number of training roles - Mention the usefulness of each role and what role the trainer can play	Pg: 43 – 44 Flip chart on : 1. Roles of training	- Introduce that a trainer plays a number of roles for different situations , like wearing different hats. We will analyse those roles using a another method of participatory training : role – play - Provide the roles to 5 groups and give them 10mins to prepare. - After each role play ask participants to guess the role and reflect on some of the actions and characteristics and when each of this is appropriate in training - Present the different roles a trainer plays , different hats used in a training. Is it possible to wear the different hats in one training?	RK
BREAK 3.15 – 3.30				

Skills and attitude of the trainer 3.30 – 4.50	Participants will: - Identify the knowledge , skills and attitude needed to be a skilled participatory trainer - Explain how the different skills relate to one another	Pg: 43 – 44 Flip chart on : 1. The Training House	- Introduce that we will explore the skills and attitude of a trainer using the human figure : hear for attitude , brains for knowledge and hands and legs for skills - Ask the group to brainstorm using post-its and then using carousel method review and see the ideas of each group. What stands out and what is different from your list - Reflect on the following: which was the easiest to generate?;Where was the emphasis?; which do you think needs to be strongest ?; how does this fit with the roles discussed earlier? - Sumarise by describing the Training House – foundation and 3 floors – need to develop the skills to be a good participatory trainer but also need to consider the fundamental which is the attitude. The knowledge is least important , can use resource person. It's a skill so can be learnt.	RK
			-	
Feedback **4.50– 5.00**				RK
Day 2: 16 August 2016, Tuesday				
Module		**Objective**	**Method**	**Facilitators**

Reflection **8.30 – 8.45am**				RK
Introduction to Training Design Cycle **8.45 – 9.15**	Participants will : - List and explain the sequence of steps and activities involved in planning and implementing a training program	Pg 51	- Introduce that this will be the session that we will start planning and designing participatory training. We start by looking at the various steps of designing and implementing a training program - Provide the groups with the various steps and ask them to sequence it according to their own experience. - Ask for one volunteer to present and ask if other groups have different steps - Present your own step and describe each step briefly	RK
Developing a training agenda and training objectives **9.15 – 10.30**	Participants will : - Explain the need and use of a trainer's agenda - List possible elements of trainer's agenda - Design own training agenda for a topic they have chosen	Pg: 115 – 116 Flip chart on : 1. Training design mill Pg 137	- Introduce the training design mill - Now will focus on training agenda and training objectives : Ask why a training agenda is important :- a training agenda is a master plan - Present the matrix and ask them to think of one topic that they would like to develop an agenda for : consider no of days , sessions to be included /topics, the method that will be used and what they want to achieve/objectives and materials needed - Ask for volunteers to present their agenda , and encourage feedback - Summarise : 1. Consider adult learning principles, experiential learning cycle and learning styles 2. More specific and comprehensive the plan the better it is 3. Develop both a training agenda and trainer's agenda. Share some of the key aspects of a well-designed trainer's agenda	RK
BREAK 10.30 – 10.45				
Writing learning objectives and session plans **10.45 – 12.30**	Participants will: - List at least 3 reasons for writing LOs - Distinguish knowledge , skills and	Pg 145- 156 Flip chart on : 1. KSA 2. SMART	- Writing LOs are 1st step in designing a training course or session - Ask what they think is an LO - 3 different types of objectives : KSA, and explain each briefly - Explain SMART and why LOs need to be that. Explain Performance, Conditions and Criterion	RK

	attitude in LOs - Explain what is a SMART LO		- Ask the groups to do a buzz group (of 3 persons) and provide the HO on exercises to identify SMART – ask for volunteers to present their answers - Go back to their own training agendas and ask then to write LO for their trainings - Introduce the next step in training design : the session plan . Introduce the matrix - Go back to the training agenda , pick one session and write out the session plan for that topic - Share with another partner , and share their thoughts on writing LOs - Summarise and reflect: 1. Consider if it is Logical and consistent 2. Is it learner friendly? 3. is it trainer friendly?	
LUNCH 12.30 – 1.30				
Introduction to participatory training techniques and methods **1.30 – 3.00**	Participants will: - Share a number of training methods they are familiar with - Can select the appropriate training method for specific purpose , target groups and situations	Pg 159- 161	- Introduce the session by asking participants to make groups of 5 and then to brainstorm all the methods they know about training methods . Write on Post-It notes and then stick on flip chart . - Using snowballing method collapse the group into 2 and then I final one , and this will be the final list of methods. Invite them to look at the methods and clarify in case there are any questions - Share the Handout and clarify if there is any questions - Sumarise : 1. Important to consider the 3 main points : Purpose/LO , type of participants and type of situation – refer to training mill 2. Also need to consider learning styles and adult learning principles when chosing methods 2. Many trainers chose methods before they decide on the objectives 3. Need for variety of methods and no blue print – depends on a number of factors	RK

BREAK 3.00 – 3.15				
Action Planning for a training agenda **3.15 – 4.30**	Participants will: - Develop a action plan on how to use the knowledge and skills they have gained for the past 2 days		- Use What , When < how and With Whom matrix they will develop an action plan per country and then share the plan.	RK
Course Wrap up **Certificate** **Final Evaluation** **4.30 – 5.00**			- Revisit key points of the training - Administer L1 and L2 evaluation questionaires	RK APFNet/MONRE

ANNEX 3 – Level 1 Evaluation Form

EVALUATION FORM

Title of the Training Course: **Training of Trainers: Designing and delivering participatory trainings in the forestry context**
Date: **2 – 3 December 2016, Kuala Lumpur, Malaysia**
Name of the Participant: _____

Please note that your constructive feedback is valuable as it will help to assess the quality of our training programs and improve them to make it more effective. Kindly read each question carefully and tick in appropriate box to indicate your degree of satisfaction, if possible with examples and comments. ALL QUESTIONS MUST BE ANSWERED.

PLEASE KINDLY WRITE CLEARLY

1.The Objective of the Training Program and Contents						
		Strongly agree	**Agree**	**Neither disagree nor agree**	**Disagree**	**Strongly disagree**
1.1	The objectives of the training program were clear					
1.2	The contents of the training program and activities were relevant to the objectives					
1.3	The contents of the training program were relevant to your interests.					
1.4	The process of the training program could promote your learning and more experiences.					
1.5	The length of the program was appropriate					
Comments:						

2. The Training Course Materials & Exercises						
		Strongly agree	**Agree**	**Neither disagree nor agree**	**Disagree**	**Strongly disagree**
2.1	Were sufficient, clear and relevant					
2.2	Will be useful back on the job					
Comments/suggestions for improvement:						

3. The Resource Person(s)/Facilitator(s):

3.1 Rejani Kunjappan		Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
3.1.1	Is highly competent in the subject area.					
3.1.2	Delivered clear and logical sessions.					
3.1.3	Was well organized and prepared.					
3.1.4	Presented material at an appropriate pace.					
3.1.5	Encouraged participation.					
3.1.6	Responded well to participants' needs and questions.					
Comments:						

4. Environment (Training Venue, Accommodation & Logistics)						
		Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
4.1	The venue, seating arrangement, room temperature and lighting were conducive to learning					
4.2	All administrative and logistic support was satisfactory					
4.3	Accommodation was satisfactory and in close proximity to the Training Venue					
4.4	Meals and refreshments were properly provided					
Comments:						

5. Conducive Working Environment						
		Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
5.1	Current working environment is favorable for applying learned knowledge and skills to your work.					
Comments:						

6. Do you have any suggestions to improve the training program to make it more effective?

_____

_____

7. How does this training meet your expectations?

_____

_____

8. What would you like to talk about this training program with your colleagues?

_____

_____

THE CENTER FOR PEOPLE AND FORESTS

ANNEX 4 – Level 2 Self-Assessment Form

Self-Assessment Form

Title of the event **Training of Trainers: Designing and delivering participatory trainings in the forestry context**
Date : **2 – 3 December 2016**
Venue: **Kuala Lumpur, Malaysia**

Name of the Participant: _____

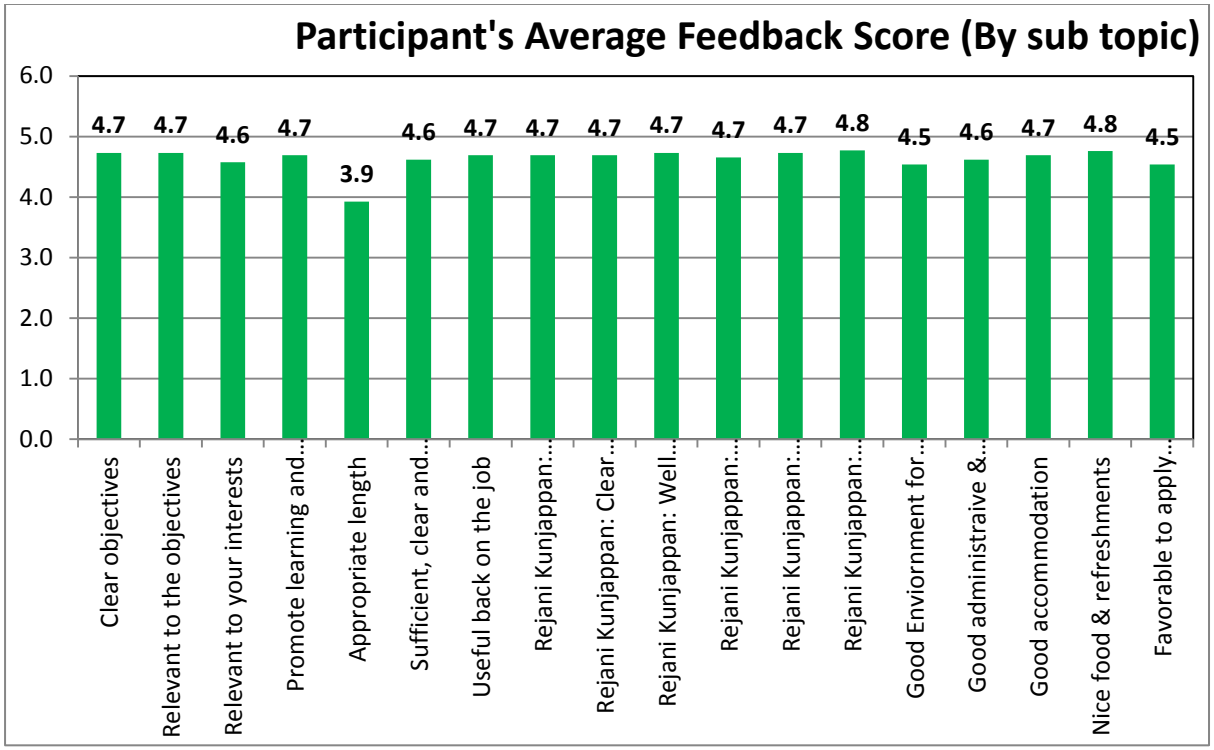
I. Self-Assessment: *Circle the number which represents your* ***level of confidence*** *in understanding the following attributes/topics* ***before*** *and* ***after*** *the* **Training of Trainers: Designing and delivering particpatory trainings in the forest context**. *Any remarks are appreciated.*

Attributes/ Topics		**Training of Trainers: Designing and delivering participatory trainings in the forestry context**					**Remarks**
		Low Confidence -Low general understanding - Low knowledge about the topic		**Moderate Confidence** Understand the basic knowledge of the topic		**High Confidence** Can describe with assurance and explain with examples	
Have a clear understanding of participatory adult learning principles	**Before** the training	1	2	3	4	5	
	After the training	1	2	3	4	5	
Have a clear understanding of	**Before** the training	1	2	3	4	5	

Attributes/ Topics		Training of Trainers: Designing and delivering participatory trainings in the forestry context					Remarks
		Low Confidence -Low general understanding - Low knowledge about the topic		**Moderate Confidence** Understand the basic knowledge of the topic		**High Confidence** Can describe with assurance and explain with examples	
experiential learning cycles and learning styles							
	After the training	1	2	3	4	5	
Able to distinguish the key characteristics of participatory group facilitation compared to convetional group facilitation	**Before** the training	1	2	3	4	5	
	After the training	1	2	3	4	5	
Understand essential roles and skills and attitudes of a facilitator that encourages/ discourages participation	**Before** the training	1	2	3	4	5	
	After the training	1	2	3	4	5	
Ability to design a training agenda for participatory forestry program	**Before** the training	1	2	3	4	5	
	After the training	1	2	3	4	5	
Ability to write effective learning	**Before** the training	1	2	3	4	5	

Attributes/ Topics		Training of Trainers: Designing and delivering participatory trainings in the forestry context					Remarks
		Low Confidence -Low general understanding - Low knowledge about the topic		**Moderate Confidence** Understand the basic knowledge of the topic		**High Confidence** Can describe with assurance and explain with examples	
objectives for training programs	**After** the training	1	2	3	4	5	
Ability to select participatory training methods based on training strategy and learning objectives	**Before** the training	1	2	3	4	5	
	After the training	1	2	3	4	5	
Ability to design and deliver appropriate participatory training sessions suitable to the subject matter and the audience	**Before** the training	1	2	3	4	5	
	After the training	1	2	3	4	5	

ANNEX 5 - Detailed analysis of evaluation scores (Level 1)



ANNEX 6 – Level 1 Evaluation Qualitative

The following are some of the feedback and suggestions from the participants, and have been transcribed as verbatim.

The responses of comments and open questions can be summarized as below;

1. **Objective of the training program and contents**
   Respondent 3 – Additional time to discuss the topics (others) more thoroughly
   Respondent 11- The training length may extend if days including some more field experience (especially in [not legible] of Thailand)
   Respondent 5 – Well planned
   Respondent 7- Needs field tour
   Respondent 9 – Very well organized and content provided to us daily.
   Respondent 10 – It would be better, at least 5 days training period.
   Respondent 12 – It will be better at least 5 days
   Respondent 18 – One more day is needed for the last training contents.
   Respondent 24 – The duration of the program should be at least 5 days.
2. **The training course materials and exercises**
   Respondent 5- Great and excellent design
   Respondent 7 – Use multimedia
   Respondent 9 – Training exercises and materials / well-documented
   Respondent 10- Very clear
   Respondent 11- If possible, add some documentary, videos to share so that easy to understanding and get better experience of another country
   Respondent 12- I will try to replicate in the field level
   Respondent 17 – We need to learn more on website
3. **Trainer: Rejani Kunjappan**
   Respondent 5- Perfect
   Respondent 7 – No of trainers should be more
   Respondent 8 – Very good and accommodating to questions
   Respondent 9 – Very well organized in her presentations. Speaks very clearly and very competent. Well done.
   Respondent 10- Very good resource person
   Respondent 11- As a trainer, she has good knowledge to teach participants
   Respondent 12- Rejani is an excellent RP.
   Respondent 15 – She's excellent!
   Respondent 18 – Training program for 1st day and 2nd day should be balanced in terms of time allocated.
   Respondent 24 – Thank you very much madam. Your training will be very useful to me esp in drawing up the training flow.

4. **Environment (training venue, accommodation & logistics)**
   Respondent 2- More fruits during breaks would be great!
   Respondent 4- In good learning environment

Respondent 5- Nice experience. Good for chef to explain where/what food is from for more learning

Respondent 8 – Good food, good venue. Well-organized. Thanks to all of you.

Respondent 9 – Very good accommodation. Administrative support well covered.

Respondent 11- Training seating arrangement is quite [not legible] for me. Really, I feel more comfort away from sleepy (sleeping)… Accommodations of lunch are quite nice.

Respondent 12 – All are appreciating, no any comments.

Respondent 18 – Site seeing program should be arranged for those who never been to KL.

Respondent 24 – Arrangement for venue , accommodation and logistics were well-organised. Thank you very much.

5. **Conducive working environment**

Respondent 1- Very essential training but needs more time to cover especially knowledge and application of participatory techniques

Respondent 2 – Very tight program. Readjust to be flexible say 5 days

Respondent 5 – Effective training program

6. **Do you have any suggestions to improve this training and study tour program to make it more effective?**

Respondent 1- Allocate more time to training or provide online platforms

Respondent 2- Extension to 5 days

Respondent 3- Additional time to discuss some topics more thoroughly

Respondent 4 – Time limited

Respondent 5- Facilitation skill and natural resources management and conflict solution are really learned

Respondent 6- It would be better to include at least one case study

Respondent 7 – Field trip should be included

Respondent 8- Continue this type of approach (participatory). Keep the participants more interested with the topic.

Respondent 9 – I believe the days were too short for this training.

Respondent 10- Training is very short, therefore, pls organize at least 5 days from next time.

Respondent 11- Do another training (series) for more practical and apply the module

Respondent 12- 3 – 5days

Respondent 13- Next time should have lecture 1- 2

Respondent 14 – No

Respondent 15 – Maybe can do more length of the program such as 5 days ?

Respondent 16 – If you can provide more than 3 days it will be better.

Respondent 18 – One more day is recommended.

Respondent 19 – None.

Respondent 20 - It is better if the hand outs were given before and more complete.

Respondent 21 – Should be used more games and more practical examples.

Respondent 22 – Keep well organized !

Respondent 23 – I think the organistions should be combine with field trip.

Respondent 24 - – To increase the training duration to 5 days so that all can be discussed properly. We missed action plans

Respondent 25 – Should provide more intensive workshop.

Respondent 26 – The participants should have more chances in exchange their information pass some kind of social network such as facebook and website.

7. **How does this training and study tour program meet your expectations?**

Respondent 3- Higher than my expectation

Respondent 2- Well but need more time to absorb necessary expectations

Respondent 4- I got knowledge of trainer

Respondent 5- Preparing in training program

Respondent 6 – I have satisfied with the objectives and contents of the training

Respondent 7 – Improve my skills as a trainer

Respondent 8 – It exceeded my expectations. Lessons are retained due to the activities.

Respondent 9- Help to improve my current training role/responsibility.

Respondent 10- Fully meet.

Respondent 11- It's done with fulfill the objective of the workshop

Respondent 12- My expectation are fulfilled.

Respondent 13- Yes

Respondent 14 – Good

Respondent 15 – Really met my expectations as what we have learned during the workshop will help us much in our work and very effective.

Respondent 16 – I can conduct training program in a proper way of successfully.

Respondent 18 – Well.

Respondent 19 – Good.

Respondent 20 – Yes it does.

Respondent 21 – The training provided a lot of specific skill on ToT.

Respondent 22- I learned much about delivery of training with a good method.

Respondent 23 – improve experiences, skills.

Respondent 24 – Expectations for these 3 days training was fully met. Especially will implement some of the methods learned , using of session plans, the use of experiential learning in my next week's training program.

Respondent 25 – Precisely.

Respondent 26- I've learned a lot from this training . Its above my expectation.

8. **What would you like to talk about regarding this training and study tour program with your colleagues?**

Respondent 1- The importance of participatory methods to promote interactive teaching

Respondent 2- Recommended to be attended by more officers (worthwhile and valuable in work places) especially in planning and conducting HRD programs

Respondent 3- Share all the knowledge I gained /very useful in development of training programs

Respondent 4- I would like to all my colleagues about this training and teach them what I learned from training and teach them what I learned from training.

Respondent 5- Sharing by mail or presentation at the head office

Respondent 6 – Definitely yes, I would try to promote APFNet and RECOFTC

Respondent 7- I will share it.

Respondent 8 – Everything

Respondent 9 – Recommend improvements in our current training plan to be in line with what I have learned in this 2 days. Well organized and coordinated . Thank APFNet for funded training. Thank Alex and ben. Much appreciated. Wish you and APFNet a Merry Christmas. Looking forward to more training nominations next year.
Respondent 10- It was good; I will share the ideas and materials with my colleagues and other persons if interested.
Respondent 11- It's a good training for trainer's and (not legible) trainers.
Respondent 12- As a very excellent ToT training
Respondent 13- Trainers in forestry
Respondent 14- I will share this training course and materials to my staff and forestry officers
Respondent 15- Would suggest the organizer and the trainer to my organization of course!
Respondent 16- How to organise a training program and conduct of evaluation.
Respondent 17 – The training program is very useful to organize the training program in my country
Respondent 18 – We need to revise our training program in line with what we have learned through this.
Respondent 19 – I would like a field trip.
Respondent 20 – Yes I will.
Respondent 21 – We can apply methodology, knowledge from this training for our training in the future.
Respondent 22 – I would ask my colleague to adapt participatory training methods in our training program.
Respondent 23 – use training skills which had learned in this workshop in the future job.
Respondent 24 – To have more of this kind of training.
Respondent 25 – Excellence workshop for enhancing professional skills
Respondent 26 – I will tell thyme about what I've learned and got good experiences from this training. I'll try to apply the method and techniques to use in my work. Thank you APFNet and everyone in this event who works every hard for me and my friends.